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| Prior Learning | | | | | |
| This unit builds up from the previous years, all being linked to 'Being me in my world.' | | | | | |
| Key vocabulary for this unit | | | | | |
| Goals Worries Fears Value Welcome | Choice Ghana West Africa Cocoa plantation Cocoa pods Rights Community Education | Wants Needs Maslow Empathy Comparison Opportunities Education | Choices Behaviour Rights Responsibilities Rewards Consequences Empathise Learning Charter Obstacles | Rights Responsibilities Rewards Consequences Cooperation Collaboration Legal Illegal Lawful | Laws Learning Charter Collaboration Participation Motivation Rights Responsibilities Rewards Consequences Democracy Decision Proud |
| Learning Sequence | | | | | |
| My year ahead | I can identify my goals for this year, understand my fears and worries about the future and know how to express them. | | | | |
| Being a Global Citizen 1 | I know that there are universal rights for all children but for many children these rights are not met | | | | |
| Being a Global Citizen 2 | I understand that my actions affect other people locally and globally | | | | |
| The learning charter | I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities | | | | |
| Our learning charter | I understand how an individual's behaviour can impact on a group | | | | |

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| Owning our learning charter | I understand how democracy and having a voice benefits the school community |
| Assessment milestones | |
| Social and emotional skills: <ul style="list-style-type: none">• I feel welcome and valued and know how to make others feel the same• I understand my own wants and needs and can compare these with children in different communities• I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them• I can contribute to the group and understand how we can function best as a whole• I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself | |