

Literacy

Pupils will write a note / create a flyer to deliver to local residents. They will include a short description of why we are collecting the bottles, the school's contact details and so on.

Create a diary of construction. Pupils will work individually or as a group to create a diary of what they did to help build the greenhouse.

Following instructions given by staff. Pupils will also have to discuss how to complete a certain task or how to solve a problem.

Pupils will read the notes they have written for the diary before writing it up in best.

Writing

- discuss various features of layout in texts and apply these, as appropriate, within their own writing; express thoughts, feelings and opinions in imaginative and factual writing;
- create, organise, refine and present ideas using traditional and digital means, combining text, sound or graphics;

Talking and Listening

- participate in group and class discussions for a variety of curricular purposes;
- formulate, share and respond to guidance, directions and instructions. Evaluate.

Reading

- participate in modelled, shared, paired and guided reading experiences;

Greenhouse

Project Description

Pupils will help build a greenhouse made from recycled plastic bottles.

They will be responsible for collect the bottles. We will design flyers to deliver to the local area. Pupils will design, create and deliver the flyers. They will then collect the bottles. Bottles will be washed and cut ready to use.

Pupils will be encouraged to think about how we will build the greenhouse. They will discuss the process of building and problem solve e.g. make sure the order they want to build in makes sense and will work. They will also create safety posters and agree a code of conduct to adhere while building.

During construction pupils will read / write and carry out instructions, measure and cut materials, attach materials creating joins and celebrate each other's success.

During and after construction we will discuss the benefits of growing your own food and the issues surrounding food equality around the world. Pupils will discuss what can be grown locally and globally, food miles, fair trade and other issues relating to sustainability and equality.

ICT

Flyers created using Microsoft Publisher. Pupils will discuss what we need to include in the flyers, what people need to know, how they will contact the school, when and where the bottles will be collected etc. Pupils will review their work and discuss how to improve.

Create diary of making the shed. Pupils will be told they will make a photo diary of the building process. In discussion before building commences pupils will be asked to plan what photographs they would like to take. Pupils will be encouraged to think of which programme they would like to use to create their diary e.g. powerpoint, book creator, movie maker etc

Numeracy

Pupils will be given the responsibility of measuring and cutting lengths of wood. They will be encouraged to measure twice, cut once. Skills of estimation and measuring to the nearest cm will be reinforced.

Pupils will be asked to group plastic bottles onto garden canes. They will be asked to estimate how many, cane and bottles they will need having been given the measurements of the greenhouse; e.g. if 10 bottles fit on a cane and each section takes 12 canes how many bottles per section? There are 16 sections, how many bottles do we need?

PROCESSES IN MATHEMATICS

Making and monitoring decisions.

- plan and organise their work, learning to work systematically;
- develop a range of strategies for problem solving, looking for ways to overcome difficulties.

Measures

- develop skills in estimation of length, 'weight', volume/capacity, time, area and temperature;
- appreciate important ideas about measurement, including the continuous nature of measurement and the need for appropriate accuracy;
- understand the relationship between units and convert one metric unit to another; use the four operations to solve problems;

GLP and CRED

Knowledge and Understanding

- some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels (7-11)
- similarities and differences between peoples in local setting and also in wider contexts (5-7)
- global connections between peoples and countries (e.g. through trade and communications) (7-11)
- how local actions affect the wider world (7-11)
- Positive and negative impacts of people's actions (including own choices) on others and the environment (5-7)

Skills

- ask relevant questions (5-7)
- consider merits of different viewpoints (5-7)
- empathise with people in local and more distant contexts (7-11)
- identify connections between personal decisions & issues affecting people locally and globally (7-11)
- listen attentively, question & respond to others (7-11)
- give reasons, evidence and examples in support of an opinion (7-11)
- recognise when there may be no single right or wrong answer (7-11)

Values and Attitudes

- sense of justice (7-11)
- growing interest in world events and global issues (7-11)
- respect for other people's feelings and ideas (5-7)
- respect for the rights of others (5-7)
- sense of responsibility for the environment and the use of resources (7-11)
- commitment to taking action to protect and improve the environment and quality of life for people locally and globally (7-11)

CRED

Outcomes for Participants

_Q1a CRED interventions provide opportunities for the participants to take part in a range of activities in formal and non-formal settings which increases their knowledge and understanding of difference and diversity.

Q1e CRED interventions reflect clearly the context of the community and circumstances in which the participants live.

Participants Learning Experiences

Q2e The participants change their attitudes and behaviour towards others, reflecting a better understanding of respect for rights, equality and diversity for all.

Q2f The participants demonstrate improved outcomes as a result of participating in CRED interventions, including communication skills, self-management, problem-solving and working with others.

Quality of external links

Q3b There are strong, supportive and effective links with the local community

Q3c There are opportunities for the participants to work within the community to improve their understanding of it and to contribute positively to it.

Quality of Pastoral Care and Ethos

Q6c Establish an environment which promotes mutual respect, trust and positive relationships and attitudes towards others.

Q6d Help the participants to develop an understanding of how to behave appropriately in different situations, including listening to the opinions of others.

Equality of Opportunity

Q8a The content of the interventions supports the curriculum and reflects the diverse and particular needs of the participants involved.

Q8b All participants can access the interventions irrespective of their additional needs or diversity of background.

WAU

Pupils will be asked to find where their food is produced using a range of sources e.g. internet, food packaging. Pupils will be asked to locate the countries that produce their food on a world map. They will then calculate the distance it travels.

Story of coffee. Pupils will asked how much a cup of coffee costs in a coffee shop. They will look at the journey the coffee bean makes from growth to cup. They will also find out how much farmers are paid for their coffee bean and then how much more expensive it becomes when processed. They will be asked if this is fair, how it could be fairer. Discuss equality and fair trade issues.

- how people live, including roles and responsibilities in society (G);
- to understand the importance of developing a healthy lifestyle (S&T);
- how place affects the plant and animal life there (S&T);
- about simple food chains in different places (S&T);
- how weather affects the lives of people and animals here and elsewhere (G);
- about the similarities and differences in places (G);