**Bundle Name - Winterprise Early Level Interdisciplinary Learning Plan for Nursery and Primary 1**

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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 businessIn 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 (add in 1-21a & 1-22a at first and second levels)** |
| **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 graphicsI explore ways to design and construct models. TCH 0-09aI explore everyday materials in the creation of pictures/models/concepts. TCH 0-10aI explore and discover different ways of representing ideas in imaginative ways. TCH 0-11aLiteracy – Talking and listening – Creating texts*As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.* ***LIT 0-10a*** 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***Numeracy I am developing my awareness of how money is used and can recognise and use a range of coins. MNU 0-09a |
| **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** |
| Nursery  | Primary 1 |
| 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**I explore ways to design and construct models. TCH 0-09aI am developing my awareness of how money is used and can recognise and use a range of coins. MNU 0-09a | 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**I explore everyday materials in the creation of pictures/models/concepts. TCH 0-10aI explore and discover different ways of representing ideas in imaginative ways. TCH 0-11aI am developing my awareness of how money is used and can recognise and use a range of coins. MNU0-09a |
|  | **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:** Visits to local shops and businesses. Building skills for buying and selling. Designing and making a product for Christmas Fayre. **Big Questions**: What do we need in our daily lives? How do our local shops provide us with what we need in our daily lives (e.g. milk/bread etc.) How could we learn about buying and selling (set up play shop, visit David’s Kitchen etc.) What are the skills I need to get what I need? How do I keep myself safe? (walk to and from shop etc.) How can I build and make things? What can I make that other people might want to buy? Help to create a weekly news tweet to share progress. | **Potential contexts or key questions:** Finding opportunities to consolidate buying and selling skills. Look to link with local businesses (e.g. Hobbycraft) to decide a product to design and make. Explore different materials through a rotation of activities (could involve parents). Practice being a good stall holder. **Big Questions:** What materials could we use to create a product to sell at the Christmas Fayre. What skills do we need to work on a stall.Help to create a weekly news tweet to share progress. |

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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:* Identifies at least two sources of evidence which provide information about the world, for example, newspapers and television.
* Identifies at least two people who provide help in the community.
* Talks about ways that each of those people help.
* Takes on appropriate roles during imaginative play.
* Identifies at least two different types of shops or services families might use, for example, supermarket or health centre.

Technologies:* Builds models using different materials eg. junk modelling, wooden blocks
* Uses tools and materials (paper, card, wood, plastic) to create models
* Describes materials by touch for example sticky, squidgy, soft, fluffy, hard, rough, wet, heavy, light
* Uses a range of materials when creating a pictures/models/concepts eg……
* Identifies when a material is suitable or not for specific function or task eg….
* Uses a range of materials(natural and man-made) and resources to create pictures.
* Shares ideas with others.
* Recognise 2D shapes and how they can be used to visually represent ideas/concepts
 | Literacy:* ***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.***
* ***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****.*

Numeracy:* ***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.***
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| **Assessment approaches & evidence** |
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| **Evaluation** |
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