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| **Living in the Wider World** | **Week 1** | **Week 2**  **Date: 02.03.23** | **Week 3**  **Date: 08.03.23** | **Week 4** | **Week 5** | **Week 6** |
| Reception | **Co-operative Learning**  • How to contribute to the life of the classroom  *Children should:*  *- Participate in co-operative learning games*  *- Responsibilities to take turns, share and understand the need to return things that have been borrowed* | **World Book Day Activities – Changing lives through a love of books and reading** | **Lifting Limits**  *International Women’s Day* | **Red Nose Day**  **Comic Relief – Together we have the power to change lives** | **Co-operative Learning**  • To help construct, and agree to follow, group and class rules and to understand how these rules help them  *Children should:*  *- That they belong to various groups and communities such as family and school*  *- About some of the ways people look after them* | **Health and prevention**  **Health Education**  • About safe and unsafe exposure to the sun.  *Children should:*  *- Describe ways they can stay safe in the sunshine.* |
| Yr1 | **Looking After Myself**  **Healthy and Safe**  • More about road safety and who helps us keep safe  *Children should:*  *- Understand the role of the Emergency Services* | **World Book Day Activities – Changing lives through a love of books and reading** | **Lifting Limits**  *International Women’s Day* | **Red Nose Day**  **Comic Relief – Together we have the power to change lives** | **Lifting Limits** | **Health and prevention**  **Health Education**  • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.  *Children should:*  *- Describe ways they can stay safe in the sunshine.* |
| Yr2 | **Special Days**  • About a range of festivals  *Children should:*  *- Demonstrate this learning at an assembly or display* | **World Book Day Activities – Changing lives through a love of books and reading** | **Lifting Limits**  *International Women’s Day* | **Red Nose Day**  **Comic Relief – Together we have the power to change lives** | **Global Food**  • About where food comes from  *Children should:*  *- Learn more about the ethics of food supply* | **Health and Prevention**  **Health Education**  • About safe and unsafe exposure to the sun and how to reduce the risk of sun damage.  *Children should:*  *- Describe ways they can stay safe in the sunshine.*  *-Create a poster about Sun Safety* |
| Yr3 | **Our Ideal Community**  • About how community facilities work  *Children should:*  *- Produce a map of the community* | **World Book Day Activities – Changing lives through a love of books and reading** | **Lifting Limits**  *International Women’s Day* | **Red Nose Day**  **Comic Relief – Together we have the power to change lives** | **Where do things come from?**  • About sources of products and Fair-trade  *Children should:*  *- Be able to debate about ethics* | **Lifting Limits** |
| Yr4 | **Fundraising Activities**  • About what voluntary agencies do  *Children should:*  *- Plan and undertake a simple fundraising project*  *- Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals* | **World Book Day Activities – Changing lives through a love of books and reading** | **Lifting Limits**  *International Women’s Day* | **Red Nose Day**  **Comic Relief – Together we have the power to change lives** | **Recycling Project**    • More about the local community  Children should:  *- Be able to explain what can be recycled in their “local” recycling bins [Working scientifically, biology, chemistry]* | **Recycling Project**  **Continued** |
| Yr5 | **Democracy Simulation**  • About how local democracy works    *Children should:*  *- Use a simulation to develop understanding of democracy*  *- Work collaboratively towards shared goals to develop strategies to resolve disputes through negotiation and appropriate compromise*  *- Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including all types of bullying: cyber, racial, sexual, gender-based, HBT, religious, health-based or bullying based around special need or disability and the use of prejudice-based language and hate speech) and know how to respond and ask for help)* | **World Book Day Activities – Changing lives through a love of books and reading** | **Lifting Limits**  *International Women’s Day* | **Red Nose Day**  **Comic Relief – Together we have the power to change lives** | **Money and Saving**  • About saving and spending  *Children should:*  *-run a simple marketing project in teams* | **Personal Safety**  • That everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child  • That these universal rights are there to protect everyone and primacy over national law and family and community practices  *Children should:*  *- Develop strategies for keeping physically and emotionally safe including road safety, safety in the environment such as gang culture and knife carrying and safety online (including social media, grooming, sexting, online bullying and the responsible use of the internet and devices used).* |
| Yr6 | **Democracy and Decisions**  • Learn about government and parliament  *Children should:*  *- Show understanding via letter writing* | **World Book Day Activities – Changing lives through a love of books and reading** | **Lifting Limits**  *International Women’s Day* | **Red Nose Day**  **Comic Relief – Together we have the power to change lives** | **Money and Me**  • About the role money plays in their own and others’ lives  • That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment  • About enterprise and the skills that make someone ‘enterprising’  *Children should:*  *- Develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT)*  *- Explore and critique how the media present information structure and conduct interviews and compare results* | **Celebration**  • About the people who are responsible for helping them stay healthy and safe and ways that they can help these people  *Children should:*  *-Produce a Year 6 Resource on how to support each other* |