

Overview		Resources	Key Vocabulary
<p>During spring 2 children will be completing a Country study all about Scotland. Children will investigate and learn about Scottish history, geographical information, currency, etc as well as traditions, stories and myths such as the Loch Ness Monster.</p> <p>Children will draw comparisons between Scotland and England and discover how the lives are people who live there are different from their own. We will take a trip to the Scottish boarder and Berwick so children can understand that even through Scotland is not an independent island it is a an independent country.</p> <p>Children will experience traditional Scottish food, both tasting and preparing, and will look at traditional Scottish clothes as well.</p> <p>We will carry out 3 main studies, one about the Geographical features of Scotland, one about Scottish wildlife, and one about Scottish Castles.</p>		<ul style="list-style-type: none"> Twinkl Scotland Resource pack Traditional Scottish food; haggis, cullen skink, mince and tatties, shortbread, cranchan, loren sausage, cloutie, scotch pie, scotch eggs, scotch broth, Edinburgh rock, etc Non-fiction texts about Scotland Maps of Scotland 	<p>Scotland, Scottish, currency, money, country, map, atlas, location, destination, myths, legends, mystery, fiction, non-fiction, true, false, investigate, study, boarder, island, relax, relaxed, relaxation, problem solving, tense, anxious, worried, proud,</p>
Area of Learning	Assessment / Objectives	Activity / Success Criteria	
PSED SEAL - Theme - Good to Be Me PSHE/Citizenship	<p>SEAL - Good to be Me</p> <p>Children will be taught:</p> <p>1c) to recognise, name and deal with their feelings in a positive way;</p> <p>1d) to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>1e) how to set a simple goal; 1h) to contribute to the life of the class and the school;</p> <p>4b) to listen to other people and work and play cooperatively;</p> <p>4c) to identify and respect the differences and similarities between people;</p> <p>4g) to consider social and moral dilemmas that they come across in everyday life</p> <p>1c) to recognise, name and deal with their feelings in a positive way;</p> <p>1d) to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>3d) about the process of growing from young to old and how people's needs change.</p> <p>Description</p> <p>The Blue set suggests opportunities for children to consider what makes them proud and encourages them to recognise their strengths. There is a focus on anxiety and worrying. These feelings are explored through a simple story which encourages the children to share some of their worries and think of strategies to deal with these appropriately, through talking with another person or relaxing. Opportunities are suggested to help children contrast impulsive behaviour with more reflective 'thinking' behaviour, and to begin to explore assertiveness.</p> <p>Success Criteria</p> <p>Knowing myself</p> <ul style="list-style-type: none"> I can tell you about my 'gifts and talents'. I can tell you something that makes me feel proud. I know when I learn best. I can tell you what I have learnt. I can tell you the things that I am good at and those things that I find more difficult. I can tell when I am being impulsive and when I am thinking things through. I can tell when a feeling is weak and when it is strong. <p>Understanding my feelings</p> <ul style="list-style-type: none"> I know more names for feelings than I did before. 		

- I can use more words to express my feelings.
- I can tell when I am feeling worried or anxious.
- I can tell you some things that make me feel anxious.
- I can tell when I am feeling proud.
- I can tell you something that makes me proud.
- I can help another person feel proud.

Managing my feelings

- I can be still and quiet and relax my body.
- I know what it feels like to be relaxed.
- I can show or tell you what relaxed means
- I know what makes me feel relaxed and what makes me feel stressed.
- I can tell you what places help me to relax.
- I can explain some things that help me stop worrying.
- I can change my behaviour if I stop and think about what I am doing.
- Standing up for myself I can tell when it is right to stand up for myself.
- I know how to stand up for myself.

Making choices

- I can use the problem-solving process

Child initiated/personalisation

- Children will identify their own behaviour targets in line with the expectations and guidelines of the setting
- Staff will support children in finding ways to help themselves in achieving set targets
- Children and staff will work together to identify barriers to learning and strategies that will help learners progress more successfully

CL**Communication – iASEND****statements****Speaking –****Communication – iASEND****Statements****Listening –****Speaking and Listening**

- When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. **UT 1-02a**
- As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **UT 1-04a**
- As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. **UT 1-05a**
- I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. **UT 1-10a**

Scottish Wildlife

- As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen **LIT 0-02a** I listen or watch for useful or interesting information and I use this to make choices or learn new things.

