

Education for Sustainable Development
and Global Citizenship

Curriculum Mapping

ESDGC & LNF

Year 6

National Literacy and
Numeracy Framework

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

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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
08	Developing and presenting ideas and information	Speaking	Sustainable School
09			Fairtrade Presentation
10			Fairtrade Games
11		Listening	Send my friend
12			Discuss a Visit
13			Wildlife Gardens
14		Collaboration and discussion	Waste Minimisation
15			Save Energy

READING			
Page	Elements	Aspects	Resource
16	Locating, selecting and using information	Reading strategies	Solar Panels
17			Crazy Climate
18			Crazy Climate
19			Climate Choices
20	Responding to what has been read	Comprehension	Christian Aid Crazy Climate
21			World Stories
22		Response and analysis	Native Trees
23			Eco Work
24			Eco News 2
25			Peer Assessment

Literacy Framework

Index

WRITING			
Page	Elements	Aspects	Resource
26	Organising ideas and information	Meaning, purpose, readers	Eco Work
27			Native Trees
28			Letter to AM
29			Fairtrade Presentation
30			Film Script
31			E-book
32		Structure and organisation	Big Garden Bird Watch
33			Bee Friendly Plants
34			School Gardens
35			School Garden Posters
36			School Governors Report
37			Mind Maps
38	Writing accurately	Language	Report of site visit
39		Grammar, Punctuation, Spelling, Handwriting	Persuasive Letter
40			ESDGC poem

Numeracy Framework

Index

DEVELOPING NUMERICAL REASONING		
Page	Elements	Resource
41	Identify processes and connections	Weather readings
42		Bird boxes
43		Traffic survey
44	Represent and communicate	Energy usage report
45		Big Schools Bird Watch
	Review	

USING NUMBER SKILLS		
Page	Elements	Resource
46	Use number facts and relationships	Send my friend
47		Save Energy
48	Fractions, decimals percentages and ratio	Water Hippos'
49		Scale the recipe
50		Waste minimisation plan
51		Recycled vs Non-Recycled
52	Calculate using mental and written methods	Investigate consumption
53		How many?
54	Estimate and check	Fairtrade Tuck Shop
55		Renewable Energy
56	Manage money	Mini Enterprise
57		Fairtrade Coffee Morning
58		Local Produce

Numeracy Framework

Index

USING MEASURING SKILLS

Page	Elements	Resource
59	Length, Weight, Mass, Capacity	Food miles
60		Walk to school week
61		Global cooking
62	Time	Public transport timetables
63		Walking times
64	Temperature	Daily temperatures
65		Temperature ranges
66	Area & Volume, Angle & position	Planting vegetables
67		Design energy improvements
68		Sustainable development in your community

USING DATA SKILLS

Page	Elements	Resource
69	Collect and record data. Present and analyse data. Interpret results	Fairtrade Learner Audit
70		RSPB Big Schools Bird Watch
71		Interpreting survey results
72		Send a Cow
73		Digital Week

ORACY

Elements: Developing and presenting information and ideas

Aspects: Speaking

Learners are able to:

- Express issues and ideas clearly, using specialist vocabulary and examples

Sustainable School

ESDGC: Climate Change, Consumption and Waste

Contribute to a discussion about ways the school can become more sustainable.

Websites:

No websites suggested

Literacy Framework

Year 6

ORACY

Elements: Developing and presenting information and ideas

Aspects: Speaking

Learners are able to:

- Speak clearly, using formal language and varying expression, tone and volume, to keep listeners interested

Fairtrade Presentation

ESDGC: Wealth and Poverty

Make a presentation about becoming a Fairtrade school to governors or in a school assembly.

Websites:

<http://fairtradewales.com/>

ORACY

Elements: Developing and presenting information and ideas

Aspects: Speaking

Learners are able to:

- Explore challenging or contentious issues through sustained role play

Fairtrade Games

ESDGC: Wealth and Poverty

Take part in a role-play such as Cafod's Banana Split game or The Paper Bag game.

