

Science - Properties & Uses of Substances Through creative play, I explore different materials and can share my reasoning or selecting materials for different purposes. I can...

- Identify and sort objects in the classroom that are made of different materials; natural and man-made
- Use my sense of touch to describe materials
- Create models using a variety of different materials and explain why I have chosen a material

Technologies
(CDT, Food and Digital)

Digital Literacy

- Use a digital camera/device to take a clear photograph/image of the sky.
- Use a search engine to find out information & filter my search results for images and videos.

Computing Science

- Design a simple algorithm to make a programmable device such as BeeBot move backwards and forwards.
- Design a simple algorithm describing a regular route e.g. how to get to school

Design and construct models/product & Exploring uses of materials

- Builds models & create pictures/models/concepts using different materials; think natural and manmade
- Use tools and materials (paper, card, wood, plastic) to create models
- Describes materials by touch for example sticky, squidgy, soft, fluffy, hard, rough, wet, heavy, light
- Identifies when a material is suitable or not for specific function or task

Space - I have experienced the wonder of looking at the vastness of the sky, and can recognise the sun, moon and stars and link them to daily patterns of life. I can...

- Use technology to look at pictures of our solar system. I can identify the Sun, Earth and Moon.
- Describe what I see when I look into the night sky
- Use models to describe the movement of the Earth & show where on Earth it is day and where it is night
- Make a simple model and label the Sun, Earth and Moon

Literacy – 1+2 Languages

Reading, Listening and Talking - I can recognise the difference between fact and opinion

- Discussing what could be an emergency? Link to emergency services, what to do in an emergency.
- Sorting act emergency ideas from the story and the children – YES - NO
- Describe where Benny lives.
- Compare to other cautionary tales. What if Benny had pressed his button too many times?
- Hillaire Belloc (Matilda)/ Aesop's Fables (Boy who cried Wolf).

Writing - creating texts of my choice; convey information, describe events

- Poster – warn the robots 'The Collectors are here!' advice on how to act, what to do, where to go!
- How does Benny feel when the 'collectors' arrive and he sees them for the first time?
- Day in the life of a Robot; diary.
- Retell the story from another characters point of view or an alternative button.
- Retell own version of story
- Exploring shape through creating shape robot pictures
- Creating symmetrical robot pictures
- Robot street, shape building clixi, blocks.

Maths and Numeracy

Information Handling

- Robot sorting using pictures from the story. How many have circles on them etc.

- Data handling – How many buttons on each robot.

- Emotions graph: track Benny's emotions/feelings through the story, compare and contrast with the other robots.

Shape, Position, movement

- Exploring shape through creating shape robot pictures

- Creating symmetrical robot pictures

- Robot street, shape building clixi, blocks.

Expressive Arts

Drama

- Splitting up story into scenes and acting out in front of audience
- Pretend to be another character in different stories and think about the feelings of others
- Talk like the characters I am pretending to be – use characters from the story as stimulus

Music

- Creating sound stories as you read the story
- Exploring sound patterns through different materials and instruments
- Experiment with sounds using – tuned & un-tuned percussion – tuning forks
- Experimenting with sound from natural and man-made objects and creating instruments

Art

- Designing – Create a collage – using various materials building on tearing, cutting and sticking skills think about collect metal materials for recycling - a giant 'teapot'.
- Colour/Tone - Shiny robot pictures on colour wash background, emulating illustrations.
- Form – Create characters through Junk modelling, robots & robot Houses, which can stand.
- Small World Play – create environments from story
- Create puppets/masks of the characters.
- Junk modelling area
- Dioramas – create scenes from stories inside boxes.
- Play trays recreate scenes from stories
- Forces area
- Role play area – people who help us

Play Based Learning Context Areas

Social Studies and R.M.E

People, Place and Environment

- Identifies simple features of the local environment, for example, hill, river, road, or railway.
- Identifies different methods of taking journeys
- Expresses thoughts about which ways of travelling impact the environment both positively and negatively.
- Talks about something they have done to care for the environment.

Developing Young Workforce Careers Education Standard

- I can communicate with people about the different jobs they do in my community.
- I can discuss some of the rewards that a job brings.
- I believe I can do any job.
- I can role play different job roles.

People in society, economy and business

- Identifies at least two sources of evidence which provide information about the world, for example, newspapers, TV etc.

Health and Well Being

Mental and Emotional Well Being

- Discussing feelings and strategies to help us manage our emotions.
- Identifying different emotions in ourselves and others.

Relationships

- Discussing friendship and what it means to be a friend – links to Drama and Literacy
- Discussing worries and think about things that can frighten us – links to growth mind set

Related book suggestions

The Owl Who was Afraid of the Dark Jill Tomlinson, **On the Moon** Anna Milbourne, **What Makes Day and Night** Franklyn Branley, **Man on the Moon** Simon Bartram, **Getting Outside the Classroom** Woodland Trust Scotland Learning Pack, **Whatever Next?** Jill Murphy, **Peace at Last** Jill Murphy, **Can't You Sleep Little Bear?** Martin Waddell, **Night Monkey Day Monkey** Julia Donaldson, **A Puppy's Tale** Alan Windram, **Mac and Bob: The Party Problem** Alan Windram, **Mac and Bob: The Unexpected Visitor** Alan Windram

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> Space - SCN 0-06a Properties and Uses of Substances - SCN 0-015a</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> Reading/ Listening and talking 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> Art EXA 0-02a, EXA 0-04a, EXA 0-06a Music EXA 0-16a, EXA 0-17a Drama Role Play - EXA 0-12a Presenting - EXA 0-14a</p> <p><u>Social Subjects</u> People, Place and Environment SOC 0-07a, SOC 0-08a People in society, economy and business SOC 0-15a</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>	