

Which curricular areas/subjects could be included? **MATHEMATICS**

Brief statement summarising nature of tasks and how these build towards the stated outcomes

In the experiential and active learning activities, outlined, pupils will use numeracy and mathematical skills to develop their understanding of the stated outcomes.

What learning experiences should be planned in order for pupils to achieve the final outcome?

Pre-topic: Pupils suggested ways to develop money education.

Money- distribution & maintenance(Bank)
 Every pupil is given £50 in "money." They deposit some in the bank and are issued with a personal cheque book. They keep remaining cash in a purse.
 Pupils in P6/7 are bankers who record details of accounts on individual sheets. They apply 10% interest on the last Friday of each month. and issue individual statements.

Money- purchasing stationery items(Shop)
 When pupils finish jotters, they must use money to "buy" a new one from the shop. If the finished jotter is neat and shows evidence of good work, they are given a discount. If they lose items, such as pencils, rulers, rubbers, jotters, diaries, they must "buy" replacements with their own money.

PUPILS PLAN & LEAD

Direction, position, angles, scale (Journeys)
 Pupils' activities will involve developing understanding of direction, height, compass points, angles and scale at the appropriate level for each child.

CROSS-CUTTING THEMES:
 Creativity
 Enterprise

CO-OPERATIVE LEARNING

FLY MEGA MATHS

Money- cafe
 A clan may pool small amounts of their cash to "hire" the cafe for one hour each month. They will devise a healthy menu beforehand and cater for themselves, paying the menu prices for their snacks. Once a month, the cafe will be used as a French cafe for all pupils. Bankers will exchange sterling for euros and pupils will use the cafe to buy snacks, catered by one of the three clans. French vocabulary will be taught and exclusively spoken during these sessions.

Weight-& measure (Check-in)
 Pupils will have experience of weighing and measuring items of "baggage" and will carry out activities to develop their understanding of these aspects

PERMEATING THEMES:
 Maths
 Personal & Social

ACTIVE LEARNING

Time- (Information desk)
 Through their activities within the Airport theme, pupils will make, read and use calendars and timetables at the appropriate level for their stage of development.

Money- rewards
 Pupils can occasionally "earn" money for showing particularly good attitudes to work, offering support, encouragement and courtesy to others, making a notable effort to care for the environment in various ways...and for suggesting innovative and imaginative ideas to improve aspects of school life and activities.

Money-penalties
 Pupils will be "fined" for displays of bad attitude, lack of co-operation, littering and lack of regard to manners, the feelings of others or the environment. Clans which include individuals who have been fined more than once in any month will not be entitled to their cafe time that month.

Formative Assessment Opportunities

During this study, pupils will receive formative feedback in their work within the following experiences and outcomes:

Numeracy

Number, money and Measure

First level:

- I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed MNU 103C
- I can use money to pay for items and can work out how much change I should receive MNU 107K
- I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change MNU 108K

Second Level:

- Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches & solutions with others MNU 204C
- I can manage money, compare costs from different retailers and determine what I can afford to buy. MNU 211K
- I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important MNU212K
- I can use the terms profit and loss in buying and selling activities and can make simple calculations for this MNU 213K
- Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary. MTH228T
- Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans. MTH229T

How this work will contribute to the four capacities:

Successful Learners

use literacy, communication and numeracy skills
use technology for learning
think creatively and independently
learn independently and as part of a group
make reasoned evaluations
link & apply different kinds of learning in new situations

Confident Individuals

relate to others and manage themselves
assess risk and take informed decisions
achieve success in different areas of activity

Effective Contributors

communicate in different ways and in different settings
work in partnership and in teams
take the initiative and lead (P6/7)
solve problems

Success Criteria:

Pupils confidently carry out the activities, making appropriate responses to show understanding.

Evaluation: