

Year 1	A Toy's Story	Noble Knights and Dangerous Dragons	Oh I do like to be beside the seaside!
Geography	<ul style="list-style-type: none"> • Name and locate the 4 countries that make up the UK. • Know the characteristics of 2 countries that make up the UK. • Understand some of the key geographical similarities and differences (both human and physical) of the UK. • Understand some of the key geographical similarities and differences (both human and physical) of a non-European country (New York-America). 	<ul style="list-style-type: none"> • Name and locate 4 out of 7 continents. • Name and locate 3 out of 5 oceans. • Use simple world maps, atlases and globes to identify key countries, continents and oceans. • With support, use the 4 compass directions on a basic compass. • Begin to use directional language to describe features on a map. • Use aerial photographs to recognise key landmarks and some features of a landscape. • Devise a simple map using symbols. • Name and locate the 4 countries that make up the UK. • Understand some of the key geographical similarities and differences (both human and physical) of the UK. 	<ul style="list-style-type: none"> • Begin to use basic geographical vocabulary (physical): beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Begin to use basic geographical vocabulary (human): city, town, village, factory, farm, house, office, port, harbour and shop. • Begin to understand the impact humans can have on the environment. • Identify hot and cold areas of the world. • Identify both seasonal and daily weather patterns in the UK. • Use simple primary fieldwork and observation skills to study a local environment with support.
History	<ul style="list-style-type: none"> • Understanding of significant events within living memory e.g. Toy Developments. • Understand and use a source to find information and 	<ul style="list-style-type: none"> • Understand events beyond living memory that are significant nationally. E.g. the building of Lincoln Castle. • Use common words/phrases relating to the passing of time (a long time ago, yesterday, years, 	<ul style="list-style-type: none"> • Events beyond living memory that are significant nationally. E.g. seaside changes. • Begin to identify similarities and differences between ways of life in

	<p>understand some ways we can find out about the past e.g. books, websites, pictures.</p> <ul style="list-style-type: none"> • Begin to discuss change and continuity in an aspect of life. • To begin to use dates. • To develop an awareness of the past. • Understand the lives of significant individuals in the past who have contributed to national and international achievements (Walt Disney). • Begin to recognise cause and consequence e.g. why people did things, why events happened. 	<p>recently, younger, then, next, before, old, new).</p> <ul style="list-style-type: none"> • Begin to discuss change and continuity in an aspect of life. • Begin to recognise and make simple observations about who was important in a historical event. • Significant events, people and places in their own locality. E.g. Sir William Marshall. • Begin to make simple connections between people, places and events studied. • Understand and use a source to find information and understand some ways we can find out about the past e.g. books, websites, pictures. 	<p>different period's e.g. Victorian seaside holidays to modern holidays.</p> <ul style="list-style-type: none"> • Begin to develop an understanding of the chronological narrative within the times being studied. • Establish an understanding of where any time period studied fits within the wider chronological picture. • Understand the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare. E.g. Grace Darling. • Ask relevant questions about the people, places or events studied. • Begin to identify ways that the past is represented e.g. fictional accounts, illustrations, songs, films, museum displays.
Art	<p><u>Drawing</u></p> <p>Area: Drawing Outcome: Drawing a doll/ toy Drawing: Still Life</p>	<p><u>Printing</u></p> <p>Area: Printing Outcome: Printing Lincoln castle Drawing: Buildings</p>	<p><u>Sculpture</u></p> <p>Area: Sculpture Outcome Sculpt a beach item and sea animal Drawing: Landscapes</p>

