



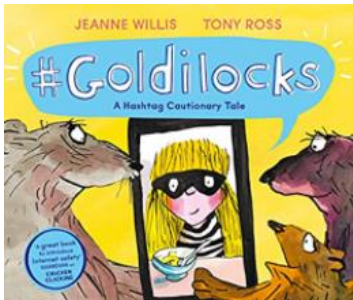

# St Mark's C of E Primary School – Medium Term Planning

## Life Skills: Cycle B Summer Term

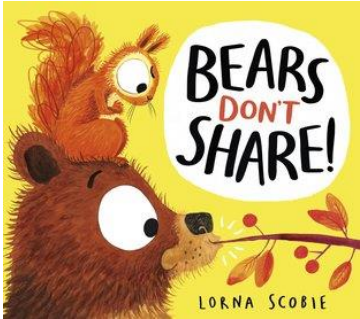
KS1

Week	Theme Statutory headings	Statutory objective <b>Health</b> <b>Relationships</b>	Learning objective What is being learned rather than what is being done?	Resources	End point knowledge. What should the children know at the end of the lesson?  This content will be taken forward as retrieval practice.
Week 1	Online relationships	Pupils should know how to critically consider their online friendships.  Link to friendships online – Being kind	<u>L.O. To understand how to stay safe when using the internet</u>  <b>Vocabulary: safe, internet, uncomfortable</b>	Read through Smartie the Penguin (saved on OneDrive).  Discuss with children what Smartie should do.  Have they ever been in the same position as Smartie? What did they do?	-Understand the importance of being kind online  -I know what to do if something I have seen or heard online makes me feel upset or uncomfortable
Week 2	Online relationships	Pupils should know that the same principles apply to online relationships as to face-to-face relationships.	<u>L.O. To understand how to behave online when talking to my friends</u>  <b>Vocabulary: choices, face-to-face, effect</b>	Read DigiDuck story (saved on OneDrive).  Discuss the story. What did DigiDuck do wrong? Would he upset his friends face-to-face? Why not?	-Know that they should behave the same online as they would face-to-face  -Recognise what DigiDuck has done wrong and give advice

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				Explain to the children that the same principles apply to online friendships.	
Week 3	Internet safety and harms	Pupils should know how to recognise and display respectful behaviour online.	<p><u>L.O. To recognise appropriate behaviour online</u></p> <p><b>Vocabulary: appropriate, inappropriate</b></p>	 <p>Discuss what Goldilocks did wrong.</p> <p>What would children do if Goldilocks was their friend? What advice would they give?</p>	<p>-Understand what inappropriate behaviour online looks like</p> <p>-Know what to do and who to talk to</p>
Week 4	Being safe	<p>Pupils should know what sorts of boundaries are appropriate</p> <p>(Link to online apps)</p>	<p><u>L.O. To understand what is appropriate behaviour online</u></p> <p><b>Vocabulary: impact</b></p>	 <p>What did the characters do wrong?</p> <p>What would you encourage them to do?</p>	<p>-Understand what positive/appropriate behaviour looks like online</p> <p>-Give advice to others about their behaviour online</p>


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				Children could act out a drama to show the right thing to do, they could write out a text message to a character or do a conscious alley of the right and wrong thing.	
Week 5	Mental Wellbeing	<p>Pupils should know that there are a normal range of emotions that all humans experience in relations to different experiences and situations</p> <p>(Children to link these emotions to being online)</p>	<p><u>L.O. To understand how I feel when accessing games online</u></p> <p><b>Vocabulary: anger, frustration, sadness.</b></p>	<p>Read through the book and discuss the feelings of the squirrel throughout.</p> <p>Do children experience any of these feelings when playing online?</p> 	<p>-Be able to understand how their feelings may change when playing games online.</p> <p>- Know who to speak to about their feelings.</p>
Week 6	<p>Being safe</p> <p>Visit from PC Kat Andrews</p>	<p>Pupils should know how to report concerns or abuse, and the vocabulary and confidence to do so</p>	<p><u>L.O. To know who can help me if I don't feel safe</u></p> <p><b>Vocabulary: help, encourage</b></p>	<p>Children to create a collective 'people who can help us' display.</p> <p>Some examples:</p> <ul style="list-style-type: none"> <li>-walls</li> <li>-roads</li> </ul>	<p>-Be able to articulate and discuss people who can help them</p>

