





|  | Ambitious, capable learners who..... |  | Enterprising, creative Contributors who.... |  | Ethically informed citizens who..... |  | Healthy confident individuals who..... | | | | |
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| <ul style="list-style-type: none">• Set themselves high standards and enjoy challenges.• Question and enjoy problem solving• Undertake research• Have the skills to connect and apply the skills learned in other contexts.• Can explain the concepts and ideas that they are learning about.• Can understand how to interpret data and apply mathematical concepts.• Use ICT creatively to communicate, interpret and find out information.• Can communicate in English and Welsh.• Can undertake research and evaluate critically what they find. <p>.....so that they are ready to learn throughout their lives.</p> | | <ul style="list-style-type: none">• Take measured risks.• Connect and apply their knowledge and skills to create ideas and products.• Think creatively to reframe and solve problems.• Identify and grasp opportunities.• Lead and play different roles in teams effectively and responsibly.• Express ideas and emotions through different types of media.• Give of their skills and energy so that other people will benefit. <p>.....so that they are ready to play a full part in life and work.</p> | | <ul style="list-style-type: none">• Find, evaluate and use evidence in informing views.• Engage in contemporary issues based upon their knowledge and values• Understand and exercise their human rights and responsibilities.• Understand and consider the impact of their actions when making choices.• Are knowledgeable about their culture, community, society and the world – now and in the past.• Respect the needs and rights of others as a member of a diverse society.• Show their commitment to the sustainability of the planet. <p>.....so that they are ready to be citizens of Wales and the World.</p> | | <ul style="list-style-type: none">• Have secure values an establishing their spiritual and ethical beliefs.• Are building their mental and emotional well-being by developing confidence, empathy and resilience.• Apply knowledge about the impact of diet and exercise on their physical and mental health.• Know how to find the information to keep safe and well.• Take part in physical activity.• Take measured decisions about lifestyle and managing risk.• Have the confidence to participate in performance.• Form positive relationships based on trust and mutual respect.• Face and overcome challenge.• Have the skills to manage life independently. <p>.....so that they are ready to lead fulfilling lives as valued members of society.</p> | | | | | |
| Knowledge | | Comprehension | | Application | | Analysis | | Synthesis | | Evaluation | |
| <p>1) Dynamic Topic Starter- <i>Picture Sort</i>- <i>Children to predict what the topic will be.</i></p> <p>2)Pupil Voice – I see, I think, I wonder – Use Padlet to generate questions and lines of enquiry based on the topic enquiry questions and ideas from the picture sort</p> <p>3)WOW start: Visit St. Fagans to look at how shops were in the past</p> <p>CELEBRATION (Links to wider community): Enterprise – Children design a shop that could fit in the community and test it in school.</p> <p>TRIP/ VISITORS: St. Fagans to see how shops were in the past</p> | | | | <p>Change</p> <p><u>What changes can make our supermarkets super?</u></p> <p>Rights of the Child:</p> <p>Article 24: I have the right to the best healthcare possible, safe water to drink, nutritious food, a clean safe environment and information to help you stay well.</p> <p>Article 12: I have the right to express my views and feelings on things that affect me and have them considered and taken seriously</p> <p><u>Statements of What matters</u></p> <p><u>Humanities:</u></p> <p><u>Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.</u></p> <ul style="list-style-type: none">- I can understand the consequences of my actions and the actions of others, and how these affect local, national and global issues. <p><u>Human societies are complex and diverse, and shaped by human actions and beliefs.</u></p> <ul style="list-style-type: none">- I can recognise similarities and differences between people’s lives, both in the past and present.- I can identify aspects of life in my community that have changed over time. | | | | <p>Me/ My Family/ My School/ My community:</p> <ul style="list-style-type: none">- Which shops are in my local community? Go on a community walk and research which shops are in my local area.- An alien has landed in St.Therese’s and needs provisions from various shops – use a map and directional language to give instructions on where to go and how to get back- NPT Council letter – instructing the children to undertake research and potentially open a shop where one has closed. <p>Wales:</p> <p>Visit to St. Fagans to see how Welsh supermarkets have changed.</p> <p>Wider World:</p> <p>Examine the effect of a worldwide pandemic on the closure of shops.</p> | | | |