	<ul style="list-style-type: none"> • The child can use a pencil/chalks/charcoal/pens etc. to make representations of their own ideas. • The child can talk about the different shapes and lines within their drawing. • The child can use a pencil to create at least 2 different shades. • The child can say which drawing tool would be the most appropriate to use, based on their knowledge of them. (E.g. sheep's wool drawn with chalks or pen?) • The child can talk about their own drawing and compare it to one by a famous artist. 	<ul style="list-style-type: none"> • The child is aware of why printing plays an important role in all our lives. • The child is aware of the negative effect that printing has through printing with found objects, foam letters etc, • The child uses hands/ feet/ fingers to create print designs. • The child uses a digital camera or ipad to create prints of their own photographs. • The child confidently explores the different effects that can be created by rubbings, handprints, found object printing. • The child can talk about their own print work and compare it to one by a famous artist. 	<ul style="list-style-type: none"> • The child can use a range of materials and found objects to create their own 3D representations. • The child can talk about the different shapes, colours and textures within their sculpture work. • The child can select an appropriate material for a given task. • The child can create a sculpture which is free standing. (Not flat!) • The child can talk about their own sculpture work and compare it to one by a famous artist. • DT Link: Build structures, exploring how they can be made stronger, stiffer and more stable.
DT	<p>Textiles Something: Design a new jacket For: A rag doll Purpose: To keep her dry in the rain</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing 	<p>Mechanical systems: Something: Create a working drawbridge in team (pulley) For: Lincoln castle Purpose: To keep the enemies away!</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves 	<p>Food: Something: Prepare pizza For: VE day Purpose: To share a pizza picnic with their parents Food ed link</p>

	<p>products for themselves and other users based on design criteria. (E.g. Design a piece of jewellery for someone in their family, or design some packaging which is appealing for a given target audience.)Choose materials, colours and shapes which are labelled accordingly on a design.</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing. (E.g. Select appropriately glue or scissors to join models together.) • Explore and evaluate a range of existing products. (E.g. Discuss why cereal boxes are different colours and have different styles of text/ images on them.) • Build structures, exploring how they can be made stronger, stiffer and more stable. 	<p>and other users based on design criteria. (E.g. Design a piece of jewellery for someone in their family, or design some packaging which is appealing for a given target audience.)Choose materials, colours and shapes which are labelled accordingly on a design.</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing. (E.g. Select appropriately glue or scissors to join models together.) • Explore and evaluate a range of existing products.(E.g. Discuss why cereal boxes are different colours and have different styles of text/ images on them.) • Build structures, exploring how they can be made stronger, stiffer and more stable. (E.g. Explore the strength of triangles versus squares and rectangles, using Mechano type construction kits.) 	<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. (E.g. Design a piece of jewellery for someone in their family, or design some packaging which is appealing for a given target audience.)Choose materials, colours and shapes which are labelled accordingly on a design. • Select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing. (E.g. Select appropriately glue or scissors to join models together.) • Explore and evaluate a range of existing products.(E.g. Discuss why cereal boxes are different colours and have different styles of text/ images on them.) • Build structures, exploring how they can be made stronger, stiffer and more stable. (E.g. Explore the strength of triangles versus squares and rectangles, using Mechano type construction kits.)
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Science	<p><u>Materials</u></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 everyday materials on the basis of their simple physical properties. <p><u>Sc1 – Working Scientifically</u></p> <ul style="list-style-type: none"> • Ask simple questions such as ‘Why...?’, ‘How...?’ and ‘What if...’, and recognise that they can be answered in different ways 	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<p><u>Plants</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees. <p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies.

	<ul style="list-style-type: none"> • To develop the skill of asking simple questions and recognising that they can be answered in different ways • To understand how to observe closely, using simple equipment • To develop the skill of performing simple tests • To understand how to identify and classify by using their observations and ideas to suggest answers to questions • To develop the skill of gathering and recording data to help in answering questions 		
RE	<p><u>Creation Story</u></p> <ul style="list-style-type: none"> • To know the creation story. • To understand how to create something that I am proud of and say how I would like people to treat it. 	<p><u>Friendship</u></p> <ul style="list-style-type: none"> • LT: To show an understanding of who friends are and why. • LT: To understand when it is easy and difficult to show friendship. • LT: To understand which stories in the Bible show friendship (the Story of Zacchaeus). • LT: To understand which stories in the Bible show friendship (Stilling of the Storm). 	<p><u>Judaism: Shabbat</u></p> <ul style="list-style-type: none"> • LT: To understand basic Jewish beliefs and behaviours. • To develop and understanding of what Shabbat is. • To understand how Jewish children celebrate Shabbat. • To understand why Shabbat is important to Jewish children.

