

## George's Marvellous Medicine

Please note that these are **suggestions** and by no means prescriptive. Teachers are welcome to use and adapt plans and resources to suit their needs.

All STEM links are highlighted in yellow

Link to overview and all chapters rather than specific -

<https://drive.google.com/drive/folders/1qvtl9uf12pYyFEjgG5-WskJxHPvel-HY?usp=sharing>

| Suggested Blocks of Learning (Chapters)   | Suggested Learning Activities  | CfE Experiences and Outcomes  |
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| 1. Grandma<br><br><a href="https://drive.google.com/drive/folders/1gC8eKA6GwMQT6dWMBMiM-ZxR2xbMHN4K?usp=sharing">https://drive.google.com/drive/folders/1gC8eKA6GwMQT6dWMBMiM-ZxR2xbMHN4K?usp=sharing</a> | Time – 11 o'clock medicine<br>Create a timetable of your day<br>(MNU 1-10c) (MNU2-10a)   | <a href="#">Numeracy and Mathematics – Number, Money Measure – Time</a><br>I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers.<br><a href="#">MNU 1-10c</a><br><br>I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning.<br><a href="#">MNU 2-10a</a> |
|   | Stirring sugar in tea – experiment with stirring sugar in water at different temperatures. What do you notice?<br>(SCN 1-16a)<br><br><a href="https://drive.google.com/file/d/1b3dFRLFdKj803nWDTsk18f5cXPh9FL9I/view?usp=sharing">https://drive.google.com/file/d/1b3dFRLFdKj803nWDTsk18f5cXPh9FL9I/view?usp=sharing</a> | <a href="#">Science – Materials</a><br>I can make and test predictions about solids dissolving in water and can relate my findings to the world around me.<br><a href="#">SCN 1-16a</a>   |



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| <p>2. The Marvellous Plan</p>   | <p>What could George do to frighten Grandma? Discuss ideas/create a comic strip to show other ways for George to frighten Grandma.<br/>(LIT 1-09a) (LIT 1-24a)</p> | <p><u>Listening and Talking</u><br/>When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.<br/>LIT 1-09a</p> <p><u>Literacy - Writing</u><br/>I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.<br/>LIT 1-24a</p> |
|   | <p>Create your own poem for medicine<br/>(ENG 1-31a)</p>   | <p><u>Literacy – Writing</u><br/>Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings.<br/>ENG 1-31a</p>   |
| <p>3. George Begins to Make the Medicine</p> <p><a href="https://drive.google.com/drive/folders/1SZlsz1NqW4edN4SDk8sZr90RyIhONCH?usp=sharing">https://drive.google.com/drive/folders/1SZlsz1NqW4edN4SDk8sZr90RyIhONCH?usp=sharing</a></p> | <p>What would you collect around your house to add to the ‘medicine’. Create an ingredients list (draw and label)<br/>(LIT 1-25a)</p>                              | <p><u>Literacy – Writing</u><br/>I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text.<br/>LIT 1-25a</p>  |
|   | <p>Grandma isn't due her medicine for half an hour. What time must it be?<br/>Time worksheets<br/>(MNU 1-10c)</p>  | <p><u>Numeracy and Mathematics – Number, Money, Measure – Time</u><br/>I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers.</p>   |