Websites:

www.cafod.org.uk/Education/Primary-schools/Fair-trade

<http://learn.christianaid.org.uk/YouthLeaderResources/pbag.aspx>

Literacy Framework

Year 6

ORACY

Elements: Developing and presenting information and ideas

Aspects: Listening

Learners are able to:

- Listen carefully to presentations and show understanding of the speakers' conclusions or opinions

Send My Friend

ESDGC: Wealth and Poverty

Watch a film about children who don't go to school and write a news report.

Websites:

www.sendmyfriend.org/resource_type/video

ORACY

Elements: Developing and presenting information and ideas

Aspects: Listening

Learners are able to:

- Listen carefully to presentations and show understanding of the speakers' conclusions or opinions

Discuss A Visit

ESDGC: Culture and Identity

Watch a film about children who don't go to school and write a news report.

Websites:

www.sendmyfriend.org/resource_type/video

Literacy Framework

Year 6

ORACY

Elements: Developing and presenting information and ideas

Aspects: Listening

Learners are able to:

- Respond to others with questions and comments, which focus on reasons, implications and next steps

Wildlife Gardens

ESDGC: Natural Environment

Work as a group with an outside provider to plan a wildlife garden.

Websites:

No websites suggested

ORACY

Elements: Developing and presenting information and ideas

Aspects: Collaboration and discussion

Learners are able to:

- Contribute purposefully to group discussion to achieve agreed outcomes

Waste Minimisation

ESDGC: Natural Environment, Consumption and Waste, Climate Change

Help prepare an assembly about reducing waste and why it is important.

Websites:

No websites suggested

Literacy Framework

Year 6

ORACY

Elements: Developing and presenting information and ideas

Aspects: Collaboration and discussion

Learners are able to:

- Follow up points in a group discussion, showing agreement or disagreement giving reasons

Save Energy

ESDGC: Climate Change

Take an active part in a group discussion planning an energy saving campaign for your school.

Websites:

No websites suggested

READING

Elements: Locating, selecting and using information

Aspects: Reading strategies

Learners are able to:

- Use a range of strategies for finding information,
e.g. skimming for gist, scanning for detail

Solar Panels

ESDGC: Wealth and Poverty

Skim/scan newspaper reports as part of a project on solar panels.

Websites:

No websites suggested

Literacy Framework

Year 6

READING

Elements: Locating, selecting and using information

Aspects: Reading strategies

Learners are able to:

- Read closely, annotating for specific purpose

Crazy Climate

ESDGC: Climate Change, Wealth and Poverty

Use Christian Aid Crazy Climate pack. Read the 'country profiles' and Chompa's and Fatimata's stories in the case studies.

Websites:

http://learn.christianaid.org.uk/TeachersResources/primary/crazyclimate_resource.aspx

READING

Elements: Locating, selecting and using information

Aspects: Reading strategies

Learners are able to:

- Use internet

Crazy Climate

ESDGC: Climate Change, Wealth and Poverty

Use Christian Aid Crazy Climate pack case studies.

Websites:

http://learn.christianaid.org.uk/TeachersResources/primary/crazyclimate_resource.aspx

Literacy Framework

Year 6

READING

Elements: Locating, selecting and using information

Aspects: Reading strategies

Learners are able to:

- Use internet

Climate Choices

ESDGC: Climate Change, Wealth and Poverty

Find out how climate change is affecting people in different countries.

Websites:

www.climatechoices.org.uk/pages/cchange1.htm

READING

Elements: Responding to what has been read

Aspects: Comprehension

Learners are able to:

- Show understanding of main ideas and significant details in different texts on the same topic

Christian Aid Crazy Climate

ESDGC: Climate Change, Wealth and Poverty

Use Christian Aid Crazy Climate pack case studies. In groups, create a Climate Change issue tree based on the information, with roots as the causes, branches as effects, and fruits as solutions. Encourage pupils to add others.