	<ul style="list-style-type: none"> • To develop the skill of re-telling the Christian creation story. • To show I can share my own opinions about the creation of the world • To understand how the Christian creation story influences how Christians behave towards nature and the environment. <p><u>Christmas Story</u></p> <ul style="list-style-type: none"> • To understand what Christians learn from the Christmas story. • To understand that in the Christian Christmas story, Jesus received special gifts. • To understand what gifts would be meaningful to give to Jesus now. • To understand how birthdays are special to Christians and how they celebrate them. 	<ul style="list-style-type: none"> • LT: To understand which stories in the Bible show friendship. (Mary and Martha). • LT: To understand when Jesus may have found it difficult to show friendship. • L.T. To understand how to be a good friend to others. <p><u>Easter Story</u></p> <ul style="list-style-type: none"> • LT: To understand parts of the Easter story. • LT: To understand some of the symbols from the Easter story. • LT: To understand the Christian story of Palm Sunday. • To understand how the Christian belief in Jesus is linked to how he was welcomed on Palm Sunday. • To understand that Jesus is special to Christians. 	<p><u>Chanukah</u></p> <ul style="list-style-type: none"> • To develop the skill of recognising some of the symbols used at Chanukah. • To understand the meaning of some of the symbols used at Chanukah. • To understand how Jewish children take part in Chanukah activities.
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	<ul style="list-style-type: none"> To understand that Christians believe Jesus is a gift to the world and gifts are given at Christmas time. 		
Computing	<p><u>Digital Literacy and E-Safety</u></p> <p><u>We are storytellers</u></p> <ul style="list-style-type: none"> Use sound recording equipment to record sounds Develop skills in saving and storing sounds on the computer Develop collaboration skills as they work together in a group Understand how a talking book differs from a paper-based book Talk about and reflect on their use of ICT Share recordings with an audience. <p><u>We are TV chefs</u></p> <ul style="list-style-type: none"> Break down a process into simple, clear steps, as in an algorithm Use different features of a video camera 	<p><u>Digital Literacy and E-Safety</u></p> <p><u>We are photographers</u></p> <ul style="list-style-type: none"> Use the web safely to find ideas for an illustration Select and use appropriate painting tools to create and change images on the computer Understand how this use of ICT differs from using paint and paper Create an illustration for a particular purpose Know how to save, retrieve and change their work Reflect on their work and act on feedback received. <p><u>We are Treasure Hunters</u></p> <ul style="list-style-type: none"> Understand that a programmable toy can be controlled by inputting a sequence of instructions develop and record sequences of instructions as an algorithm 	<p><u>Digital Literacy and E-Safety</u></p> <p><u>We are collectors</u></p> <ul style="list-style-type: none"> Find and use pictures on the web Know what to do if they encounter pictures that cause concern Group images on the basis of a binary (yes/no) question Organise images into more than two groups according to clear rules Sort (order) images according to some criteria Ask and answer binary (yes/no) questions about their images. <p><u>We are celebrating</u></p> <ul style="list-style-type: none"> Develop basic keyboard skills, through typing and formatting text Develop basic mouse skills Use the web to find and select images

	<ul style="list-style-type: none"> • Use a video camera to capture moving images • Develop collaboration skills discuss their work and think about how it could be improved. 	<ul style="list-style-type: none"> • Program the toy to follow their algorithm • Debug their programs • Predict how their programs will work. 	<ul style="list-style-type: none"> • Develop skills in storing and retrieving files • Develop skills in combining text and images • Discuss their work and think about whether it could be improved.
Food Education	<u>Cookery:</u> <ul style="list-style-type: none"> • Understanding basic hygiene • Setting the table • Sifting dry ingredients • Make nobake Christmas cookies and sift(Enterprise project to sell) • Make sandwiches for xmas party • Chopping ingredients • Using knife to spread 	<u>Cooking:</u> <ul style="list-style-type: none"> • Understanding basic hygiene • Pancake day – make pancakes • Crack eggs • Whisk eggs 	<u>Cooking:</u> <ul style="list-style-type: none"> • Understanding basic hygiene • Kneading dough (dough premade) • Chopping ingredients • Measuring and weighing ingredients – make pizza
PE	<u>Football</u> <ul style="list-style-type: none"> • Can travel with the ball at their feet changing direction and speed. • Can pass the ball from a standing position with increasing accuracy. • Can strike the ball towards a target when 	<u>Hockey</u> <ul style="list-style-type: none"> • Can travel with the ball at their feet changing direction and speed. • Can pass the ball from a standing position with increasing accuracy. • Can strike the ball towards a target when the ball is still with increasing accuracy. 	<u>Tennis</u> <ul style="list-style-type: none"> • Can hold the racquet using a 'shaking hands' grip. • Can hit the ball over a net on a tennis court. • Can bounce the ball on the strings of the racquet.