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|  | <a href="https://drive.google.com/drive/folders/1SZIsz1NqW4edN4SDk8sZr90RyIIhONCH?usp=sharing">https://drive.google.com/drive/folders/1SZIsz1NqW4edN4SDk8sZr90RyIIhONCH?usp=sharing</a>   | MNU 1-10c  |
| 4. Animal Pills<br><br><a href="https://drive.google.com/drive/folders/1y_oYD1Yh44BzM8qO33EtUG9Tc9X9euE?usp=sharing">https://drive.google.com/drive/folders/1y_oYD1Yh44BzM8qO33EtUG9Tc9X9euE?usp=sharing</a> | <p><b><math>\frac{3}{4}</math> full saucepan – introduce fractions and volume</b></p> <p><b>Fractions – PowerPoint</b><br/>(MNU 1-07a)</p> <p><a href="https://drive.google.com/file/d/1vrl-eAkl46yujNuRCWzXq9urJL7rXP7-/view?usp=sharing">https://drive.google.com/file/d/1vrl-eAkl46yujNuRCWzXq9urJL7rXP7-/view?usp=sharing</a></p> <p><b>Measuring volume – worksheet (reading scales) and practical activity</b><br/>(MNU 1-11a)</p> <p><a href="https://drive.google.com/drive/folders/1oRvn3inagiyiugP463VNMNofIX3zIF3g?usp=sharing">https://drive.google.com/drive/folders/1oRvn3inagiyiugP463VNMNofIX3zIF3g?usp=sharing</a></p> | <p><a href="#">Numeracy and Mathematics – Number, Money, Measure – Fractions, Decimals and Percentages</a></p> <p>Having explored fractions by taking part in practical activities, I can show my understanding of:</p> <ul style="list-style-type: none"> <li>• how a single item can be shared equally</li> <li>• the notation and vocabulary associated with fractions</li> <li>• where simple fractions lie on the number line.</li> </ul> <p>MNU 1-07a</p> <p><a href="#">Measurement</a></p> <p>I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units.</p> <p>MNU 1-11a</p> |
|  | <p>Similes – <i>‘The mixture was as thick as cream.’</i></p> <p>Introduce similes (PowerPoint)</p> <p>Create your own similes to describe the mixture.</p> <p>Use sheet to record similes as they occur in the book</p> <p>(LIT 1-26a)</p> <p><a href="https://drive.google.com/drive/folders/1Xv7r-qyrzcODPk09pkWc456P-oexYfDI?usp=sharing">https://drive.google.com/drive/folders/1Xv7r-qyrzcODPk09pkWc456P-oexYfDI?usp=sharing</a></p>   | <p><a href="#">Literacy - Writing</a></p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.</p> <p>LIT 1-26a</p>   |
| 5. The Cook-Up   | <p>Visualiser – boiling mixture – blue smoke</p> <p>(LIT 1-14a) (EXA 1-04a)</p>   | <p><a href="#">Literacy - Reading</a></p> <p>Using what I know about the features of different types of texts, I can find, select, sort and</p>  |

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| <a href="https://drive.google.com/drive/folders/1Dk33dciDBEET1hDIRyt46xsS71yq_2O2?usp=sharing">https://drive.google.com/drive/folders/1Dk33dciDBEET1hDIRyt46xsS71yq_2O2?usp=sharing</a>  | <a href="https://drive.google.com/file/d/1BuNRF850Yflepg5sUKhNBba1ZaU6Gsbo/view?usp=sharing">https://drive.google.com/file/d/1BuNRF850Yflepg5sUKhNBba1ZaU6Gsbo/view?usp=sharing</a>   | <p>use information for a specific purpose.<br/>LIT 1-14a</p> <p><u>Expressive Arts - Art</u><br/>I can create a range of visual information through observing and recording from my experiences across the curriculum.<br/>EXA 1-04a</p>  |
| <p>6. Brown Paint</p>  | <p>Ten minutes to go until medicine time, what time is it?<br/>(MNU 1-10c)</p>  | <p><u>Numeracy and Mathematics – Number, Money, Measure – Time</u><br/>I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers.<br/>MNU 1-10c</p>  |
|  | <p>Predict – what will happen when Grandma has her medicine?<br/>(LIT 1-09a)</p>  | <p><u>Listening and Talking</u><br/>When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.<br/>LIT 1-09a</p>   |
| <p>7. Grandma Gets the Medicine</p> <p><a href="https://drive.google.com/drive/folders/1_58b2_RT18l-bD3zQ36qwp1POlwFob9U?usp=sharing">https://drive.google.com/drive/folders/1_58b2_RT18l-bD3zQ36qwp1POlwFob9U?usp=sharing</a></p> | <p>Visualiser – George giving Grandma her medicine<br/>(LIT 1-14a) (EXA 1-04a)</p> <p><a href="https://drive.google.com/file/d/1e3LWZLldMkYx2KOH55HT82taUUBvQGVp/view?usp=sharing">https://drive.google.com/file/d/1e3LWZLldMkYx2KOH55HT82taUUBvQGVp/view?usp=sharing</a></p> | <p><u>Literacy - Reading</u><br/>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.<br/>LIT 1-14a</p> <p><u>Expressive Arts - Art</u><br/>I can create a range of visual information through observing and recording from my experiences across the curriculum.<br/>EXA 1-04a</p> |



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|   | <p>Visualiser – Grandma shooting up into the air<br/>(LIT 1-14a) (EXA 1-04a)</p> <p><a href="https://drive.google.com/file/d/1XYBm7R-DICKcQ9wLfL89LTPidNj84VkD/view?usp=sharing">https://drive.google.com/file/d/1XYBm7R-DICKcQ9wLfL89LTPidNj84VkD/view?usp=sharing</a></p> | <p><u>Literacy - Reading</u><br/>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.<br/>LIT 1-14a</p> <p><u>Expressive Arts - Art</u><br/>I can create a range of visual information through observing and recording from my experiences across the curriculum.<br/>EXA 1-04a</p> |
|   | <p>Visualiser – Grandma growing<br/>(LIT 1-14a) (EXA 1-04a)</p> <p><a href="https://drive.google.com/file/d/1qv4OFHytZmUpCZWanHE2wjWehPQ-psBH/view?usp=sharing">https://drive.google.com/file/d/1qv4OFHytZmUpCZWanHE2wjWehPQ-psBH/view?usp=sharing</a></p>                  | <p><u>Literacy - Reading</u><br/>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.<br/>LIT 1-14a</p> <p><u>Expressive Arts - Art</u><br/>I can create a range of visual information through observing and recording from my experiences across the curriculum.<br/>EXA 1-04a</p> |
| <p>8.The Brown Hen</p> <p><a href="https://drive.google.com/drive/folders/1hR8RMyFJ8VDswawI5hShEZvZuhADVAY6?usp=sharing">https://drive.google.com/drive/folders/1hR8RMyFJ8VDswawI5hShEZvZuhADVAY6?usp=sharing</a></p> | <p>Song-thrush on the roof – go for a walk. What birds do you see? Create a factfile about a bird of your choice.<br/>(SCN 1-01a) (LIT 1-24a)</p>   | <p><u>Science – Planet Earth</u><br/>I can distinguish between living and non living things. I can sort living things into groups and explain my decisions.<br/>SCN 1-01a</p> <p><u>Literacy - Writing</u><br/>I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.</p>              |

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|   |   | LIT 1-24a   |
|   | <p>Visualiser – growing hen<br/> (LIT 1-14a) (EXA 1-04a)<br/> <a href="https://drive.google.com/file/d/1IAvrE1-6tgEW55yjvjaEROU-zrrO8WaU/view?usp=sharing">https://drive.google.com/file/d/1IAvrE1-6tgEW55yjvjaEROU-zrrO8WaU/view?usp=sharing</a></p>   | <p><u>Literacy - Reading</u><br/> Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.<br/> LIT 1-14a</p> <p><u>Expressive Arts - Art</u><br/> I can create a range of visual information through observing and recording from my experiences across the curriculum.<br/> EXA 1-04a</p> |
| <p>9.The Pig, the Bullocks, the Sheep, the Pony and the Nanny-Goat</p> <p><a href="https://drive.google.com/drive/folders/1_he6JW-ANogHN7v28tKwkEQyWwQuRmLh?usp=sharing">https://drive.google.com/drive/folders/1_he6JW-ANogHN7v28tKwkEQyWwQuRmLh?usp=sharing</a></p> | <p>Alliteration – Mr Killy Kranky<br/> Introduce alliteration (PowerPoint and worksheet)<br/> Create your own alliteration name<br/> (LIT 1-26a)</p> <p><a href="https://drive.google.com/drive/folders/11AjocwIBR7TrS4j6bX683nrY6PB7bYJ2?usp=sharing">https://drive.google.com/drive/folders/11AjocwIBR7TrS4j6bX683nrY6PB7bYJ2?usp=sharing</a></p> | <p><u>Literacy - Writing</u><br/> By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.<br/> LIT 1-26a</p>   |
|   | <p>Visualiser of animals after having medicine<br/> (LIT 1-14a) (EXA 1-04a)</p> <p><a href="https://drive.google.com/file/d/1ABnpXN62bKzb9Ctorl0pemNygNIBq9ge/viw?usp=sharing">https://drive.google.com/file/d/1ABnpXN62bKzb9Ctorl0pemNygNIBq9ge/viw?usp=sharing</a></p>  | <p><u>Literacy - Reading</u><br/> Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.<br/> LIT 1-14a</p> <p><u>Expressive Arts - Art</u><br/> I can create a range of visual information through observing and recording from my experiences across the curriculum.</p>                |