Websites:

http://learn.christianaid.org.uk/TeachersResources/primary/crazyclimate_resource.aspx

Literacy Framework

Year 6

READING

Elements: Responding to what has been read

Aspects: Comprehension

Learners are able to:

- Infer ideas which are not explicitly stated, *e.g. writers' view points or attitudes*

World Stories

ESDGC: Choices and Decisions

Read this Filipino Fable. What is the message of the fable?

Find two other fables from different countries which show the importance of co-operation.

Websites:

www.worldstories.org.uk/stories/story/42-turtle-and-monkey/english

READING

Elements: Responding to what has been read

Aspects: Response and analysis

Learners are able to:

- Collate and make connections, *e.g. prioritising, categorising, between information and ideas from different sources*

Native Trees

ESDGC: Natural Environment

Gather and read information e.g. books, leaflets, internet in preparation for writing instructions on how to source and plant a native tree.

Websites:

No websites suggested

Literacy Framework

Year 6

READING

Elements: Responding to what has been read

Aspects: Response and analysis

Learners are able to:

- Distinguish between facts, theories and opinions

Eco News

ESDGC: All

Respond to newspaper articles relevant to ESDGC with different viewpoints e.g. siting of wind/ solar farms, tidal barrage/ lagoon, 'super farms' or immigration.

Websites:

No websites suggested

READING

Elements: Responding to what has been read

Aspects: Response and analysis

Learners are able to:

- Compare the viewpoint of different writers on the same topic,
e.g. rats are fascinating or a menace

Eco News 2

ESDGC: All

Use the newspaper articles used on previous page for this activity.

Websites:

No websites suggested

Literacy Framework

Year 6

READING

Elements: Responding to what has been read

Aspects: Response and analysis

Learners are able to:

- Consider whether a text is effective in conveying information and ideas

Peer Assessment

ESDGC: All

Peer assessment of pupils' written work on e.g. Fair trade issues, endangered animals.

Websites:

No websites suggested

WRITING

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- Adapt writing style to suit the reader and purpose, *e.g. formal style for unknown reader, simple style for younger readers*

Eco Work

ESDGC: All

Rewrite the minutes of your Eco Schools council for pupils in the reception class.

Write an Eco Code for parents to use at home.

Write a summary of your ESDGC activities this half term for your school newsletter.

Websites:

No websites suggested

Literacy Framework

Year 6

WRITING

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- Write a comprehensive account of a topic or theme

Native Trees

ESDGC: Natural Environment

Research and write instructions on how to source and plant a native tree.
Produce instructions for looking after the sapling until it becomes established.

Websites:

No websites suggested

WRITING

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- Use a range of strategies to plan writing, e.g. *notes, diagrams, flowcharts*

Letter To Assembly Member (AM)

ESDGC: All

Make notes to help you write a letter to your Assembly Member (AM) requesting support for a specific project, such as reducing the amount of sugar in drinks or food or a letter to the council asking them to help develop a safe route to school promoting cycling or walking.

Websites:

No websites suggested

Literacy Framework

Year 6

WRITING

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- Explore different ways to present work and use them appropriately, *e.g. moving image, slides, voice over*

Fairtrade Presentations

ESDGC: Choices and Decisions, Wealth and Poverty

Script a variety of presentations promoting Fairtrade in your school community.

Websites:

No websites suggested

WRITING

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- Explore different ways to present work and use them appropriately, *e.g. moving image, slides, voice over*

Film Script

ESDGC: Choices and Decisions, Wealth and Poverty

Write a film script about children's rights around the world.

Websites:

No websites suggested

Literacy Framework

Year 6

WRITING

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- Explore different ways to present work and use them appropriately, *e.g. moving image, slides, voice over*

E-Book

ESDGC: Identity and Culture

Create an e-book about your school and community for new pupils coming to your school.

Websites:

No websites suggested

WRITING

Elements: Organising ideas and information

Aspects: Structure and organisation

Learners are able to:

- Adapt structures in writing for different contexts, *e.g. reporting an event, investigation or experiment*

Big Garden Bird Watch

ESDGC: Natural Environment

Report on how you prepared for, collected information and analysed the results of the RSPB 'Big Garden Bird Watch' in your community.

