

<p>Overview of unit of learning:</p> <p>Over the Autumn 1 half term, children will be using the theme of <i>Enterprise</i> to design, create, market and sell an item the children believe will sell and make a profit.</p> <p>In order to engage the pupils, the money they make will be used to purchase a reward of their choosing.</p> <p>Children will have to research their audience, and create adverting to support the marketing of their enterprise product and using mathematical knowledge to calculate costing, and profit.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • What Do You Do with an Idea? by Kobi Yamada • The Most Magnificent Thing, By: Ashley Spires • George's Marvellous Medicine, by Roald Dahl •
		<p>Key Vocabulary:</p> <p>Programme, souvenir, event, paper, recycling, design, advertisement, printing, product, profit, stock, credit, receipt, loss, expenses, budget information, business and enterprise skills, working together, responsible, solving a problem, talk to each other (communication), ICT using and exploring the internet, creative, feedback, what have you learnt?</p>
Topic	English	Maths
<p>Aims</p> <ul style="list-style-type: none"> • For children to design, make and market a product for sale in order to make a profit. Children will use profit made to purchase a reward of their own choosing. • Within the lessons the children will learn the relevance of materials, environmental issues, money concepts included in a business plan linked to both numeracy and literacy. Children will begin to develop business and enterprise skills throughout the lessons. These include: communication and interpersonal skills, self-motivating and responsibility, team working, problem solving, making things happen, using initiative, 	<p>Reading</p> <p>Wider Reading:</p> <ul style="list-style-type: none"> • Children will be involved in story time at the end of every day to allow them time to build up a bank of familiar stories. • Children will be involved in book talk surrounding fiction and non-fiction texts to support them in using different types and genres of books independently. • Story time will encourage children to read independently and support their enjoyment of reading. • Children will be using non-fiction information texts in order to support them in the development of their product marketing. 	<p>iASEND - Number and Place Value</p> <p>Band E</p> <p>200 - I can count forwards from 1 to 20</p> <p>201 - I can count backwards from 20 to 0</p> <p>202 - I can count forwards from 1 to 50</p> <p>203 - I can count forwards to 100</p> <p>204 - I can count backwards to 0 or 1</p> <p>205 - I can count across 100</p> <p>206 - I can count, read and write numbers 1 to 100 in numerals</p> <p>207 - I can count, read and write numbers 1 to 100 in multiples of two</p> <p>208 - I can count, read and write numbers 1 to 100 in multiples of five</p> <p>209 - I can count, read and write numbers 1 to</p>

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managing risk, and negotiation and understanding others.

Learning objectives

- To use business and enterprise skills to complete a finished product (as stated in aims).
- To share experiences through speaking and listening. • To ask and respond to questions.
- To understand the impact recycling has on the environment.
- To understand that materials change through different processes.
- To record from first hand observation, experience and imagination and explore ideas.
- Ask and answer questions about the starting point for their work and develop their ideas.
- To use explore a range of drawing styles for lettering and drawings adding colour, pattern, line and tone.
- To create an advertisement.
- Review what they have done and say what they think and fee

Independent Reading; Rapid Readers

- Children will be assessed using the Northumberland Toolkit, to support staff in personalising learning to support individual readers. Children will be given, age and level appropriate 1:1 readers to help develop and support children's reading for pleasure.

Class read;

- What Do You Do with an Idea? by Kobi Yamada
- The Most Magnificent Thing, By: Ashley Spires
- George's Marvellous Medicine, by Roald Dahl

Writing

- Children will be involved in the creating of a business plan
- Children will be involved devising a marketing campaign in order to boost the sale of their product - this will include learning about slogans and puns, use of rhyme, alliteration and jingles.
- Children will be learning about writing formal invitations and letters in order to invite guest speakers, sponsors, business partners and eventually guests to the launch of their sale.
- Children will be creating signs, and information documentation important information about their product.

Drama/Animation/Performance

- Children will make adverts to sell their product.
- They will storyboard, plan and star in these adverts using I-Pads to record, and may include using stop-motion/movie maker apps.

100 in multiples of ten

210 - Given a number, I can identify one more and one less

211 - I can identify and represent numbers using objects and pictorial representations including the number line

212 - I can use the term 'equals' or 'equal to' correctly

213 - I can use the terms more than and less than (fewer) correctly

214 - I can use the terms most and least correctly

215 - I can read and write numbers from 1 to 20 in numerals and words

216 - I can count in steps of 2 both forwards and backwards

217 - I can count in steps of 3 both forwards and backwards

218 - I can count in steps of 5 both forwards and backwards

219 - I can count in steps of 10 both forwards and backwards.