Scottish Castles

- As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **LIT 1-04a**
- I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions **LIT 1-07a**
- When listening and talking with others from different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more **LIT 1-09a**
- I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. **LIT 1-10a**

Skills/ Success Criteria

- I can share what I have learned with my class in the form of a short solo talk. **(1, 4)**
- I can listen to Burns' poems and other Scots poetry and recognise that the language is different from what I am used to hearing.
- I can perform a Scots rhyme as a part of a group. **(2)**
- I can listen to some Scots words and their definitions to help me make a simple dictionary of some of the words.

Scottish Wildlife

- I can share what I already know and say what I would like to find out about Scottish wildlife. **(1)**
- I can discuss Scottish wildlife during a whole class chat **(1)**
- I can share what my favourite wild animal is **(1)**
- I can ask questions about our topic **(1)**
- I can discuss practical aspects of our Scottish wildlife topic **(1)**

	<ul style="list-style-type: none"> I can explain the difference between wildlife and pets (1,2) I can discuss images of and video clips about Scottish wildlife (2) I can listen and watch for information about wildlife (2)I can talk about what I have learned (2) <p>Scottish Castles</p> <ul style="list-style-type: none"> I can share what I have read or listened to with the rest of the class (1,3) I can use what I have listened to or watched to help me during group discussions (1,3) I can understand and use topic-specific language when I am discussion Scottish castles (1,4) I can suggest some questions thtat we could ask someone who lived in a c astle (2,3) I can share what I already know about Scottish Castles, and say what I would like to find out (2,3) I can discuss what I think It would be like to live a castle. (3,4) <p>Child Initiated/personalisation</p> <ul style="list-style-type: none">
<p>PD</p> <p>Fine Motor</p> <p>Writing</p> <p>Handwriting - S</p> <p>100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111</p> <p>Handwriting - E</p> <p>200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210</p>	<p>Gross Motor</p> <ul style="list-style-type: none"> See P.E. planning <p>Fine Motor</p> <ul style="list-style-type: none"> Weekly Handwriting lessons supported by modelling and formation correction through written activities Daily fine motor morning activities/child initiated activities - play dough (dough-disco), Lego, construction, Threading/beading/pop-poms/tweezers etc Big Writing - chalk, magic paint etc. on yard <p>Skills/ Success Criteria</p> <ul style="list-style-type: none"> Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Child Initiated/personalisation</p> <ul style="list-style-type: none"> Children 's motor skills assessed and planned for - adults will provide alternative ways of presenting work and supporting children to develop fine motor skills i.e. where writing can be a concern children may use cutting and sticking to present their understanding. Children will be supported in using tools such as pencils and scissors by adult modelling, turn taking, group work, paired work and other strategies to build confidence and skill.
Literacy	<p>Phonics/SPAG</p> <ul style="list-style-type: none"> Children will take part in either daily Phonics or SPAG sessions Children's personalised targets will be addressed and supported through these sessions Children will receive weekly spellings to support further development of reading and writing. <p>Reading</p> <ul style="list-style-type: none"> I regularly select and read listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. UT 1-11a I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. UT 1-13a Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. UT 1-14a <p>Scottish Wildlife</p> <ul style="list-style-type: none"> I enjoy exploring and choosing stories and other texts to watch rea or listen to, and can share my likes and dislikes. LIT 001b/LIT 0-11b I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things LIT 0-04a To help me understand stories and other texts. I ask questions and link what I am learning with what I already know. LIT 0-07a/LIT 0-16a

Scottish Castles

- Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose **LIT 1-14a**
- To sow my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text **LIT 1-16a**

Wider Reading:

- Children will be involved in story time at the end of every day to allow them time to build up a bank of familiar stories.
- Children will be involved in book talk surrounding fiction and non-fiction texts to support them in using different types and genres of books independently.
- Story time will encourage children to read independently and support their enjoyment of reading.
- Children will be using non-fiction information texts in order to support them in the development of their product marketing.

Independent Reading

- Children will be assessed using the Northumberland Toolkit, to support staff in personalising learning to support individual readers. Children will be given, age and level appropriate 1:1 reading books to help develop and support children's reading for pleasure.

