Stone Hill School
Curriculum Plan 2019/20
Enterprise / Key Stage 1 and 2

Intent:
Enterprise is about trying new things, working with others, using initiative and having ambition. At Stone Hill School, Enterprise is about 'Making Ideas Happen!'.

The intent of the Enterprise curriculum across Key Stages 1 and 2 is to support the development of four core competencies, identified as critical components of what it means to 'be enterprising'. These are: problem solving, communication, teamwork and resilience. Throughout KS1 and KS2, children are taught important Enterprise competencies through everyday curriculum activities and Enterprise projects, developing links with local Enterprise education providers wherever possible.

Class / Project	Week/s	Topic/Theme *Steam*	Learning Outcomes Knowledge and Skills To know, to use, to apply…	Literacy Link Numeracy Link SMSC Link
Class 3 Drive In Movie	1	Junk modelling – vehicles. Painting and decorating junk box vehicle models.	**Problem Solving:** I have my own ideas. I can make links to real life. **Communication:** I can share my ideas. I can listen to others' ideas. **Teamwork:** I can work in a small group with support. **Resilience:** I am willing to have a go. I keep trying.	**Literacy** - Speaking - Listening **Numeracy** - Counting objects - Comparing sizes of objects **SMSC** *Spiritual* - Enjoy learning about the world around them - Use imagination - Be creative *Moral* - Offer reasoned views Social - Cooperate with others *Cultural* - Participate positively in art
	2	Outdoor drive-in movie.		
Class 4 Easter Extravaganza	1	Create a pop up shop to sell Easter products. Decorating egg cups.	**Problem Solving:** I can think of ideas. I can choose ways to do things. **Communication:** I can share my ideas. I can listen to others' ideas.	**Literacy** - Speaking - Listening **Numeracy** - Counting objects - Measuring and weighing ingredients

	2	Making Easter nests. Making Easter baskets.	**Teamwork:** I can work with others to achieve a common goal with support. **Resilience:** I can initiate activities. I seeking challenge.	**SMSC** *Spiritual* - Use imagination - Be creative *Moral* - Offer reasoned views Social - Cooperate with others *Cultural* - Participate positively in art
Class 5 **The Great** **Stone Hill** **Bake Off**	1	Plan a cake sale. Allocate roles. Design cupcakes. Find recipes.	**Problem Solving:** I have found ways to solve problems. **Communication:** I can take my turn to speak and to listen. **Teamwork:** I can take turns with other children. I can work with other children to do something together. **Resilience:** I have a 'can do' attitude. I enjoy challenge.	**Literacy** - Speaking - Listening **Numeracy** - Counting objects. - Measuring and weighing ingredients. **SMSC** *Spiritual* - Use imagination. - Be creative. *Moral* - Offer reasoned views Social - Cooperate with others *Cultural* - Participate positively in art
	2	Batch produce baked goods. Sell goods to staff and children in school.		
Class 6 **Christmas** **Enterprise**	1	Egg Protection Squad task (STEAM). Brainstorm Christmas product ideas, select the four best ideas and conduct a market survey to gauge people's interest. Research materials required and provide an order list of their required resources.	**Problem Solving:** I have found new ways to do things. **Communication:** I respect others' ideas. **Teamwork:** I know why teams are sometimes better than working by myself. I am happy to help with different jobs in my team **Resilience:** I can take a risk. I can engage in new experience. I learn through trial and error.	**Literacy** - Speaking - Listening **Numeracy** - Counting objects - Measuring and weighing ingredients **SMSC** *Spiritual* - Use imagination - Be creative *Moral* - Offer reasoned views *Social* - Cooperate with others
	2	Create prototypes of products. Create posters to advertise		

		products.			*Cultural*
	3 - 5	Batch produce products.			- Participate positively in art
	6	Sell products.			
		Calculate costs.			
		Calculate total sales.			
		Calculate profit.			

Key Vocabulary:
Working together, sharing, taking turns, trying again, problem solving, speaking, listening, sharing ideas

Intended impact:
Children will develop the four core enterprise competencies that will allow them to access Enterprise at KS3:

Problem Solving: The ability to collect and examine information, think creatively, and analyse situations to generate solutions to problems.

Teamwork: The ability to build team engagement, collaborate, share knowledge and explain ideas to others whilst recognising your own and others creativity.

Communication: The ability to listen, write and speak effectively to present and exchange information and ideas in a creative, clear and concise manner.

Resilience: The ability to persist when facing setbacks whilst adjusting to pressure and creatively adapting to different/varying circumstances.
The achievement of learning outcomes will also support development of learning behaviours that underpin all curriculum areas.