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				You may just want children to record on post it notes and keep in folder	
<b>Assessment week – You may wish to do an oracy task or role playing scenarios.</b>					
Half term – <b>This half term links explicitly to Summer 1 (week 4) and Summer 2 (week 4) topics in phases assemblies. You could use Life Skills to draw upon learning from assemblies.</b>					
Week 1	Healthy eating	Pupils should know the principles of planning and preparing a range of healthy meals.	<u>L.O. To understand what a healthy diet is</u>  <b>Vocabulary: diet, healthy, unhealthy</b>	<a href="#">Foods we need to eat less often (video.link)</a>  Show and discuss video.  Now show an image of the healthy eating plate (saved on OneDrive)  In pairs, children to sort food into the food pyramid (saved on OneDrive)  Decide on consequences of a poor diet.	-Know what a healthy diet is  -Understand the effects of not eating a healthy diet
Week 2	Health and prevention	Pupils should know about safe and unsafe exposure to the sun.  <b>(Focus on sun cream)</b>	<u>L.O. To begin to understand the risks associated with the sun</u>	<a href="#">George The Sun Safe Superstar - Book Animation (video.link)</a>  Watch video about George.	-Understand that sunshine can be good for me  -Explain what I need to do to keep myself safe in the sun

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			<b>Vocabulary: protect, damage, suncream</b>	Brain dump ways in which children can keep themselves safe in the sun (assessment)	
Week 3	Health and prevention	Pupils should know about safe and unsafe exposure to the sun.  <b>(Focus on time spent in sun)</b>	<u>L.O. To begin to understand the risks associated with the sun</u>  <b>Vocabulary: factor, reapply, noon,</b>	Read 'Hello Summer' book to introduce summer time.    Discuss the impact of spending too much time in the sun.  Children could create a timeline of what to do when its sunny. (E.g. 8am – Apply factor 30 sun cream Play in sun until 10am (reapply cream) 11-3 – Play some games in the shade	-Understand that sunshine can be good for me  -Explain what I need to do to keep myself safe in the sun
Week 4	Health and prevention	Pupils should know about safe and unsafe exposure to the sun.	<u>L.O. To explain how to stay safe in the sun</u>	Retrieval activity around sun exposure and associated risks.	-Understand that sunshine can be good for me


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		<b>(Impact of too much sun)</b>	<b>sun, shade, protect, damage</b>	<p>Children produce poster to explain the SMART rule –</p> <p><b>S</b>pend time in the shade between 11am and 3pm.</p> <p><b>M</b>ake sure you never burn.</p> <p><b>A</b>im to cover up with a hat, t-shirt and sunglasses.</p> <p><b>R</b>emember children need to take extra care.</p> <p><b>T</b>hen use sunscreen of a minimum of SPF 30.</p>	-Explain what I need to do to keep myself safe in the sun
Week 5	<b>Transition</b>	<p>Teacher to do some transition activities with children –</p> <p>*Identify positive things/achievements in current year</p> <p>*Write down and discuss concerns about next year</p> <p>*Record a video for their new teacher to tell them all about themselves and what they like/dislike</p> <p>*Circle time to discuss new routines</p>			
Week 6					

