



Related book suggestions

Traditional Fairy Tales & Nursery Rhymes, An Illustrated Treasury of Scottish Folk & Fairy Tales Theresa Breslin & Kate Leiper, **Julia Donaldson, Axel Scheffler Collection – Gruffalo, Zog, Room on the Broom, Three Little Wolves And The Big Bad Pig** Eugene Trivizas, Helen Oxenbury, **The True Story of the Three Little Pigs** Jon Scieszka, Lane Smith, **Revolt Rhymes** Roald Dahl, **Dirty Beasts** Roald Dahl, **Goldilocks & Just the One Bear** Leigh Hodgkinson, **Getting Outside the Classroom** Woodland Trust

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>Curriculum Codes:</p> <p><u>Science</u> Biodiversity - Plants - SCN 1-03a Space - SCN 1-06a</p> <p><u>Technology</u> Digital Learning - TCH 1-01a Computing Science - TCH 1-13a Design & constructing - TCH 1-09a Exploring materials - TCH 1-10a</p> <p><u>Literacy</u> Reading Selecting Texts - LIT 1-11a Writing Creating texts. LIT 1-20a Persuade my reader - LIT 1-28a / LIT 1-29a Listening and Talking Fact and opinion. LIT 1-08a</p> <p><u>Maths</u> Data Analysis – MNU 1-20a MTH 1-21a, MNU 1-11a</p> <p><u>Expressive Arts</u> Art 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, Past Events and Societies Historical figure - SOC 1-03a, SOC 1-06a</p> <p><u>RME</u> Beliefs and Values – RME1-07a, 1-09a</p>	Driving Question:		<p>Successful Learners (Knowledge & Conceptual Understanding)</p> <p>with</p> <ul style="list-style-type: none"> * enthusiasm and motivation for learning * openness to new thinking and ideas * determination to reach high standards of achievement <p>and able to</p> <ul style="list-style-type: none"> * use technology for learning * think creatively and independently * learn independently & as part of a group * make reasoned evaluations * link and apply different kinds of learning in new situations * use literacy, communication and numeracy skills 	<p>Confident Individuals (Attitudes)</p> <p>with</p> <ul style="list-style-type: none"> * self-respect * secure values and beliefs * a sense of physical, mental and emotional wellbeing <p>and able to</p> <ul style="list-style-type: none"> * relate to others and manage themselves * pursue a healthy & active lifestyle * be self-aware * live as independently as they can * assess risk & take informed decisions * achieve success in different areas of activity * develop and communicate their own beliefs & view of the world * link and apply different kinds of learning in new situations 	<p>AiFL Strategies <u>Learning Intentions/SC</u></p> <ul style="list-style-type: none"> * share examples * groups/pairs * traffic lighting * mind mapping * Pupil Voice * Driving Question <p><u>Quality Questioning</u></p> <ul style="list-style-type: none"> * Pose, Pause, Pounce, Bounce * wait time/thinking time * appointment cards * thumbs up * give me five * snowballing * question box * no hands up * think, pair, share * walk about/talk about * one sentence summary * enquiry question * good question stems 	
	Initial Stimulus:					<p>Responsible Citizens (Social Awareness & Understanding)</p> <p>with</p> <ul style="list-style-type: none"> * respect for others * commitment to participate responsibly in political, economic, social & cultural life <p>and able to</p> <ul style="list-style-type: none"> * develop knowledge & understanding of the world and Scotland's place in it * understand different beliefs and cultures * make informed choices & decisions * evaluate environmental, scientific and technological issues * develop informed views of complex issues
	Areas for moderation and assessment			<p>Tasks</p>	<p>Sources of Evidence</p>	