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Intent:
Enterprise is about trying new things, working with others, using initiative and having ambition. At Stone Hill School, Enterprise is about 'Making Ideas Happen!'.

The intent of the Enterprise curriculum across Key Stage 3 is to support the development of eight core competencies, identified as critical components of what it means to 'be enterprising'. These are: problem solving, communication, teamwork, resilience, confidence, initiative, organisation and creativity. Throughout KS3, children are taught important Enterprise competencies through everyday curriculum activities and one off events, developing links with local Enterprise education providers wherever possible.

Year / Project	Week/s	Topic/Theme *Steam*	Learning Objective/s Knowledge and Skills To know, to use, to apply…	Literacy Link Numeracy Link SMSC Link
Year 7 George's Marvellous Medicine	1	Read story to/with children	**Problem Solving** I know what is meant by a problem.	**Literacy** - Reading - Writing - Speaking - Listening
	2	Design and develop recipe Research Ingredients	**Communication** I know the different ways in which people communicate, e.g. speaking, listening, writing, through body language, etc.	
	3	Making of Soup Costing of Soup	**Teamwork** I know what makes a team, e.g. shared ethos, clearly defined roles, etc.	**Numeracy** - Weighing - Measuring - Recording results - Creating graphs - Calculating profit
	4	Marketing & Promotion		
	5	Project Write-Up	**Resilience** I know what resilience is.	
	6	Project presentations	**Confidence** I know what it means to be confident. **Initiative** I know that instructions are given for a reason. **Organisation** I know what it means to be organised. **Creativity** I know how to describe what it means to be creative.	**SMSC** *Spiritual* - Use imagination - Be creative - Reflect on own success *Social* - Cooperate with others - Demonstrate mutual respect
Year 8 Inventors and Entrepreneurs (Video Game)	1	Introduce enterprise skills. Boat Builder's (STEAM Activity). Share project tasks with group. Show a clip of Dragons Den to aid understanding of the task. Video game planning.	**Problem Solving** I can recognise potential problems in a task and understand why they have happened. **Communication** I can explain the different forms and uses of communication, e.g. informing, explaining, describing, etc.	**Literacy** - Reading - Writing - Speaking - Listening
	2	Logo design. Console design.		**Numeracy** - Weighing - Estimating

	3 - 4	Plan storyboard of game play. Decide on and write up the rules of the game and instructions. Character design. Game case cover design.	**Teamwork** I can be an active member of a team. **Resilience** I can talk positively about how wellbeing may be maintained.	- Heavy and light **SMSC** *Spiritual* - Use imagination - Be creative - Reflect on own success *Social*
	6	Create a presentation showcasing video game development and design.	**Confidence** I can describe my personality, strengths and preferences.	- Cooperate with others - Demonstrate mutual respect
	7	Finish off any outstanding work. Rehearse presentations. Present work to the Dragons in the meeting room. Q and A session with the Dragons.	**Initiative** I can follow instructions. **Organisation** I can prioritise tasks to suit the needs of the team/situation. **Creativity** I can use resources in a creative way.	
Year 9 **Non Chocolate, Chocolate Bars** Princess Trust Understanding an Enterprise Project	1	Thinking on the Spot activities. Problem Solving activities. Reflection in skills used. Identify enterprise skills / competencies. Team Task – Float the Boat (STEAM Activity) Introduce project – to develop a non-chocolate chocolate bar.	**Problem Solving** I understand how a potential problem may affect the overall outcome. **Communication** I recognise why communication skills benefit all of us. **Teamwork** I understand why being in a team is a benefit.	**Literacy** - Reading - Writing - Speaking - Listening **Numeracy** - Weighing - Measuring - Recording results - Creating graphs
	2 - 3	Product Development Pupils to decide on flavours and textures for their product. Posters Pupils plan and produce their posters to advertise their product. Packaging Pupils plan and produce their packaging design.	**Resilience** I am able to highlight my strengths. **Confidence** I recognise my weaknesses. **Initiative** I recognise why instructions can benefit a team. **Organisation** I understand how being organised benefits me and others. **Creativity** I recognise my own creative abilities.	**SMSC** *Spiritual* - Use imagination - Be creative - Reflect on own success *Social* - Cooperate with others - Demonstrate mutual respect **Gatsby Benchmark 5** Encounters with employers and employees
	4	Production Batch production of non-chocolate chocolate bar. Focus Group/Market Research Feedback from customers.		
	5	Market Research Analysis		
	6	Presentation preparation		

	7	Presentation of work in the conference room – Dragons Den pitch		

Key Vocabulary:
Enterprise, problem solving, communication, teamwork, resilience, confidence, initiative, organisation, creativity

Intended impact:
Children will develop progressive skills, knowledge and attitudes in the eight core enterprise competencies that will allow them to access Enterprise at KS4:

Problem Solving: The ability to collect and examine information, think creatively, and analyse situations to generate solutions to problems.

Communication: The ability to listen, write and speak effectively to present and exchange information and ideas in a creative, clear and concise manner.

Teamwork: The ability to build team engagement, collaborate, share knowledge and explain ideas to others whilst recognising your own and others creativity.

Resilience: The ability to persist when facing setbacks whilst adjusting to pressure and creatively adapting to different/varying circumstances.

Confidence: The self-motivation and ability to generate and retain strong self-belief in personal skills, capabilities and likelihood of success.

Initiative: The ability to take initiatives, evaluate and calculate risks, and do more than is required in the pursuit of successful outcomes whilst understanding the need for original and creative solutions/ideas.

Organisation: The ability to effectively manage tasks, plan and prioritise actions within a time schedule and set smart goals whilst using creativity to enhance the outcomes of tasks.

Creativity: The use of imagination or original ideas to create something; inventiveness.

Stone Hill School				
Curriculum Plan 2019/20				
Enterprise / Year 10 and 11				

Intent:

The intent of the Enterprise curriculum across Years 10 and 11 is to support the development of nine core competencies, identified as critical components of what it means to 'be enterprising'. These are: problem solving, communication, teamwork, resilience, confidence, initiative, organisation, creativity and financial capability.

Financial Capability aims to support the planning, teaching and progression of financial education by setting out the key areas of financial knowledge, skills and attitudes, across four core themes:

- How to manage money
- Becoming a critical consumer
- Managing risks and emotions associated with money
- Understanding the important role money plays in our lives

The projects are designed to enrich the curriculum further and give children the opportunity to experience real life problems.

Term	Week/s	Topic/Theme *Steam*	Learning Objective/s Knowledge and Skills To know, to use, to apply…	Literacy Link Numeracy Link SMSC Link
Year 10 and Year 11	Whole Year	**Personal Development Programmes (Bronze, Silver and Gold)** The following modules provide opportunity the development of the nine core competencies, identified as critical components of what is means to be 'enterprising': **Module 1: Communication** Give a talk about a topic to a group of people and answer any questions. **Module 2: The Community** Complete a period of community work. **Module 3: Sports and Leisure** Show that you have taken part in a sport as a member of a team. **Module 4: Home Management** Cook and present a meal suitable for someone with a specific dietary requirement. **Module 5: The Environment** As a group, carry out a practical challenge agreed to help improve the environment. **Module 6: Number Handling** Keep track of personal finances over an agreed period. **Module 7: Health and Survival** Demonstrate that you can build a	**Problem Solving** I know how to select relevant information to help with problem solving, e.g. prioritising, highlighting, etc. **Communication** I can choose appropriate information to share. **Teamwork** I can work with a range of people including adults. **Resilience** I understand why resilience is important. **Confidence** I know the difference between strengths and weaknesses. **Initiative** I can interpret instructions and explain them in my own words. **Organisation** I can plan ahead to undertake given tasks. **Creativity** I know how to follow instructions to create something.	**Literacy** - Reading - Writing - Speaking - Listening **Numeracy** - Forecasting profits - Totalling expenditure - Totalling profits - Forecasting sales **SMSC** *Spiritual* - Use imagination - Be creative - Reflect on own success *Moral* - Offer reasoned views *Social* - Cooperate with others - Demonstrate mutual respect **Gatsby Benchmark 5** Encounters with employers and employees **Gatsby Benchmark 6** Experiences of workplaces

		shelter in which you can survive overnight. **Module 8: World of Work** Write a letter of application, complete an application form and CV, take part in a mock interview. **Module 9: Science and Technology** Complete two problem solving tasks. One as an individual and one as part of a team. **Module 10: The Wider World** Organise a celebration with an international theme. **Module 11: Expressive Arts** Produce a short film or animation.		
Autumn 1 **The Apprentice** Princes Trust Personal Project Princes Trust Presentation Skills	1	Introduction to enterprise and enterprise skills. Team activity to apply enterprise skills. Introduce 'The Apprentice' task. Share video clip of 'The Apprentice'. Spilt class into teams – complete week 1 activities in 'The Apprentice'.	**Problem Solving** I know how to select relevant information to help with problem solving, e.g. prioritising, highlighting, etc. **Communication** I can choose appropriate information to share. **Teamwork** I can work with a range of people including adults. **Resilience** I understand why resilience is important.	**Literacy** - Reading - Writing - Speaking - Listening **Numeracy** - Forecasting profits - Totalling expenditure - Totalling profits - Forecasting sales
	2	Product research, costing and advertising. Conduct market research. Research materials/ingredients required. Forecast costs, sales and profits. Plan advertising campaign.	**Confidence** I know the difference between strengths and weaknesses. **Initiative** I can interpret instructions and explain them in my own words.	**SMSC** *Spiritual* - Use imagination - Be creative - Reflect on own success *Moral* - Offer reasoned views *Social* - Cooperate with others - Demonstrate mutual respect
	3	Production and testing. Produce a prototype. Review prototype. Complete advertisement campaign.	**Organisation** I can plan ahead to undertake given tasks. **Creativity** I know how to follow instructions to create something.	
	4 - 5	Production and delivery of services.		

