

Learning areas taught through topic work

Literacy – Reading, Writing, Listening and Talking

- I can discuss key points of our sustainable business with my group, for example, job roles, responsibilities, product choice, budgeting etc.
- I can show that I am considering and valuing everyone's input during group and class discussions.
- I can create posters, fliers, information sheets etc. about the product my business group are going to be selling;
- I can share my own opinion on the sustainable decisions that we are making as a group.
- I can survey other classes to get an idea of what product we could sell.
- I can ask an answer questions about our business when we are selling.
- I can suggest a name and slogan for our business.
- I can create a bank of persuasive phrases that we could use to help us sell our product.
- I can suggest some WOW words that we could use when describing our Business.

Reading

- I can explore shop websites to compare products and prices and take notes as I do so.
- I can take notes as I explore texts.
- I can use what I have seen whilst exploring advertisements and websites to help me create my own texts;
- I can highlight facts within catalogues and websites which are advertising products; highlight phrases that are trying to influence the reader/potential buyer.

Writing

- I can create a range of poster/leaflets/banners to advertise our own business.
- I can work with my group to produce a simple business plan, including information like resources needed, roles and responsibilities within the business, initial investment needed etc..
- I can pitch our idea to a group of investors.

Expressive Arts (drama, music, dance, art & design)

- I can create posters, fliers, information sheets etc. about the product my business group are going to be selling.
- I can pitch our business idea to a panel of investors.
- I can take on the role of an investor on a panel, responding to a classmate pitching their business idea.
- I can give useful, constructive criticism in the role of investor/judge.
- I can research to find out about successful entrepreneurs.
- I can use ICT to help me organise the information that I gather from our market and organise my findings.
- I can research what items were popular at different points throughout history.



HWB

- I can recognise that each individual has a unique blend of abilities needs; I contribute to making my school community one which values individuals equally and is a welcoming place for all.

Maths

- I can explore online shops to compare prices for similar items in different stores.
- I can use supermarket websites to explore the costs of the items we are considering buying for our business whilst being fair to the consumer.
- I can calculate how much we would need to sell our product for in order to make a profit.
- I can talk through the process of buying in bulk and selling individually.
- I can discuss the benefits and risks of using: bank cards, loans, overdrafts, credit cards, cards, cheques etc.
- I can explain what it means to budget.
- I can give examples of things I might need to budget for as I grow older.
- I can define the terms 'profit' and 'loss' and explain what these words mean within the context of our mini-business.
- I can log my sales and expenditure using a simple spreadsheet.
- I can plan some 'market research' to get an understanding of what products our peers would like to buy.
- I can survey other classes and record the information that I gather in a graph or chart.
- I can use ICT to help me share the results of my market research.

Discreet subjects (any subject area not covered through topic):

Numeracy and Maths

- I can explore patterns and relationships in multiplication and division. I can investigate and identify the multiples and factors of numbers.
- I can explore the different multiplication/division strategies, I can apply them correctly when solving simple problems.
- I can describe a range of 3d objects, using specific vocabulary including regular, irregular, radius and diameter.
- I can identify and describe 2d shapes within their environment.
- I can use digital technology to draw and represent 2d and 3d shapes.
- I can identify and illustrate lines of symmetry on a wide range of 2d shapes and apply their understanding to a complete range of symmetrical patterns.
- I can investigate where, why and how scale is used and expressed.
- I can apply my understanding to interpret simple models, maps and plans and use the correct vocabulary when giving directions.

Literacy – PM writing and talk for writing Focus on writing and explanation text

Listening and talking

- I can listen and make notes and organise these under suitable headings.
- I can work well with others by communicating in a clear and expressive voice.

Writing

- I can use a range of punctuation correctly, for example, capital letters, full stops, commas, exclamation marks and apostrophes.
- I can make appropriate choices about the layout and presentation when writing writing stories and explanations text, deciding what will engage the reader.
- I can ensure that I have checked my own work for spelling mistakes, grammar mistakes.
- I can structure my work into paragraphs in a way that make sense to the reader.
- I can use a range of punctuation correctly, for example, capital letters, full stops, commas, exclamation marks and apostrophes. [I can structure my work into paragraphs in a way that make sense to the reader.](#)

Reading

- I can use a range of suitable reading strategies including predicting, scanning and summarising the text.
- I can identify the main purpose of the text.
- I can recognise the different techniques the author uses to influence the reader, for example, word choice, emotive language and

Health and Wellbeing – compassionate and connected classroom

- I can discuss and explore my own rights.
- I can explain my own feelings and explore how I can regulate my emotions.
- I can identify what makes a healthy relationship.

PE Gymnastics

- I can move efficiently in personal and shared space.
- I can perform and refine movement with a focus on quality, different speeds and levels.
- I can demonstrate good eye and hand co-ordination to perform movement skills.