Theme:

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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** |
| **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.  **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: Film recording of various interviews, written reports, class displays, posters**

Possible activities:

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| Say | Write | Make | Do |
| Social studies   * Describe what democracy means * Discuss the pros and cons of democracy, dictatorship etc. * Offer opinions and arguments with supporting detail in an election debate   Science   * Discuss the pros and cons of different energy sources * Discuss and offer ideas within the design process   Technology   * Offer opinions on modern technology and how it affects lifestyle * Discuss differences in technology with older generations, parents, grandparents | * Create a report about the structure of the Scottish, British and European parliaments * Take notes from various sources such as books, internet etc. * Create a report detailing the pros and cons of Brexit for Scotland and the UK * Create annotated diagrams of different energy sources * Write a report about windmill design, how it was done, how successful it was, how it could be improved * Record findings from research using text, graphs and tables/grids | * Create a timeline display of the history of the Scottish parliament * A digital poster for or against Brexit * Create a map showing all energy/power stations in Scotland including wind and wave farms * Make a wind turbine * Make a water turbine * Make a guideline poster on how to live in a more sustainable way | * Take part in a debate * Interview a politician * Research Brexit and the European parliament * Research and define the differences between Scottish political parties * Do a survey of the types of energy local residents use * Test windmill and evaluate its success * Interview someone from the renewable energies industry * Research how day to day technology has changed in the last few generations * Interview someone from an older generation |

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| Outdoor learning opportunities | Skills based learning |
| * Testing a wind turbine model to assess effectiveness of design | **Communication**   * **Interview and questioning skills** * **Discussion** * **Debate** * **Justifying opinions** * **Offering solutions**   **Learning**   * **Research skills, interpreting text, tables, charts and graphs** * **Scanning for and finding information** * **Highlighting relevant information** * **Using and organising information** * **Report writing** * **Using and validating different sources** |

Assessment information:

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