**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 business  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 (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 graphics  I explore ways to design and construct models. TCH 0-09a  I explore everyday materials in the creation of pictures/models/concepts. TCH 0-10a  I explore and discover different ways of representing ideas in imaginative ways. TCH 0-11a  Literacy – 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 | | | | |
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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:**  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.*** |
| **Assessment approaches & evidence** | |
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| **Evaluation** | |
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