	<p>the ball is still with increasing accuracy.</p> <ul style="list-style-type: none"> • Can often get the ball back from an opposing team. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Can perform a forward roll, rug roll and shoulder roll with increasing confidence. • Can plan and perform a short movement sequence showing some contrasts in speed, level and direction. • Can move smoothly between two given movements. 	<ul style="list-style-type: none"> • Can often get the ball back from an opposing team. <p><u>Netball</u></p> <ul style="list-style-type: none"> • To develop the skill of mastering basic movements • To develop the skill of participating in team games and developing simple tactical skills 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • Can select an appropriate running speed based on the distance being run. • Can take a running jump and land on two feet. • Can throw underarm with one hand towards a target with increasing accuracy.
<p>Music</p>	<p><u>Hey You!</u></p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality 	<p><u>In the Groove</u></p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p><u>Your Imagination</u></p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.

	<p>live and recorded music</p> <ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the inter-related dimensions of music <p>Christmas production songs</p>	<p><u>Round and Round</u></p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><u>Reflect, rewind, replay</u></p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
<p>MFL</p>	<p>Celebrating birthdays</p> <ul style="list-style-type: none"> • Deepen knowledge and understanding of celebrations in different countries. • Recognise that birthdays are milestones for children and are celebrated all over the world. <p>Words in other languages:</p> <ul style="list-style-type: none"> • To recognise words in French, making use of English. <p>Enjoying a short story</p> <ul style="list-style-type: none"> • Listening to a simple, short story, using pictures and tone of voice to work out meaning. 	<p>Reacting to food items</p> <ul style="list-style-type: none"> • React to foods tasted with 'oui' and 'non'. • Understand some expressions used to express likes and dislikes. <p>Reacting food items</p> <ul style="list-style-type: none"> • Listen to and join in singing a simple song, reinforcing some new language. <p>Observing the preparation of a simple dish</p> <ul style="list-style-type: none"> • Listen to and join in singing songs with actions • Observe how a popular dish in France is made • Write a list of ingredients <p>Learning language through song</p> <ul style="list-style-type: none"> • To learn a song using routine language which can be used in classroom activity. 	<p>Enjoying a story</p> <ul style="list-style-type: none"> • Listen to s short story with interest and enjoyment. <p>Watching and performing a simple finger rhyme</p> <ul style="list-style-type: none"> • To take part in simple finger rhymes in French <p>Numbers 1-3</p> <ul style="list-style-type: none"> • Reinforce numbers to 3 in and out of sequence • Notice patterns in number song <p>Exploring sounds of words</p> <ul style="list-style-type: none"> • Explore the sounds of new words in languages • Understand that some languages have a different writing script <p>Action song</p>

	<p>Christmas</p> <ul style="list-style-type: none"> • Singing Christmas songs in French • Perform to an audience <p>New Year</p> <ul style="list-style-type: none"> • Understand that the start of the new year is celebrated around the world • Discuss new year ad new beginnings 	<p>Celebrating languages</p> <ul style="list-style-type: none"> • Recognise and celebrate other languages spoken by the class. • Count numbers 1-3. <p>Recognising previously taught languages</p> <ul style="list-style-type: none"> • Recognise previously taught language • Understand teacher expression and tone of voice. <p>Emotions</p> <ul style="list-style-type: none"> • Interpret moods depicted on illustrations and listen to the word for each mood/ emotion. • Recognise previously taught language e.g. bonjour! • Work out meaning of words through tone of voice • Use imagination to continue conversations in English 	<ul style="list-style-type: none"> • Join in a warm up song in French, following instructions <p>Chinese New Year</p> <ul style="list-style-type: none"> • Deepen intercultural understanding about festivals and celebrations in other cultures. <p>Emotions- revisited</p> <ul style="list-style-type: none"> • To recall emotions • Recognise how tone of voice can help to work out the meaning of emotions • Identify how a main character of a story may be feeling • Talk about how they feel in French • Understand French vocabulary linked to feelings • Consider what makes us feel different emotions and how we help people.
<p>Character Education</p>	<p><u>Mental Health and Wellbeing</u></p> <ul style="list-style-type: none"> • To know a range of feelings that humans can experience. • To know how to recognise and name different feelings. • To know that not everyone feels the same at the same time 	<p><u>Healthy Lifestyles (Physical Wellbeing)</u></p> <ul style="list-style-type: none"> • To know different ways to keep healthy. • To know about the people who help us to stay physically healthy. • To understand that hygiene routines can stop germs from spreading. • To know how to look after my dental health. 	<p><u>Safe Relationships and Managing Hurtful Behaviour</u></p> <ul style="list-style-type: none"> • To understand that some things are private. • To know how to respond safely to adults they don't know. • To understand that bodies and feelings can be hurt by words and actions.

