

Year 2	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 7 continents. • Name and locate 5 oceans. • Identify hot and cold areas of the world in relation to the equator and the poles. • Use world maps, atlases and globes to identify countries, continents and oceans. • Name and locate the 4 countries that make up the UK. • Identify both seasonal and daily weather patterns. 	<ul style="list-style-type: none"> • Name and locate each capital city within the UK. • Name and locate the 4 countries that make up the UK. • Name the seas surrounding the UK. • Know at least 4 of the Wonders of the World. • Devise a simple map using symbols and a key. • Use basic geographical vocabulary (human): city, town, village, factory, farm, house, office, port, harbour and shop. • Use the 4 compass directions on a basic compass. • Use directional language to describe features and routes on a map. • Use world maps, atlases and globes to identify countries, continents and oceans. • Use aerial photographs and perspective plans to recognise landmarks and key features of a landscape. • Use simple primary and secondary fieldwork and observation skills to study a local environment. 	<ul style="list-style-type: none"> • Use simple primary and secondary fieldwork and observation skills to study a local environment. • Use basic geographical vocabulary (human): city, town, village, factory, farm, house, office, port, harbour and shop. • Use basic geographical vocabulary (physical): beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Name and locate 5 oceans. • Name the seas surrounding the UK. • Identify the seasonal and daily weather patterns in the UK. • Understand the impact humans can have on the environment both positive and negative. • Use the 4 compass directions on a basic compass. • Understand the geographical similarities and differences (both human and physical) of the UK and an area of a small non-European country.

<p>History</p>	<ul style="list-style-type: none"> • Understanding of significant events within living memory or parental living memory e.g. The Royal wedding, birth of Prince George. • All children should develop a secure understanding of the chronological narrative within the times being studied. • Understanding of significant individuals who have contributed to national or international achievements e.g. Phillip Astley, Circus Maximus, Florence Nightingale and Henry Ford. • Understand and use a source to find information and understand some ways we can find out about the past e.g. books, websites, pictures, stories and artefacts. • Use dates within their explanations. 	<ul style="list-style-type: none"> • An understanding of national and globally significant events beyond living memory. • All children should develop a secure understanding of the chronological narrative within the times being studied. • Recognise and make simple observations about who was important in a historical event and why. • Understanding of historically significant people within the home locality. • Understand and use a source to find information and understand some ways we can find out about the past e.g. books, websites, pictures, stories and artefacts. • Can use parts of stories to show an understanding of events. • Ask relevant questions about the people, places and events studied. • Recognise cause and consequence, e.g. why people did things, why events happened, what happened as a result of people's actions. • Use dates within their explanations. 	<ul style="list-style-type: none"> • Identify similarities and differences between ways of life in different periods, including their own lives. • All children should develop a secure understanding of the chronological narrative within the times being studied. • Understanding of significant individuals who have contributed to national or international achievements e.g. Phillip Astley, Circus Maximus, Florence Nightingale and Henry Ford. • Understand and use a source to find information and understand some ways we can find out about the past e.g. books, websites, pictures, stories and artefacts. • Identify the ways that the past is represented e.g. fictional accounts, illustrations, songs, films, museum displays. • Use dates within their explanations. • Use common words/ phrases relating to the passing of time.
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	<ul style="list-style-type: none"> • Use common words/ phrases relating to the passing of time. 	<ul style="list-style-type: none"> • Use common words/ phrases relating to the passing of time. 	
Art	<p><u>Drawing</u></p> <p>Area: Drawing Outcome: Drawing a doll/ toy Drawing: Still Life</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, textures, patterns and lines within their drawing. • The child can use a pencil to create at least 4 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 	<p><u>Printing</u></p> <p>Area: Printing Outcome: Printing Lincoln castle Drawing: Buildings</p> <ul style="list-style-type: none"> • The child is aware of why printing plays an important role in all our lives. They recognise that the reason for making a print block is to reproduce the same image/ text many times over. • The child is aware of the negative effect that printing has through printing with found objects, foam letters etc, • The child uses a simple print block, (potato print or polystyrene block), to create imaginative print designs. • The child uses a digital camera or ipad to create prints of their own photographs. Programmes such as Picassa can be used to affect change to the image. • The child confidently explores the different effects that can be 	<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 range of materials and found objects to create their own 3D representations in the style of a well-known artist. • The child can talk about the different shapes, lines, patterns, colours and textures within their sculpture work. • The child can select an appropriate material for a given task, explaining their reasons behind the choices. • 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. (Talks about similarities and differences).