Websites:

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

Literacy Framework

Year 6

WRITING

Elements: Organising ideas and information

Aspects: Structure and organisation

Learners are able to:

- Adapt structures in writing for different contexts,
e.g. reporting an event, investigation or experiment

Bee Friendly Plants

ESDGC: Natural Environment

Write a letter to ask people to bring bee friendly plants to school as part of a project to create a bee friendly area.

Websites:

www.ibrabeeworldproject.com

WRITING

Elements: Organising ideas and information

Aspects: Structure and organisation

Learners are able to:

- Write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion

School Gardens

ESDGC: Choices and Decisions

Write about the advantages and disadvantages of substituting part of the playground/parking area to plant a school garden.

Websites:

No websites suggested

Literacy Framework

Year 6

WRITING

Elements: Organising ideas and information

Aspects: Structure and organisation

Learners are able to:

- Use features and layout which are constructed to present data and ideas clearly

School Garden Posters

ESDGC: Choices and Decisions, Natural Environment

Make posters illustrating pros or cons of school garden versus tarmac – see previous page.

Websites:

No websites suggested

WRITING

Elements: Organising ideas and information

Aspects: Structure and organisation

Learners are able to:

- Use features and layout which are constructed to present data and ideas clearly

School Governor Report

ESDGC: Climate Change, Consumption and Waste

Write a report for governors explaining the results of the school's Energy Saving campaign.

Websites:

No websites suggested

Literacy Framework

Year 6

WRITING

Elements: Organising ideas and information

Aspects: Structure and organisation

Learners are able to:

- Use features and layout which are constructed to present data and ideas clearly

Mind Maps

ESDGC: Climate Change, Natural Environment

Create a class mind map for ideas of work for the term around the theme 'Going Green'.

Websites:

No websites suggested

WRITING

Elements: Writing accurately

Aspects: Language

Learners are able to:

- Use varied and appropriate vocabulary, including subject specific words and phrases

Report Of Site Visit

ESDGC: Natural Environment

Write an account of a visit to a location such as the National Botanic Garden of Wales or the Centre for Alternative Technology.

Websites:

No websites suggested

Literacy Framework

Year 6

WRITING

Elements: Writing accurately

Aspects: Grammar, Punctuation, Spelling, Handwriting

Learners are able to:

- Use varied sentence structures for emphasis and effect

Persuasive Letter

ESDGC: All

Write a persuasive letter to somebody in authority about an issue you have identified related to ESDGC such as buying a wormery or reducing litter in the community.

Websites:

No websites suggested

WRITING

Elements: Writing accurately

Aspects: Grammar, Punctuation, Spelling, Handwriting

Learners are able to:

- Use varied sentence structures for emphasis and effect

ESDGC Poem

ESDGC: Wealth and Poverty

Write a poem about a child who wants to go to school but can't, in a developing country

Websites:

www.sendmyfriend.org/resource_type/video

Numeracy Framework

Year 6

DEVELOPING NUMERICAL REASONING

Elements: Identify processes and connections

Learners are able to:

- Transfer mathematical skills to a variety of contexts and everyday situations
- Identify the appropriate steps and information needed to complete the task or reach a solution
- Select appropriate mathematics and techniques to use
- Select and use suitable instruments and units of measurement
- Choose an appropriate mental or written strategy and know when it is appropriate to use a calculator
- Estimate and visualise size when measuring and use the correct units

Weather Readings

ESDGC: Climate Change

Compare weather readings with partner school.

Websites:

No websites suggested

DEVELOPING NUMERICAL REASONING

Elements: Identify processes and connections

Learners are able to:

- Transfer mathematical skills to a variety of contexts and everyday situations
- Identify the appropriate steps and information needed to complete the task or reach a solution
- Select appropriate mathematics and techniques to use
- Select and use suitable instruments and units of measurement
- Choose an appropriate mental or written strategy and know when it is appropriate to use a calculator
- Estimate and visualise size when measuring and use the correct units

Bird Boxes

ESDGC: Natural Environment

Make and hang bird boxes using scrap wood.

