

# Me and My Future (Y1)

## What you have already learnt in EYFS:

- Set and work towards simple goals.
- Be able to wait for what they want and control their immediate impulses when appropriate.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Show sensitivity to your own and to others' needs.
- Talk about the lives of the people around you and their roles in society.

## Skills and knowledge I may use from other subjects:

### Maths

- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = - 9$ .

### English

- Articulate and justify answers, arguments and opinions.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Write sentences by: saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense; discuss what they have written with the teacher or other pupils.

## What you will have learnt by the end of this unit

- You will be able to recognise coins and notes of different values.
- You will know what we have to pay for and will be able to select the correct coins to pay; using them to calculate change.
- You will have ideas about how to keep money safe and be aware that you can spend and save money to use later on.
- You will be able to talk about yourself positively, discussing your strengths, hobbies, likes and dislikes.
- You will be able to talk about your family and the work that they do, your school and provide information about the place in which you live.
- You will be able to identify your positive achievements during your time in year 1, setting yourself simple goals based on your strengths and areas for improvement.

## What you will have learnt by the end of Key Stage 1.

You will have sound understanding of money. The different forms it can take and its uses in everyday life. You will be able to confidently use money in different situations. You will understand the difference between needs and wants, recognising that you may have to wait or save for things you want. You will understand that money is a resource which is finite and that there are many ways to gain money. You will have begun to understand why charities exist and why they are important.

You will be clear about your strengths and areas of improvement, setting yourself goals in areas you wish to make achievements. You will be able to discuss yourself positively and know what you like and dislike. You will understand that learning is an important choice that can affect your future options. You will have an idea about what you would like to do in the future and recognise there are many different career paths. You will also be aware that although people have the same choices, stereotyping still exists and you may be able to suggest ways that you can challenge these.

## Key Knowledge...



To calculate change, you start with the value that has been given to you and subtract the cost of the items being bought.

Use the QR code below to find a video that demonstrates this.



You can save money by using a bank account or by using a piggy-bank. The money you save can be used to buy something later.



Keeping money safe is important. We can do this by using piggy-banks, bank accounts or by asking adults to look after our money.

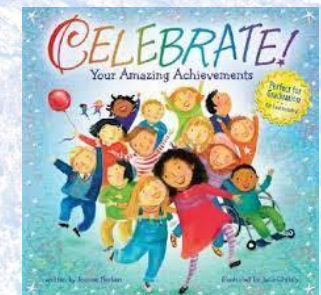
## SETTING SMART GOALS

- S SPECIFIC**  
What do I want to accomplish?
- M MEASURABLE**  
How will I measure the achievement of my goal?
- A ACHIEVABLE**  
What are the specific steps to reach my goal?
- R RELEVANT**  
How does this goal relate to my long-term goals and interests?
- T TIME-BASED**  
When do I want to complete my goal?



Be positive about yourself by creating a list of all the things you are good at.

Think about what you're good at in school, outside of school and your personality (are you really kind, are you a good friend?)



Things I achieved in EYFS are:

In year 1 I have...

In year 2 I would like to get better at...



Talk about your family. Who is in it? What do they do for work?

Can you talk about...

Where your school is?

Where you live?



## Key Vocabulary

- **Coins** - metal money of different values
- **Notes** - paper money of different values
- **Value** - The worth (monetary) of something.
- **Money** - Coins or paper notes of a country used to buy things and pay for services.
- **Spend** - Paying out (money)
- **Save** - To set aside for another time.
- **Goal** - A result or end that a person works towards
- **Strengths** - Abilities, skills or talents.
- **Hobbies** - An interest or activity that someone does for pleasure in spare time.
- **Work** - A task, project or job that requires effort.
- **Achievement** - An accomplishment reached through hard work, courage or skill.
- **Improvement** - A change that makes something better than it was.
- **Personal** - Something that relates or belongs to a particular person.

## Key Skills

### Personal Effectiveness:

Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goalsetting)

Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

### Interpersonal and Social Effectiveness:

Valuing and respecting diversity

Respect for others' right to their own beliefs, values and opinions

### Managing Risk and Decision Making:

Formulating questions (as part of an enquiring approach to learning and to assess the value of information)

## Recall and Remember

1. Can you tell me what the SMART targets are?

S –

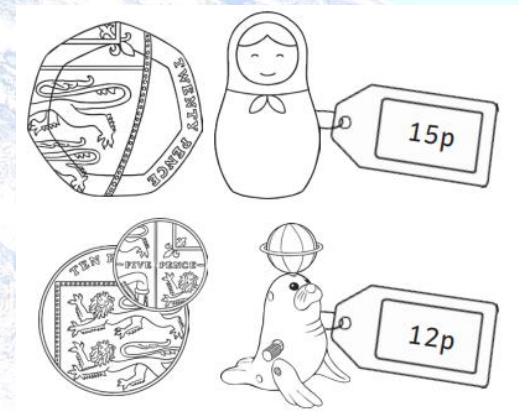
M–

A–

R–

T–

2. Calculate how much change you would get if you paid with the money shown.



3. Can you name 3 people in your family and say what they do for work?

1.

2.

3.

4. Why might someone use a piggy bank?

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5. Make a list of 5 things you are proud of yourself for this year.

1.

2.

3.

4.

5.

## Opportunities for teaching diversity, equality and expanding cultural capital

- Opportunity for educational visits from people with different jobs and occupations such as doctor, dentist, vet, nurse, builder, mechanic, engineer, carer, shop assistant, chef etc. Discuss reasons why they chose that job role and what training they needed.
- Opportunity to address stereotypes here with regards to gender and job roles. For example, a female mechanic visitor and a male midwife.
- Visit from a group of people/parents. Can the children guess their occupation? Another opportunity to address stereotypes.
- Visit from the bank to discuss money, ways to spend money and how to save money.