	<p>or about the same things.</p> <ul style="list-style-type: none"> • To know a range of ways that help people to feel good. • To understand when and how to ask for help with feelings. <p><u>Friendships and Respecting Self and Others</u></p> <ul style="list-style-type: none"> • To understand how people make friends and what makes a good friendship. • To know how to ask for help if a friendship is making me unhappy. • To know what is kind and unkind behaviour. • To recognise the ways in which they are the same/ different to others. • To know how to listen to others and play co-operatively. • To develop the skill of talking about and sharing my opinions on things that matter to me. 	<ul style="list-style-type: none"> • To know how to keep safe in the sun. • To know that medicines can help people to stay healthy. <p><u>Families and Close Positive Relationships</u></p> <ul style="list-style-type: none"> • To understand the roles of the different people in our lives. • To know the people who love and care for me and how they make me feel cared for. • To know about different types of families. • To know who and how to speak to if something about my family makes me feel worried/unhappy. • To develop the skill of identifying common features of family life. 	<ul style="list-style-type: none"> • To understand how people may feel if they experience hurtful behaviour/bullying. • To know what to do if they feel unsafe/worried for themselves or others. <p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> • To know how to keep safe at home. • To know how to keep safe in familiar and unfamiliar environments. • To know how to cross the road safely. • To know whose job it is to keep us safe. • To know what to do if there is an accident and someone is hurt. • To know how to get help in an emergency.
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<p>Enterprise</p>	<p><u>Financial capability</u> <u>Part 1</u></p> <ul style="list-style-type: none"> • Recognise the coins and notes that we use e.g. Describe and distinguish between various coins. • Understand that different countries use different coins and notes e.g. Pick out foreign coins from a selection and discuss them • Understand the exchange of coins and notes for goods e.g.- Exchange goods for coins in a role-play situation, for example a class shop and be able to count out the right amount of money. • Recognise that there are regular and unpredictable sources of money e.g. Discuss where money might come from for example earnings, allowances, benefits, pocket money gifts, winnings. 	<p><u>Understanding business skills.</u></p> <p>As YR and choose a company (local or national) that the children may be familiar with (e.g. Toys R Us) and discuss how that company might run. Discuss when a company might have busy times and quieter times. Discuss things that need done continually, e.g keeping records, making lists,, being organised, everyone knowing their role.</p> <p>As Y1 and choosing a child to lead a discussion, emphasising the importance of allowing all views to be heard and considered.</p> <p>Knowing the importance of keeping records. Create a task where the pupils have to sort money and receipts, for example, into an order. They will justify reasons for their method of sorting. Introduce ideas of income and expenditure as money in and out, earned and spent. This could be linked to Life sim.</p> <p>Discuss questionnaires. Discuss what needs to be included, what needs to be found out. Discuss open and closed questions and what sort of answers they yield. Model how to formulate a good question. Model how to collate</p>	<p><u>Starting a 'real business'.</u></p> <p>With assistance from teacher, the children will brainstorm for ideas for their Enterprise. They will discuss the advantages and disadvantages of their ideas and chose one as the focus of their Enterprise.</p> <p>Market Research Children create key questions that they can ask family members/ members of the school community. Results are considered. Pupils consider results in class and decide if they have a market for their product / service. Pupils to realise that the cost of a product / service is dependant on the cost of production. Use market research to help determine cost of production and selling. Decide on a price and whether the chosen Enterprise will be viable. If not, Go back again to choosing a different business idea.</p> <p>Reason for Enterprise Children are aware of the reason for taking part in Enterprise as a way to make money and to use all the skills they have learned through their Financial Capability work.</p> <p>Creation of Business</p>