Writing

- I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **UT 1-20a**
- I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. **UT 1-24a**
- 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. **UT 1-25a**

Scottish Wildlife

- AS I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information **LIT 0-21b**
- Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message **LIT 0-26a**

Scottish Castles

- I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience **LIT 1-20a**
- I can write independently, use appropriate punctuation and order and link my sentences in a way that make sense **LIT 1-22a**
- I can present my writing in a way that will make it legible and attractive for my reader combining words, images and other features **LIT 1-24a**
- I can convey information, describe events or processes, share my opinions or persuade my reader in different ways **LIT 1-28a/LIT 1-29a**

Skills/ Success Criteria**Reading**

- I can use a range of non-fiction texts to learn about Scotland and some famous Scots. **(6, 7)**
- I can follow instructions to make some shortbread. **(7)**
- I can read a selection of poetry by Robert Burns. **(5)**
- I can sort statements into 'city life' and 'country life'. **(6, 7)**
- I can match Scots words with their meanings. **(7)**
- I can read some fictions texts which are set in Scotland. **(5)**
- I can read for information as I explore non-fiction books about Scotland's history **(5)**
- I can visit our local library to borrow non-fiction books that will help with my topic research **(5)**
- I can explore tourist information leaflets for Scottish Castles and share what I have learned **(5,6)**
- I can demonstrate my understanding by completing reading comprehension activities **(6)**
- I can ask questions about what I am reading **(6)**
- I can ask questions about what I am reading **(6)**
- I can share a summary of what I have read with my class or group **(5)**

Scottish Wildlife

- I can explore books that have a wildlife theme **(3)**
- I can share a book with a friend and chat about it **(3)**
- I can say which books I have enjoyed and which I haven't like as much **(3)**
- I can explore wildlife themed picture books **(3,4)**
- I can link what is happening in a book to my own experiences **(4)**
- I can ask and answer questions about text that we are exploring together **(5)**

	<p>Writing</p> <ul style="list-style-type: none"> I can make a leaflet about Scotland which could be used by a Tourist Information board. (8, 9) I can make a fact file about Scotland or a significant Scottish landmark. (8, 9, 10) I can write a newspaper report about a Loch Ness Monster sighting. (8, 9) I can make a poster to advertise Scotland. (8, 9, 10) I can make a menu consisting of Scottish food. (8, 9) I can create a map showing where different famous Scots are from. (9, 10) I can make a dictionary of Scots words. (8, 10) <p>Scottish Wildlife</p> <ul style="list-style-type: none"> I can write about and draw to show what my favourite wildlife animal is (6, 7) I can use a range of materials for writing, for example; chalks, pens, pencils, crayons and coloured pencils (6) I can demonstrate my understanding by drawing and writing (6, 7) I can make a simple poster that asks other classes to look after our school grounds (7) I can ask an adult to write some words to describe pictures I have created (7) <p>Scottish Castles</p> <ul style="list-style-type: none"> I can create a tourist information leaflet for a Scottish castle (9, 10) I can create an imaginative piece of writing about a creepy haunted castle (7, 8, 9) I can create an imaginative story that is set in one of the Scottish castles that we have learned about (7, 8, 9) I can create an acrostic poem using the word 'castle' (8, 10) I can contribute to a class learning log about Scottish castles (9) I can create a Scottish castle banquet menu (9, 10) I can write some instructions to show how to make one of the snacks we made for our Scottish banquet (10) <p>Child Initiated/personalisation</p> <ul style="list-style-type: none"> Children will be coached into identifying key areas of weaknesses within literacy and will be supported in tackling the weaknesses. Children will plan their own programme of study to meet these targets and revisit areas we have already covered so far in their placement, where they feel they have struggled.
<p>Maths</p> <p>S - Shape-Position and Direction - 100, 101, 102, 103, 104, 105, 106</p> <p>E - Shape-Position and Direction - 200, 201, 202, 203</p>	<p>S - Curriculum</p> <p>SHAPE - POSITION & DIRECTION</p> <p>I can find familiar objects, which are kept in familiar places</p> <p>I can find an object in an unusual place even when out of view</p> <p>I search for objects not found in their usual place</p> <p>I can look for objects in appropriate locations following in, on and under requests</p> <p>In practical situations, I show understanding of the terms in, on, under and inside</p> <p>I can perform or describe position</p> <p>I actively move forwards and backwards or can indicate the direction in which I am being moved</p> <p>E - Curriculum</p> <p>SHAPE - POSITION & DIRECTION</p> <p>I can describe position, direction and movement</p> <p>I can describe rotation</p> <p>I can order and arrange combinations of mathematical objects in patterns and sequences</p> <p>I can use mathematical language to describe position, direction and movement</p> <p>Child Initiated/personalisation</p> <ul style="list-style-type: none"> Children will be coached into identifying key areas of weaknesses within mathematics and will be supported in tackling the weaknesses. Children will plan their own programme of study to meet these targets and revisit areas we have already covered so far in their placement, where they feel they have struggled.
UW	Science - Working Scientifically

