



Subject	Week 1	Week 2	Week 3	Week 4	Week 5	End Points
PSHE Topic	<p><b>LO: To know the difference between needs over wants.</b></p> <p><b>Core Learning:</b> Understand the difference between needs and wants. Know how to prioritise spending to meet essential needs. Begin to explore budgeting.</p> <p><b>Tasks:</b> Use <i>Presentation: Needs and Wants</i> for discussion. In pairs, complete <i>Shopping Lists</i> activity with a £50 budget. Discuss real-life choices and how prioritising helps money go further. "Money-smart show and tell" reflection using a speaking object. <b>Adapted Learning Tasks:</b> <i>Support:</i> Use simplified shopping list version with guided choices. <i>Greater depth:</i> Justify long-term value of purchases and explain shifting priorities.</p>	<p><b>LO: To know what is a weekly budget.</b></p> <p><b>Core Learning:</b> Understand income and expenditure. Create a simple weekly budget. Learn the benefits of saving.</p> <p><b>Tasks:</b> Revisit prior learning with <i>Brain Dump</i> activity. Explore <i>Spending Scenarios</i> and budget as a class. In pairs, complete the <i>Weekly Budget</i> worksheet ensuring essentials and savings are covered. Conclude with a <i>Reflection Lucky Dip</i>.</p> <p><b>Adapted Learning Tasks:</b> <i>Support:</i> Use simplified budget sheet and focus on one day's expenses. <i>Greater depth:</i> Break budget into categories; discuss long-term savings and alternatives.</p>	<p><b>LO: To Know the risks of handling money online.</b></p> <p><b>Core Learning:</b> Recognise financial risks online (e.g. scams, impulse buys). Know how to manage and avoid online spending dangers. <b>Tasks:</b> Begin with hidden coins and discussion around money safety. Work through <i>Online Gaming Scenarios</i> and <i>Surprise Purchase Cards</i> in pairs. End with <i>Intriguing Advert</i> analysis: spotting hidden costs and risks.</p> <p><b>Adapted Learning Tasks:</b> <i>Support:</i> Focus on one type of risk and real-world examples (e.g. toy didn't arrive). <i>Greater depth:</i> Analyse online marketing strategies; create own risky scenario.</p>	<p><b>LO: I know and can challenge stereotypes in jobs and workplaces.</b></p> <p><b>Core Learning:</b> Identify and challenge stereotypes in jobs and workplaces. Understand how stereotypes affect career opportunities and diversity.</p> <p><b>Tasks:</b> Play <i>Quickdraw Professions</i> and discuss visuals and assumptions. In groups, explore <i>Workplace Scenario Cards</i> and discuss stereotypes. Design an <i>Action Plan</i> poster showing how to challenge one stereotype.</p> <p><b>Adapted Learning Tasks:</b> <i>Support:</i> Use <i>Emotion Cards</i> to describe character responses.</p> <p><i>Greater depth:</i> Consider long-term impacts of challenging stereotypes.</p>	<p><b>LO: To know what makes a suitable career.</b></p> <p><b>Core Learning:</b> Match personal interests and skills to potential careers. Understand that a good career fit considers both enjoyment and ability.</p> <p><b>Tasks:</b> Watch <i>Children Interviewing Professionals</i> and discuss. Use <i>Interest and Skill Cards</i> in pairs. Research careers using <i>First Careers</i> website and share findings. Reflect on "If your hobby were a career, what would it be?"</p> <p><b>Adapted Learning Tasks:</b> <i>Support:</i> Use familiar jobs when researching; scaffold with guided cards. <i>Greater depth:</i> Explore qualifications and long-term development in chosen careers.</p>	<p><b>By the end of this unit, pupils will know:</b></p> <p><b>the difference between needs and wants and why prioritisation matters.</b></p> <p>what a budget is and how to manage income and spending.</p> <p><b>The risks of online spending and strategies to stay safe.</b></p> <p><b>To know and challenge workplace stereotypes.</b></p> <p>to link their interests and skills to potential career choices.</p> <p>How to make informed, thoughtful decisions about money and future work.</p>

Ghyllside Medium Term Plan

Year 5

Subject:

PSHE: Economic Wellbeing

Term: Summer

