**Early Level Interdisciplinary Learning Plan Bundle Name or Title - What Money Means Class or Year Group -**

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| **Lead Subject Area(s)**  **Numeracy & Maths** | Highlight the contexts for learning which this bundle of experiences & outcomes helps to address | | **Curricular Areas & Subjects** | **Life & Ethos of the School in the Community** | | **Interdisciplinary Learning** | **Opportunities for wider/personal achievement** |
| **Cross-cutting Themes Targeted by this bundle** – highlight those addressed by this bundle | | | Enterprise & World of Work | Creativity | | Learning for Sustainability – which element? | |
| *Estimation and Rounding*  *I am developing a sense of size and amount by observing, exploring, using and communicating with others in the world around me* ***MNU 0-01a***  *Number and number processes*  *I use practical materials and can ‘count on and back’ to help me to understand addition and subtraction, recording my ideas and solutions in different ways.* ***MNU 0-03a***  Money  *I am developing my awareness of how money is used and can recognise and use a range of coins.* ***MNU 0-09a***  ***Information Handling – data and analysis***  *I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.* ***MNU 0-20a*** | | | | | | | |
| **Experiences & outcomes from linked subject areas** – consider whether there are also opportunities to assess the application of relevant literacy, numeracy or health and wellbeing E & Os within this bundle | | | | | | | |
| Social studies – people, society, economy and business  I am aware that different types of evidence can help me to find out about the world around me. **SOC 0-15a**  In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives. **SOC 0-20a**  **Literacy and English –**  **Listening and talking – understanding, analysing and evaluating –**  *To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.* ***LIT 0-07a / LIT 0-16a /* ENG 0-17a**  ***Reading -* understanding, analysing and evaluating**  *As above - To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.* ***LIT 0-07a / LIT 0-16a /* ENG 0-17a**  ***Writing – organising and using information***  *Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.* ***LIT 0-26a*** | | | | | | | |
| **The bundle above could be combined in different ways to enable pupils to experience a progression of learning in these experiences and outcomes. This should include opportunities for breadth, challenge & application** | | | | | | | |
| First combination of these Experiences & Outcomes | | Second combination of these Experiences & Outcomes | | | Third combination of these Experiences & Outcomes | | |
| **Can cover all of above E & Os** | | **Can cover all of above E & Os** | | | **Can cover all of above E & Os** | | |
|  | | **PROGRESSION – skills, knowledge & understanding, attitudes being developed**  **May want to copy and paste relevant Falkirk progression pathways statements** | | |  | | |
| I cam/am able to:    Say and/or show how money is used e.g. real-life & role play situations - to buy toys, pay for shopping, etc.    Pick out coins from a selection of other objects    Show an awareness that there are different types of coins | | I cam/am able to:    Note from Yvonne – I have pasted the new progression pathways statements into the boxes left and right just to see if you all feel these are useful here – or if it’s enough to have your class copy of the numeracy progression pathway and record class progress there. | | | I cam/am able to:   Make amounts to 10p using concrete materials or pictures    Select and/or add 1p, 2p, 5p, 10p coins to buy things up to the value of 10p    Add and/or subtract using 1p, 2p 5p 10 coins to pay for items & give change within 10p    Identify 20p, 50p £1 & £2 coins     Arrange all named coins in order of value - increasing & decreasing | | |
| **Potential contexts or key questions:** What is money? What does it look like? What is a coin? How many coins do I know? What are they called? What is money for? How do people use it?  **This context offers an opportunity to assess the application of numeracy skills – Money in particular** | | **Potential contexts or key questions: W**hat I could buy with certain coins? Visit to local shop to explore and identify what we could buy for £1 or another amount suitable for the group.  **This context offers an opportunity to assess the application of numeracy skills – Money in particular** | | | **Potential contexts or key questions:** What is money for? Can I name all of the coins and notes up to £2? Why is money important? When would you use/need money? How do people keep their money safe?  Could set children real life storylines or scenarios –  Our snack money goes missing, what will we do?  Shopping trip challenges – what can we buy for £1? £ 2 - do this with different purchases – fruit, snack – trip to local shops to see real purchases.  **This context offers an opportunity to assess the application of numeracy skills – Money in particular** | | |

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| **Quality Learning Experiences – planned in collaboration with pupils and stage and level partners** |
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| **Benchmarks** **which could be assessed during this learning –** please highlight benchmarks which will be assessed during this unit of work | |
| Numeracy and Maths –  Estimation and rounding   * ***Checks estimates by counting.*** * ***Demonstrates skills of estimation in the contexts of number and measure using relevant vocabulary, including less than, longer than, more than and the same.***   ***Number and number processes***   * ***Counts on and back in ones to add and subtract.***    Money   * Identifies all coins to £2. * ***Applies addition and subtraction skills and uses 1p, 2p, 5p and 10p coins to pay the exact value for items to 10p.*** | Social studies   * Identifies at least two sources of evidence which provide information about the world, for example, newspapers and television. * Identifies at least two different types of shops or services families might use, for example, supermarket or health centre.   Literacy:   * Engages with texts read to them. * Asks and answers questions about events and ideas in a text. * Relates information and ideas from a text to personal experiences. * Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts. * Writes to reflect own experiences and feelings using appropriate vocabulary to convey meaning. |
| **Assessment approaches & evidence** | |
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| **Evaluation** | |
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