

Education for Sustainable Development
and Global Citizenship

Curriculum Mapping

ESDGC & LNF

Year 2

National Literacy and
Numeracy Framework

meaning language **guidance** strategies
words **techniques** grammar **collaboration**
learning **arithmetic**
understanding
reading punctuation
skills **resources**
fluency study **writing** spelling
education **ideas**
information **knowledge** accuracy
opinions reasoning **question** activities

This document has been produced by:

The All Wales ESDGC Officer Group to support schools introducing the National Literacy and Numeracy Framework through ESDGC activities.

With support from:

Developing Confident Global Learning Communities - a project funded by the European Union.



This publication has been produced with the assistance of the European Union. The contents of this publication are the sole responsibility of Neath Port Talbot CBC in delivery of the EU funded project and can in no way be taken to reflect the views of the European Union.

About

This resource has been developed to provide you with information and ideas to deliver the National Literacy & Numeracy Framework through activities and projects that support Education for Sustainable Development & Global Citizenship.



Literacy Framework

Index

ORACY			
Page	Elements	Aspects	Resource
8	Developing and presenting ideas and information	Speaking	Research a country
9			Fair Trade Debate
10			Fair Trade Smoothie
11			Presentation to School Governors
12			Eco Assembly
13			Healthy Tuck Shop
14			Community Roles
15		Listening	Fairtrade Speaker
16			The Day of Ahmed's Secret
17			The Organic Farm
18			ESDGC Reports
19			Fairtrade Chocolate Film
20		Collaboration and discussion	Water Usage
21			Philosophy for Children
22			Sustainable Travel
23			Leisure Activities

Literacy Framework

Index

READING			
Page	Elements	Aspects	Resource
24	Locating, selecting and using information	Reading strategies	ESDGC Books
25			ESDGC Books 2
26			ESDGC Books 3
27			Eco Research
28			Bean to Bar
29			Global Gang
30	Responding to what has been read	Comprehension	The Bucket Garden
31			RSPB Bird Watch
32			Who Will Save Us
33			George Saves the World
34		Response and analysis	Send A Cow
35			Karabo's Day in Lesotho
36			Love Food Hate Waste

WRITING			
Page	Elements	Aspects	Resource
37	Organising ideas and information	Meaning, purpose, readers	Eco School Committee
38			Eco Actions
39			Eco Poem
40			School Meals
41			School Allotment
42		Structure and organisation	Healthy Foods
43			Local Produce
44			Eco News
45	Writing accurately	Language	Global News
46			School Trip Report

Numeracy Framework

Index

DEVELOPING NUMERICAL REASONING

Page	Elements	Resource
47	Identify processes and connections	Food Miles
48		Waste Audit
49		Weather Study
50		School Allotment Site
51		Water Saving Campaign
52	Represent and communicate	Eco School Assessments
53		Eco Surveys
54	Review	Waste Not, Want Not
55		RSPB Bird Watch

USING NUMBER SKILLS

Page	Elements	Resource
56	Use number facts and relationships	Natural Currency
57	Fractions, decimals, percentages & ratio	Pebble Activity
58	Estimate and check	Using Nature
59	Manage money	Fruit Tuck Shop
60		Farmers' Market Role Play
61		Eco Pledges
62		Enterprise Day

USING MEASURING SKILLS

Page	Elements	Resource
63	Length, weight, mass, capacity	Class Allotment
64		School Recycling
65		Water Volumes
66 - 67	Time	Local and Global Time
68	Temperature	Different Temperatures
69	Area and volume angle and position	Eco Treasure Hunt

Numeracy Framework

Index

USING DATA SKILLS		
Page	Elements	Resource
70	Collect and record data. Present and analyse data. Interpret results	Energy Monitoring
71		Biodiversity Survey
72		School Travel Plan Survey
73		Water Usage in Wales and Uganda

ORACY

Elements: Developing and presenting information and ideas

Aspects: Speaking

Learners are able to:

- Express opinions, giving reasons, and provide appropriate answers to questions

Research a country

ESDGC: Identity and Culture

Feedback following research on a country (food, customs, language and culture) and highlight your favourite things about that country.

Websites:

No websites suggested

Literacy Framework

Year 2

ORACY

Elements: Developing and presenting information and ideas

Aspects: Speaking

Learners are able to:

- Express opinions, giving reasons, and provide appropriate answers to questions

Fair Trade Debate

ESDGC: Choices and Decisions, Wealth and Poverty, Climate Change

Debate Fairtrade vs Non-Fairtrade and discuss the products available.

Websites:

<http://fairtradewales.com/resources>

ORACY

Elements: Developing and presenting information and ideas

Aspects: Speaking

Learners are able to:

- Extend their ideas or accounts by sequencing what they say and including relevant details

Fair Trade Smoothie

ESDGC: Wealth and Poverty, Choices and Decisions

Recount making a Fair Trade smoothie.

Websites:

<http://fairtradewales.com/resources>

Literacy Framework

Year 2

ORACY

Elements: Developing and presenting information and ideas

Aspects: Speaking

Learners are able to:

- Speak clearly to a range of audiences

Presentation To School Governors

ESDGC: Climate Change, Choices and Decisions

Contribute to a presentation to governors on ways to improve energy efficiency at school.

Websites:

www.keepwalestidy.org/getting-started/getting-started/resources

ORACY

Elements: Developing and presenting information and ideas

Aspects: Speaking

Learners are able to:

- Speak clearly to a range of audiences

Eco Assembly

ESDGC: All

Take part in an assembly on achievements on a specific Eco School topic, including the reasons for the project and the benefits to the school and the environment.

Websites:

No websites suggested

Literacy Framework

Year 2

ORACY

Elements: Developing and presenting information and ideas

Aspects: Speaking

Learners are able to:

- Adopt a specific role, using appropriate language in structured situations

Healthy Tuck Shop

ESDGC: Health, Choices and Decisions

Help to run the healthy tuck shop.

Websites:

No websites suggested

ORACY

Elements: Developing and presenting information and ideas

Aspects: Speaking

Learners are able to:

- Adopt a specific role, using appropriate language in structured situations

Community Roles

ESDGC: Consumption and Waste

Take on roles of different people within the community and discuss the issues around litter and litter hotspots.

Websites:

No websites suggested

Literacy Framework

Year 2

ORACY

Elements: Developing and presenting information and ideas

Aspects: Listening

Learners are able to:

- Listen to others with concentration, understanding the main points and asking for clarification if needed

Fair Trade Speaker

ESDGC: Wealth and Poverty, Choices and Decisions

Complete a KWL chart before and after listening to a Fair Trade speaker.

Websites:

<http://schools.fairtrade.org.uk/resources>

Includes: Films linked to various campaigns, years and themes.

ORACY

Elements: Developing and presenting information and ideas

Aspects: Listening

Learners are able to:

- Listen to others with concentration, understanding the main points and asking for clarification if needed

The Day Of Ahmed's Secret

ESDGC: Identity and Culture

Listen to an adult read 'The Day of Ahmed's Secret' and retell the story.

Websites:

<http://schools.fairtrade.org.uk/resources>

Includes: Films linked to various campaigns, years and themes

Literacy Framework

Year 2

ORACY

Elements: Developing and presenting information and ideas

Aspects: Listening

Learners are able to:

- Retell narratives of information that they have heard, sequencing events correctly

The Organic Farm

ESDGC: Natural Environment, Consumption and Waste

Visit an organic farm and give an account of the farmer's day.

Websites:

No websites suggested

ORACY

Elements: Developing and presenting information and ideas

Aspects: Listening

Learners are able to:

- Retell narratives of information that they have heard, sequencing events correctly

ESDGC Reports

ESDGC: Identity and Culture, Wealth and Poverty

Report back to another class following a visit to school from somebody who has volunteered overseas.

Websites:

No websites suggested

Literacy Framework

Year 2

ORACY

Elements: Developing and presenting information and ideas

Aspects: Listening

Learners are able to:

- Show understanding of what they have heard by asking relevant questions to find out specific information

Fairtrade Chocolate

ESDGC: Wealth and Poverty, Choices and Decisions

Watch a Fairtrade film about chocolate and answer a series of questions about the film.

Websites:

<http://www.fairtradeafrica.net/producers-products/producer-video/>
- the chocolate song - cocoa producers in cote d'ivoire
<http://schools.fairtrade.org.uk/resources>

ORACY

Elements: Developing and presenting information and ideas

Aspects: Collaboration and discussion

Learners are able to:

- Contribute to discussion, keeping a focus on the topic and taking turns to speak

Water Usage

ESDGC: Consumption and Waste, Choices and Decisions

Discuss which things use water, how much we use a day/week, what other countries use and how we could reduce our water usage.

Websites:

<http://www.livingandlearningwithwater.com/>

Literacy Framework

Year 2

ORACY

Elements: Developing and presenting information and ideas

Aspects: Collaboration and discussion

Learners are able to:

- Contribute to discussion, keeping a focus on the topic and taking turns to speak

Philosophy for Children

ESDGC: All

Discuss topics using Philosophy for Children (P4C) model.

Websites:

<http://p4c.com>

ORACY

Elements: Developing and presenting information and ideas

Aspects: Collaboration and discussion

Learners are able to:

- Share activities and information to complete a task

Sustainable Travel

ESDGC: Climate Change

Raise awareness of sustainable travel: – as a group, undertake a travel survey, create posters and leaflets, develop a rap song and give a whole school assembly.

Websites:

<http://www.keepwalestidy.org/getting-started/getting-started/resources>

Literacy Framework

Year 2

ORACY

Elements: Developing and presenting information and ideas

Aspects: Collaboration and discussion

Learners are able to:

- Share activities and information to complete a task

Leisure Activities

ESDGC: Climate Change, Health

Talk about favourite leisure activities, rank them according to impact on fitness. Prepare a presentation on your findings and then encourage everyone to try a different leisure activity and provide feedback on it.

Websites:

No websites suggested

READING

Elements: Locating, selecting and using information

Aspects: Reading strategies

Learners are able to:

- Choose reading materials independently giving reasons for their choices

ESDGC Books

ESDGC: All

Provide the following books to choose from:

The World Came to My Place Today

Handa's Surprise

Oliver's Vegetables

Oliver's Milkshake

Oliver's Fruit Salad

Eddie's Garden and How to Make Things Grow

Dinosaurs and all that rubbish

Yum, Yum – A book about food chains

Peppa Pig's Recycling Fun

Tasty Poems

Websites:

No websites suggested

Literacy Framework

Year 2

READING

Elements: Locating, selecting and using information

Aspects: Reading strategies

Learners are able to:

- Read a range of suitable texts with increasing accuracy and fluency

ESDGC Books 2

ESDGC: All

Provide the following books to choose from:

Gwlad Bell Bell/Country Far Far Away

Annwyl Dadi/ Dear Daddy

The Whale's Song

Dolphin Boy

Grace and Family

Websites:

No websites suggested

READING

Elements: Locating, selecting and using information

Aspects: Reading strategies

Learners are able to:

- Read loud with attention to punctuation, including full stops, question, exclamation and speech marks, varying intonation, voice and pace

ESDGC Books 3

ESDGC: All

Provide the following books to choose from:

Dinosaurs and all that rubbish

Yum Yum, a book about food chains

Peppa Pig's Recycling Fun

Tasty Poems

Gregory Cool

My World Your World

Round the World in the Great Balloon

Daliwch yr Afr'na

Websites:

No websites suggested

Literacy Framework

Year 2

READING

Elements: Locating, selecting and using information

Aspects: Reading strategies

Learners are able to:

- Identify and use text features, *e.g. titles, headings and pictures*, to locate and understand specific information

Eco Research

ESDGC: Natural Environment

Use a book e.g. about endangered animals to find out information about tigers.

Websites:

No websites suggested

READING

Elements: Locating, selecting and using information

Aspects: Reading strategies

Learners are able to:

- Use the different features of texts to make meaning, e.g. *pictures, charts and layout*

Bean To Bar

ESDGC: Wealth and Poverty

“From Cocoa Bean to Chocolate Bar” game.

Websites:

www.fairtradewales.com/wp-content/uploads/Beantobargame2.pdf

Literacy Framework

Year 2

READING

Elements: Locating, selecting and using information

Aspects: Reading strategies

Learners are able to:

- Identify key words to search for information on-screen, and modify search words as necessary

Global Gang

ESDGC: Wealth and Poverty

Search for “carpet game” in Global Gang.

Websites:

www.christianaid.org.uk/resources/games/play.aspx

READING

Elements: Responding to what has been read

Aspects: Comprehension

Learners are able to:

- Recall and retell narratives and information from texts with some details

The Bucket Garden

ESDGC: Natural Environment

Use the PowerPoint “The Bucket Garden” and recount the process of growing potatoes in a bucket.

Websites:

www.foodafactoflife.org.uk/sheet.aspx?siteid=14§ionid=100&contentid=434

Literacy Framework

Year 2

READING

Elements: Responding to what has been read

Aspects: Comprehension

Learners are able to:

- Identify information from a text accurately and sort into categories or headings

RSPB Bird Watch

ESDGC: Natural Environment

Read material on the birds then group them based on whether or not they might be seen on a birdfeeder.

Websites:

<http://www.rspb.org.uk/schoolswatch/>

READING

Elements: Responding to what has been read

Aspects: Comprehension

Learners are able to:

- Explain relevant details from texts

Who Will Save Us

ESDGC: Climate Change

Use the book 'Who Will Save Us' as a stimulus for discussing and understanding melting ice caps and basic effects of climate change.

Websites:

No websites suggested

Literacy Framework

Year 2

READING

Elements: Responding to what has been read

Aspects: Comprehension

Learners are able to:

- Draw upon relevant personal experience and prior knowledge to support understanding of texts

George Saves The World

ESDGC: Consumption and Waste

Read 'George Saves the World By Lunchtime' and recount how you cut down on waste at home as part of a project on waste minimisation.

Websites:

No websites suggested

READING

Elements: Responding to what has been read

Aspects: Response and analysis

Learners are able to:

- Express views about information and details in a text

Send A Cow

ESDGC: Wealth and Poverty

Talk about children in Kenya who have no access to clean water.

Search for Prisca on the website.

Websites:

www.sendacow.org.uk/lessonsfromafrica/resources

Literacy Framework

Year 2

READING

Elements: Responding to what has been read

Aspects: Response and analysis

Learners are able to:

- Show understanding and express opinions about language, information and events in texts

Karabo's Day In Lesotho

ESDGC: Wealth and Poverty, Identity and Culture

Read the account of 'Karabo's Day in Lesotho, complete the table and compare to a day in your school. Search for Lesotho on the website.

Websites:

www.sendacow.org.uk/lessonsfromafrica/resources

READING

Elements: Responding to what has been read

Aspects: Response and analysis

Learners are able to:

- Make links between texts read and new information about the topic

Love Food, Hate Waste

ESDGC: Consumption and Waste

Adapt information from the 'Love Food, Hate Waste' website for pupils to read the facts and discuss, then invite kitchen staff to discuss school food waste. Make posters incorporating what they have learned.

Websites:

<http://wales.lovefoodhatewaste.com/content/facts-about-food-waste-1>

Literacy Framework

Year 2

WRITING

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- Write for different purposes

Eco School Committee

ESDGC: All

Write an application to become an Eco Committee/ School Council member.

Websites:

No websites suggested

WRITING

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- Write for different purposes

Eco Actions

ESDGC: Choices and Decisions, Climate Change

Write Eco messages for each class – to turn off lights/ taps and close doors. Make the messages age appropriate.

Websites:

No websites suggested

Literacy Framework

Year 2

WRITING

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- Write text which makes sense to another reader, which may include details and pictures

Eco Poem

ESDGC: All

Write a letter, poem or an account about an excursion to send to your partner school.

Websites:

No websites suggested

WRITING

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- Use talk to plan writing

School Meals

ESDGC: Health

Talk about school meals and how they could be improved and then write a postcard to your catering department stating what you would like changed and why.

Websites:

No websites suggested

Literacy Framework

Year 2

WRITING

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- Experiment with different formats and layouts onscreen, using the facility to move text and pictures around easily

School Allotment

ESDGC: Natural Environment

Use an app such as book creator to make an e-book about your school allotment.

Websites:

No websites suggested

WRITING

Elements: Organising ideas and information

Aspects: Structure and organisation

Learners are able to:

- Follow a structure in their writing with support,
e.g. report, lists

Healthy Foods

ESDGC: Health

Compare and contrast healthy and non-healthy foods using a writing frame.

