

# TOPIC: Young Entrepreneurs

**The Big Idea:** In this topic, pupils will become ‘Young Entrepreneurs’ by developing an understanding of business first hand. Our high streets are changing due to the different ways people can now buy their products. Children will explore where products come from around the world, including imports and exports, and will think about what is a fair price for a product, touching on the issues surrounding Fairtrade as well as the working conditions of an employee. With a Christmas market to plan and prepare for, children will aim to develop a successful business. As well as understanding and taking financial control of their business, pupils will undertake and understand different business roles, such as advertisers, manufacturers and sales people.

In **Literacy**, we will be providing opportunities for all children to improve their writing skills within their targeted Literacy group. ‘Young Entrepreneurs’ will be the stimulus for many quality texts we will work from (for example, Diary of a Mill Girl focusing on the Industrial Revolution and narratives such as The Toothpaste Millionaire). The children will also be making personal responses to literature and justifying their opinions and ideas within their Guided Reading times, as well as during Literacy sessions, exploring classic fiction, diaries and poetry. Our non-fiction work will cover biographies of famous entrepreneurs, and letter writing to demonstrate how to complain about a service or product as well as writing a letter to the council to suggest ideas for how they could improve the high street with the pot of money given.

In **Maths**, children will be working in the areas of Number Sense, Additive Reasoning, Multiplicative Reasoning and Geometric Reasoning to build their understanding. To begin to prepare for SATs tests later on in the year, children will build on the accuracy of calculations to enable them to tackle the arithmetic test and reasoning skills will also be a large focus. Within these areas, children will develop an understanding of equivalent fractions, ordering fractions (including those greater than one) and understanding of the relationship between decimals, fractions, percentages and ratio. In addition, children will solve multi-step problems involving addition, subtraction, multiplication and division and use knowledge of the order of operations to calculate efficiently. Shapes will be explored including recognising and explaining 3D shapes represented in different ways (including nets) and drawing accurate 2D shapes using given information and forming nets.

In **Science and Technology**, gravity and drag forces such as water resistance, friction and air resistance are some of the forces that will be under investigation. Mechanical devices such as gears, pulleys, levers and springs will also be explored and constructed when investigating forces and motion. Our technology sessions will focus on investigating how products are designed and made, looking at specific skills such as sewing. This will culminate with the final outcome where children will design and create a product for production to be sold at our Victorian Christmas Market.

Our **IT and Computing** work will begin by exploring e-safety where children will learn how to keep themselves safe online including how they will then go on to explore Excel spreadsheet and use this to collect information on customer preferences when investigating their customer base for their products to be sold at the Christmas Market.

**Global Learning** will focus on interdependence across the globe and how this links to economic development around the world. Children will be researching businesses in the local area, local entrepreneurs, import and export around the world (including Fairtrade). In addition, children will be exploring how famous brands have become the global successes that they are today, leading them to developing their own brands and logos. Children will explore the rights of workers in this country as well as other countries across the globe (with particular focus on our host country India).

In **Faith and Belief** (RE), children will be investigating Islam through the key question: ‘What is the best way for a Muslim to show commitment to God?’. In the second half of this term, children will investigate Christianity through the question, ‘How significant is it that Mary was Jesus’ mother?’

In **Art**, children will be making judgments about works of art, craft and design and how they have helped shape the world. Children will be creating their own piece of ‘mixed media’ art work inspired by the Industrial revolution linked to our topic of ‘Young Entrepreneurs’.

Children will begin their **Humanities** work by focusing upon trade and how countries rely upon goods being exported and imported, which in turn can have implications on our carbon footprint; therefore, children will focus on understanding how and why places are affected by money and trade - especially with Brexit looming!

In **Physical Health and Wellbeing**, children’s learning will be focused on understanding how the media affects people and learning how to deal with this. Also, children will be learning how to demonstrate enterprise skills which will include managing money.

**Primary Languages** in Year 6 will focus on learning and using French for counting, singing and reading simple texts as well as knowing and using appropriate sounds when reading French. Children will be encouraged to develop confidence when speaking and writing in French in preparation for language teaching at secondary school.

In their **Music** lessons across the year, children will focus on composing and appraising using a variety of instruments such as recorders. In addition, using and understanding staff notation to read and record music is expected as well as singing with expression.

**PE** lessons will include developing dance skills, initially through ‘The Nutcracker Suite’. In addition, there will be opportunities to use physical and teamwork skills in a variety of different outdoor and indoor activities and challenges. This will include indoor athletics and preparing for our school fun run.

