Theme: Story line topic: making and selling toys P1 P2

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| Context for Learning | | | |
| Interdisciplinary learning | Opportunities for personal achievement | Values and ethos of the school | Individual curricular area |

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| **Curricular area** | **Organiser** | **Experiences and Outcomes** |
| **Social studies** | People in society, economy and business | I make decisions and take responsibility in my everyday experiences and play, showing consideration for others. **SOC 0-17a**  Within my everyday experiences and play, I make choices about where I work, how I work and who I work with. **SOC 0-18a**  By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me. **SOC 1-17a**  I have participated in decision making and have considered the different options available in order to make decisions. **SOC 1-18a**  I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland **SOC 2-17a**  I can investigate the features of an election and the work of representatives at a local, national or European level to begin to develop my understanding of how democracy works. **SOC 2-18a** |
| **Science** | Planet Earth | I have experienced, used and described a wide range of toys and common appliances. I can say ‘what makes it go’ and say what they do when they work. **SCN 0-04a**  I am aware of different types of energy around me and can show their importance to everyday life and my survival. **SCN 1-04a**  By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy. **SCN 2-04a**  Through exploring nonrenewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use **SCN 2-04b** |
| **Technology** | Technological Developments in Society and Business | I enjoy playing with and exploring technologies to discover what they can do and how they can help us. **TCH 0-05a**  To help care for the environment, I reduce, re-use and recycle the resources I use. **TCH 0-06a**  I understand how local shops and services use technologies to provide us with what we need and want in our daily lives. **TCH 0-07a**  I can explore the latest technologies and consider the ways in which they have developed. **TCH 1-05a**  I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. **TCH 1-06a**  I understand how technologies help provide for our needs and wants, and how they can affect the environment in which we live. **TCH 1-07a**  I can investigate how product design and development have been influenced by changing lifestyles **TCH 2-05a**  I can analyse how lifestyles can impact on the environment and Earth’s resources and can make suggestions about how to live in a more sustainable way. **TCH 2-06a**  I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment. **TCH 2-07a** |
| **EXPARTS:**  (See spate PE planner and Mrs Dobson). | Dance | I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully. **EXA 0-08a**  I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. **EXA 1-08a**  I can explore and choose movements to create and present dance, developing my skills and techniques. **EXA 2-08a**  Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. **EXA 0-09a / EXA 1-09a / EXA 2-09a**  I have opportunities to enjoy taking part in dance experiences. **EXA 0-10a**  I am becoming aware of different features of dance and can practise and perform steps, formations and short dance. **EXA 1-10a**  I have taken part in dance from a range of styles and cultures, demonstrating my awareness of the dance features. **EXA 2-10a**  I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.  **EXA 0-11a / EXA 1-11a / EXA 2-11a / EXA 3-11a** |
| **EXP ARTS:** | **ART AND DESIGN** | I can create a range of visual information through observing and recording from my experiences across the curriculum. **EXA 0-04a / EXA 1-04a**  Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. **EXA 2-04a** |

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|  | End of early level | End of first level | End of second level | End of third level |
| **Social studies** | **WALT treat others how we like to be treated ourselves.**  **I MUST** keep my hands, feet and unkind words to ourselves.  **I SHOULD** listen to what others say.  **I COULD** share and take turns. | **WALT take responsibility for a role or roles.**  **I MUST** demonstrate an ability to take on and maintain a specific role.  **WALT take responsibility for a role or roles.**  **I MUST** demonstrate an ability to take on and maintain a specific role.  **I SHOULD** demonstrate an ability to take on a variety of roles.  **I COULD** lead a team by supporting others in their roles. | **WALT demonstrate how a democracy works.**  **I MUST** describe what democracy means in Scotland.  **I SHOULD** effectively participate in an election.  **I COULD** compare political systems in the wider world. | **WALT**  **I MUST**  **I SHOULD**  **I COULD** |
| **Science** | **WALT say what makes it go.**  **I MUST** explore a range of toys and appliances.  **I SHOULD** sort toys and appliances according to what makes them go.  **I COULD** describe what makes them go. | **WALT list types of energy in my daily life.**  **I MUST talk about energy sources.**  **I SHOULD sort different energy sources.**  **I COULD discuss the importance of energy for everyday life and survival.** | **WALT describe different energy sources in Scotland.**  **I MUST** identify sources of energy and how they are transferred.  **I SHOULD** discuss how non-renewable sources of energy are used in Scotland.  **I COULD** suggest ways in which I can live more sustainably. | **WALT**  **I MUST**  **I SHOULD**  **I COULD** |
| **Technology** | **WALT reduce, reuse and recycle resources.**  **I MUST** demonstrate recycling food and paper waste within the setting.  **I SHOULD** recycle materials to make new items.  **I COULD** demonstrate conservation of materials. | **WALT how our needs and wants are affecting the environment.**  **I MUST identify ways in which energy can be saved.**  **I SHOULD give examples of how and where we waste materials.**  **I COULD demonstrate and understand of how technologies, by meeting our needs and wants, affect the environment we live.** | **WALT**  **I MUST give examples of how our changing lifestyles have impacted on product design.**  **I should explain how and why it’s important to live in a more sustainable way.**  **I could discuss the advantage and disadvantages on how technologies impact the environment.** | **WALT**  **I MUST**  **I SHOULD**  **I COULD** |
| **EXP Arts: Art and design** | **WALT record our experiences across the curriculum.**  **I MUST** contribute an item for a display.  **I SHOULD** take part in a discussion about a display.  **I COULD** contribute to the overall display. | **WALT record our experiences across the curriculum.**  **I MUST** contribute an item for a display.  **I SHOULD** take part in a discussion about a display.  **I COULD** contribute to the overall display. | **WALT record our experiences across the curriculum.**  **I MUST** contribute an item for a display, that follows a design brief.  **I SHOULD** take part in a discussion about a display, recognising and describing the visual elements in your own and others’ work.  **I COULD** evaluate the overall display. | **WALT**  **I MUST**  **I SHOULD**  **I COULD** |

**Assessment opportunities:**

Toy shop: taking on a role, working with others, to make it a success.

Possible activities:

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| Say | Write | Make | Do |
| Ask and answer questions re shops and shopping and being in the shop  (SKILLS; Active listening and speaking)  Take part in PATHS lessons and in using the class charter to help make good choices.  Work with my learning partner. | Labels, signs, posters etc for the shop | A setting: toy shop in the classroom  Make toys for selling in the shop based upon investigations of how toys work and are made.  (SKILLS; synthesising). | Go to town and survey the shops that are in /town.  Go to a shop in the town to learn how shops work.  Take on a role to make our enterprise successful.  Investigate how toys work and are made.  Help to create a display about our topic. |

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| Outdoor learning opportunities | Skills based learning |
| Walk to town to survey shops.  Investigating how toys work.  Demonstrating toys/quality control and product development. | **Communication,**  Active Listening  Demonstrating a number of strategies that show you are listening – eye contact, reflecting back what you have heard and showing you understand what you have heard.  Speaking  Being able to express yourself through spoken words in a way that is accessible to the listener.  **Learning**  Synthesising  Combining separate ideas to create a new or fuller understanding. Being able to bring together ideas or information from different sources and put them into an overall picture that you can understand. |

Assessment information:

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|  | Personal achievements | Children who needed support | Next steps (global, group and individual) |
| Social studies |  |  |  |
| Science |  |  |  |
| Technology |  |  |  |
| Exp Arts |  |  |  |