Websites:

No websites suggested

Numeracy Framework

Year 6

DEVELOPING NUMERICAL REASONING

Elements: Identify processes and connections

Learners are able to:

- Transfer mathematical skills to a variety of contexts and everyday situations
- Identify the appropriate steps and information needed to complete the task or reach a solution
- Select appropriate mathematics and techniques to use
- Select and use suitable instruments and units of measurement
- Choose an appropriate mental or written strategy and know when it is appropriate to use a calculator
- Estimate and visualise size when measuring and use the correct units

Traffic

ESDGC: Climate Change

Carry out a traffic survey, using a speed camera and sound meter to gather data to encourage safer driving outside the school.

Websites:

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

DEVELOPING NUMERICAL REASONING

Elements: Represent and communicate

Learners are able to:

- Explain results and procedures clearly using mathematical language

Energy Usage Report

ESDGC: Climate Change

Report on energy usage to school governors to support a case for replacing old style light bulbs, or actions to improve the environmental footprint of the school.

Websites:

No websites suggested

Numeracy Framework

Year 6

DEVELOPING NUMERICAL REASONING

Elements: Represent and communicate

Learners are able to:

- Select and construct appropriate charts, diagrams and graphs with suitable scales

Big Schools Bird Watch

ESDGC: Natural Environment

Carry out the Big Schools Bird Watch and produce appropriate charts, diagrams or graphs to show your findings.

Websites:

www.rspb.org.uk/schoolswatch

USING NUMBER SKILLS

Elements: Use number facts and relationships

Learners are able to:

- Read and write numbers to 1 million and numbers to 3 decimal places

Send My Friend

ESDGC: Wealth and Poverty

Take part in the campaign for education, investigating how many children are being denied an education around the world.

Websites:

www.sendmyfriend.org

Numeracy Framework

Year 6

USING NUMBER SKILLS

Elements: Use number facts and relationships

Learners are able to:

- Read and write numbers to 1 million and numbers to 3 decimal places

Save Energy

ESDGC: Consumption and Waste, Climate Change

Read energy/water bills as part of an energy saving project in school.

Websites:

No websites suggested

USING NUMBER SKILLS

Elements: Fractions, decimals, percentages and ratio

Learners are able to:

- Use understanding of simple fraction, decimal and percentage equivalences, e.g. *find 25% of 60cm and know that this is equivalent to $\frac{1}{4}$ of 60cm*

Water Hippo's

ESDGC: Consumption and Waste

Work out the amount of water saved by installing Water Hippos'.

Websites:

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

Includes: Investigating water, investigating the environment, caring for water, thinking about water

Numeracy Framework

Year 6

USING NUMBER SKILLS

Elements: Fractions, decimals, percentages and ratio

Learners are able to:

- Use understanding of simple fraction, decimal and percentage equivalences, e.g. *find 25% of 60cm and know that this is equivalent to $\frac{1}{4}$ of 60cm*

Scale A Recipe

ESDGC: Identity and Culture

Scaling up or down a recipe, e.g. how much to make chapattis for the whole school.

Websites:

http://www.bbc.co.uk/food/recipes/chapatis_77146

<http://www.dovesfarm.co.uk/recipes/chapattis-flat-breads/>

USING NUMBER SKILLS

Elements: Fractions, decimals, percentages and ratio

Learners are able to:

- Calculate percentage quantities based on 10%,
e.g. 20%, 5%, 15%

Waste Minimisation Plan

ESDGC: Consumption and Waste

Make a waste minimisation plan, with percentage targets over time to reduce the amount of waste produced by the school.

Websites:

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

Numeracy Framework

Year 6

USING NUMBER SKILLS

Elements: Fractions, decimals, percentages and ratio

Learners are able to:

- Use simple ratio and proportion

Recycled Versus Non-recycled

ESDGC: Natural Environment

Keep a record of the ratio of recycled to non-recycled waste produced by the school over a period of time.

