**Bundle Name or Title - Winterprise First Level Interdisciplinary Learning Plan for Primary 2, 3 & 4**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Lead Subject Area(s) Social studies** | 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? | |
| People, society, economy and business  I have developed an understanding of the importance of local organisations in providing for the needs of my local community **SOC 1-20a**  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**  I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success. **SOC 1-22a** | | | | | | | |
| **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 | | | | | | | |
| Technologies – Craft, design, engineering and graphics  I can use a range of simple food preparation techniques when working with food **TCH 1-04a**  I can use a range of tools and equipment when working with textiles **TCH 1-04b**  I am developing and using problem solving strategies to meet challenges with a food or textile focus **TCH 1-04c**  I can adapt and improve ideas and can express my own thinking in different ways **TCH 1-04d**  I can design and construct models and explain my solutions. **TCH 1-09a**  I can recognise a variety of materials and suggest an appropriate material for a specific use. **TCH 1-10a**  I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. **TCH 1-11a**  Literacy – Talking and listening – Creating texts  *I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources[[1]](#footnote-1) as required.* ***LIT 1-10a***  *By considering the type of text I am creating,[[2]](#footnote-2) I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.* ***LIT 1-26a***  **Numeracy – Number, money and measure**  *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***  *I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value.* ***MNU 1-02a***  *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*** | | | | | | | |
| **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** | | | | | | | |
| Primary 2 | | Primary 3 | | | Primary 4 | | |
| I have developed an understanding of the importance of local organisations in providing for the needs of my local community **SOC 1-20a**  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**  I can use a range of simple food preparation techniques when working with food **TCH 1-04a**  I am developing and using problem solving strategies to meet challenges with a food or textile focus **TCH 1-04c**  I can adapt and improve ideas and can express my own thinking in different ways **TCH 1-04d**  I can design and construct models and explain my solutions. **TCH 1-09a**  I can recognise a variety of materials and suggest an appropriate material for a specific use. **TCH 1-10a**  Literacy and numeracy as above. | | I have developed an understanding of the importance of local organisations in providing for the needs of my local community **SOC 1-20a**  I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success. **SOC 1-22a**  I can use a range of tools and equipment when working with textiles **TCH 1-04b**  I am developing and using problem solving strategies to meet challenges with a food or textile focus **TCH 1-04c**  I can adapt and improve ideas and can express my own thinking in different ways **TCH 1-04d**  I can design and construct models and explain my solutions. **TCH 1-09a**  I can recognise a variety of materials and suggest an appropriate material for a specific use. **TCH 1-10a**  Literacy and numeracy as above. | | | 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**  I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success. **SOC 1-22a**  I can use a range of simple food preparation techniques when working with food **TCH 1-04a**  I can use a range of tools and equipment when working with textiles **TCH 1-04b**  I am developing and using problem solving strategies to meet challenges with a food or textile focus **TCH 1-04c**  I can adapt and improve ideas and can express my own thinking in different ways **TCH 1-04d**  I can design and construct models and explain my solutions. **TCH 1-09a**  I can recognise a variety of materials and suggest an appropriate material for a specific use. **TCH 1-10a**  I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. **TCH 1-11a**  Literacy and numeracy as above. | | |
|  | | **PROGRESSION – skills, knowledge & understanding, attitudes being developed**  **May want to copy and paste relevant Falkirk progression pathways statements** | | |  | | |
|  | |  | | |  | | |
| **Potential contexts or key questions:** Designing a food item to sell at the Christmas Fayre; Developing a new food product “line” or collaboration with local food supplier; Setting up a food bank or community café;  **Big questions which could be useful:** Does everyone in our community have enough to eat? What kind of product would sell well at our Fayre? How much money can our customers afford to spend? What does this mean we have to make as our product?  **Create weekly Twitter updates of progress in preparation for Christmas Fayre** | | **Potential contexts or key questions:** Identifying a textile product which is likely to sell to our local community;Designing & making a textile item to sell at the Christmas Fayre.  Research local makers and businesses – visitor could be used to inspire the skills & materials we use? Forth Valley College link – could students/tutors support exploration of certain materials? Do we have parents who are expert crafters? Could they help inspire one product or a range of products? Recycling/upcycling options?  Graeme HS felt jewellery making, recycling old clothes  **Create weekly Twitter updates of progress in preparation for Christmas Fayre** | | | **Potential contexts or key questions:** Identifying a product, Research products, plan production methods/roles, prices and budgets sourcing materials, packaging the product, food hygiene issues, making & marketing – thinking about stall display & design.  **Create weekly Twitter updates of progress in preparation for Christmas Fayre** | | |
| **Next year ideas –** Who helps people in our local community? How do they help? | |

|  |
| --- |
| **Quality Learning Experiences – planned in collaboration with pupils and stage and level partners** |
| *Consider how Forth Valley College staff, students and faculties could be involved with this bundle – hospitality, creative and aesthetic, product design* |

|  |  |
| --- | --- |
| **Benchmarks** **which could be assessed during this learning –** please highlight benchmarks which will be assessed during this unit of work | |
| Social studies   * Identifies a reliable and an unreliable source of evidence. * Identifies needs and wants using examples from their own experience. * Presents an informed opinion on rights and responsibilities using their own experience. * Makes informed decisions on an issue having listened to others. * Names two local organisations who provide for needs in the local community and describe what they do. * Demonstrates relevant numeracy skills to do a simple budget. * Describes at least two different types of jobs and give a reason why each contributes to the success of the business or enterprise.   Technologies   * Demonstrates a range of practical skills when preparing foods for example washing, using a peeler, juicing, grating, cutting, simple knife skills (claw grip/bridge hold) * Uses a range of equipment when working with textiles, for example, scissors, rulers/tape measures, bodkin and wool * Investigates a simple problem /challenge which includes given criteria * Explores and identifies a range of ideas to solve the challenge / problem * Selects and uses resources to make the solution/solve the problem * Assesses solution against original criteria * Creates and justifies a solution to a given design challenge considering who is it for, where and how will it be used * Uses appropriate tools and joining methods to construct a model * Identifies different materials * States the properties of materials (hard, soft…..) * Recognises 2D and 3D shapes and how they can be used to visually represent ideas/concepts. * Creates manual and/or digital sketches to represent ideas | Opportunities to assess Literacy and Numeracy Benchmarks.  LIT   * Talks clearly to others in different contexts, sharing feelings, ideas and thoughts. * Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text.   MNU  Estimation and rounding   * Rounds whole numbers to the nearest 10 and 100 and uses this routinely  to estimate and check the reasonableness of a solution.   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. |
| **Assessment approaches & evidence** | |
|  | |
| **Evaluation** | |
|  | |

1. This may include images, objects, audio, visual or digital resources. [↑](#footnote-ref-1)
2. These will include the range of texts and media described in the principles and practice paper. [↑](#footnote-ref-2)