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Week	Theme Statutory headings.	Statutory objective <b>Health</b> <b>Relationships</b>	Learning objective What is being learned rather than what is being done?	Resources	End point knowledge. What should the children know at the end of the lesson?  This content will be taken forward as retrieval practice.
Week 1	Online relationships	Pupils should know how to critically consider their online friendships.  (Link to themselves. What would they do?)	<u>L.O. To know how to critically consider my own online friendships</u>  <b>Vocabulary: online, unkind, friendships, unsafe, vulnerable.</b>	<a href="#">Play Like Share: Episode 1 (video.link)</a>  Stop at 4 minutes and discuss what Alfie should do.  Give children a problem on their decision making tree. Working in pairs, can children provide the decisions they would make?  Watch end of video. What did the SELFIE band do wrong?	-Be able to recognise unkind behaviour and know how to report it  -Offer advice and support to others
Week 2	Online relationships	Pupils should know how information and data is shared.  <b>(Link to consent gained by school – Photo's)</b>	<u>L.O. To understand the benefits and risks of sharing data and information online</u>	Begin by asking children who they would tell (face to face) if: -their parents were having a baby -they were going on holiday -they were moving school  Repeat activity but change to who they would tell online.	-Understand that the internet can be a useful way to share information.  -explain some risks to sharing information online

			<p><b>Vocabulary: data, information, risks, consent, permission.</b></p>	<p>Show children what has the potential to happen when you share something online.</p> <p>Show top tips for sharing information and discuss importance of permission seeking (Link to school photos)</p>	<p>-Identify people who can help them if they are worried about information they have shared online.</p>
Week 3	Internet safety and harms	<p>Pupils should know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.</p> <p>(Link to online gaming)</p>	<p><u>L.O. To consider the importance of being kind online</u></p> <p><b>Vocabulary: respectful and disrespectful behaviour, positive.</b></p>	<p>Start the lesson by talking in a miserable manner. Can children sense that your miserable?</p> <p>Now show a miserable email, can the children sense that is miserable?</p> <p>Explain that it's harder to when gaming or sending emails.</p> <p>Children to have a go at writing a message to a friend on their game including positive phrases to make emotion clear.</p>	<p>-Know how to use positive and respectful language online</p> <p>-Recognise what unkind behaviour is online.</p>

<p>Week 4 &amp; 5</p> <p>Take over 2 lessons to allow children to understand how research helps them become a discerning consumer</p>	<p>Internet safety and harms</p>	<p>Pupils should know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p><b>(Link to search engines – link to digital footprint)</b></p>	<p><u>L.O. To begin to become and discerning consumer of online information</u></p> <p><b>Vocabulary: digital footprint, search engines, ranked, selected, targeted.</b></p>	<p>Why do we have adverts on TV?</p> <p>Explain that adverts are all around us.</p> <p>Demonstrate searching on google and showing the adverts that come up first (this means someone has paid to have their website displayed first).</p> <p>Share different images of items to children and ask them to make a decision on which ones they like the best. Why do they like that one?</p> <p>Now explain what discerning consumer means and that children need to research things before buying them.</p> <p>Explain that what we have searched for is stored (digital footprint).</p> <p>Show children the search engines they can use.</p> 	<p>-Understand and be able to discuss what digital footprint is.</p> <p>-Understand that information on search engines is ranked.</p>
<p>Week 6</p>	<p>Being safe</p>			<p>Briefly discuss the story Matilda.</p>	

		Pupils should know how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.	<u>L.O. To know who to ask for advice or help</u>  <b>Vocabulary: trusted adults, advice, support.</b>	Matilda's home life was not great with her parents and she was unhappy.  If Matilda was your friend, what would you encourage her to do?  Children to design a 'people who can help us' poster containing all the names of people who can help.	-Name people who can help them  -Understand what to do if they have not been listened to
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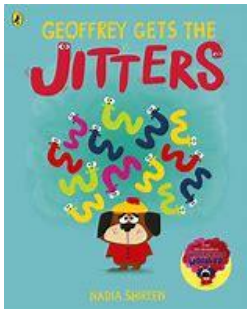
**Assessment –**

**Multiple choice questions through computing to make it more interactive and fun for children? Could use Lumio – See RG for support in how to create quiz on Lumio**