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| <p>10.A Crane for Grandma</p>   | <p>Design and build a crane to get Grandma out<br/>(TCH 1-09a) (TCH 1-10a)</p>  | <p>EXA 1-04a<br/><a href="#">Technologies – Craft, Design, Engineering and Graphics</a><br/>I can design and construct models and explain my solutions.<br/>TCH 1-09a<br/><br/>I can recognise a variety of materials and suggest an appropriate material for a specific use.<br/>TCH 1-10a</p>   |
| <p>11.Mr. Kranky’s Great Idea</p>   | <p>Design and build a Marvellous Medicine Factory or Sketch and label the design of your Marvellous Medicine Factory<br/>(TCH 1-09a) (TCH 1-11a)</p>  | <p><a href="#">Technologies – Craft, Design, Engineering and Graphics</a><br/>I can design and construct models and explain my solutions.<br/>TCH 1-09a<br/><br/>I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts.<br/>TCH 1-11a</p>   |
| <p>12.Marvellous Medicine Number Two<br/><br/><a href="https://drive.google.com/drive/folders/1oU8Tfb5y0e_rvaZ1HkCF4dl0P6HRN-xHb?usp=sharing">https://drive.google.com/drive/folders/1oU8Tfb5y0e_rvaZ1HkCF4dl0P6HRN-xHb?usp=sharing</a></p> | <p>Visualiser – chicken with long legs<br/>(LIT 1-14a) (EXA 1-04a)<br/><br/><a href="https://drive.google.com/file/d/1DaCqmfNT-Uu5vxu1lq7rSr3zCcaSlu-9/view?usp=sharing">https://drive.google.com/file/d/1DaCqmfNT-Uu5vxu1lq7rSr3zCcaSlu-9/view?usp=sharing</a></p> | <p><a href="#">Literacy - Reading</a><br/>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.<br/>LIT 1-14a<br/><br/><a href="#">Expressive Arts - Art</a><br/>I can create a range of visual information through observing and recording from my experiences across the curriculum.<br/>EXA 1-04a</p> |
| <p>13.Marvellous Medicine Number Three</p>  | <p>Visualiser – cockerel with long neck<br/>(LIT 1-14a) (EXA 1-04a)</p>   | <p><a href="#">Literacy - Reading</a><br/>Using what I know about the features of different types of texts, I can find, select, sort and</p>  |



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| <a href="https://drive.google.com/drive/folders/1ErWpSOHfpOypf1r0xctfeWPxEREOjEg?usp=sharing">https://drive.google.com/drive/folders/1ErWpSOHfpOypf1r0xctfeWPxEREOjEg?usp=sharing</a>  | <a href="https://drive.google.com/file/d/122LMI9JOASFqg-rokip2lfeBM4eaC4Aa/view?usp=sharing">https://drive.google.com/file/d/122LMI9JOASFqg-rokip2lfeBM4eaC4Aa/view?usp=sharing</a>  | <p>use information for a specific purpose.<br/>LIT 1-14a</p> <p><u>Expressive Arts - Art</u><br/>I can create a range of visual information through observing and recording from my experiences across the curriculum.<br/>EXA 1-04a</p>  |
| <p>14.Marvellous Medicine Number Four</p> <p><a href="https://drive.google.com/drive/folders/1nYrS6a5ofpaCY0shSC9S8j0qT89G6PtG?usp=sharing">https://drive.google.com/drive/folders/1nYrS6a5ofpaCY0shSC9S8j0qT89G6PtG?usp=sharing</a></p> | <p>Visualiser – tiny chicken<br/>(LIT 1-14a) (EXA 1-04a)</p> <p><a href="https://drive.google.com/file/d/1IH-bUS5XiP6icf4BBpROxDr-tGSzm4kT/view?usp=sharing">https://drive.google.com/file/d/1IH-bUS5XiP6icf4BBpROxDr-tGSzm4kT/view?usp=sharing</a></p>      | <p><u>Literacy - Reading</u><br/>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.<br/>LIT 1-14a</p> <p><u>Expressive Arts - Art</u><br/>I can create a range of visual information through observing and recording from my experiences across the curriculum.<br/>EXA 1-04a</p> |
| <p>15.Goodbye Grandma</p> <p><a href="https://drive.google.com/drive/folders/1PLLRB0ysCsNfuwl2p-WEBcv9F-Mnj_Xx?usp=sharing">https://drive.google.com/drive/folders/1PLLRB0ysCsNfuwl2p-WEBcv9F-Mnj_Xx?usp=sharing</a></p>                 | <p>Visualiser – Grandma shrinking<br/>(LIT 1-14a) (EXA 1-04a)</p> <p><a href="https://drive.google.com/file/d/1xJAqTNGQ0wonNntk3tAL8-Nc_2B_fFMg/view?usp=sharing">https://drive.google.com/file/d/1xJAqTNGQ0wonNntk3tAL8-Nc_2B_fFMg/view?usp=sharing</a></p> | <p><u>Literacy - Reading</u><br/>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.<br/>LIT 1-14a</p> <p><u>Expressive Arts - Art</u><br/>I can create a range of visual information through observing and recording from my experiences across the curriculum.<br/>EXA 1-04a</p> |
|  | <p>Maths – measure<br/>Measure different objects/heights</p>   | <p><u>Numeracy and Mathematics – Number, Money, Measure – Measurement</u></p>   |