| <p>EXPRESSIVE ARTS</p> <p>(e.g., Music, Art, Drama, Dance, Film and Digital Media)</p> <ul style="list-style-type: none">- Design and create signs using art materials for the shop they want to create- Explore food packaging (tins and household items) and analyse the changes. Use this to design and make packaging to be used in the shop. <p>SCIENCE and TECHNOLOGY</p> <p>DCF - Design an online website for a supermarket from the past</p> <p>Science - Make bath fizzers to sell in the shop as a product for customers - Understand the chemical reaction between carbon dioxide, gas and salt</p> | | | | <p>Narrative:</p> <p>During the summer term children will explore their rights and responsibilities as members of the local community and particularly as consumers of local businesses and shops. While considering the big question “What changes can make our Supermarkets Super”, children will gain knowledge of how shops have changed both locally and nationally. They will become ambitious and capable learners by undertaking research of customers and shop owners, comparing different methods of the past with more recent technologies. This will inform their own choices as they become enterprising, creative contributors, taking a lead in their own learning and thinking creatively using their knowledge to provide a shopping experience to customers within the school community.</p> | | | | <p>HUMANITIES</p> <p>(History, Geography, RE)</p> <ul style="list-style-type: none">- Children explore shops available in their local area and create a bubble map describing what shops are in the community.- Create a double bubble map exploring the differences and similarities in the shopping experience from the past and present. Hit & Miss game to learn about 20th century supermarkets- Cause & effect thinking map when investigating the reasons why local smaller shops have closed (recently - covid, in the past - larger shops coming and taking customers) | | | |

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| <p>MATHS AND NUMERACY <i>(Applied Cross- Curricular, Real-Life Maths)</i></p> <ul style="list-style-type: none"> - Data collection – survey family members about which shops in the local community they visit. Produce this into a chart on J2E and analyse data. - Explore how items were sold in the past by weighing. Weighing items to the nearest 100g. - Budget items to be sold in the shop by weight. Explore Pricing up items ie £1 per 100g. | <p>LANGUAGE, LITERACY AND COMMUNICATION (English, Welsh and International Languages) <i>(Applied Cross- Curricular, Real-Life LLC)</i> Persuasive writing – Leaflet selling Aberavon Beach</p> <p>Flat Stanley: See SOW</p> <p>Read Write inc; differentiated groups for some of the class</p> <p>Welsh: See medium term plan</p> | <p>HEALTH AND WELL-BEING (e.g., PSE, Learning to Learn, Relationships and Emotions, Healthy Choices, Physical Activity, Keeping Safe)</p> <ul style="list-style-type: none"> - Potential health risks in a supermarket – What do you need to be aware of as a shopkeeper? diamond 9 - Seesaw - How to make your shop safe to customers. Explore how we can keep customers and ourselves safe while preparing and serving them – bubble map |
| <p>White Rose Maths: Measuring</p> <div> <div data-bbox="89 527 789 714"> <p><u>Mass and Capacity</u></p> <p>Use scales, measure in grams, compare mass, calculate problems with mass</p> </div> <div data-bbox="789 527 1507 714"> <p><u>Money</u></p> <p>Pounds and pence, convert pounds and pence, add and subtract money, find change</p> </div> </div> | | <div> <div data-bbox="1537 426 1644 569"> </div> <div data-bbox="1644 464 2700 546"> <p>Come Come and See; RE - Topic 4 – Energy , Topic 5 – Choices, Topic 6 - Special Places</p> </div> <div data-bbox="2792 459 2887 552"> </div> </div> |