

Introduction to Unit

This unit centres on the Clayton household where Roger, Debbie Clayton's nephew, is wasting energy without a thought for who pays. Children will explore how energy is used in the home and discover simple strategies to conserve energy.

Children will plan individual actions to reduce energy waste around the home and the school environment and work collectively to create an energy-saving action plan for the class or whole school.

Baseline and Assessment

Conduct the quiz as a baseline for unit, using the activity to identify gaps in the children's knowledge and understanding and to set the agenda for learning. Record scores for children on score sheet (this is in the teachers area).

Repeat the quiz as a follow up for unit - record follow up scores for children on score sheet to evaluate their improvement over the unit.

Lesson Overview for this Unit

Lesson 1: Costing the Earth

Exploring energy saving, this activity flows from the story book Fair Days Pay.

It can also be done as a stand-alone activity to explore the cost of energy in the home. A Saving

Energy Factsheet is provided for use in the classroom and at home.

Using the click and pop-up pictures, children explore the ways in which they can contribute to saving energy around the home (and even at school). Each pop-up offers advice on how they can make small changes that all add up to a big saving.

This is a must for all budding eco-warriors.

Lesson 2: I pledge

Children will consider individual actions they can take to reduce energy waste around the home and the school environment. Children will work collectively to create an energy saving action plan for the class or whole school.

Numeracy and Literacy extensions are included

Lesson 3: Costing the Earth Boardgame

Using a simple boardgame, children explore the concepts contained in the click-on activity through a different format. You will need to print out, cut up and prepare the game elements and you will also need dice.

Working Together: Activities to Explore at Home

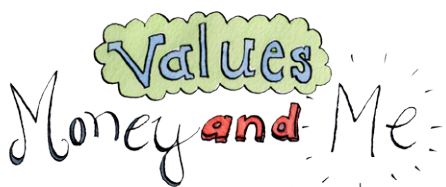
We suggest that the children revisit the Costing the Earth click-on activity and boardgame at home with their family if this is practical and appropriate. Alternatively the downloadable storybook.

Paper version of the activity included. This will familiarise the family with the unit and its content and promote discussion on the issues raised.

Saving Energy Factsheets to take home.

Storybook (pdf version) to take home.

I Pledge plan taken home to add family contribution (see "I Pledge" lesson plan).



LEARNING OUTCOMES

KS1/2 | COSTING THE EARTH

Met?	Link	Links to PSHE Outcomes KS1
	1b	To share their opinions on things that matter to them and explain their views.
	2b	To take part in a simple debate about topical issues.
	4a	To recognise how their behaviour affects other people.
	2d	That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.
	2e	To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.
	2j	That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.
	4g	Where individuals, families and groups can get help and support.
Met?	Link	Links to PSHE Outcomes KS2
	1b	To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
	1f	To look after their money and realise that future wants and needs may be met through saving.
	2a	To research, discuss and debate topical issues, problems and events.
	2j	That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.
Met?	Link	Links to SEAL
	21	I can set a challenge or goal, thinking ahead and considering the consequences for others and myself.
	22	I can break a long-term plan into smaller achievable steps, plan to overcome obstacles, set success criteria and celebrate when I achieve them.
	39	I can work well in a group, cooperating with others to achieve a joint outcome.

LEARNING OUTCOMES

KS1/2 | COSTING THE EARTH

Met?	Link	Links to Financial Capability KS1 (PFEG)
	FU6	I can work well in a group, cooperating with others to achieve a joint outcome.
	FU5	I can work well in a group, cooperating with others to achieve a joint outcome.
Met?	Link	Links to Financial Capability KS2 (PFEG)
	FU7	Recognise household expenses and regular financial commitments.
	FC4	Understand that we need to save if there isn't enough money for everything we want or have to buy.
	FC6	Begin to be able to plan and think ahead.
	FR1	Prioritising needs and wants – balancing needs and wants, and prioritising what gets first call on a limited supply of money.
	FR2	Understand the difference between good debt (planned and manageable) and bad debt (unplanned and unmanageable).

FRAMEWORK REFERENCE

KSI/2 | COSTING THE EARTH

Met?	Links to Spoken Language Years 1 to 6
	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
	Participate in discussions, presentations, performances, role play, improvisations and debates.
	Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Met?	Links to Reading Comprehension Years 3 and 4
	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
	Reading books that are structured in different ways and reading for a range of purposes.
	Identifying themes and conventions in a wide range of books.
	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
	Asking questions to improve their understanding of a text.
	Identifying main ideas drawn from more than one paragraph and summarising these.
	Retrieve and record information from non-fiction.
	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Met?	Links to Writing Composition Years 3 and 4
	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
	Organising paragraphs around a theme.
	In non-narrative material, using simple organisational devices [for example, headings and sub-headings].
	Assessing the effectiveness of their own and others' writing and suggesting improvements.



FRAMEWORK REFERENCE

KSI/2 | COSTING THE EARTH

Met?	Links to Mathematics Year 3
	Interpret and present data using bar charts, pictograms and tables.
Met?	Links to Mathematics Year 4
	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.



Date of unit	
Delivered by	