

Subject: PSHE	Year group: KS1 Year 1 and Year 2 Y1 and Y2	Topic: Economic wellbeing and careers education	Initiation & activation activities:
EYFS: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.		Vocabulary: rules responsibilities environment community similarities differences compare internet money strengths interests	See Question-Based Model for questions to initiate discussions
Programme of Study: : Year 1 Year 2 Year 1 & 2 Relationships Education Health Education (Health and Wellbeing) <u>Economic wellbeing and careers</u> and Implementation Pupils should have the opportunity to learn: <u>Economic wellbeing</u> 1. what money is, how people get money, and what it is used for 2. that money needs to be looked after; different ways of doing this, including keeping money in an account 3. different ways of paying for things 4. that money can be saved or spent; that people make different choices about saving and spending money 5. the difference between needs and wants; that people may not always be able to have the things they want <u>Careers education: aspirations, learning and work</u> 1. that everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of 2. that people can earn money to pay for things by having a job 4. different jobs that people do, including roles and responsibilities people have in their community 5. some of the strengths and interests someone might need to do different jobs			

Impact –lesson sequence:

Evaluations and assessments: