

# Newby and Scalby Primary School Curriculum Overview

## PSHE & Citizenship – Me & My Future

Year 1 Learning	
<b>K &amp; S</b>	<ul style="list-style-type: none"> <li>• I can recognise the coins and notes we use</li> <li>• I can choose the correct value of coins and calculate change</li> <li>• I know that we have to pay for what we buy</li> <li>• I know how to keep money safe</li> <li>• I know that I don't have to spend my money but can save it to use later</li> <li>• I can set myself simple goals</li> <li>• I can identify positive things about myself and recognise and celebrate my strengths and say what I enjoy about school and things I do outside of school</li> <li>• I can describe the work that people do in my family, my school and where I live.</li> </ul> <ul style="list-style-type: none"> <li>• I can identify positive achievements during my time in Year 1</li> <li>• I can identify my strengths, areas for improvement and set myself some goals for Year 2</li> </ul> <p>Taught input – Summer 2</p>
<b>V</b>	Coins, notes, change, value, saving, spending, safe, goal, strengths, achievements, aspiration, career, positive, calculate, wages, community, future
<b>E</b>	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week</p> <p>Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week</p> <p>Weekly Class Assembly – class PSHE focus</p>

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Year 2 Learning	
<b>K &amp; S</b>	<ul style="list-style-type: none"><li>• I know that we can pay for things in a range of ways and that even when not using cash, money is being used</li><li>• I understand that the choices we make affect ourselves and others</li><li>• I can explain the difference between needs and wants</li><li>• I understand individuals and families have to find ways to balance wants and needs</li><li>• I understand that it may not be possible to have everything you want, straight away, if at all</li><li>• I can describe why learning is important</li><li>• I am positive about who I am, what I have achieved and take into account what other people say about me</li><li>• I am aware of stereotypes and that everyone does have the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc.)</li></ul> <ul style="list-style-type: none"><li>• I can identify positive achievements during my time in Year 2</li><li>• I can identify my strengths, areas for improvement and set myself some goals for Year 3</li></ul> <p>Taught input – Summer 2</p>
<b>E</b>	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week</p> <p>Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week</p> <p>Weekly Class Assembly – class PSHE focus</p> <p>Reflecting on achievements in Y2 and considering aspirations for Y3 (Summer Term)</p>

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Year 3 Learning	
<b>K &amp; S</b>	<ul style="list-style-type: none"><li>• I know how to look after and handle money in everyday situations</li><li>• I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity</li><li>• I know there are different ways to gain money, including earning it through work</li><li>• I understand that money is a finite resource for individuals, institutions and the community</li><li>• I begin to understand why we have charities</li><li>• I can explain why people work and the different jobs that people do and can challenge some of the work stereotypes</li><li>• I am aware that the learning choices I make will affect my future options.</li><li>• I can talk positively about what I like to do and what I would like to do in the future</li></ul> <ul style="list-style-type: none"><li>• I can identify positive achievements during my time in Year 3</li><li>• I can identify my strengths, areas for improvement and set myself some goals for Year 4</li></ul> <p>Taught input – Summer 2</p>
<b>E</b>	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week</p> <p>Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week</p> <p>Weekly Class Assembly – class PSHE focus</p> <p>Reflecting on achievements in Y3 and considering aspirations for Y4 (Summer Term)</p> <p>Charity Days</p>

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Year 4 Learning	
<b>K &amp; S</b>	<ul style="list-style-type: none"> <li>• I can demonstrate how to look after and save money</li> <li>• I can begin to develop an understanding that people have different financial circumstances</li> <li>• I can begin to understand the different values and attitudes that people have with regard to money</li> <li>• I recognise the range of jobs carried out by people they know</li> <li>• I can explain how I will develop skills for work in the future</li> <li>• I am aware that the learning choices I make will affect my future options.</li> <li>• I can identify my strengths, areas for improvement and set high aspirations and goals</li> </ul> <ul style="list-style-type: none"> <li>• I can identify positive achievements during my time in Year 4</li> <li>• I can identify my strengths, areas for improvement and set myself some goals for Year 5</li> </ul> <p>Taught input – Summer 2</p>
<b>E</b>	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week</p> <p>Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week</p> <p>Weekly Class Assembly – class PSHE focus</p> <p>East Barnby residential</p> <p>Computing Curriculum</p> <p>Positive reinforcement of CEL in classrooms through positive learning behaviours</p> <p>PE Curriculum/ School Sport offer</p>

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Year 5 Learning	
K & S	<ul style="list-style-type: none"> <li>• I am able to make considered decisions about saving, spending and giving</li> <li>• I can differentiate between essentials and desires – needs and wants</li> <li>• I understand ‘value for money’ and can make informed choices to get ‘value for money’</li> <li>• I am able to assess ‘best buys’ in a range of circumstances</li> <li>• I am able to understand and manage feelings about money, my own and others</li> <li>• I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and I am aware of some of the rights and responsibilities when it comes to treating people fairly</li> <li>• I know and understand how I can develop skills to make a contribution in the future</li> <li>• I am starting to consider what I like , what I am good at and what I enjoy doing and can talk positively about my strengths</li> <li>• I know the importance of making a good impression when going through a selection process and I can demonstrate some of the skills required to do this</li> <li>• I know that there are a range of earnings for different jobs</li> <li>• I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc)</li> </ul> <ul style="list-style-type: none"> <li>• I can identify positive achievements during my time in Year 5</li> <li>• I can identify my strengths, areas for improvement and set myself some goals for Year 6</li> </ul> <p>Taught input – Summer 2</p>
E	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week</p> <p>Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week</p> <p>Weekly Class Assembly – class PSHE focus</p>

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Year 6 Learning	
<b>K &amp; S</b>	<ul style="list-style-type: none"> <li>• I know that people buy things online and have online bank accounts and passwords to keep money safe</li> <li>• I can describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about the different types of work they do</li> <li>• I can reflect on what I have learnt about careers, employability and enterprise activities and experiences and how the learning relates to my choices</li> <li>• I can describe a range of local businesses and how they are run and the products and / or services they provide</li> <li>• I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act</li> <li>• I know how to keep myself safe when working and what the law says to protect workers</li> <li>• I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising</li> <li>• I understand that money we earn also supports the community</li> </ul> <ul style="list-style-type: none"> <li>• I can identify positive achievements during my time in Primary School</li> <li>• I can explain what I am worried about and what I am looking forward to in Year 7</li> </ul> <p>Taught input – Summer 2</p>
<b>E</b>	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week</p> <p>Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week</p> <p>Weekly Class Assembly – class PSHE focus</p> <p>Engineering week</p> <p>Computing Curriculum</p> <p>Charity Days and Charity Committee</p> <p>Christmas Fair</p> <p>Year 6 self written reports</p> <p>Transition to Year 7 curriculum</p>