Websites:

No websites suggested

Literacy Framework

Year 2

WRITING

Elements: Organising ideas and information

Aspects: Structure and organisation

Learners are able to:

- Organise writing with a beginning, middle and end

Local Produce

ESDGC: Natural Environment

Write an account about growing, harvesting and using vegetables or fruit in school.

Websites:

No websites suggested

WRITING

Elements: Organising ideas and information

Aspects: Structure and organisation

Learners are able to:

- Use different types of writing appropriate to purpose and reader

Eco News

ESDGC: Consumption and Waste, Climate Change

Write labels to stick around school encouraging others to save energy and contribute to a newsletter to encourage people at home to save energy.

Websites:

No websites suggested

Literacy Framework

Year 2

WRITING

Elements: Organising ideas and information

Aspects: Structure and organisation

Learners are able to:

- Understand and use language appropriate to writing

Global Letters

ESDGC: Culture and Identity

Exchange letters/ emails with a child in another school.

Websites:

No websites suggested

WRITING

Elements: Organising ideas and information

Aspects: Structure and organisation

Learners are able to:

- Use simple subject-related words appropriately

School Trip Report

ESDGC: All

Write about a visit to the Botanic Gardens of Wales or similar field trip.

Websites:

No websites suggested

Numeracy Framework

Year 2

DEVELOPING NUMERICAL REASONING

Elements: Identify processes and connections

Learners are able to:

- Transfer mathematical skills to play and classroom activities

Food Miles

ESDGC: Climate Change, Choices and Decisions

Look at where different food products come from, calculate their food miles and produce a food miles map. List the food items in shortest to longest journey.

Websites:

No websites suggested

DEVELOPING NUMERICAL REASONING

Elements: Identify processes and connections

Learners are able to:

- Identify steps to complete the task or reach a solution

Waste Audit

ESDGC: Consumption and Waste

Carry out an audit and run a campaign to reduce waste in school and decide what to do to check whether it is successful.

Websites:

No websites suggested

Numeracy Framework

Year 2

DEVELOPING NUMERICAL REASONING

Elements: Identify processes and connections

Learners are able to:

- Select appropriate mathematics and techniques to use

Weather Study

ESDGC: Climate Change

Calculate the water saved following a water efficiency project.

Websites:

www.livingandlearningwithwater.com

DEVELOPING NUMERICAL REASONING

Elements: Identify processes and connections

Learners are able to:

- Select appropriate mathematics and techniques to use

School Allotment Site

ESDGC: Natural Environment

Measure an area for an allotment, including sections for each class.

Websites:

No websites suggested

Numeracy Framework

Year 2

DEVELOPING NUMERICAL REASONING

Elements: Identify processes and connections

Learners are able to:

- Use knowledge and practical experience to inform estimations

Water Saving Campaign

ESDGC: Consumption and Waste

Estimate the amount of water used to brush teeth or wash hands as part of a water saving campaign.

Websites:

www.livingandlearningwithwater.com

DEVELOPING NUMERICAL REASONING

Elements: Represent and communicate

Learners are able to:

- Present work orally, pictorially and in written form and use a variety of ways to represent collected data

Eco

ESDGC: All

Presentations on Eco School achievements against targets.

Websites:

No websites suggested

Numeracy Framework

Year 2

DEVELOPING NUMERICAL REASONING

Elements: Represent and communicate

Learners are able to:

- Devise and refine informal, personal methods of recording, moving to using words and symbols in number sentences

Eco Surveys

ESDGC: All

Refine recordings of surveys for travel to school, energy, recycling, biodiversity within the school grounds and health activities.

Undertake a waste survey.

Websites:

www.keepwalestidy.org/getting-started/getting-started/resources

DEVELOPING NUMERICAL REASONING

Elements: Review

Learners are able to:

- Interpret answers within the context of the problem and consider whether answers are sensible

Waste Not, Want Not

ESDGC: All

Evaluate your Eco School survey data and produce a report on data to highlight achievements and areas to work on.

Websites:

<http://www.keepwalestidy.org/getting-started/getting-started/resources>

Numeracy Framework

Year 2

DEVELOPING NUMERICAL REASONING

Elements: Review

Learners are able to:

- Interpret information presented in charts and diagrams and draw appropriate conclusions

RSPB Bird Watch

ESDGC: All

Look at graphs made of birds spotted during the RSPB Bird Watch and find out which are the most common visitors to the school garden.