Half term

Week 1  (Link to healthy eating week)	<p>Healthy eating</p>  <p><b>Link to Summer 1 (week 4) phase worship.</b></p>	Pupils should know the principles of planning and preparing a range of healthy meals (Retrieval part of lesson)  Pupils should know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, <b>obesity</b> and tooth decay)	<u>L.O. To understand the benefits of healthy eating and dental health</u>  <b>Vocabulary: balanced diet, tooth decay, obesity, nutrition.</b>	Recap on food groups through retrieval practice.  <a href="https://www.eatwellguide.scot.nhs.uk/">Eatwell Guide   Food Standards Scotland (fss-eatwellguide.scot)</a> – complete quiz online with children.  Create a flyer or information pamphlet about healthy eating.	-Discuss benefits of healthy eating on wellbeing and physical health  -Explain effects on teeth  -Understand importance of staying hydrated
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Week 2	Health and prevention	Pupils should know about safe and unsafe exposure to the sun, <b>and how to reduce the risk of sun damage.</b>	<p><u>L.O. To understand risks associated with the sun and how these can be avoided, taking independence for their own sun protection</u></p> <p><b>Vocabulary: Sun damage, unsafe and safe exposure,.</b></p>	<p>Show children different weathers and ask them to write down any risks associated with the weather. Separate risks into body and property.</p> <p>Explain that we will focus on body risks.</p> <p>Discuss protecting our bodies in winter. How does this compare with the summer?</p>	<p>-Understand the risks of exposure to the sun</p> <p>-Explain the things I need to do to keep myself safe in the sun</p> <p>-Understand as I get older I need to take responsibility for my own safety in the sun</p>
Week 3 & 4	Drugs, alcohol and tobacco.	<p>Pupils should know the <b>facts</b> about legal substances, <b>including smoking.</b></p> <p>Pupils should know the <b>associated risks</b> about legal substances, <b>including smoking.</b></p>	<p><u>L.O. To understand that I have choices to make</u></p> <p><b>Vocabulary: choices, legal substances.</b></p>	<div data-bbox="1384 635 1579 874" data-label="Image"> </div> <p>Read text stopping at various points to discuss.</p> <p>Pose a question: What would you do if someone told you to...? Allow children to discuss and realise that they each have a decision to make.</p> <p>Who else can make decisions for you?</p>	<p>-To understand that I have choices to make</p> <p>-To make the correct decision about legal substances</p> <p>-Understand the risks associated with smoking</p>

				<p>Explain facts about smoking to children. What choice would they make now? What are the risks?</p> <p>Provide children with scenarios – For and against conversations. Could do a conscious alley activity.</p>	
Week 5	Health and wellbeing	That mental wellbeing is a normal part of daily life, in the same way as physical health	<p><u>L.O. To develop a growth mindset and understand that mistakes are useful</u></p> <p><b>Vocabulary: mental wellbeing, mistakes.</b></p>	 <p>Discuss why mistakes are important.</p>	<p>-Understand why mistakes are important</p> <p>-Know how to learn from mistakes</p>
Week 6	Transition week into next academic year	#	<p><u>L.O. To understand the strategies people use to cope with change.</u></p> <p><b>Vocabulary: change, coping strategies, relaxation, hydration.</b></p>	<p>Explain that there will be change.</p> 	<p>-Understand that there are different strategies I can use to cope with change</p>

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				<p>What can we do to help us stay healthy during change? (eat healthy, exercise, stay hydrated)</p> <p>End lesson with children covering the table of positive things that could happen in the next year.</p>	
Week 7	Transition week into next academic year	Setting achievable goals for next year	<p>Work with teacher to set goals for next year.</p> <p>What aspirations do they have for the future?</p>		

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UKS2

**\*\*Teachers need to make sure that during the retrieval part of a lesson, they discuss how to stay safe in the sun (must include – sun cream, shade and damage to skin). There is a lesson plan and scenarios if you wish to teach this in the Teams Folder.**

