

**Draft Year 1: Relationships - Half Term 1**

<b>Block</b>	<b>Topic</b>	<b>Learning Outcomes</b>	<b>Activity ideas and Resources</b>
1	Assessment/ Introduction	<ul style="list-style-type: none"> <li>To be aware of the Relationships topic</li> <li>To discuss why we have different feelings and how we might deal with them</li> </ul>	Unit Assessment Activities: Hold an introductory assembly introducing the topic Read the feeling books eg. I am sad. Children to feedback different emotions eg using Feeling Faces. Highlight the main focus emotions. Create a vocab list of feelings. Begin to create a central Relationships display for all children to access.
2	Who am I?	<ul style="list-style-type: none"> <li>Understand that we belong to different groups (family, school, community)</li> <li>Understand that family means different things to different people</li> <li>Understand the importance of valuing oneself and others</li> </ul>	Children to draw a picture of their family and explain their family dynamic in a sharing activity. SEAL: New beginnings.
3	Keeping safe in school	<ul style="list-style-type: none"> <li>Understand that our class is a caring community and we all play a part in making it so</li> <li>Explore the advantages and disadvantages of co-operating in the classroom.</li> </ul>	Create class rules and individual targets. Produce a signed contract between adults and children. Create a class rules display using photos of the children sharing, tidying up, being kind, sitting nicely etc. SEAL: New beginnings - Creating a community or New beginnings
3	Being a good friend	<ul style="list-style-type: none"> <li>Consider what makes a good friend</li> <li>Explain ways in which we are the same and different to our friends</li> <li>Understand that we can have different points of view and still be friends</li> </ul>	Children's Society: <a href="http://www.mylife4schools.org.uk/resources/online-activity-1-what-makes-good-friend">http://www.mylife4schools.org.uk/resources/online-activity-1-what-makes-good-friend</a> SEAL: Getting on and falling out - Friendship and working together or Seeing another point of view
5	Identifying feelings	<ul style="list-style-type: none"> <li>Identify some feelings and recognize the ways we express them</li> <li>Understand that our words and actions can affect others</li> </ul>	<a href="http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6009696">http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6009696</a> - powerpoint on identifying how anger feels and how to manage it SEAL: New beginnings - focus on feelings lesson
6	End of unit assessment	<ul style="list-style-type: none"> <li>To reflect on what has been learnt about feelings and how they affect our relationships</li> </ul>	Review Unit Assessment Activities: Invite children to make additions to the vocab list of feelings; Complete the central Relationships display for all children to access.

**Draft Year 1: Relationships - Half Term 2**

<b>Block</b>	<b>Topic</b>	<b>Learning Outcomes</b>	<b>Activity ideas and Resources</b>
1	Assessment	To discuss different ways of managing our feelings and who can help us to feel safe and happy	Unit Assessment Activity (eg circle time discussion; mindmap/spidergraph; concept cartoons)
2	Gifts and talents	<ul style="list-style-type: none"> <li>Describe our individual gifts and talents</li> <li>Understand that giving compliments to each other feels good</li> </ul>	Books : Giraffes Can't Dance by Giles Andreae; The Littlest Dinosaur by Michael Forman; Little Brown Bushrat by Georgie Ripper. SEAL: Good to be me – Our gifts and talents; Getting on and falling out – Friendships and compliments.
3	Understanding jealousy	<ul style="list-style-type: none"> <li>Understand the difference between pride and jealousy</li> <li>Know some ways of managing feelings of jealousy</li> </ul>	<a href="http://www.gogivers.org/teachers/lessons/ks-1/theme/friendship-and-care/">http://www.gogivers.org/teachers/lessons/ks-1/theme/friendship-and-care/</a> - More than One Friend powerpoint SEAL: Relationships – Understanding my feelings: proud and jealous; Good to be me – Proud.
4	What is bullying?	<ul style="list-style-type: none"> <li>Recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>Know what to do when we are unhappy about things that happen to us</li> </ul>	SEAL: Say no to bullying – what is bullying? Anti-bullying week: <a href="http://www.bbc.co.uk/cbbc/topics/anti-bullying-week">http://www.bbc.co.uk/cbbc/topics/anti-bullying-week</a> <a href="http://www.anti-bullyingalliance.org.uk/aba-week.aspx">http://www.anti-bullyingalliance.org.uk/aba-week.aspx</a>
5	Secrets and surprises	<ul style="list-style-type: none"> <li>Know the difference between secrets and surprises</li> <li>Understand not to keep adult secrets</li> </ul>	Book: Some Secrets Should Never be Kept by Janeen Sanders <a href="http://www.kidpower.org/library/article/safe-unsafe-secrets/">http://www.kidpower.org/library/article/safe-unsafe-secrets/</a> - useful guidance for teachers Create a surprise for the children in the classroom (eg fairy dust (glitter) left by a friendly wizard to help children with their spelling; or a note from one of Santa's elves about Christmas. Children then make their own surprise for a family member for Christmas.
6	End of unit assessment	To reflect on what has been learnt about the relationships topic	Review Unit Assessment Activity. Class evaluation with scenarios about how children will approach situations in the future. Eg SEAL poster; concept cartoons.

