



Related book suggestions

Who Eats What? Food Chains and Food Webs Patricia Lauber, **Colin and Lee, Carrot and Pea** Morag Hood, **When Grandad Was a Penguin** Morag Hood, **The Steves** Morag Hood, **Batty** Sarah Dyer, **Getting Outside the Classroom** Woodland Trust Scotland Learning Pack, **Bat Loves the Night** Nicola Davies, **Little Red Bat** Carole Gerber, **Bats Around the Clock** Kathi Appelt, **Nightsong** Ari Berk, **The Very Quiet Cricket** Eric Carle, **Peace at Last** Jill Murphy, **Polar Bear, Polar Bear What Do You Hear?** Eric Carle, **Ruby Sings the Blues** Nikki Daly, **The Listening Walk** Paul Showers, **Sounds All Around** Wendy Peffer, **What the Ladybird Heard** Julia Donaldson, **Oscar and the Bat** Geoff Waring, **Little Beaver and the Echo** Amy MacDonald

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> Forces - SCN 0-07a Vibrations and Waves - SCN 0-011a</p> <p><u>Technology</u> Digital Literacy - TCH 0-01a, TCH 0-02a Computing Science - TCH 0-15a Design & constructing - TCH 0-09a, TCH 0-10a, TCH 0-11a</p> <p><u>Literacy</u> <u>Reading/ Listening and talking</u> 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><u>Writing</u> 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><u>Maths</u> Data Analysis – MNU 0-20a Money – MNU 1-09a Shape, Position, Movement – MTH 0-16a, MTH 0-19a,</p> <p><u>Expressive Arts</u> <u>Art</u> EXA 0-02a, EXA 0-04a, EXA 0-06a <u>Music</u> EXA 0-16a, EXA 0-17a <u>Drama</u> Role Play - EXA 0-12a Presenting - EXA 0-14a</p> <p><u>Social Subjects</u> SOC 0-07a, SOC 0-08a SOC 0-15a</p> <p><u>Health and Well-being</u> HWB 0-01a, 0-02a, 0-03a, 0-04a, 0- 05a, HWB 0-44a/b</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					
	Tasks	Sources of Evidence	Assessment Criteria			