- Asking simple questions and recognising that they can be answered in different ways.
- Performing simple tests.
- Identifying and classifying.
- Using their observations and ideas to suggest answers to question.

Scottish Wildlife

- I have observed living things in the environment over time and am becoming aware of how they depend on each other. **SCN 0-01a**

R.E./SRE**Scottish Wildlife**

- I explore and discover the interesting features of my local environment to develop an awareness of the world round me **SOC 0-07a**
- I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment **SOC 0-08a**
- I have experimented with imaginative ways such as modelling and drawing to represent the world around me, the journeys I make and the different ways I can travel **SOC 0-09a**
- To help care for the environment, I reduce, re-use and recycle the resources I use. **TCH 0-06a**
- I enjoy playing with and exploring technologies to discover what they can do and how they can help us. **TCH 0-05a**
- I explore ways to design and construct models
- I can create a range of visual information through observing and recording from my experiences across the curriculum **EXA 0-05a**
- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design **EXA - 0-05a**

Geography

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

History**People, Past Events and Societies**

- By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history. **SOC 1-02a**
- I can use evidence to recreate the story of a place or individual of local historical interest. **SOC 1-03a**
- I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. **SOC 1-04a**
- Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. **SOC 1-06a**
- I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. **SOC1-07a**
- Having explored the variety of foods produced in Scotland, I can discuss the importance of different types of agriculture in the production of these foods. **SOC 1-09a**

Scottish Castles**People, Past Events and Societies**

- I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past **SOC 1-01a**
- By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history **SOC 1-02a**
- I can use evidence to recreate the story of a place or individual of local history interest **SOC 1-03a**
- I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting **SOC 1-04a**
- Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. **SOC 1-06a**

Skills/ Success Criteria**Science****Scottish Wildlife**

- I can discuss what kind of living things are considered to be 'wildlife' (1)
- I can explore and discuss pictures of Scotland's wildlife (1)
- I can watch video clips and explore images of habitats that Scotland's wildlife live in (1)
- I can share my understanding of what different wildlife animals eat (1)
- I can order simple food chains to show how wildlife depends on each other (1)

R.E./SRE

Scottish Wildlife

- I can take part in discussions about what 'wildlife' is (1)
- I can look at maps and images to explore different areas of Scotland (1)
- I can take part in a 'wildlife walk' around our local areas (2)
- I can discuss how we can look after our local wildlife areas (2)
- I can (if possible) take part in a class trip that will allow me to explore an area of wildlife (2)
- I can explore photographs, video clips and electronic resources to find out what kind of wildlife we have in Scotland (2)
- I can explore the types of different conditions in varying areas of wildlife, for example, near rivers, in trees in fields etc. (2)
- I can draw to record my observations from our wildlife walk (3)
- I can create drawings to show what different wildlife habitats look like. (3)
- I can take pictures during our wildlife walk (1)
- I can take photographs as I learn and role play with my classmates (1)
- I can encourage other classes to care for our school grounds and environment (1)
- I can discuss recycling and say what it means (2)
- I can listen to my teacher explain the difference between recycling, reusing and reducing (2)
- I can share some ideas about how we can recycle in our own class (2)
- I can suggest some things that we can do to look after our school grounds (2)
- I can create a bird feeder to help look after birds that visit our playground (3)