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	<ul style="list-style-type: none"> Recognise that adults also have to spend money on familiar things like household expenses e.g. Use and investigate food bills, utility bills and credit cards, etc. in the role-play area. Be able to talk about things that they may want to spend their money on e.g. Discuss how the class might spend £50 on resources. <p>Part 2</p> <ul style="list-style-type: none"> Begin to understand the importance of keeping financial records e.g. Organise a role play bank which keeps track of children's imaginary savings over time in the context of a class project. Know how we can keep money safe - either by giving it to a responsible adult or locking it away e.g. Decide where to keep class trip money. Know that we have to pay for what we buy e.g. Go on a class trip to the shops. 	<p>the results (Bar chart, Table, Tally Chart etc.)</p> <p>Look at a simple business Plan. Discuss what each section means and how you might fill it in. Discuss why we have one in Business.</p> <p>Pupils will discuss several marketing strategies e.g. posters, leaflets, special offers, TV adverts etc. They will chose 1 and discuss the impact it would have.</p> <p>ole Play selling an items/ toys to each other. Before starting the sale the children must decide upon the strengths, cost and advantages of the product. They must also decide if there are any disadvantages to the product so that they can think about an argument to overcome this.e.g. if the toy does not move then this is good because.... They can then be introduced to some of the basics of selling a product e.g. Introducing themselves clearly at the start, using the appropriate vocabulary and select some of the phrases for the class to try and use.</p> <p>Teach children to create posters with word art and a border. Children should be able to type a simple letter and</p>	<p>Plan In order to secure funding , the children must create a way of presenting their ideas [1] How much money they need to set up their business [2] How they plan to make money [3] Who will buy their product or use their service.</p> <p>Creating a Company Choose a company name and logo. Decide on personnel required. Discuss what each role involves. Children take turns each week to be the treasurer, chairperson etc. Utilise the skill set within the group, as decided by the children.</p> <p>Production (Practical Tasks) Children run their actual business. This could be one of the following... · A Service (Providing a service for others e.g. washing bicycles, cleaning shoes etc) · A Product (Selling a product to others e.g. vegetables/ cards/ food) · An Event (Hosting an event to make money e.g. A Fashion Show, A Football Tournament, An Ice Skating Rink etc.) · A social Enterprise where profits support a charity.</p> <p>Evaluation Children evaluate the business in relation to the profits, their role and the journey which they have</p>
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	<ul style="list-style-type: none"> • Be able to consider possible ways of spending money e.g. Brainstorm different ways in which £5 could be spent • Understand the consequences of losing money or having it stolen e.g. Discuss if we lose something that needs replacing, what does this mean for the money we have? <p>Part 3</p> <p>Choose how to spend money e.g. What would you do if you were given £10?</p> <ul style="list-style-type: none"> • Begin to talk about the value of money e.g. Discuss whether or in what circumstances, £5 is a lot of money? • Begin to be able to talk about how spending money and our satisfaction from the purchase may vary e.g. Discuss children's choices in the context of 'Would you rather...' by John Burningham • Begin to understand that there are consequences to having more or less money e.g. Discuss questions such as: 	<p>word process with a Capital Letter and a full stop. They should also be able to type simple labels and signs.</p> <p>Role Play how to make a phone call with the children. Discuss how to have good manners and how a phone call should begin and end. Discuss the idea that the phone call must have a purpose and how to conduct this politely. Let children practise this skill.</p> <p>Show the children a simple letter which is persuasive and asking for something. Discuss why it is so persuasive.(Look at the language and the way it is set out). Ask the children to then write their own letter (In teams, whole class or individually) to convince the Head Teacher of something.</p>	<p>undertaken. Was the business successful?</p> <p>Writing thank you letters Children write basic ideas to be included in thank you letters for people who have contributed to the success of the business. These children can also create any images or pictures for this.</p> <p>Preparation for End of</p> <p>Enterprise Presentation Children prepare their method of presentation about their enterprise to the rest of the school. This may be in the form of drawings/photographs or basic images.</p> <p>Ways to invest earnings Children present their preferred way of spending the enterprise funds which they have raised.</p>
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	<p>What happens if you have no money to buy sweets? Or for the bus home? Or if the school has no money?</p> <ul style="list-style-type: none">• Begin to understand that people have different standards of living in different countries e.g. Find out about different incomes and prices in different countries.		
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