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|  | (MNU 1-11a)<br><br><a href="https://drive.google.com/drive/folders/1ghrZJOaC2q_4sclEXsRG77_8b_Jet4Um?usp=sharing">https://drive.google.com/drive/folders/1ghrZJOaC2q_4sclEXsRG77_8b_Jet4Um?usp=sharing</a>                              | I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units.<br>MNU 1-11a  |
| Other<br><br><a href="https://drive.google.com/drive/folders/1KXyhbFeAjb_rPZyeg1mOPqgEHcSnsUpbW?usp=sharing">https://drive.google.com/drive/folders/1KXyhbFeAjb_rPZyeg1mOPqgEHcSnsUpbW?usp=sharing</a> | Create your own 'marvellous medicine' recipe. Write the method using sequencing language.<br>(LIT 1-26a)  | <u>Literacy - Writing</u><br>By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.<br>LIT 1-26a  |
|  | <b>Design a bottle/container for your medicine</b><br>(TCH 1-09a)   | <u>Technologies – Craft, Design, Engineering and Graphics</u><br>I can design and construct models and explain my solutions.<br>TCH 1-09a   |
|  | <b>Timetables</b><br>(MNU 1-10c) (MNU 2-10a)<br><br><a href="https://drive.google.com/file/d/1R_ekf5ocpJtkC7f-f0pCZyMp7DIPulOp/view?usp=sharing">https://drive.google.com/file/d/1R_ekf5ocpJtkC7f-f0pCZyMp7DIPulOp/view?usp=sharing</a> | <u>Numeracy and Mathematics – Number, Money, Measure – Time</u><br>I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers.<br>MNU 1-10c<br><br>I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning.<br>MNU 2-10a |
|  | <b>Capacity Word Problems</b><br>(MNU 1-03a)  | <u>Numeracy and Mathematics – Number, Money, Measure – Number and Number Processes</u>  |

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|  | <a href="https://drive.google.com/file/d/1LN65_3X9_bSelr-Ycrp2vnKgJ7VwJYHr/view?usp=sharing">https://drive.google.com/file/d/1LN65_3X9_bSelr-Ycrp2vnKgJ7VwJYHr/view?usp=sharing</a>  | <p>I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.</p> <p>MNU 1-03a</p>  |
|  | <p><b>George's Marvellous Measuring</b><br/>(MNU 1-11a)</p> <p><a href="https://drive.google.com/drive/folders/1Xna6sEfmkeOix9iAPYD4jAkJTfGryeYS?usp=sharing">https://drive.google.com/drive/folders/1Xna6sEfmkeOix9iAPYD4jAkJTfGryeYS?usp=sharing</a></p> | <p><a href="#">Numeracy and Mathematics – Number, Money, Measure – Measurement</a></p> <p>I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units.</p> <p>MNU 1-11a</p> |
|  | <p>Penguin Lessons Pack - Various</p>  |  |



Plan created by Laura McCafferty, Education Officer