



**Related book suggestions**

**Wanted: Ralfy Rabbit, Book Burglar** Emily MacKenzie, **Stanley the Amazing Knitting Cat** Emily MacKenzie, **There's Broccoli in my Ice Cream** Emily MacKenzie, **What Makes a Rainbow?** Betty Schwartz, **Let's go Home Little Bear** Martin Waddell **The Snowman** Raymond Briggs, **Kipper's Snowy Day** Mick Inkpen, **The Rainy Day** Anna Milbourne, **Getting Outside the Classroom** Woodland Trust Scotland Learning Pack, **Jordan's New Jaiket** Matthew Fitt, **We're Going on a Bear Hunt** Michael Rosen **Sonny's Wonderful Wellies** Lisa Stubbs, **A Drop of Water: A Book of Science and Wonder** Walter Wick, **The Snowflake: A Water Cycle Story** Neil Waldman

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><b>Science</b> Forces - SCN 0-07a Vibrations and Waves - SCN 0-011a</p> <p><b>Technology</b> Digital Literacy - TCH 0-01a, TCH 0-02a Computing Science - TCH 0-15a <b>Design &amp; constructing</b> - TCH 0-09a, TCH 0-10a, TCH 0-11a</p> <p><b>Literacy</b> <b>Reading/ Listening and talking</b> LIT 0-01a / LIT 0-11a / LIT 0-20a, LIT 0-01c, LIT 0-04a LIT 0-07a / LIT 0-16a / ENG 0-17a, LIT 0-19a</p> <p><b>Writing</b> LIT 0-09b / LIT 0-31a ENG 0-12a / LIT 0-13a / LIT 0-21a, LIT 0-21b, LIT 0-09b / LIT 0-31a</p> <p><b>Maths</b> Data Analysis – MNU 0-20a Money – MNU 1-09a Shape, Position, Movement – MTH 0-16a, MTH 0-19a,</p> <p><b>Expressive Arts</b> <b>Art</b> EXA 0-02a, EXA 0-04a, EXA 0-06a <b>Music</b> EXA 0-16a, EXA 0-17a <b>Drama</b> Role Play - EXA 0-12a Presenting - EXA 0-14a</p> <p><b>Social Subjects</b> People, Place and Environment SOC 0-07a, SOC 0-08a SOC 0-15a</p> <p><b>Health and Well-Being</b> HWB 0-01a, 0-02a, 0-03a, 0-04a, 0-05a, HWB 0-44a/b</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> <b>Learning Intentions/SC</b></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><b>Quality Questioning</b></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>	<p><b>Effective Contributors</b> (Skills, Strategies &amp; Processes)</p> <p><b>with</b></p> <ul style="list-style-type: none"> <li>* an enterprising attitude</li> <li>* resilience</li> <li>* self-reliance</li> </ul> <p><b>and able to</b></p> <ul style="list-style-type: none"> <li>* communicate in different ways and settings</li> <li>* work in partnership and in teams</li> <li>* take the initiative and lead</li> <li>* apply critical thinking in new concepts</li> <li>* create and develop</li> <li>* solve problems</li> </ul>	<p><b>Peer &amp; Self-Assessment</b></p> <ul style="list-style-type: none"> <li>* Blooms questioning</li> <li>* +ve feedback poster</li> <li>* gallery walk</li> <li>* Learning Pit</li> </ul> <p><b>Marking &amp; Feedback</b></p> <ul style="list-style-type: none"> <li>* marking guides</li> <li>* 2 stars &amp; a wish</li> <li>* highlight &amp; prompt</li> <li>* paired &amp; peer marking</li> <li>* oral feedback</li> <li>* feedback comments</li> <li>* Success Sandwich</li> </ul> <p>* Growth Mindset – Not yet, I can with support, I can do it!</p>	
	<b>Areas for moderation and assessment</b>			<p><b>Tasks</b></p>	<p><b>Sources of Evidence</b></p>				<p><b>Assessment Criteria</b></p>