**Bundle Name - Winterprise Second Level Interdisciplinary Learning Plan for primary 5, 6 & 7**

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| **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  Through exploring ethical trading, I can understand how people’s basic needs are the same around the world, discussing why some societies are more able to meet these needs than others.  **SOC 2-20a (P7 Only)**  I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method.  **SOC 2-21a**  By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success.  **SOC 2-22a** | | | | | | | |
| **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 extend and enhance my design skills to solve problems and can construct models. TCH 2-09a  I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. TCH 2-10a  I can use a range of graphic techniques, manually and digitally, to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work. TCH 2-11a  Literacy – Talking and listening – Creating texts  I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 2-10a**  By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-26a**  Literacy – Writing – Creating texts  I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a**  **Numeracy- Number, money and measure**  I can use my knowledge of rounding to routinely estimate the answer to a problem then, after calculating, decide if my answer is reasonable, sharing my solution with others. **MNU 2-01a**  I have extended the range of whole numbers I can work with and having explored how decimal fractions are constructed, can explain the link between a digit, its place and its value. **MNU 2-02a**  I can manage money, compare costs from different retailers, and determine what I can afford to buy. **MNU 2-09a**  I can use the terms profit and loss in buying and selling activities and can make simple calculations for this. **MNU 2-09c** | | | | | | | |
| **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 5** | | **Primary 6** | | | **Primary 7** | | |
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|  | | **PROGRESSION – skills, knowledge & understanding, attitudes being developed**  **May want to copy and paste relevant Falkirk progression pathways statements** | | |  | | |
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| **Potential contexts or key questions: Suggestion for P5 to set up a Blog on School Website with updates (diary form) to promote what classes are doing in preparation for Christmas Fayre (using class’ individual tweets to paraphrase). Journalist/ICT specialist to visit class to give advice. Literacy based product to link with Es and Os to build school community – poetry competition, magnet with school badge/landmarks/school values. Budgeting and organisation required to make maps (see below) and sell. Working through a design process (reseach, investigate, ideas selection, production and marketing, evaluation of product).**  **Big Questions: What is it like to live in our part of Falkirk? How easy is it to get every day essentials (a pint of milk/loaf of bread)? Are daily essentials the same for all members of the community (Halal etc.)? What services do we have in our local area in Falkirk (dentist, doctor, emergency)? How can we show what it is like to live in our local community – create pocket map of our local area e.g. bus stops, doctors, shops, train stations, library, community centre to sell at Christmas Fayre.** | | **Potential contexts or key questions: Suggestion for P6 to maintain VPS Twitter page to advertise Christmas Fayre. Persuade Twitter users to read VPS website for detailed blog entries on class’ updates – encourage through ‘Hit Challenge’ of how many visitors and followers can we reach leading up to Christmas Fayre. Class visits to remind pupils to share the Challenge with adults at home and give them a persuasive ‘Tip of the Week’ to share at home. (Literacy and home learning links).**  **Big Questions: What business opportunities can we find in our local community? How can we persuade people to contribute to our Christmas Fayre? (Donations of experiences or opportunities with Falkirk Football Club, Scottish Canals, Falkirk Community Trust, David’s Kitchen etc.) Can we build sustainable links with businesses in our local community? How can we organise and run the tombola stall? Who can help us with this? Can we design any activities for stalls which might make money for school funds?**  **Maintain Twitter updates of progress in preparation for Christmas Fayre (weekly).** | | | **Potential contexts or key questions: Research and development of a Fair Trade product to sell at the Christmas Fayre. Suggestion for P7 to design and create posters to advertise Christmas Fayre in school. Visitors to help with skills of poster design and practicalities of printing and production. Printing of large banner for outdoors/car park railing – costing and bids to HT may be required.**  **Big Question: What is the impact of non-Fair Trade on people and communities around the world (e.g. tea, chocolate, toiletries)? What Fair Trade businesses can we find out about? Are growers paid enough to meet their basic needs? What ethical product can we make and sell for the Christmas Fayre? What are the best materials for use in our product and why?**  **Maintain Twitter updates of progress in preparation for Christmas Fayre (weekly).** | | |

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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 | |
| Social Studies:   * Describes the basic needs of human beings. * Identifies which goods and services would be essential in society. * Describes the main ways of paying for goods and services acknowledging that there may be advantages and disadvantages of each method. * Describes and pros and cons of using Fairtrade products and community service providers such as credit unions. * Identifies the main business functions such as production, sales, marketing, and administration. * Takes a role in setting up or running a small enterprise. * Evaluates the success of the enterprise. * Identifies profit and non-profitmaking organisations/enterprises including those who services are free at the point of delivery, for example health and education.   Technologies:   * Uses tools and equipment in order to carry out a task safely. * Uses a range of methods to join and strengthen materials. * Estimates and then measures accurately using appropriate units and tools. * Creates a range of ideas and chooses a suitable solution * Evaluates solutions and explains why they are or are not suitable * Recognises characteristics of groups of materials such as wood, plastic and metal. * Selects suitable materials to use in a task * Discuss the uses of materials * Sketches geometric shapes to create objects. * Produces sketches to communicate ideas that include pattern and texture * Draws geometric shapes accurately. * Sketches 2D and 3D drawings of objects * Describes primary and secondary colours and the moods/feeling associated with each. * Demonstrates planning for a targeted audience when creating a of graphic display | Literacy:   * ***Communicates clearly, audibly and with expression in different contexts.*** * ***Plans and delivers an organised presentation/talk with relevant content  and appropriate structure.*** * ***Uses notes and/or other sources to develop thinking and create new texts.*** * ***Acknowledges sources making clear where the information came from.*** * ***Organises information in a logical way.*** * ***Uses appropriate vocabulary, including subject-specific vocabulary,  to suit purpose and audience.*** * Attempts to engage and/or influence the reader through vocabulary  and/or use of language as appropriate to genre.   **Maths**   * ***Rounds whole numbers to the nearest 1000, 10 000 and 100 000.*** * ***Rounds decimal fractions to the nearest whole number, to one decimal place  and two decimal places.*** * ***Applies knowledge of rounding to give an estimate to a calculation appropriate  to the context.*** * ***Reads, writes and orders whole numbers to 1 000 000, starting from any number  in the sequence.*** * ***Explains the link between a digit, its place and its value for whole numbers  to 1 000 000.*** * ***Reads, writes and orders sets of decimal fractions to three decimal places.*** * ***Explains the link between a digit, its place and its value for numbers  to three decimal places.*** * ***Partitions a wide range of whole numbers and decimal fractions to three decimal places, for example, 3∙6 = 3 ones and 6 tenths = 36 tenths.*** * ***Adds and subtracts multiples of 10, 100 and 1000 to and from whole numbers  and decimal fractions to two decimal places.*** * ***Adds and subtracts whole numbers and decimal fractions to two decimal places,  within the number range 0 to 1 000 000.*** * ***Carries out money calculations involving the four operations.*** * ***Compares costs and determines affordability within a given budget.*** * ***Demonstrates understanding of the benefits and risks of using bank cards  and digital technologies.*** * ***Calculates profit and loss accurately, for example, when working with a budget  for an enterprise activity.*** |
| **Assessment approaches & evidence** | |
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| **Evaluation** | |
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