Websites:

<http://www.rspb.org.uk/schoolswatch/>

USING NUMBER SKILLS

Elements: Use number facts and relationships

Learners are able to:

- Count sets of objects by grouping in 2s, 5s or 10s

Natural Currency

ESDGC: Natural Environment

Outside, use leaves as currency, e.g. red leaves equal 2, chestnut leaves equal 5, acorns equal 10.

Websites:

No websites suggested

Numeracy Framework

Year 2

USING NUMBER SKILLS

Elements: Fractions, decimals, percentages and ratio

Learners are able to:

- Find halves and quarters in practical situations

Pebble Activity

ESDGC: Natural Environment

Outside, collect pebbles, sort them, use them to make circles, divide the circles in half, fill halves/ quarters with different colours.

Websites:

No websites suggested

USING NUMBER SKILLS

Elements: Estimate and check.

Learners are able to:

- Use checking strategies:
 - Repeat addition in a different order
 - Use halving and doubling within 20

Using Nature

ESDGC: Natural Environment

Outside, add and subtract using sticks, shells, acorns etc.

Websites:

No websites suggested

Numeracy Framework

Year 2

USING NUMBER SKILLS

Elements: Manage Money

Learners are able to:

- Use different combinations of money to pay for items up to £1

Fruit Tuck Shop

ESDGC: Health

Buy and sell items as part of the Fruit Tuck Shop.

Websites:

No websites suggested

USING NUMBER SKILLS

Elements: Manage Money

Learners are able to:

- Use different combinations of money to pay for items up to £1

Farmers Market Role Play

ESDGC: Identity and Culture

Undertake a Farmers' Market Role Play and buy and sell items.

Websites:

No websites suggested

Numeracy Framework

Year 2

USING NUMBER SKILLS

Elements: Manage Money

Learners are able to:

- Find totals and give change from multiples of 10p

Eco Pledges

ESDGC: Choices and Decisions, Consumption and Waste

Taking money for Eco pledges to hang on the Eco Pledge tree at school fair.

Websites:

No websites suggested

USING NUMBER SKILLS

Elements: Manage Money

Learners are able to:

- Find totals and give change from multiples of 10p

Enterprise Day

ESDGC: Choices and Decisions, Consumption and Waste

Take part in Enterprise Day selling items made from waste materials.

Websites:

No websites suggested

Numeracy Framework

Year 2

USING MEASURING SKILLS

Elements: Length, Weight, Mass, Capacity

Learners are able to:

- Use standard units to measure
Length, height and distance: Weight, half metres or centimetres
Weight/ Mass: Kilograms or 10-gram weights
Capacity: Litres

Class Allotment

ESDGC: Natural Environment

Measure an area for an allotment plot, including sections for each class.

Websites:

No websites suggested

USING MEASURING SKILLS

Elements: Length, Weight, Mass, Capacity

Learners are able to:

- Use standard units to measure
Length, height and distance: Weight, half metres or centimetres
Weight/ Mass: Kilograms or 10-gram weights
Capacity: Litres

School Recycling

ESDGC: Consumption and Waste

Monitor school or class recycling, weigh the amount recycled each week and calculate the amount of waste diverted from landfill. Can you reduce this further?

Websites:

No websites suggested

Numeracy Framework

Year 2

USING MEASURING SKILLS

Elements: Length, Weight, Mass, Capacity

Learners are able to:

- Use standard units to measure
Length, height and distance: Weight, half metres
or centimetres
Weight/ Mass: Kilograms or 10-gram weights
Capacity: Litres

Water Volumes

ESDGC: Consumption and Waste

Measure the volume of water used to brush teeth or wash hands as part of a water saving campaign.

Welsh Water/ Living and Learning with Water.

Websites:

<http://www.livingandlearningwithwater.com>

USING MEASURING SKILLS

Elements: Time

Learners are able to:

- Read 'half past', 'quarter past' and 'quarter to' on an analogue clock

Local And Global Time

ESDGC: Identity and Culture

Set a clock to the time in another country, for example, China when working on Chinese New Year, or the time in your partner school. Read what it says at different times of the day.

