

## Primary Programme

### ACTIVE, COLLABORATIVE, INTERDISCIPLINARY LEARNING THROUGH ENTERPRISE.

The YES Primary Programme meets the experiences and outcomes of Curriculum for Excellence through manageable and achievable outcomes. It follows an active approach to learning through Enterprise in a way that will enthuse and engage learners, with a range of teaching and learning ideas that completely address the seven Principles of CfE. The Primary Programme has been developed with carefully planned progression between outcomes, and continuity between stages. The learning activities are designed to provide challenge and enjoyment, with some degree of personalisation and choice built in to every project. The unified, topic based approach offers experiences which are coherent and relevant while drawing on range of curricular areas in order to provide breadth of learning. The Principle of depth is addressed by providing opportunities for learners to transfer learning across a range of contexts.

In particular, the YES programme meets the experiences and outcomes of Social Studies as it enables learners to :

- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

Further suggestions for interdisciplinary links have been made in order to allow CfE outcomes to be met across the curriculum.

## SOC SUBS

**Lesson 2** - Understand the concept of work **SOC 1-20a**

Recognise that farms are one place where goods are produced  
**SOC 1-20a**

Appreciate goods produced on farms can be sold for money  
**SOC 1-20a**

The importance of money **SOC 1-16a /SOC 1-21a** Identify that people are faced with choices about how to spend their money **SOC 1-21a**

**Lesson3** - Appreciate there are many different jobs within a hospital environment **SOC 0-16a**

Recognise that jobs can be fulfilling, particularly when you are helping others **SOC 0-16a**

**Lesson4** - Appreciate many jobs need to be done in each school **SOC 0-16a**

Identify what savings are and the importance of saving **SOC 1-21a**

Recognise a bank and why people go there **SOC 0-16a / SOC 1-20a**

Understand that everyone is faced with choices on how to spend money **SOC 1-16a /SOC 1-21a**

**Lesson 5** - Appreciate that we can often reach our objectives quicker by working together **SOC 0-16a** Recognise that working together can be fun as well as fulfilling **SOC 0-16a /**

Appreciate that saving can take a long time **SOC 1-21a**

Understand that people are often faced with difficult choices  
**SOC 1-21a**



# OURSELVES

Produced by Dr. F.McGarry,  
E.S.W.C.E., University of Dundee

## HWB

**Lesson 1** - Develop an awareness of the need for co-operation when doing things at school with classmates and at home with family and friends **HWB 0-10a / HWB 1-10a**

Recognise that teamwork is essential in the “World of Work”  
**SOC 0-18a /SOC 1-18a**

Recognise the importance of playing and working together for fulfilment **HWB 0-05a / HWB 1-05a / HWB 0-14a / HWB 1-14a**

**Lesson 3** - Recognise that jobs can be fulfilling, particularly when you are helping others **/HWB 0-10a / HWB 1-10a**

Understand that workers need many different skills **HWB 0-20a / HWB 1-20a**

Understand that money can be earned by working **HWB 0-20a / HWB 1-20a**

**Lesson 4** - Appreciate many jobs need to be done in each school **/HWB 0-20a / HWB 1-20a**

Identify some jobs in school are dangerous and should only be done by adults **HWB 0-16a / HWB 1-16a** Recognise that they can work together to make their school environment a better place to be **HWB 0-10a / HWB 1-10a / HWB 0-13a / HWB 1-13a / HWB 1-19a**

**Lesson 5** - Realise that people have aims/objectives **HWB 0-19a**

Appreciate that we can often reach our objectives quicker by working together **HWB 0-10a / HWB 1-10a**

Recognise that working together can be fun as well as fulfilling  
**HWB 0-13a / HWB 1-13a / HWB 0-14a / HWB 1-14a**

## EA

Lesson 1-5 LINKS: Exploring the story: Expressive Arts (Drama); Displaying outcomes: Expressive Arts (Art and Design)

Lesson 5 LINKS: Designing an adventure playground: Expressive Arts (Art and Design)

## TECH

Lesson 5 LINKS: Designing an adventure playground: Technologies (Technological Developments in Society)

## LANG

**Lesson 1** - Recognise all the characters in the story **LIT 0-19a**

Lessons 1-5 LINKS: – Exploring the story

## **SOC SUBS**

**LESSONS 3-5** - I can contribute to a discussion of the difference between my needs and wants and those of others around me SOC 1-16a

I have participated in decision making and have considered the different options available in order to make decisions SOC 1-18 a

I can explain how the needs of a group in my local community are supported SOC 2-16a

I can work out the amount of money I need to buy items understanding that I may not always be able to afford the items I want SOC 1-21a



# **OUR FAMILIES**

**Produced by Dr. F. McGarry,  
E.S.W.C.E., University of Dundee**

## **HWB**

**Lessons 1&2** – I can describe some kinds of work people do and I am finding out about the wider world of work HWB 0-20a/1-20a

I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults HWB 0-45a/1-45a

## **EA**

**Lessons 2&3** – I use drama to explore real and imaginary situations helping me to explore my world EA 0-14a

Lessons 1-5 LINKS: Displaying outcomes (A&D)

## **LANG**

**Lesson 1** – LINKS talking and listening (discussion)  
Writing (recording and reporting)

## SOC SUBS

Lesson 1- I can explain how the needs of a group in my local community are supported.

### SOC 2-16a

I can discuss issues of the diversity of cultures, values and customs in our society.

### SOC 2-16c

Lesson 2 - I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method.

### SOC 2-21a

I have participated in decision making and have considered the different options available in order to make decisions.

### SOC 1-18a

Lesson 4- I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland.

### SOC 2-17a

I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method.

### SOC 2-21a



# OUR COMMUNITY

Produced by Dr. F.McGarry,  
E.S.W.C.E., University of Dundee

## MATHS

Lesson 5- I can manage money, compare costs from different retailers, and determine what I can afford to buy. **MNU 2-09a**

I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important. **MNU 2-09**

I can use the terms profit and loss in buying and selling activities and can make simple calculations for this. **MNU 2-09c**

## HWB

Lesson 1& 2- I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a**

Lesson 2 & 3-I value the opportunities I am given to make friends and be part of a group in a range of situations.

**HWB 0-14a / HWB 1-14a / HWB 2-14a / HWB 3-14a / HWB 4-14a**

Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. **HWB 2-19a**

## EA

LINKS TO:

Drama (roleplay)

A&D (display)

## LANG

LINKS TO:

Writing (recording)

Talking & Listening (discussion)

## SOC SUBS

**Lesson 1-** When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs. **SOC 3-20a**

**Lesson 2** - I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. **SOC 2-08a**

I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community. **SOC 2-08b**

**Lesson 3-**When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs. **SOC 3-20a**



## OUR CITY

## HWB

**Lessons 1-5-** I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. **HWB 2-20a / HWB 3-20a / HWB 4-20a**

I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 0-14a / HWB 1-14a / HWB 2-14a / HWB 3-14a / HWB 4-14a**

## LANG

**Lesson 4 -** To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion. **LIT 3-08a**

When listening and talking with others for different purposes, I can:

- *communicate information, ideas or opinions*
- *explain processes, concepts or ideas*
- identify issues raised, summarise findings or draw conclusions. **LIT - 09a**

I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience. **LIT 3-24a**

**Produced by Dr. F.McGarry,  
E.S.W.C.E., University of Dundee**

## TECH

**Lesson 4 -** I can explore and use the features of a variety of familiar and unfamiliar software to determine the most appropriate to solve problems or issues. **TCH 3-03a**

I can use ICT effectively in different learning contexts across the curriculum to access, select and present relevant information in a range of tasks. **TCH 4-03b**

## SOC SUBS

Lesson 1&2-Having investigated processes which form and shape landscapes, I can explain their impact on selected landscapes in Scotland, Europe and beyond. **SOC 3-07a**

I can use a range of maps and geographical information systems to gather, interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world. **SOC 3-14a**  
I can use specialised maps and geographical information systems to identify patterns of human activity and physical processes. **SOC 4-14a**

I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view.  
When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs. **SOC 3-20a/15a**

I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method. **SOC 2-21a**

Lesson 3-I can understand the necessity for budgeting and determine ways to manage finance, considering possible investment opportunities, savings, risks or borrowing needs. **SOC 3-21a**

I understand the arrangements for political decision making at different levels and the factors which shape these arrangements. **SOC 3-18a**

## MATHS

Lesson 2&3- I can use a variety of methods to solve number problems in familiar contexts, clearly communicating my processes and solutions. **MNU 3-03a**

When considering how to spend my money, I can source, compare and contrast different contracts and services, discuss their advantages and disadvantages, and explain which offer best value to me. **MNU 3-09a**

I can budget effectively, making use of technology and other methods, to manage money and plan for future expenses. **MNU 3-09b**



# OUR NATION

Produced by Dr. F. McGarry,  
E.S.W.C.E., University of Dundee

## HWB

Lesson 1&2-I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. **HWB 0-11a / HWB 1-11a / HWB 2-11a / HWB 3-11a / HWB 4-11a**

I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 0-14a / HWB 1-14a / HWB 2-14a / HWB 3-14a / HWB 4-14a**

Lesson 5 - I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. **HWB 2-20a / HWB 3-20a / HWB 4-20a**

## LANG

LINKS TO:

Writing (recording)  
Talking & Listening (discussion)

Lesson 4- I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. **LIT 3-28a**  
I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. **LIT 3-29a**

I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. **LIT 3-29a**

## EA

LINKS TO:

Drama (roleplay)  
A&D (display; poster design)

## SOC SUBS

**Lesson 1** - I can use a range of maps and geographical information systems to gather, interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world. **SOC 3-14a**

I can describe how the interdependence of countries affects levels of development, considering the effects on people's lives. **SOC 3-19a**

I can present conclusions about the impact of the globalisation of trade on patterns of work and conditions of employment in Scotland, the UK or beyond. **SOC 3-20b**

**Lesson 2** - I can describe how the interdependence of countries affects levels of development, considering the effects on people's lives. **SOC 3-19a**

When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs. **SOC 3-20a**

**Lesson 3** - Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. **SOC 2-20a**



## OUR WORLD

Produced by Dr. F. McGarry,  
E.S.W.C.E., University of Dundee

## EA

**Lessons 1-5 LINKS:** Displaying outcomes (A&D)  
Roleplay (Drama)

Lesson 5- I have used the skills I have developed in the expressive arts to contribute to a public presentation/performance. **EXA 3-01a**

I have experienced the energy and excitement of being part of an audience for other people's presentations/performances

**EXA 3-01b**

I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work.

**EXA 3-03a**

Through observing and recording, I can create material that shows accuracy of representation. **EXA 3-04a**

While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions.

**EXA 3-06a**

## LANG

**Lessons 1-5** - LINKS talking and listening (discussion)  
Writing (recording and reporting)

**Lessons 4&5** - When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.

I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. **LIT 3-02a**

I can recognise how the features of spoken language can help in communication, and I can use what I learn. **ENG 2-03a**

## HWB

**Lessons 1-5** - I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning.

**HWB 3-19a**

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. **HWB 3-11a / HWB 4-11a**

I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 3-14a / HWB 4-14a**