220 - I can identify the tens and units digits in a two-digit number

221 - I can identify, represent and estimate numbers using different representations, including the number line

iASEND - Addition and Subtraction

Band 5

100 - I can, in practical situations, respond appropriately to 'add one

101 - I demonstrate an understanding of less.

102 - I can, in practical situations, add one to or take one away from a number of objects then say or sign how many there are now.

103 - I can compare two given numbers of

		<p>objects, understanding which is more and which is less.</p> <p>iASEND - Measurement</p> <p>Band E</p> <p>217 - I can recognise and use symbols for pounds (£) and pence (p)</p> <p>218 - I can combine amounts to make a particular value.</p> <p>219 - I can find different combinations of coins that equal the same amount of money.</p> <p>220 - I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p>Individual Targets</p> <ul style="list-style-type: none"> • Children will be coached into identifying key areas of weaknesses within mathematics and will be supported in tackling these weaknesses. • Children will plan their own programme of study to meet these targets and revisit areas we have already covered so far in their placement, where they feel they have struggled.
<p>Art and Design</p>	<p>ICT</p>	<p>Science</p>
<p>Artist Study - Andy Warhol</p> <ul style="list-style-type: none"> • Collect visual information from a picture as a stimulus for further work. • Have a greater understanding of positioning and proportion in portraits. • Develop their use and control of drawing pencils. • Pay careful attention to detail, combining elements of shape, tone and line . • Combine elements of line, tone, pattern, texture, form and space to create a portrait. 	<p>ICT</p> <p>T.V. / Film</p> <ul style="list-style-type: none"> • Children will Search Engines • Children will use search engines to find out information for themselves. • They will be guided and supported to select key words to make their searches more relevant and productive <p>Word Processors</p> <ul style="list-style-type: none"> • Children will use Microsoft office tools such as Publisher, Word, and PowerPoint to present 	<p>KS1 Programme of Study</p> <p>Uses of everyday Materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of

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- Identify the key features of Warhol's work.
- Collect visual information and apply them to their own ideas.
- Use ICT to allow them to experiment with a range of materials and methods.
- Experiment with colour and ix desired colours.
- Evaluate the use of ICT in art.
- Compare ideas, methods and approaches in their own work and comment on how they feel about these.
- Identify how they might develop their work in the future.

their findings in different ways.

- They will be supported in the use of templates; for reports, posters, diary entries etc,
- As well as guided how to use Wordart, clipart, shapes, charts and other tools to improve the presentation of their work.
- Children will have demonstrated how to save work in allocated places which are easily found upon return to the workstation
- They will also be shown how to print their work in the appropriate way - landscape, portrait, colour, black and white, etc.

E-Safety

- Teachers will monitor the children's use of the internet to ensure that when children are using search engines their searches are appropriate and safe.
- Parental permission will be acquired for children's viewing of 12A film titles, and programmes that may contain scenes of violence and/or crime.
- Through morning discussions and coaching children will also be encouraged to talk to staff about their use of the internet outside of school so staff can continue to support them in keeping safe online
- Children will be reminded of the importance of staying save online
- Children will continue to take part in the E-Safety Programme
- Children will be encouraged to reset passwords in order to gain higher levels of safety online
- Teachers will monitor the use of any online resources; children will only use their own log-

everyday materials on the basis of their simple physical properties

Uses of everyday materials

Pupils should be taught to:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

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	<p>in details and will not share their passwords with other pupils or staff.</p> <ul style="list-style-type: none"> • Children will be shown how to protect their images online, and reminded about location tracking, uniform, points of interest and how they can give potential predators' easy access to vulnerable people. 	
<p>R.E/S.M.S.C</p>	<p>Educational Visits</p>	
<p><u>Social /Moral</u></p> <p><u>Spiritual</u></p> <p><u>Cultural</u></p> <p><u>R.E.</u></p> <p><u>Coaching and Mentoring</u></p> <ul style="list-style-type: none"> • Children will identify their own behaviour targets in line with the expectations and guidelines of the setting • Staff will support children in finding ways to help themselves in achieving set targets • Children and staff will work together to identify barriers to learning and strategies that will help learners progress more successfully. 	<ul style="list-style-type: none"> • Discovery Museum - Play and INVENT Space • Visit to a Factory - dependent on children's product idea - to look at mass production • Trips to supermarkets/café's to look at sales/advertising • Advertising/marketing Company visitors to school 	

<http://enterprisetroopers.com/key-stage-2/>