**First 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 can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate.* ***MNU 1-01a***  *Number and number processes*  *I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed*. ***MNU 1-03a***  Money  *I can use money to pay for items and can work out how much change I should receive.* ***MNU 1-09a***  *I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change.* ***MNU 1-09b***  ***Information Handling – data and analysis***  *I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains.* ***MNU 1-20a*** | | | | | | | |
| **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 understand that evidence varies in the extent to which it can be trusted and can use this in learning about current issues in society. **SOC 1-15a**  I can work out the amount of money I need to buy items, understanding that I may not always be able to afford the items I want. **SOC 1-21a**  **Literacy and English – Listening and talking**  *To help me develop an informed view, I am learning to recognise the difference between fact and opinion.* ***LIT 1-08a***  ***Reading***  *To help me develop an informed view, I can recognise the difference between fact and opinion.* ***LIT 1-18a***  ***Writing***  *By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful to others.* LIT 1-26a | | | | | | | |
| **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 E & Os above | | Can cover all of E & Os above | | | Can cover all of E & Os above | | |
|  | | **PROGRESSION – skills, knowledge & understanding, attitudes being developed**  **May want to copy and paste relevant Falkirk progression pathways statements** | | |  | | |
| I can/am able to:   Identify all coins and notes to £5    Name all coins and notes to £5    Use coins and notes up to £5 to pay for items    Work out change within £5    Write down/represent whole pounds within £5    Write down/represent amounts in whole pence within £5 e.g. £2 = 200p    understand & use of the £ and p notation when using money | | I can/am able to:   Identify all coins and notes to £10   Name all coins and notes to £10   Use coins up to £10 to pay for item   Work out change within £10    Write down/represent amounts in different ways using the correct notation within £10 e.g. 20p = £0.20    Understand and use the concept of the decimal point in relation to money | | | I can/am able to:   Note from Yvonne – I have pasted the new progression pathways statements into the boxes left 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 | | |
| **Potential contexts or key questions:** Storyline contexts – The Shopping Street, starting a business - shop or café. What is a business? What are businesses for? What businesses do we know about already? Who can help us learn about businesses? What kind of business would we like to run?  **This context offers an opportunity to assess the application of numeracy skills – Money in particular** | | **Potential contexts or key questions:** What can we do with £10? What can we afford for that amount? Research focus led by children – teacher supporting their ideas. A day out? A special purchase or present. The perfect gift for someone else. How long could you feed a family for on £10? Comparison between fast food and home cooked food. **(potential links to Food & Health)**  **This context offers an opportunity to assess the application of numeracy skills – Money in particular** | | | **Potential contexts or key questions**: Each stage can use the storyline approach – using the key questions to meet the E & Os, but varying the types of business, how the groups and individual children create their characters and run their business. See collection of storyline plans in shared area – a short opportunity to plan across the level would be beneficial. See also Jane’s financial education pack & Money Matters resources in shared area.  **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   * *Uses strategies to estimate an answer to a calculation or problem, for example, doubling and rounding* * *Rounds whole numbers to the nearest 10 and 100 and uses this routinely to estimate and check the reasonableness of a solution*   *Number and number processes*   * *Applies knowledge of inverse operations (addition and subtraction; multiplication and division).* * *Solve two step problems*   Money   * *Identifies and uses all coins and notes to £20 and explores different ways of making the same total* * *Records amounts accurately in different ways using the correct notation, for example, 149p = £1.49 and 7p = £0.07* * *Uses a variety of coin and note combinations, to pay for items and give change within £10* * *Applies mental agility number skills to calculate the total spent in a shopping situation and is able to calculate change* * *Demonstrates awareness of how goods can be paid for using cards and digital technology* | Social studies:   * Identifies a reliable and an unreliable source of evidence. * Identifies needs and wants using examples from their own experience. * Demonstrates relevant numeracy skills to do a simple budget.   Literacy:   * Recognises simple differences between fact and opinion in spoken texts. * Recognises the difference between fact and opinion. * Organises writing in a logical order and as appropriate to audience. * Uses relevant and/or interesting vocabulary as appropriate for the context. |
| **Assessment approaches & evidence** | |
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| **Evaluation** | |
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