Websites:

No websites suggested

Numeracy Framework

Year 2

USING MEASURING SKILLS

Elements: Time

Learners are able to:

- Read hours and minutes on a 12-hour digital clock

Local And Global Time

ESDGC: Identity and Culture

Set a clock to the time in another country, for example, China when working on Chinese New Year, or the time in your partner school. Read what it says at different times of the day.

Websites:

No websites suggested

USING MEASURING SKILLS

Elements: Temperature

Learners are able to:

- Compare daily temperatures using a thermometer

Different Temperatures

ESDGC: Identity and Culture

Exchange thermometer readings taken over two weeks with your partner school in another country.

Websites:

No websites suggested

Numeracy Framework

Year 2

USING MEASURING SKILLS

Elements: Area and volume. Angle and position

Learners are able to:

- Recognise half and quarter turns, clockwise and anti-clockwise

Eco Treasure Hunt

ESDGC: Natural Environment

Give and follow instructions in an outdoor treasure hunt.

Websites:

No websites suggested

USING DATA SKILLS

Elements: Collect and record data. Present and analyse data.
Interpret results

Learners are able to:

- Gather and record data from:
 - Lists and tables
 - Diagrams
 - Block graphs
 - Pictograms where the symbol represents one unit

Energy Monitoring

ESDGC: Consumption and Waste, Climate Change

Monitor lights and electrical equipment left on around the school over a week, conduct an energy reduction campaign and then monitor again and compare the results.

Websites:

No websites suggested

Numeracy Framework

Year 2

USING DATA SKILLS

Elements: Collect and record data. Present and analyse data.
Interpret results

Learners are able to:

- Gather and record data from:
 - Lists and tables
 - Diagrams
 - Block graphs
 - Pictograms where the symbol represents one unit

Biodiversity Survey

ESDGC: Natural Environment

Undertake a biodiversity survey of the grounds before and after a school grounds project.

Websites:

What's in your Hedge?

<http://www.field-studies-council.org/documents/projects/opal/Hedges%20shrub%20ID%20for%20primary.pdf>

USING DATA SKILLS

Elements: Collect and record data. Present and analyse data.
Interpret results

Learners are able to:

- Gather and record data from:
 - Lists and tables
 - Diagrams
 - Block graphs
 - Pictograms where the symbol represents one unit

School Travel Survey

ESDGC: Climate Change

Complete a school travel survey to present in assembly.

Websites:

www.keepwalestidy.org/getting-started/getting-started/resources

Numeracy Framework

Year 2

USING DATA SKILLS

Elements: Collect and record data. Present and analyse data.
Interpret results

Learners are able to:

- Extract and interpret information from lists, tables, diagrams and graphs.

Water Usage In Wales And Uganda

ESDGC: Wealth and Poverty

Compare water usage in Wales and Uganda.

Websites:

http://www.livingandlearningwithwater.com/english/library/Teachers/Saving%20Water%202_WS.pdf

The first of these is the fact that the system is not a simple one. It is a complex system, and as such, it is not possible to understand it by looking at its parts in isolation. The system is a whole, and its behavior is determined by the interactions of its parts. This is a fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The second of these is the fact that the system is dynamic. It is not a static system, and its behavior changes over time. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The third of these is the fact that the system is interconnected. The parts of the system are not isolated from one another, and they all have an impact on the behavior of the system as a whole. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The fourth of these is the fact that the system is self-organizing. The parts of the system are able to interact with one another in a way that allows the system to adapt to changes in its environment. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The fifth of these is the fact that the system is resilient. It is able to withstand shocks and stresses, and it is able to recover from them. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The sixth of these is the fact that the system is sustainable. It is able to continue to exist and function over a long period of time. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The seventh of these is the fact that the system is equitable. It is able to provide benefits to all of its members, and it is able to do so in a way that is fair and just. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The eighth of these is the fact that the system is transparent. Its behavior is understandable, and its decisions are explainable. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The ninth of these is the fact that the system is accountable. It is able to take responsibility for its actions, and it is able to do so in a way that is honest and open. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The tenth of these is the fact that the system is inclusive. It is able to involve all of its members in its decision-making process, and it is able to do so in a way that is respectful and collaborative. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.