## Project Home Learning

### Due in the week commencing Monday 18th November

Have you ever wanted to become an ‘entrepreneur’? Do you dream of creating your very own product?

Here is your opportunity! Your task is to create a innovative and original product of your choice that you will pitch to the rest of the class — a team of ‘Dragons’. The focus will be on your pitch and presentation skills - think Dragon’s Den. Within your pitch, you need to consider how you will market your item to the audience and what will persuade them to invest in the product.

To inspire some of your ideas, you might want to watch Dragon’s Den or Pocket Money Pitch.

Remember, you may present your pitch however you wish; however, you will be assessed upon whether you are able to:

- Coherently and confidently convey detailed information for all listeners.
- Give short speeches and presentations, expressing their own ideas and keeping to the point.



### Key Questions to be investigated:

- Why are our high streets changing?
- What makes a successful business?
- What is fair about Fairtrade?
- What products are exported from around the world?
- What are ideal working conditions?
- What five things does a Young Entrepreneur need to succeed in business?

## Newport Community School

► Year 6

► Autumn Term 2019

Mrs. Hemmings

Miss Hewitt

If you have any questions or would like to help in school, please see the class teacher in the first instance.

### IMPORTANT DAYS:

**PE** -Tuesday and Thursday

**Reading Records** - In on Thursday morning and back out on Friday afternoon.

**Spellings** - Introduced and handed out on Monday and tested Fridays.

**Weekly Home Learning** - Out on Friday and in on Wednesday.

**Times Tables and arithmetic** – Weekly practice and access to Times Table Rock Stars

The curriculum newsletter informs you of the organisation of learning in your child’s class for the Autumn Term. This includes the Project Home Learning for you to complete with your child, along with the date that this should be handed in.

We hope you find this document a useful tool in supporting your child’s learning at home. If you have any questions, please feel free to speak to your child’s class teacher.

**Word List – Years 5 and 6**

|                    |                          |                         |                   |
|--------------------|--------------------------|-------------------------|-------------------|
| <b>accommodate</b> | criticise (critic + ise) | individual              | relevant          |
| <b>accompany</b>   | <b>curiosity</b>         | <b>interfere</b>        | restaurant        |
| <b>according</b>   | <b>definite</b>          | interrupt               | rhyme             |
| achieve            | desperate                | language                | rhythm            |
| <b>aggressive</b>  | <b>determined</b>        | <b>leisure</b>          | sacrifice         |
| amateur            | <b>develop</b>           | lightning (h)           | secretary         |
| ancient            | dictionary               | <b>marvellous</b>       | shoulder          |
| <b>apparent</b>    | <b>disastrous</b>        | <b>mischievous</b>      | signature         |
| <b>appreciate</b>  | <b>embarrass</b>         | muscle (h)              | sincere(ly)       |
| attached           | environment              | <b>necessary</b>        | soldier           |
| <b>available</b>   | equip (–ped, –ment)      | neighbour               | stomach           |
| average            | <b>especially</b>        | <b>nuisance</b>         | <b>sufficient</b> |
| <b>awkward</b>     | exaggerate               | <b>occupy</b>           | suggest           |
| <b>bargain</b>     | excellent                | <b>occur</b>            | <b>symbol (h)</b> |
| <b>bruise</b>      | existence                | <b>opportunity</b>      | system            |
| <b>category</b>    | explanation              | parliament              | temperature       |
| cemetery           | <b>familiar</b>          | persuade                | thorough          |
| committee          | foreign                  | physical                | twelfth           |
| communicate        | forty                    | <b>prejudice</b>        | <b>variety</b>    |
| <b>community</b>   | <b>frequently</b>        | privilege               | vegetable         |
| <b>competition</b> | government               | profession              | vehicle           |
| <b>conscience*</b> | guarantee                | <b>programme</b>        | yacht             |
| conscious*         | <b>harass</b>            | pronunciation           |                   |
| <b>controversy</b> | <b>hindrance</b>         | queue                   |                   |
| <b>convenience</b> | identity                 | <b><u>recognise</u></b> |                   |
| correspond         | immediate(ly)            |                         | h= homophone      |

Children are expected, by the end of Year 6, to confidently spell the words on this list as well as know and be able to use many rules and patterns which they learn weekly. You will notice that weekly spellings will test some of these key words but, at times, we will also test these words separately to spelling rules.

In Year 6, we will be assessing your child’s writing throughout the year. In order to achieve the Year 6 expectations and beyond, children are expected to spell these words correctly in their written work to meet the standard.