

# UNIT OVERVIEW

KS1/2 | COSTING THE EARTH

## Story Overview

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. They will 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 the 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 the score sheet (this is in the teachers' area).

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

## Learning Objectives

Each Lesson Outline includes the learning outcomes children should achieve.

Unit links to PSHE Association Guidelines, the Financial Education Planning Framework from Young Money (formerly pfeg) and the National Curriculum are overleaf.

## Lesson Overview for this Unit

Deliver as separate lessons, combine or split down further to suit your children's needs. See each Lesson Outline for more detail.

### Lesson 1: Costing the Earth

Exploring energy-saving, this activity flows from the storybook 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 the whole school.

Mathematics and English extensions are included.

## Lesson 3: Costing the Earth Board game

Using a simple board game, 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 board game 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).

**Read VMM  
ground  
rules here**



# LEARNING OBJECTIVES

KS1/2 | COSTING THE EARTH

Met?	Link	Links to PSHE Outcomes KS1
	<b>H15.</b>	to recognise that not everyone feels the same at the same time, or feels the same about the same things
	<b>R21.</b>	about what is kind and unkind behaviour, and how this can affect others
	<b>R22.</b>	about how to treat themselves and others with respect; how to be polite and courteous
	<b>R24.</b>	how to listen to other people and play and work cooperatively
	<b>R25.</b>	how to talk about and share their opinions on things that matter to them
	<b>L2.</b>	how people and other living things have different needs; about the responsibilities of caring for them
	<b>L3.</b>	about things they can do to help look after their environment
	<b>L5.</b>	about the different roles and responsibilities people have in their community
Met?	Link	Links to PSHE Outcomes KS2
	<b>R30.</b>	that personal behaviour can affect other people; to recognise and model respectful behaviour online
	<b>R33.</b>	to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
	<b>R34.</b>	how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
	<b>L3.</b>	about the relationship between rights and responsibilities
	<b>L4.</b>	the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
	<b>L5.</b>	ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
	<b>L19.</b>	that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity)

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Met?	Links to Financial Education Planning Framework 5-7 years (Young Money)
	<p><b>Becoming a critical consumer</b></p> <p><i>Choices about saving and spending</i> I know I have choices about saving and spending my money.</p> <p><i>Needs and wants</i> I know that my own needs and wants may be different to those of other people.</p>
Met?	Links to Financial Education Planning Framework 7-9 years (Young Money)
	<p><b>Becoming a critical consumer</b></p> <p><i>Decisions about spending and saving</i> I know that the decisions I make about saving and spending my money can be influenced by, and have an impact on, other people.</p> <p><i>Spending and saving priorities</i> I know how to prioritise between needs and wants.</p>
Met?	Links to Financial Education Planning Framework 9-11 years (Young Money)
	<p><b>Becoming a critical consumer</b></p> <p><i>Influences on saving and spending</i> I understand why we should all be critical consumers, thinking carefully about how we use our money.</p>
Met?	Links to Spoken Language Years 1 to 6. Pupils should be taught to:
	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.

# LEARNING OBJECTIVES

KSI/2 | COSTING THE EARTH

Met?	Links to Reading Comprehension Year 1. Pupils should be taught to:
	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>• Being encouraged to link what they read or hear read to their own experiences.</li> </ul>
	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading.</li> <li>• Discussing the significance of the title and events.</li> <li>• Making inferences on the basis of what is being said and done.</li> </ul>
	Predicting what might happen on the basis of what has been read so far.
	Participate in a discussion about what is read to them, taking turns and listening to what others say.
Met?	Links to Reading Comprehension Year 2. Pupils should be taught to:
	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>• Discussing the sequence of events in books and how items of information are related.</li> </ul>
	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• Making inferences on the basis of what is being said and done.</li> <li>• Answering and asking questions.</li> </ul>
	Predicting what might happen on the basis of what has been read so far.
	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

# LEARNING OBJECTIVES

KS1/2 | COSTING THE EARTH

Met?	Links to Reading Comprehension Years 3 and 4. Pupils should be taught to:
	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Reading books that are structured in different ways and reading for a range of purposes.</li> <li>• Identifying themes and conventions in a wide range of books.</li> </ul>
	<p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>• Asking questions to improve their understanding of a text.</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these.</li> </ul>
	Retrieve and record information from non-fiction.
	Participate in a 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 Year 1. Pupils should be taught to:
	<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about.</li> <li>• Composing a sentence orally before writing it.</li> <li>• Re-reading what they have written to check that it makes sense.</li> </ul>
	Discuss what they have written with the teacher or other pupils.
Met?	Links to Writing Composition Year 2. Pupils should be taught to:
	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• Writing for different purposes.</li> </ul>
Met?	Links to Writing Composition Years 3 and 4. Pupils should be taught to:
	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> </ul>
	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Organising paragraphs around a theme.</li> <li>• In non-narrative material, using simple organisational devices [for example, headings and sub-headings].</li> </ul>
	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> </ul>
Met?	Links to Mathematics Year 2. Statistics. Pupils should be taught to:
	Interpret and present data using bar charts, pictograms and tables.

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<b>Met?</b>	<b>Links to Mathematics Year 3. Statistics. Pupils should be taught to:</b>
	Interpret and present data using bar charts, pictograms and tables.
<b>Met?</b>	<b>Links to Mathematics Year 4. Statistics. Pupils should be taught to:</b>
	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
	Solve comparison, sum and difference problems using the information presented in bar charts, pictograms, tables and other graphs.
<b>Met?</b>	<b>Links to Reading Comprehension Years 5 and 6. Pupils should be taught to:</b>
	Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> </ul>
	Understand what they read by: <ul style="list-style-type: none"> <li>Asking questions to improve their understanding.</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>Predicting what might happen from details stated and implied.</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>Identifying how language, structure and presentation contribute to meaning.</li> </ul>
	Distinguish between statements of fact and opinion.
	Retrieve, record and present information from non-fiction.
	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
	Provide reasoned justifications for their views.
<b>Met?</b>	<b>Links to Writing Composition Years 5 and 6. Pupils should be taught to:</b>
	Plan their writing by: <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> </ul>
	Draft and write by: <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> </ul>
	Evaluate and edit by: <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing.</li> </ul>
	Proofread for spelling and punctuation errors.