		Produce goods or offer services. Collect money for goods and services.		
	6	Sell any remaining stock/deliver any outstanding orders, etc. Share video clip of the Apprentice boardroom. Produce a team presentation about the work that has been completed in the unit. To rehearse presentations as a group. Compile all financial information. Total sales, total costs, gross profit and net profit.		
	7	The Boardroom All teams to give a 5-minute presentation in the conference room. Boardroom Q and A session. Skill reflection – pupils to identify what skills they have used and developed whilst completing the task. Evaluate 3 individual achievements. Evaluation of team achievements.		
Autumn 2 **Theme Park** Princes Trust Teamwork Skills	1	Introduce the activity for the half term – Lunar Theme Park. Give details of task and explain the project. Decide on a company name Design a company logo Designate each team member with a team role. Draft ideas for theme park and begin to plan the design on squared paper.	**Problem Solving** I can explain potential problems to others. **Communication** I can communicate with a range of people including adults/business people. **Teamwork** I share my ideas confidently and appropriately with other team members.	**Literacy** - Speaking - Listening - Reading - Writing **Numeracy** - Totalling costs - Calculating profit and loss - Calculating costs - Calculating revenue - Calculating area
	2 - 6	Theme Park Inventory Theme Park design Accounts – calculate running costs Accounts – calculate profit and loss Publicity – prepare adverts, calculate	**Resilience** I know how to recognise when support is needed for myself and others. **Confidence**	**SMSC** *Spiritual* - Use imagination

		revenues based on advertising campaign	I can evidence use of highlighted strengths.	- Be creative *Moral* - Offer reasoned views
	7	To produce a team presentation about the work that has been completed in the unit. To rehearse presentations as a group – presentations to be no longer than 5 minutes. To compile all financial information. Total sales, total costs, gross profit and net profit. Presentations	**Initiative** I confidently explain instructions. **Organisation** I support others to achieve tasks in an organised manner. **Creativity** I can action another's ideas I recognise others' ideas.	*Social* - Cooperate with others - Demonstrate mutual respect *Cultural* - Participate positively in art
Spring 1 **Branding**	1	Understand the importance of colour. Using creativity when designing. Know what different opportunities there are to advertise and brand a company.	**Problem Solving** I know what information about problems needs to be shared with peers. **Communication** I can communicate ideas in an appropriate manner. **Teamwork** I know how to achieve a desired outcome using the strengths of a team. **Resilience** I can describe how an individual/team has made things happen. **Confidence** I understand the need for skill development. **Initiative** I can take instructions and enhance them with my own ideas	**Literacy** - Speaking - Listening - Reading - Writing **Numeracy** - Totalling costs - Calculating profit and loss **SMSC** *Spiritual* - Use imagination - Be creative *Moral* - Offer reasoned views Social - Cooperate with others - Demonstrate mutual respect *Cultural* - Participate positively in art **Gatsby Benchmark 5** Encounters with employers and employees
	2	Must: Be able to define the term "Packaging". Should: Be able to explain what is required on a piece of packaging. Could: Be able to evaluate existing packaging designs	I work with others to create a plan. **Organisation** I know how to describe how an action plan is developed. **Creativity**	

	3	Challenge: To come up with a food that is from their region/culture/religion, or is popular in their school/family, and then to come up with some snappy marketing ideas including a brand name to persuade the food entrepreneur to include it in his/her latest regional cookery TV series. For instance, eggs are often referred to as "farm fresh" to make them appealing, and milk is referred to as a natural product. Design product, including ingredient list. Give product a brand name and slogan. Design packaging linked to brand name.	I can develop original ideas.	
	4	Create the new food product. Complete market research on product taste and branding.		
	5	Design a poster to advertise new food product linked to brand theme. Create a story board for a TV advert to advertise new food product.		
	6	Create TV adverts. Pupils to prepare a three-minute presentation to communicate their food ideas and also their website homepage/poster ideas.		
Spring 2 **Financial Capability** Princes Trust Managing Money	1 - 3	Budgeting Game Cost of Living discussion Cost of Living Task	**How to Manage Money** I understand that planning my spending helps me to stay in control of my money. **Becoming a Critical Consumer**	Literacy - Speaking - Listening - Reading - Writing