Week	Theme Statutory headings	Statutory objective <b>Health</b> <b>Relationships</b>	Learning objective What is being learned rather than what is being done?	Resources	End point knowledge. What should the children know at the end of the lesson?  This content will be taken forward as retrieval practice.
Week 1	Online relationships	Pupils should know how to critically consider their online friendships and sources of information including awareness of the <b>risks associated with people they have never met.</b>	<u>L.O. To critically consider my online friendships</u>  <b>Vocabulary: sources of information, acquaintance.</b>	Do survey with children discussing what they would share with a friend and an acquaintance.  Explain THINK T – is it <b>true</b> ? H – is it <b>helpful</b> ? I – is it <b>inspiring</b> ? N – is it <b>necessary</b> ? K – is it <b>kind</b> ?	-Understand the different between a friend and an acquaintance.  -Explain what is safe to share with people I have never met online
Week 2	Online relationships	Pupils should know how information and data is shared and used online  <b>(Link to consent gained by school – name, age, school(Data))</b>	<u>L.O. To understand how information and data is used and shared online</u>  <b>Vocabulary: consent, permission.</b>	Give children some real life events – Who would they share these with face-to-face?  Now give the same events – Would they share these online?	-Understand how information I share is used online  -Understand how search engines remember and filter out previous searches

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				Make explicit links to children and their use of social media/ whatsapp. <b>Are their conversations appropriate? Are they showing respect?</b>	
Week 4	Internet safety and harms	<p>Pupils should know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.</p> <p>Pupils should know about the impact of bullying on others.</p>	<p><u>L.O. To consider the impact of bullying (cyber and face-to-face) on others.</u></p> <p><b>Vocabulary: bullying, child line, mental wellbeing.</b></p>	<p>Explore the Childline stories below:</p> <p><a href="#">Sally's story   NSPCC</a></p> <p><a href="#">James' story   NSPCC</a></p> <p>Children could write a letter to Sally or James with words of support.</p> <p><a href="#">I (safekids.com)</a> – quiz to take as a class</p>	
Week 5	Internet safety and harms	<p>Pupils should know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p><b>(Link to social media – facebook/instagram)</b></p>	<p><u>L.O. To understand how to be a discerning consumer of information online</u></p> <p><b>Vocabulary: search engines, filtered, ranked, targeted, age restrictions.</b></p>	<p>Begin by recapping on age restrictions for whatsapp, Instagram and facebook.</p> <p>Reiterate the reasons around why children of a primary age should not have access to these sites.</p> <p><a href="#">Online data and information - how children can stay safe online - Own It - BBC</a></p>	<p>-Understand that everything I read online is not true</p> <p>-Explain some ways to check if information is true</p>

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				<p>Use information on BBC website to discuss – Link specifically to social media</p> <p>To get a social media account we give details like our name, email and date of birth.</p> <p>In return we get to use social networks to connect with our friends (hooray!) and our mum can write embarrassing comments on posts, for all to see (booo).</p> <p>On top of this, social platforms can learn about you from something as simple as a 'like'. The things you write, share and search for, the pages or people you follow, all give them more of what their advertisers and other businesses need, to make money - clues about you.</p> <p>Remember that funny Harry Potter quiz? Well, in your quest to find out whether you're more Hermione Granger than Ron Weasley, you probably gave away stuff about yourself that could be used elsewhere.</p> <p>Photos that friends share of you, even if you're not tagged, could be traced back to you along with extra details that go with every picture - like the time and place it was taken and who uploaded it.</p> <p>Take quiz at the end of the lesson to assess understanding.</p> <p><a href="#">Play Interland - Be Internet Legends</a></p>	
Week 6	Being safe	Pupils should know how to report concerns or abuse, and the vocabulary and confidence to do so.	<p><u>L.O. To know how to report concerns or abuse</u></p> <p><b>Vocabulary: trolling, abuse, trusted adult, support/advice.</b></p>	<p><b>What is an internet troll?</b></p> <p><u>The word 'troll'</u> is slang for a person who deliberately starts arguments on the internet with the aim of provoking an individual or group into a reaction.</p> <p>It can be done because they genuinely want a healthy debate, or because the troll simply enjoys winding people up.</p> <p>The term has nothing to do with the ugly green character from children's literature, it's actually a fishing term.</p> <p>Like fisherman, trolls attach their bait and wait for other members of the public (the fish) to bite.</p> <p>Share the definition of a 'troll'. What does this mean to the children?</p> <p>If they were in the same position as Zayn Malik, Nicola Roberts or Jessy</p>	<p>-Understand the importance of reporting concerns or abuse</p> <p>-identify trusted adults</p>