**Draft Year 1: Health and wellbeing - Half Term 3**

<b>Block</b>	<b>Topic</b>	<b>Learning Outcomes</b>	<b>Activity ideas and Resources</b>
1	Assessment/ Introduction	<ul style="list-style-type: none"> <li>To be aware of the Health &amp; Wellbeing topic</li> <li>To provide an insight into each topic within the unit</li> </ul>	Year 1 and 2 Introductory Assembly
2	Our Daily Routine	<ul style="list-style-type: none"> <li>Understand some areas in which the children can look after themselves</li> </ul>	<a href="http://cwpresources.co.uk">cwpresources.co.uk</a> Teaching SRE with Confidence: year Reception, lesson 1
3	Keeping Clean	<ul style="list-style-type: none"> <li>Know how to keep clean and look after oneself</li> </ul>	<a href="http://cwpresources.co.uk">cwpresources.co.uk</a> Teaching SRE with Confidence: year 1, lesson 1 Book: Why Wash? By Claire Llewellyn <a href="http://www.youtube.com/watch?v=jEy0Ltlm3nU">http://www.youtube.com/watch?v=jEy0Ltlm3nU</a> - discuss the situations where personal hygiene is key.eg after the toilet.
4	Dental Health	<ul style="list-style-type: none"> <li>Understand the importance of keeping our teeth clean</li> <li>Understand that a healthy diet is linked to healthy teeth</li> </ul>	Book: The boy who hated toothbrushes – Zehra Hicks. <a href="http://www.bda.org/Images/world_tooth_customs.pdf">http://www.bda.org/Images/world_tooth_customs.pdf</a> - activity idea for customs in other countries. <a href="http://dentalbuddy.org/index.php/key-stage-one">http://dentalbuddy.org/index.php/key-stage-one</a> - activities, lesson plans and powerpoints. Invite a local dentist in to talk to the class.
5	Growing and Changing	<ul style="list-style-type: none"> <li>Understand that babies become children and then adults</li> <li>Know the difference between boy babies and girl babies</li> </ul>	<a href="http://cwpresources.co.uk">cwpresources.co.uk</a> Teaching SRE with Confidence: year 1, lesson 2
6	Families and Care	<ul style="list-style-type: none"> <li>Know there are different types of families</li> <li>Know which people we can ask for help</li> </ul>	<a href="http://cwpresources.co.uk">cwpresources.co.uk</a> Teaching SRE with Confidence: year 1, lesson 3
7	End of unit assessment	To reflect on what has been learnt about how we can look after ourselves	Collate/Record go-rounds from the SRE evaluations (CWP Lessons 1, 2 and 3).