	<p>famous artist. (Talk about similarities and differences)</p>	<p>created by printing with two colours.</p> <ul style="list-style-type: none"> The child can talk about their own print work and compare it to one by a famous artist. (Talks about similarities and differences). 	<ul style="list-style-type: none"> DT Link: Build structures, exploring how they can be made stronger, stiffer and more stable.
<p>DT</p>	<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 products for themselves and other users based on design criteria. (As Y1) Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing. (As Y1) Select from and use a wide range of materials and 	<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 and other users based on design criteria. (As Y1) Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing. (As Y1) Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Select from and use a range of tools and equipment to perform practical 	<p>Food: Something: Prepare pizza For: VE day Purpose: To share a pizza picnic with their parents Food ed link</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. (As Y1) Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing. (As Y1) Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

	<p>components, including construction materials, textiles and ingredients, according to their characteristics</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. (As Y1) • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • 	<p>tasks for example, cutting, shaping, joining and finishing. (As Y1)</p> <ul style="list-style-type: none"> • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<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. (As Y1) • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
<p>Science</p>	<p><u>Materials</u></p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard • Find out how the shapes of solid objects made from some materials can be changed by squashing, 	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p><u>Plants</u></p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Describe how plants and tress change from season to season.

	<p>bending, twisting and stretching.</p> <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 • 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 • 	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • Compare the differences between things that are living, dead and things that have never been alive. • Describe how different habitats provide for the basic needs of different kinds of animals and plants. • Identify and name a wide variety of plants and animals in their habitats. • Describe the idea of a food chain and how consumers obtain food, and identify and name different sources of food. • 	<ul style="list-style-type: none"> • Describe and compare the weather in different seasons around the world • Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a wide variety of plants and animals in their habitats, including micro-habitats
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<p>RE</p>	<p><u>Old Testament</u></p> <p>LT: To understand who Christians believe God is. LT: To understand Christians believe God guides them. LT: To understand Christians believe God protects them. LT: To understand what Christians understand about God through Old Testament stories. LT: To understand what Christians understand about God through Old Testament stories. LT: To understand what Christians understand about God through Old Testament stories.</p> <p><u>New Testament</u></p> <p>LT: To understand what the New Testament Bible stories are. LT: To know what Christians can learn from parables.</p>	<p><u>Easter Story</u></p> <p>LT: To develop and understanding of what Christians believe happened to Jesus at Easter. LT: To develop the skill of re-telling the Easter story. LT: To show I can use my own opinions to discuss whether Jesus came back to life again in the Christian Easter story. LT: To understand how Christians celebrate Easter. LT: To understand the church's role of bringing people together at Easter.</p> <p><u>Islam – Mosque</u></p> <p>LT: To develop an understanding of how Muslims express their beliefs. LT: To develop an understanding of what symbols are inside a Mosque. LT: To understand how Muslims show commitment by praying five times a day. LT: To understand what belonging is. LT: To understand how going to the mosque gives Muslims a sense of belonging.</p>	<p><u>Allah and the Qur'an</u></p> <p>LT: To understand who Allah is to Muslims. LT: To understand what the Qur'an is to Muslims. LT: To understand how Allah is described in the Qur'an. LT: To understand what Muslims learn about Allah and their faith using the Qur'an.</p> <p><u>Inspirational Muslims</u></p> <p>LT: To understand who is inspirational to us. LT: To understand who Mohammad and prophets are to Muslims. LT: To understand how the Muslim faith and beliefs can be seen in the actions of inspirational Muslims. LT: To develop an understanding of the five pillars of Islam. LT: To understand what happens during Hajj and the importance of Hajj to Muslims.</p>
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	<p>LT: To understand the Christian beliefs about Jesus' life and teachings.</p> <p>LT: To know the difference between the New Testament and Old Testament.</p> <p>LT: To understand how Christian faith and beliefs can be seen through actions of inspirational Christians.</p> <p>LT: To understand the Christian beliefs about Jesus' miracles.</p>		
<p>Computing</p>	<p><u>Digital Literacy and E-Safety</u></p> <p><u>We are astronauts</u></p> <ul style="list-style-type: none"> • Have a clear understanding of algorithms and sequences of instructions. • Convert simple algorithms into programs. • Predict what a simple program would do. • Spot and fix, debug errors in their programs. <p><u>We are game testers</u></p>	<p><u>Digital Literacy and E-Safety</u></p> <p><u>We are photographers</u></p> <ul style="list-style-type: none"> • Consider the technical and artistic merits of photographers. • Use a digital camera or camera app to take photos. • Review and reject, or rate the images that they take. • Edit and enhance their photographs. <p><u>We are researchers</u></p>	<p><u>Digital Literacy and E-Safety</u></p> <p><u>We are detectives</u></p> <ul style="list-style-type: none"> • Understand that email can be used to communicate • Develop skills in opening, composing and sending emails. • Gain skills at opening and listening to audio files on the computer. • Use appropriate language in emails.

