

**Science** - I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions.

- Sort various materials into different groups living non-living and as an extension; once living. Give children chance to work outdoors and explore their environment by collecting items to sort. Link to Maths with venn diagram

**Technologies**  
(CDT, Food and Digital)

- Investigating what makes a living thing <https://www.bbc.com/education/clips/zg7s39q>

**Digital Learning**

- Plan and create a simple animation/presentation with help
- Record, find and show my experiences using appropriate software and hardware

**Computing Science**

- Develop classification skills by carrying out sorting activities.
- Interpret and draw conclusions from graphs
- Sort and classify a group of items by asking simple yes/ no questions

**Design and construct models/product & Exploring uses of materials**

I can design and construct models; I can recognise a variety of materials and suggest an appropriate material for a specific use.

- I can design and construct models - building homes for a created beast (links to literacy)
- Looking at which materials are suitable for inside and outside
- Making signs that are waterproof

**I can explore food chains and how animals & plants rely on each other for food.**

- Investigate the parts of the food chain – producer, primary consumer, secondary consumer, decomposer

- Investigating food chains of animals in the local environment – link to Art

**Literacy – 1+2 Languages**

**Reading, Listening and Talking**

- Read or display fact and opinion statement about living or non-living things.
- Students decide whether they are fact or opinion.
- Children can sort statements into fact and opinions
- Discussing what the difference between fact and opinion and make posters.

**Writing**

- Write a story about a Beast
- Write instructions about how to look after your beast or animals
- Write a missing poster for the Beast

**Maths and Numeracy**  
**Information Handling**

- Creating displays of living things in our environment.

**Money**

- Paying for the well-being of the beast – water, food etc.

**Shape, Position, movement**

- Describing a journey from the woods to the little girl's house. (Links to Digital Technology)

**Expressive Arts**

**Drama**

- Splitting up story into scenes and acting out in front of audience
- Recreating story with a different beginning or ending
- Hot Seating – Children discussing how they feel as either character – planning questions (Links to Listening and Talking within Literacy)

**Music**

- Creating sound stories as you re read the story
- invent music which creates different mood
- experiment with sounds using – tuned & un-tuned percussion

**Art**

- Form - make choices about materials experiment and construct with them – (link to house building)



Shape/Pattern - Food chain of animals showing – producer, primary & secondary consumer

- Exploring trees and other living things – identifying and labelling living things in local woods, parks and other areas.

**H.W.B. & Outdoor Education**

- Camping skills and how to survive outside (setting up camp, organisation & hygiene, cooking & heating, survival and exploration.)

- Caring for wildlife – SSPCA

**Social Studies and R.M.E**

**People, Place and Environment**

- Creating maps of my local area or woodlands with a key

**Developing Young Workforce**

- Creating posters to look after animals and our environment

**Employer and Partnership Links**

Forestry Ranger  
Vet  
SSPCA  
Zoo employees  
Ecology Centre – Kinghorn Fife  
Beasties, Bugs and Bairns – Cupar, Fife

- I can describe different jobs in my community and some of the skills needed for these.
- I can learn about the world of work from visits, projects and my experiences.
- I can talk to employers about myself and about their workplace.

- Using texts, internet sites to create informational texts about living things

**Related book suggestions**

**Who Eats What? Food Chains and Food Webs** Patricia Lauber, **Pond Circle** (rhyming story of a pond food chain) Betsy Franco, **What's for Dinner?** Quirky Poems from the Animal World, **Handa's Surprise** Eileen Brown, **Once There were Giants** Martin Waddell and Penny Dale, **Tadpole's Promise** Jeanne Willis and Tony Ross, **Getting Outside the Classroom** Woodland Trust Scotland Learning Pack

Context Focus									
<input type="checkbox"/> Learning for Sustainability	<input type="checkbox"/> Enterprise	<input type="checkbox"/> Citizenship	<input type="checkbox"/> Creativity	<input type="checkbox"/> IDL	<input type="checkbox"/> STEAM	<input type="checkbox"/> Outdoor Ed	<input type="checkbox"/> Blended Curriculum		
Curriculum Areas Covered									
<input type="checkbox"/> Maths & Numeracy	<input type="checkbox"/> Literacy	<input type="checkbox"/> Health & Well Being	<input type="checkbox"/> Social Subjects	<input type="checkbox"/> Science	<input type="checkbox"/> Technologies	<input type="checkbox"/> Exp. Arts	<input type="checkbox"/> R.M.E.	<input type="checkbox"/> Outdoor Ed	<input type="checkbox"/> Learning for Sustainability
7 Design Principles									
<input type="checkbox"/> Depth	<input type="checkbox"/> Coherence	<input type="checkbox"/> Breadth	<input type="checkbox"/> Relevance	<input type="checkbox"/> Progression	<input type="checkbox"/> Challenge & Enjoyment	<input type="checkbox"/> Personalisation & Choice			
Assessment									
<input type="checkbox"/> Say	<input type="checkbox"/> Make	<input type="checkbox"/> Do	<input type="checkbox"/> Write	<input type="checkbox"/> Create	<input type="checkbox"/> Pupil Voice	<input type="checkbox"/> Partnership Involvement			