**Draft Year 1: Health and wellbeing - Half Term 4**

<b>Block</b>	<b>Topic</b>	<b>Learning Outcomes</b>	<b>Activity ideas and Resources</b>
1	Assessment/ Introduction	To discuss rules and set expectations of discussions To review why it's important to look after our health and wellbeing	Unit Assessment Activity (eg. review of class rules; class discussion to identify what we mean by 'health' and 'wellbeing' and how we can look after our own health)
2	Staying Healthy	<ul style="list-style-type: none"> <li>Understand how to look after our bodies</li> </ul>	<a href="http://cwpresources.co.uk">cwpresources.co.uk</a> Teaching Drug & Alcohol Education with Confidence: year 1, lesson 1 Class discussion about healthy lifestyles - exercise and diet. Children to design a healthy plate of food (resources: paper plates, magazines, coloured tissue paper etc.) Children can also explore designing a fitness circuit (inside/outside)
3	Medicines	<ul style="list-style-type: none"> <li>Know how medicines get into our bodies</li> <li>Know why people use medicines</li> <li>Understand that some people need to take medicines all the time to stay healthy</li> </ul>	<a href="http://cwpresources.co.uk">cwpresources.co.uk</a> Teaching Drug & Alcohol Education with Confidence: year 1, lesson 2 Book: Nice or Nasty? By Claire Llewlllyn Discuss a medical need of a child or an adult within the class to demonstrate the importance of medicine in a real life context eg. Epilepsy, diabetes, asthma
4	Who gives us medicines?	<ul style="list-style-type: none"> <li>Know when we should take medicines and who should give them to us</li> <li>Know the rules about medicines</li> </ul>	<a href="http://cwpresources.co.uk">cwpresources.co.uk</a> Teaching Drug & Alcohol Education with Confidence: year 1, lesson 3 Luci takes her Medicine: <a href="http://www.youtube.com/watch?v=9ifMBvY-vcE">http://www.youtube.com/watch?v=9ifMBvY-vcE</a>
5	Going to hospital	<ul style="list-style-type: none"> <li>Know what happens on a visit to hospital</li> </ul>	<a href="http://www.monkeywellbeing.com/resources-for-teachers">http://www.monkeywellbeing.com/resources-for-teachers</a> Book: Franklin Goes to Hospital by Paulette Bourgeois Invite school nurse in to talk to the children.
6	End of unit assessment	To reflect on what children have learnt about how to keep themselves healthy	Review Unit Assessment Activity Free flow role play activity to assess what the children have learnt. Restaurant , gym , doctors , hospital area.

**Draft Year 1: Living in the wider world - Half Term 5**

<b>Block</b>	<b>Topic</b>	<b>Learning Outcomes</b>	<b>Activity ideas and Resources</b>
1	Assessment/ Introduction	To discuss the meaning of the wider world and provide an insight into each topic within the unit.	Introductory Assembly
2	Cooperation in a group	<ul style="list-style-type: none"> <li>• Listen to other people, and play and work co-operatively</li> <li>• Develop relationships through work and play, e.g. by sharing equipment with other pupils in a group task</li> </ul>	<p><b>Go Givers</b> free registration and excellent resources to download: <a href="http://www.gogivers.org/teachers/lessons/ks-1/subject/science/">http://www.gogivers.org/teachers/lessons/ks-1/subject/science/</a> - You Scratch My Back lesson plan: shows the value of cooperation in the animal world: lesson plan and powerpoint.</p>
3	Living together	<ul style="list-style-type: none"> <li>• Realise that people and other living things have needs, and that they have responsibilities to meet them</li> <li>• Recognise how their behaviour affects other people</li> </ul>	<p><a href="http://www.gogivers.org/teachers/lessons/ks-1/theme/feelings/">http://www.gogivers.org/teachers/lessons/ks-1/theme/feelings/</a> - <i>It's a Dog's Life</i> - lesson plan and power point</p>
4	Outdoor safety	<ul style="list-style-type: none"> <li>• To recognise the importance of responsible behaviours and actions regarding outdoor safety</li> <li>• To name the green cross code and to know the key elements of keeping safe on the roads</li> </ul>	<p><b>Nationwide Education</b> free teaching resources with lesson plans and interactive fun games to look at safety on the roads: <a href="http://www.nationwideeducation.co.uk/safety-education/road-safety/teachers/04-11_safer-travel/interactive-activities.php">http://www.nationwideeducation.co.uk/safety-education/road-safety/teachers/04-11_safer-travel/interactive-activities.php</a> Go to the safety section 4-7. Go to 'be safe, be seen'. Invite the local community police officer to come in to talk about road safety Draw a road plan on the school playground in chalk. Role-play the lollipop lady/man and explain the rules. Borrow toy cars and vehicles from nursery. Children take turns to be the pedestrians and the lollipop person and to tell each other how to keep safe and be seen.</p>
5	Environment	<ul style="list-style-type: none"> <li>• Help children find out about bees and their importance</li> <li>• Explore British wildlife and food chains</li> <li>• Begin to understand the importance of respecting and protecting the environment</li> </ul>	<p><b>Friends of the Earth</b> – Bees Project – The Bee Cause: set of fun KS1 &amp; 2 resources including a play script for assembly, card games, lesson plans: <a href="http://www.foe.co.uk/what_we_do/bee_cause_educators_35049">http://www.foe.co.uk/what_we_do/bee_cause_educators_35049</a> Mini beast hunt around the school. Pond dipping etc.</p>
6	End of unit assessment	To reflect on what has been learnt about how we depend on other people and other things in the wider world	Review Unit Assessment Activity Collate individual lesson evaluations.