Websites:

No websites suggested

USING NUMBER SKILLS

Elements: Calculate using mental and written methods

Learners are able to:

- Add and subtract numbers using whole numbers and decimals

Investigate Consumption

ESDGC: Consumption and Waste

Investigate energy/water consumption and costs in school using meters and bills.

Websites:

No websites suggested

Numeracy Framework

Year 6

USING NUMBER SKILLS

Elements: Calculate using mental and written methods

Learners are able to:

- Multiply 2- and 3- digit numbers by a 2- digit number

How Many?

ESDGC: Consumption and Waste

As part of a waste project, work out how many milk bottles are used in school each week, month etc.

Websites:

No websites suggested

USING NUMBER SKILLS

Elements: Estimate and check

Learners are able to:

- Check answers using inverse operations

Fairtrade Tuck Shop

ESDGC: Choices and Decisions

Audit the accounts for your Fairtrade tuck shop.

Websites:

No websites suggested

Numeracy Framework

Year 6

USING NUMBER SKILLS

Elements: Estimate and check

Learners are able to:

- Estimate by rounding to the nearest 10,100,1000 or whole number

Renewable Energy

ESDGC: Natural Environment, Climate Change

- Calculate to the nearest 1,000 the number of homes powered by wind and water in Wales/South Wales/local area.
- Calculate to the nearest 1,000 tonnes the amount of CO₂ saved by renewable energy sources in Wales/South Wales/ local area.

Websites:

http://www.caerphilly.gov.uk/pdf/Environment_Planning/LDP-Examination-Documents/W55-Renewable-Energy-Route-Map-for-Wales.pdf

USING NUMBER SKILLS

Elements: Manage money

Learners are able to:

- Use the terms profit and loss in buying and selling activities and make calculations for this

Mini Enterprise

ESDGC: Consumption and Waste

Develop a mini enterprise producing items made partly from waste for sale at a summer fete/enterprise week. Calculate selling price and record sales and work out whether profit or loss made on selling items.

Websites:

<http://www.enterprisetroopers.bigideaswales.com/>

Numeracy Framework

Year 6

USING NUMBER SKILLS

Elements: Manage money

Learners are able to:

- Use the terms profit and loss in buying and selling activities and make calculations for this

Fairtrade Coffee Morning

ESDGC: Choices and Decisions, Wealth and Poverty

Hold a Fairtrade Coffee Morning.

Websites:

<http://fairtradewales.com/>

USING NUMBER SKILLS

Elements: Manage money

Learners are able to:

- Make comparisons between prices and understand which is best value for money

Local Produce

ESDGC: Health, Choices and Decisions

On a visit to a shop, compare prices of fresh fruit or vegetables. Consider deals such as two for one to calculate the unit price. Identify other factors such as country of origin (food miles) or Fairtrade, which impact on your decision to buy.

Websites:

<http://fairtradewales.com>

Numeracy Framework

Year 6

USING MEASURING SKILLS

Elements: Length, Weight, Mass, Capacity

Learners are able to:

- Use the language of imperial units in daily use,
e.g. miles, pints

Food Miles

ESDGC: Choices and Decisions

Calculate the food miles of a popular dish from the canteen.

Websites:

No websites suggested

USING MEASURING SKILLS

Elements: Length, Weight, Mass, Capacity

Learners are able to:

- Use the language of imperial units in daily use,
e.g. miles, pints

Walk To School Week

ESDGC: Climate Change

Use the data from your Walk to School week to calculate how many children walk to school, and how far they walk.

Websites:

<http://www.livingstreets.org.uk/walk-with-us/walk-to-school>

Numeracy Framework

Year 6

USING MEASURING SKILLS

Elements: Length, Weight, Mass, Capacity

Learners are able to:

- Use the language of imperial units in daily use, *e.g. miles, pints*

Global Cooking

ESDGC: Identity and Culture

Use a recipe to make a dish from your partner school in another country.

