

Russell Lower School PSHRE MTP

Year 2 SUMMER TERM 2

Session/Unit	Key Learning (Knowledge learnt – Composite)	Key knowledge (Components)	Teaching sequence overview	Cross Curricula
1	<p>To learn about different types of families including those that may be different to their own</p> <p>To identify common features of family life that it is important to tell someone if something about their family makes them unhappy or worried</p>	<p>- To understand key vocabulary</p> <p>- to describe their own family</p> <p>-to respect family structures that are different to their own</p> <p>-to be respectful during class discussion</p>	<p>1. To recognise and describe different family structures</p> <p>Begin by asking the children to define what family means to them. Use the slides from the PSHE Association to talk through key discussion points. Task: children to draw someone who is special to them, this can be a family member or someone who makes them feel like family – connected, cared for, safe.</p> <p>Key vocabulary: family, structure, divorce, parents, children</p>	
2	<p>To explore different roles and responsibilities people have in their community</p> <p>To learn about some of the strengths and interests someone might need to do different jobs.</p> <p>Different jobs that people they know or people who work in the community do</p>	<p>-To identify a range of jobs ie use the uniform to help them to identify a police officer.</p> <p>-to define key vocabulary</p> <p>-to work as part of a team</p> <p>- to listen and respond</p>	<p>2. To describe the different roles people have in their community</p> <p>Explain the meaning of community and make sure the children understand the key vocabulary for the lesson. Allow children to identify different jobs within our school community ie dinner lady, lolly pop lady, teacher, nurse and so on. Then pop a picture of different roles within the local community ie doctor, police officer, nurse, fire fighter. Children to discuss and note down as a group the role, the importance of the role and how they serve the community.</p> <p>Key vocabulary: community, team, support, local</p>	
3	<p>To learn about the role of the internet in everyday life. That not all information seen online is true.</p>	<p>-To</p>	<p>3. To understand how the internet is used in everyday life.</p> <p>Lesson hook: teacher to create news paper/ magazine headline featuring Penguin Class. Discuss if the information is true or false ? How do we know? This will lead onto if all information on the internet is true or false.</p>	

			Key vocabulary:	
4	To understand that people make different choices about how to save and spend money. That money needs to be looked after, different ways of doing this	-To understand the concept of money - to be able to count the total of coins and notes - to recognise and name coins and notes	4. To explain different ways money can be saved and spent Begin by reading through the Lynx file and learning, discussing what children already know about money, ways we save it and ways we spend it. Then each child to be given a 'purse' with some money and they can choose how much they want to spend and how much they want to save. Children to justify their choices and a selections of options to be displayed on tables – ie £50.00 one way ticket o Paris, £100.00 for a designer handbag, £1.50 for a loaf of bread. Key vocabulary: money, save, spend, budget	
5	To recognise that everyone has different strengths	-To celebrate the miracle that is you! - to understand that we are all different -to be respectful towards everyone	5. To recognise that everyone has different strengths Children to take part in circle time to share what they think their strength is. Then to discuss that everyone is different in their own special way.	
6	To use a range of strategies to help me prepare for a new class and year group	-To celebrate the end of the year - to understand that we are growing up and moving to a new class	6. To use a range of strategies to help me prepare for a new class and year group Children to celebrate all their achievements and friendships made in Year 2, writing down their favourite memory on a piece of coloured card. Teacher to explain they will be moving up to Y3 next year and share expectations.	