**Draft Year 1: Living in the wider world - Half Term 6**

<b>Block</b>	<b>Topic</b>	<b>Learning Outcomes</b>	<b>Activity ideas and Resources</b>
1	Assessment/ Introduction	To introduce the topic of money and discuss what will be covered in this unit	'Money doesn't grow on trees' Assembly for Years 1 and 2. Discuss the meaning of this phrase. Debate as a class.
2	Values of coins and notes	<ul style="list-style-type: none"> <li>• Be able to describe money.</li> <li>• Name different coins and notes.</li> <li>• Understand that we exchange coins and notes for goods.</li> </ul>	<p><b>Personal Finance Education Group:</b> <i>free registration to download resources. The toolkit has an overview of lessons and their related worksheets. It's a comprehensive financial education package for KS 1&amp;2 with an interactive kit, using role-play, fairy stories to bring issues alive.</i>  <a href="http://www.pfeg.org/resources/details/my-money-primary-toolkit">http://www.pfeg.org/resources/details/my-money-primary-toolkit</a></p> <ul style="list-style-type: none"> <li>• Go to 'Bobby's Question' teachers resource.</li> </ul> <p><b>BBC</b> Paying with coins game:  <a href="http://www.bbc.co.uk/learningzone/clips/counting-money-paying-with-coins/1912.html">http://www.bbc.co.uk/learningzone/clips/counting-money-paying-with-coins/1912.html</a> <i>Recognising and understanding the value of 1p, 2p, 5p and 10p coins used to pay for fairground rides. Simple problems involving counting of money are solved in this animation; for example, paying and giving change.</i></p>
3	Needs and wants	<ul style="list-style-type: none"> <li>• Be aware of the difference between a need and a want</li> <li>• Understand that money is a finite resource and needs to be managed</li> <li>• Appreciate that your family may want different things from you</li> </ul>	<p><b>Values, Money and Me:</b> <i>free teaching resources to download</i>  <a href="http://www.valuesmoneyandme.com/enterprise/pennies.html">http://www.valuesmoneyandme.com/enterprise/pennies.html</a>  <i>Pennies galore: a game where you collect pennies as a class, measure them and raise money for a charity. Also 'I want it!' quiz</i></p> <p><b>PFEG:</b> <a href="http://www.pfeg.org/resources/details/drip-drip-drip">http://www.pfeg.org/resources/details/drip-drip-drip</a> - <i>Water is a finite resource – activities to compare water to money.</i>            Draw a picture of things you want versus things you need.</p>
4	Looking after my money	<ul style="list-style-type: none"> <li>• Know where to keep money</li> <li>• Know that some places are safer than others</li> <li>• Understand the consequences of losing money</li> </ul>	<p>Design and make a class and individual piggy bank.</p> <p><b>Barclays Bank Money Skills:</b> free resources (lesson plans, scenarios, activity sheets, games): <a href="http://www.barclaysmoneyskills.com">http://www.barclaysmoneyskills.com</a></p> <ul style="list-style-type: none"> <li>• Put in Google search: Barclays Money Skills Ages 4-7 Resource pack</li> <li>• Go to Activity Three: 'Keeping your money safe'</li> </ul>
5	Understanding change	<ul style="list-style-type: none"> <li>• Understand that different coins have different values</li> <li>• Be able to recognise coins from their shape, colour, value and size.</li> </ul>	<p><a href="http://www.barclaysmoneyskills.com">http://www.barclaysmoneyskills.com</a> – Ages 4-7 Resource pack</p> <ul style="list-style-type: none"> <li>• Go to the icebreaker, 'Building a money word wall'</li> <li>• Then go to Activity Two: 'The value of money' and play money bingo</li> </ul>
6	End of unit assessment	To reflect on what has been learnt about money and the ways in which it affects our lives	Budget project: make a wish list in celebration of completing a successful academic year. Thinking about gifts for others eg teachers. Can they afford it?

			Decide how we might spend our individual and class piggy banks.
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