	<ul style="list-style-type: none"> • Describe carefully what happens in computer games. • Use logical reasoning to make predictions of what a program will do. • Test these predictions. • Think critically about computer games and their use. • Be aware of how to use games safely and in balance with other activities. 	<ul style="list-style-type: none"> • Develop collaboration skills as working as part of a group. • Develop research skills through searching for information on the internet. • Improve note taking skills through the use of mind mapping • Develop presentation skills through creating and developing a short multimedia presentation. 	<ul style="list-style-type: none"> • Develop skills in editing and formatting texts in emails. • Be aware of e-safety issues when using emails. <p><u>We are zoologists</u></p> <ul style="list-style-type: none"> • Sort and classify a group of items by answer questions. • Collect data using tick charts or tally charts. • Use simple charting software to create pictograms and other basic charts. • Take, edit and enhance photographs. • Record information on a digital map. • Select their best images to include in a shared portfolio.
Food Education	<p><u>Cookery:</u></p> <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 	<p><u>Cooking:</u></p> <ul style="list-style-type: none"> • Understanding basic hygiene • Pancake day – make pancakes • Crack eggs • Whisk eggs 	<p><u>Cooking:</u></p> <ul style="list-style-type: none"> • Understanding basic hygiene • Kneading dough (dough premade) • Chopping ingredients • Measuring and weighing ingredients – make pizza

	<ul style="list-style-type: none"> • Chopping ingredients • Using knife to spread 		
PE	<p><u>Tag Rugby MSP</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>Hockey Teachers</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>Gymnastics MSP</u></p> <ul style="list-style-type: none"> • To develop the skill of mastering basic movements <p><u>Dance Teachers</u></p> <ul style="list-style-type: none"> • To develop the skill of performing dances using simple movement patterns 	<p><u>Tennis MSP</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>Badminton Teachers</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>Football MSP</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>Netball Teachers</u></p>	<p><u>Basketball MSP</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 Teachers</u></p> <ul style="list-style-type: none"> • To develop the skill of mastering basic movements <p><u>Cricket MSP</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>Rounders Teachers</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

		<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>and developing simple tactical skills</p>
<p>Music</p>	<p>Hands, Feet, Heart</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>Christmas production songs</p>	<p>I wanna play in a band</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>Friendship song</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>Zootime</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>Reflect, rewind, replay</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.

		<ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	
MFL	<p>J' apprend le Français</p> <ul style="list-style-type: none"> • Introduce France as a country and French as a subject • Ask and answer questions – using the phrase ca va • Say name in French and ask someone their name • Learn 1-10 • Colours 	<p>Animals</p> <ul style="list-style-type: none"> • Introduce the topic and learn 5 animals • Learn a further 5 animals • Consolidate the animals learnt • Write the names of animals • Introduce Je suis • Revise all language and complete assessment. 	<p>Fruit</p> <ul style="list-style-type: none"> • To know the first 5 fruits in French • To learn a further 5 fruits • To know the plural of the different fruits • To offer a simple positive opinion on fruits • To offer a simple negative opinion on fruits and ask a question • To revise all language and complete assessment.
Character Education	<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 simple strategies to resolve arguments positively. • To know what is kind and unkind behaviour. • To recognise the ways in which they are the 	<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. 	<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 if physical contact makes me feel uncomfortable. • To understand when permission should be asked for/sought. • To understand the difference between secrets and happy surprises.

	<p>same/ different to others.</p> <ul style="list-style-type: none"> • To show I can recognise when I or someone else feels lonely. • To understand how to treat myself and others with respect. <p><u>Mental Wellbeing</u></p> <ul style="list-style-type: none"> • To know how feelings can affect people's bodies and how they behave. • To understand how to recognise what others might be feeling. • To know that now everyone feels the same at the same time or about the same things. • To know about ways of sharing feelings. • To develop the skill of calming myself or changing my mood. • To know how change and loss could change my mood. 	<ul style="list-style-type: none"> • To develop the skill of identifying common features of family life. <p><u>Healthy Lifestyles (Physical Wellbeing)</u></p> <ul style="list-style-type: none"> • To know different ways to keep healthy. • To understand how physical activity helps us to stay healthy. • To understand which foods support good health. • To understand why sleep is important and different ways to rest and relax. • To know about different ways to learn and play. • To know that medicines can help people to stay healthy. 	<ul style="list-style-type: none"> • To know what to do if they feel unsafe/worried for themselves or others. • To know that hurtful behaviour is not acceptable. <p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> • To know about rules and age restrictions that keep us safe. • To develop the skill of recognising risks in everyday situations. • To understand that household products can be harmful. • To know about things (including medicines) that people can put into their body and what affect they can have. • 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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