

Year 1/2 Cycle A	Pentecost 2
Topic	Living in the Wider World Statutory Objectives not covered by TenTen Life to the Full
National Curriculum	<p>1. 2. 3.</p> <p>L10. What money is; forms that money comes in; that money comes from different sources L11. That people make difference choices about how to save and spend money L13. That money needs to be looked after, different ways of doing this L15. That jobs help people to earn money to pay for things</p> <p>L5. About the different roles and responsibilities people have in their community L16. Different jobs that people they know or people who work in the community do. L17. About some of the strengths and interests someone might need to do different jobs.</p>
Core Knowledge	<p>1. Know how to recognise different notes and coins. Know the value of different notes and coins.</p> <p>2. Know different places to keep money safe Know how to explain different choices to keep money safe</p> <p>3. Know the importance of keeping money safe. Know why saving money can be important.</p> <p>4. Know skills and abilities required for different jobs. Know skills and abilities for different jobs and know about equal opportunities.</p>
Wider Knowledge	<p>1. Value of coins and notes Process of calculating change</p> <p>2. Different places that people might keep money (at home, in a purse/wallet, in a bank, with your parents)</p> <p>3. Know that they can save money to use later instead of spending it now. Know how to describe why they might want to save their money and how that can be important.</p>
Skills	<p>1. Identify value of coins and notes and discuss differences. Calculate cost of multiple items and change given.</p> <p>2. Discuss advice for keeping money safe in different scenarios. Write advice cards for keeping money safe. Discuss feelings associated.</p> <p>3. Discuss scenarios and decide whether the children should save or spend. Write why people might want to save/spend money</p> <p>4. Discuss jobs and skills associated. Create fact files about jobs and skills associated.</p>
Diversity Links	<p>British Values: Individual Liberty – is seen in day to day life through the following:</p> <ul style="list-style-type: none"> • Rights, choice, consent and individuality

	<ul style="list-style-type: none"> • Respect and dignity
Vocabulary	money, coins, notes, change, safe, unsafe, save, spend, jobs

Year 3/4 Cycle A	Pentecost 2
Topic	Living in the Wider World Statutory Objectives not covered by TenTen Life to the Full
National Curriculum	<p>L17. About the different ways to pay for things and the choices people have about this.</p> <p>L19. That people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity)</p> <p>L21. Different ways to keep track of money.</p> <p>L24. To identify the ways that money can impact on people's feelings and emotions.</p> <p>L26. That there is a broad range of different jobs/careers that people have; that people often have more than one career/type of job during their life.</p> <p>L31. To identify the kind of job that they might like to do when they are older.</p>
Core Knowledge	<p>1. Know there are different payment methods. Know the most appropriate way of paying in different situations.</p> <p>2. Know that the choices we make about spending and saving money can be influenced by, and have an impact on, other people. Know that manufacturers and shops advertise to persuade us to spend money and the affect this can have.</p> <p>3. Know a range of jobs and discuss the skills and interests needed. Know skills and attributes that are useful in many roles</p> <p>4. Know how to discuss their future aspirations. Know the skills required to achieve this.</p>
Wider Knowledge	<p>1. How people pay (cash, debit card, credit card) Difference between debit and credit cards</p> <p>2. Adverts can influence our choices.</p>

Skills	<p>1. Discuss difference between debit and credit cards Record features of each type of card</p> <p>2. Describe some people, situations, and other factors that influence our money choices. Explain how our money choices can affect others.</p> <p>3. Identify different jobs that they know and discuss skills that would be important for each job. Discuss skills and attributes associated with jobs and discuss what might influence people's career choices.</p> <p>4. Record their future job aspiration and why Record the skills required to achieve their future job aspiration.</p>
Diversity Links	<p>Individual Liberty – is seen in day to day life through the following:</p> <ul style="list-style-type: none"> • Rights, choice, consent and individuality • Respect and dignity <p>Our bodies belong to us, they are our God-given gifts, we respect our bodies.</p> <p>Mutual respect – we treat each other as we would like to be treated We show empathy and understanding to others, linking to the Gospel Value of compassion</p>
Vocabulary	money, debit card, credit card, transfer, spend, influence, choices, skills, attributes, careers, aspirations, achieve

Year 5/6 Cycle A	Pentecost 2
Topic	<u>10:10 Module 3</u> Created to Live in a Community
RSHE Objectives	<p><u>Unit 2: Living in the Wider World</u></p> <p>3. R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p>
Core Knowledge	<p>1. Know the seven principles of Catholic Social Teaching</p> <p>Know how to give examples of how Catholic Social Teaching can be practised.</p>

	<p>3. Know how to apply the principles of Catholic Social Teaching to current issues. Know how Catholic Social Teaching principles can help them to judge not only whether something is wrong, but why it is wrong.</p>
Wider Knowledge	<p>1. dignity, solidarity, The Common Good, the option for the poor, peace, creation and environment, the dignity of work and participation</p> <p>2. Understanding of current events in the wider world</p>
Skills	<p>1. Create a superhero/champion of a principle - What injustices in the world would they fight against? - What good things in the world would they stand up for? - Who, particularly, would they protect? (Link to Protected Characteristics) Present their champion to the rest of the class – ORACY Make links to scripture</p> <p>2. Analyse current issues and highlight Catholic Social Teaching Discuss what can be done to resolve it or to protect those involved Create a mind map to represent what can be done and how they can play a part, link to Catholic Social Teaching</p>
Diversity Links	<p>Virtues to be developed (linked to Bishop Patrick’s mission): faith, love, kindness, justice, compassion, motivation, sincerity, perseverance</p> <p>Relate back to the school’s ‘Learning to Serve Promises’ as well as classroom expectations and Gospel Values which underpin everything we do. Our mission statement states, ‘we do this in partnership with family and parish’, reminding us that our behaviour in our community should reflect our behaviour at school.</p> <p>Individual Liberty – is seen in day to day life through the following:</p> <ul style="list-style-type: none"> • Rights, choice, consent and individuality • Respect and dignity <p>Our bodies belong to us, they are our God-given gifts, we respect our bodies. We show respect to our bodies through what we put in them. By caring for our bodies, we are caring for God.</p> <p>Mutual respect – we treat each other as we would like to be treated. We do this in person and online. We show empathy and understanding to others, linking to the Gospel Value of compassion</p>
Vocabulary	<p>Holy Trinity, God the Father, God the Son (Jesus), God the Holy Spirit, love, mystery of faith, helper, Good News, The Creed, The Church, God’s family, home, school, parish, diocese</p>