



Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	End Points
PSHE Topic	<p>LO: To know how people pay for things.</p> <p>Core Learning: I know how to identify and compare different payment methods and their advantages and disadvantages.</p> <p>Task: Watch Pupil Video: Payment Methods. Explore props or images representing different methods (cash, cards, phone). Use Activity: Payment Methods and discuss scenarios using the Presentation: Paying Scenarios. End with favourite payment method reflection using sticky notes.</p> <p>Adapted Learning Tasks: <i>Support:</i> Rewatch the video, reduce number of scenarios.</p> <p><i>Greater depth:</i> Rank payment methods in scenarios, justify evolving opinions.</p>	<p>LO: To know what budgeting means.</p> <p>Core Learning: I know what a budget is and how budgeting helps people manage their money.</p> <p>Task: Simulate supermarket and party budgeting activities. Read 'A Crocodile for Billy' and reflect on needs vs. wants. Complete Activity: Supermarket Items, then Activity: Party Budget. Rank budgeting benefits as a class.</p> <p>Adapted Learning Tasks: <i>Support:</i> Use simplified versions of ranking activity, focus on needs. <i>Greater depth:</i> Suggest ways to save or fund more expensive choices.</p>	<p>LO: To know how people feel about money.</p> <p>Core Learning: I know the emotional impact of money and explore how to manage related feelings. Task: Emotion walkaround using Emotion Cards and scenarios. Roleplay money situations and discuss feelings. Explore how emotions can change and how to manage them. Create an emotion square for a working wall.</p> <p>Adapted Learning Tasks: <i>Support:</i> Use visuals and describe personal experiences. <i>Greater depth:</i> Recognise and explain mixed emotions or personal strategies.</p>	<p>LO: To know what happens when people spend money.</p> <p>Core Learning: I know how spending choices affect other people and the environment.</p> <p>Task: Discuss purchasing influences (wants, needs, packaging, etc.). Watch BBC Bitesize fashion video. Use Presentation: Either/or to choose between sustainable items. Complete Activity: Influence and Choices and Activity: Positive Impact Items. Pledge a positive spending choice.</p> <p>Adapted Learning Tasks: <i>Support:</i> Use visuals and simplified table discussion. <i>Greater depth:</i> Explain trade-offs and reflect on personal spending choices</p>	<p>LO: To know what careers people have.</p> <p>Core Learning: I know a wide range of jobs and reflect on individual strengths and interests.</p> <p>Task: Watch videos and play 'job charades' with Job Flashcards. Discuss different career paths and what motivates people. Complete a Job Card showing a job of interest and why. Reflect as a group and share.</p> <p>Adapted Learning Tasks: <i>Support:</i> Use sentence starters and fewer job examples. <i>Greater depth:</i> Rank job decision factors; identify future job trends.</p>	<p>LO: To know that anyone be anything.</p> <p>Core Learning: I know and challenge stereotypes about jobs and careers.</p> <p>Task: Watch video on gender assumptions in careers. Discuss how stereotypes are shaped. Complete Activity: Ranking Job Factors and create a class diamond. Reflect on why stereotypes exist and how to overcome them.</p> <p>Adapted Learning Tasks: <i>Support:</i> Use support version of ranking activity. <i>Greater depth:</i> Explain consequences of stereotypes and how they can be positively changed.</p>	<p>By the end of this unit, pupils will know: different payment methods and explain when to use them.</p> <p>the concept and benefits of budgeting. how money affects emotions and how to respond to these feelings.</p> <p>How to make thoughtful spending choices that consider others and the environment. that a wide range of careers are possible and reflect on personal career interests. How to challenge stereotypes related to jobs and understand that everyone has the potential to do any job.</p>



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