Websites:

No websites suggested

USING MEASURING SKILLS

Elements: Time

Learners are able to:

- Use and interpret timetables and schedules to plan events and activities and make calculations as part of the planning process

Public Transport Timetables

ESDGC: Climate Change

Use a timetable (Traveline Wales Cymru website) to calculate journey times from your community to different places in Wales. Identify the forms of transport you would use.

Websites:

www.traveline-cymru.info/

Numeracy Framework

Year 6

USING MEASURING SKILLS

Elements: Time

Learners are able to:

- Estimate how long a journey takes

Walking Times

ESDGC: Natural Environment

Estimate walking to places in the community e.g. forest area, local library. Walk the journey and see how close your estimate is to actual walking time.

Websites:

Use google maps

USING MEASURING SKILLS

Elements: Temperature

Learners are able to:

- Measure and record temperatures involving positive and negative readings

Daily Temperatures

ESDGC: Natural Environment, Identity and Culture

Use a thermometer to complete a chart showing the maximum and minimum temperatures experienced each day for a school year and compare with your partner school.

Websites:

No websites suggested

Numeracy Framework

Year 6

USING MEASURING SKILLS

Elements: Temperature

Learners are able to:

- Calculate temperature differences, including those involving temperature rise and fall across 0°C

Temperature Ranges

ESDGC: Identity and Culture

Investigate temperature ranges as part of a study of people's lives in localities such as Finland, Nepal, Patagonia or Lesotho.

Websites:

No websites suggested

USING MEASURING SKILLS

Elements: Area and Volume, Angle and Position

Learners are able to:

- Calculate the area of squares and rectangles

Planting Vegetables

ESDGC: Natural Environment

Plan your vegetable planting scheme.

Websites:

No websites suggested

Numeracy Framework

Year 6

USING MEASURING SKILLS

Elements: Area and Volume, Angle and Position

Learners are able to:

- Calculate the area of squares and rectangles

Design Energy Improvements

ESDGC: Choices and Decisions, Consumption and Waste

Design energy improvements for your school of the future
e.g. calculate the area of glass in windows with a view to
covering them with energy saving film.

Websites:

No websites suggested

USING MEASURING SKILLS

Elements: Area and Volume, Angle and Position

Learners are able to:

- Use grid references to specify location

Sustainable Development In Your Community

ESDGC: Climate Change

Four figure grid references to identify examples of Sustainable Development in your community or Wales.

Websites:

No websites suggested

Numeracy Framework

Year 6

USING DATA SKILLS

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

Learners are able to:

- Represent data using:
Lists, tally charts, tables, diagrams and frequency charts
Bar charts, grouped data charts, line graphs and conversion charts

Fairtrade Learner Award

ESDGC: Wealth and Poverty

Use some of your results from Fairtrade Learner Audit to produce appropriate graphs, charts or tables for display on a notice board.

Websites:

<http://schools.fairtrade.org.uk/fairtrade-schools/become-fairtrade-school>

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RSPB Big Schools Bird Watch

ESDGC: Natural Environment

Take part in the RSPB Big Schools Bird Watch.

Websites:

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

Numeracy Framework

Year 6

USING DATA SKILLS

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

Learners are able to:

- Extract and interpret information from an increasing range of diagrams, timetables and graphs (including pie charts)

Interpreting Survey Results

ESDGC: Consumption and Waste

Interpret information from waste/ litter or energy survey to focus a campaign to ensure best response.

Websites:

No websites suggested

USING DATA SKILLS

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Interpret results

Learners are able to:

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Send A Cow

ESDGC: Wealth and Poverty, Health

Food and nutrition in Africa and the UK.

Websites:

<http://www.sendacow.org.uk/lessonsfromafrica/>

Numeracy Framework

Year 6

USING DATA SKILLS

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

Learners are able to:

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Digital Week

ESDGC: Wealth and Poverty

Interpret graphs on access to water in this online activity from Oxfam.

Websites:

www.digital-week.info/education/water_for_all/water/stats/index_pupil.htm