				<p>Nelson, what would THEY do? How would they resolve it?</p> <p>Tell chn about the own it app where they can seek support.</p> <p><a href="#">The BBC Own It keyboard and app - Own It - BBC</a></p>	
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**Assessment week**

Half term

Week 1	Drugs, alcohol and tobacco.	<p>Pupils should know the facts about legal and illegal harmful substances and associated risks, including <b>alcohol use</b>.</p> <p>Pupils should know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p>	<p><u>L.O. To understand the risks associated with excessive alcohol use</u></p> <p><b>Vocabulary: legal substances, alcohol, risks, excessive.</b></p>	<p>Ask children what decisions they have made today:          What socks to wear          How to have their hair etc.</p> <p>Now ask what decisions they will have to make as they get older.</p> <p>Complete making decisions activity (on Teams)</p> <p>Make direct links to alcohol use – stating the facts around alcohol use and early signs of illness related to excessive alcohol use.</p>	<p>-Understand the age limit for drinking alcohol</p> <p>-Identify early signs of illness associated with excessive alcohol use</p>
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Week 2	Drugs, alcohol and tobacco.	<p>Pupils should know the facts about legal and illegal harmful substances and associated risks, including <b>drug-taking</b>.</p> <p>Pupils should know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p>	<p><u>L.O. To understand the risks associated with excessive drug-taking use</u></p> <p><b>Vocabulary: illegal substances, drugs, effect, physical illness.</b></p>	<p><a href="#">Honest information about drugs   FRANK (talktofrank.com)</a></p> <p>Teachers to use website to learn about different types of drugs that children may ask about.</p> <p>Include the risks associated with drug-taking and explain the facts surrounding drugs.</p>	<p>-Understand the age limit for taking drugs</p> <p>-Identify early signs of illness associated with excessive drug-taking</p>
Week 3	Economic wellbeing	##	<p><u>L.O. To understand attitudes and feelings around money</u></p> <p><b>Vocabulary: spend, save, attitude, influence.</b></p>	See lesson plan saved to Teams.	<p>-Understand the reasons people might spend or save money</p> <p>-Identify feelings associated with money</p> <p>Understand a range of factors might affect our feelings towards money</p>
Week 4	Economic wellbeing	##	<p><u>L.O. To understand how to keep money in bank accounts safe</u></p>	See lesson plan saved to Teams.	-Understand ways to keep money safe

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			<b>Vocabulary: PIN (personal identification number), safe, secure password.</b>		-Explain rules for keeping money in bank accounts safe  -Explain what to do if I'm worried about my money
Week 5	Economic wellbeing	##	<u>L.O. To understand the range of jobs that people might do</u>  <b>Vocabulary: job, sob seeker, career.</b>	See lesson plan saved to Teams.	-Explain what I have learnt about careers and jobs  -Understand that there are a range of jobs available to me
Week 6	Economic wellbeing	##	<u>L.O. To understand the different routes available into careers</u>  <b>Vocabulary: college, university</b>	See lesson plan saved to Teams.	-Understand that there are different routes into careers  -Understand that people can change career
Week 7	Citizenship	##	<u>L.O. To understand Human Rights</u>  <b>Vocabulary: education, Human Rights.</b>	See lesson plan saved to Teams.	-Understand that Human Rights are to protect everyone  -Explain why education is important

## These are not objectives on the statutory guidance however it is important that UKS2 children are taught these elements of economic wellbeing. ##

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