	4 - 6	Taking Risks Play your Cards Right Taking Risks with Money Group discussion about how pupils could turn £20 into more money. What would they do? What risks would they take? Investment Game	I understand why we should all be critical consumers, thinking carefully about how we use our money. I understand why making informed decisions will help me make the most of the money I have. **Managing risks and emotions associated with money:** I can explain some of the benefits of saving, and some of the risks involved in borrowing money. **Understanding the important role money plays in our lives:** I can describe how having a job will allow me to achieve certain goals in my life including financial ones.	**Numeracy** - Totalling costs - Calculating earnings and outgoings - Budgeting **SMSC** *Spiritual* - Use imagination. - Be creative. *Moral* - Offer reasoned views Social - Cooperate with others
Summer 1 **Enterprise** **Competencies** Princes Trust Customer Service Princes Trust Interpersonal and Self-Management Skills Princes Trust Practising Leadership Skills	1 - 3	Creativity Set up and run a pop up cafe as a team. Role allocation (front of house, waiters, chefs, order gathers, money collectors) Posters – advertising Menus Recipes / Food orders Table settings Timings Costs Communication Benefits of good customer service.	**Problem Solving** I can adapt my approach in situations where problems arise **Communication** I adapt to different situations requiring communication. **Teamwork** I can utilise other people's ideas in a task. I can lead by example **Resilience** I know how to recognise barriers, e.g. time constraints, inadequate resources, etc.	**Literacy** - Speaking - Listening - Reading - Writing **Numeracy** - Totalling costs - Calculating profit and loss **SMSC** *Spiritual* - Use imagination. - Be creative. *Moral* - Offer reasoned views Social - Cooperate with others
	3 - 5	Leadership Class Discussion: Give examples of leaders (team sports, school, business, etc.)? What skills do good leaders need? Have you been a leader within a team, or did you have responsibilities and if so, what were these? Leadership activity 1 General Knowledge Quiz Leadership activity 2 Obstacle Course Leadership activity 3 Move the Egg (Ball)	**Confidence** I can recognise what is important in learning experiences. I am able to describe both positives and negatives of learning experiences **Initiative** I can work on my own initiative to achieve outcomes. **Organisation** I know how to organise a team. **Creativity** I recognise why using my own ideas is important.	

		Leadership activity 4 Shipwrecked Leadership activity 5 Memory Patterns		
	5 - 7	Communication Skills "What is meant by communication?" Non Verbal Communication Pictionary Charades Listening and interpretation Reading and understanding Speaking		
Summer 2 **Community** **Learning**	1 - 4	Pupils have opportunities to draw out the links between lesson time projects and the 'real world'. Trips will be facilitated by business partners and will include meeting/shadowing employees, taking part in work based challenges and activities.	**Problem Solving** I can begin to suggest solutions to a variety of problems. **Communication** I know when and how to communicate different types of information and be confident in doing so. **Teamwork** I recognise the need for strong communication in a team. **Resilience** I can overcome barriers, e.g. through perseverance, motivation, thinking laterally, etc. **Confidence** I describe my skill development need. **Initiative** I know how to adapt to the needs of others. **Organisation** I can organise myself and others to achieve a task. **Creativity** I know how to review and revise an idea to ensure creativity.	**Literacy** - Speaking - Listening - Reading - Writing **Numeracy** - Totalling travel time - Totalling salary **SMSC** *Spiritual* - Enjoy learning about themselves - Enjoy learning about others - Enjoy learning about the world around them *Moral* - Offer reasoned views *Social* - Socialise with other pupils and other people - Cooperate with others - Demonstrate mutual respect *Cultural* - Knowledge of different socio-economic groups in the local community - Knowledge of different socio-economic groups in Britain **Gatsby Benchmark 5** Encounters with employers and employees **Gatsby Benchmark 6** Experiences of workplaces

Key Vocabulary:

Enterprise, problem solving, communication, teamwork, resilience, confidence, initiative, organisation, creativity, risk, reward, financial capability, workplace, employer, employee.z

Intended impact:

Enterprise Education equips our children with important life skills which will enable them to become effective citizens, employees, employers, entrepreneurs and leaders of the future. Children will leave school equipped with skills, experiences and aspirations to succeed.