Year/Group Stage:	Staff Involved:	Session and Term:	4 Capacities and Ideas to help			
<p><b>Curriculum Codes:</b></p> <p><u>Science</u> Living and Non- Living - SCN 1-01a Food Chains - SCN 1-02a</p> <p><u>Technology</u> Digital Learning - TCH 1-01a Computing Science - TCH 1-13a Design &amp; constructing - TCH 1-09a Exploring materials - TCH 1-10a</p> <p><u>Literacy</u> <b>Reading</b> Fact &amp; opinion. LIT 1-18a <b>Writing</b> Creating texts. LIT 1-20a Persuade my reader - LIT 1-28a / LIT 1-29a <b>Listening and Talking</b> Fact and opinion. LIT 1-08a</p> <p><u>Maths</u> <b>Data Analysis – MNU 1-20a</b> <b>Money – MNU 1-09a</b> <b>Shape, Position, Movement – MTH 1-17a</b></p> <p><u>Expressive Arts</u> <b>Art</b> Exploring materials - EXA 1-04a Music Exploring sound - EXA 1-17a Drama Role Play - EXA 1-12a Presenting - EXA 1-14a</p> <p><u>Social Subjects</u> People, Place and Environment Local environment - SOC 1-07a Caring for the environment - SOC 1-08a Maps of the area - SOC 1-14a</p>	<b>Driving Question:</b>		<p><b>Successful Learners</b> (Knowledge &amp; Conceptual Understanding)</p> <p><b>with</b></p> <ul style="list-style-type: none"> <li>* enthusiasm and motivation for learning</li> <li>* openness to new thinking and ideas</li> <li>* determination to reach high standards of achievement</li> </ul> <p><b>and able to</b></p> <ul style="list-style-type: none"> <li>* use technology for learning</li> <li>* think creatively and independently</li> <li>* learn independently &amp; as part of a group</li> <li>* make reasoned evaluations</li> <li>* link and apply different kinds of learning in new situations</li> <li>* use literacy, communication and numeracy skills</li> </ul>	<p><b>Confident Individuals</b> (Attitudes)</p> <p><b>with</b></p> <ul style="list-style-type: none"> <li>* self-respect</li> <li>* secure values and beliefs</li> <li>* a sense of physical, mental and emotional wellbeing</li> </ul> <p><b>and able to</b></p> <ul style="list-style-type: none"> <li>* relate to others and manage themselves</li> <li>* pursue a healthy &amp; active lifestyle</li> <li>* be self-aware</li> <li>* live as independently as they can</li> <li>* assess risk &amp; take informed decisions</li> <li>* achieve success in different areas of activity</li> <li>* develop and communicate their own beliefs &amp; view of the world</li> <li>* link and apply different kinds of learning in new situations</li> </ul>	<p><b>AiFL Strategies</b> <u>Learning Intentions/SC</u></p> <ul style="list-style-type: none"> <li>* share examples</li> <li>* groups/pairs</li> <li>* traffic lighting</li> <li>* mind mapping</li> <li>* Pupil Voice</li> <li>* Driving Question</li> </ul> <p><u>Quality Questioning</u></p> <ul style="list-style-type: none"> <li>* Pose, Pause, Pounce, Bounce</li> <li>* wait time/thinking time</li> <li>* appointment cards</li> <li>* thumbs up</li> <li>* give me five</li> <li>* snowballing</li> <li>* question box</li> <li>* no hands up</li> <li>* think, pair, share</li> <li>* walk about/talk about</li> <li>* one sentence summary</li> <li>* enquiry question</li> <li>* good question stems</li> </ul>	
	<b>Initial Stimulus:</b>					<p><b>Responsible Citizens</b> (Social Awareness &amp; Understanding)</p> <p><b>with</b></p> <ul style="list-style-type: none"> <li>* respect for others</li> <li>* commitment to participate responsibly in political, economic, social &amp; cultural life</li> </ul> <p><b>and able to</b></p> <ul style="list-style-type: none"> <li>* develop knowledge &amp; understanding of the world and Scotland's place in it</li> <li>* understand different beliefs and cultures</li> <li>* make informed choices &amp; decisions</li> <li>* evaluate environmental, scientific and technological issues</li> <li>* develop informed views of complex issues</li> </ul>
	<b>Areas for moderation and assessment</b>			<p><b>Tasks</b></p>	<p><b>Sources of Evidence</b></p>	