Geography

- I can label Scotland and the cities within on a map. (5)
- I can show on a map where I would find some famous Scottish landmarks. (5)
- I can use an atlas to find areas such as the Highlands, the Central Belt, Dumfries and Galloway, Edinburgh or any other area as directed by my teacher. (5)
- I can outline the border of Scotland on a map of the UK. (5)
- I can label the location of Scottish castles on a map. (1, 2, 5)
- I am aware of Scotland's place in the world, and can share some facts about the characteristics of our country. (1, 5)
- I understand why Scotland celebrates Burns Night, and can discuss some other important Scottish traditions, festivals or events which take place throughout the year. (3, 4)
- I can name all of the cities in Scotland, and state which one is our capital. (5)
- I can use the Internet, encyclopaedias and the school /local library to find out about the life of a famous Scot. (4)
- I can name some traditional Scottish foods and know where some of these foods come from. (6)
- I know some facts about the Scottish Parliament and the 2014 Independence Referendum. (1, 2)
- I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. SOC 1-07a
- Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a
- I can explore maps and electronic sources to discover where in Scotland castles are (1)

Scottish Castles

- I can create my own 'castles map' of Scotland (6)
- I can visit a real life castle as part of an outdoor learning experience (7)

History**Scottish Castles**

- I can discuss which types of evidence I find useful (1)
- I can look at pictures of castle ruins in Scotland and discuss what these images teach us (1,2)
- I can use our class research to create a timeline of Scottish castles (1,3)
- I can research to find out about Scottish castles which are tourist attractions (2,6)
- I can compare and contrast different types of castle (2,3)
- I can research some Scottish castles and make a fact file about the one that I found the most interesting (2,3)
- I can research the names of different parts of a castle (3)
- I can research to find out what people living in Scottish castles did each day, and say how this is different to our daily life today (4)
- I can compare and contrast the types of jobs people had when castles were in use, and the jobs people have in castles today (4)
- I can research to find out about famous people who have lived in a Scottish castle (5)

	<p>Child Initiated/personalisation</p> <ul style="list-style-type: none"> Children will be supported in presenting work according to the different learning styles (VAK) to support them in achieving success in a way that suits their learning style. Children will be encouraged to use various recording strategies in order to personalise their own learning and create opportunities for children to become more engaged and invested in their own learning. Children will work in a variety of ways; individually, 1:1 support, group work, partner work etc.; again in accordance to their own identified learning needs as obtained through readiness for reintegration scale.
EAD	<p>Art/D&T</p> <ul style="list-style-type: none"> Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 1-05a I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a I explore materials, tools and software to discover what they can do and how I can use them to help solve problems and construct 3D objects which may have moving parts. TCH 1-12a <p>Scottish Castles</p> <ul style="list-style-type: none"> Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design EXA 1-05a I can use exploration and imagination to solve design problems related to real-life situations EXA 1-06a I can respond to the work of artists and designers by discussing my thoughts and feelings I can give and accept constructive comment on my own and others' work EXA 1-07a <p>Scottish Castles</p> <ul style="list-style-type: none"> I can create a floor plan for a castle that I would like to live in (1) I can draw a range of items from the days of Knights and Castles (1) I can design a shield to represent my own life and family (1,2) I can design a new castle, and include some of the features of a castle (1,2) I can explore pictures and videos of artwork in castles, and create my own piece of work inspired by this (1,3) I can design my own tapestry wall hanging for a Scottish castle (1,3) <p>Music</p> <ul style="list-style-type: none"> Play tuned and untuned instruments musically. <p>Scottish Castles</p> <ul style="list-style-type: none"> I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. EXA 1-17a <p>Skills/ Success Criteria</p> <p>Art/D&T</p> <ul style="list-style-type: none"> I can make a 30 Loch Ness Monster model. (3) I can create a piece of art inspired by a verse of a Robert Burns poem. (1) I can use strips of paper to weave a tartan design. (2) I can create my own 'window' to be added to a wall display inspired by Avril Paton's 'Windows in the West'. (1) I can create my own piece of work inspired by Charles Rennie Mackintosh's style of art. (1) I can create a line drawing of a Scottish landmark, such as a castle or monument. (1) I can learn a Scottish Country dance. (3) <p>Scottish Wildlife</p> <ul style="list-style-type: none"> I can draw pictures to show what wildlife I have spotted near our school (1) I can paint a picture of a beautiful wild bird (1) I can create a texture picture of Scotland's wildlife (1) I can use play-dough or clay to create a Scottish wildlife model (1) I can paint a picture of my favourite Scottish wildlife model (1) I can paint a picture of my favourite Scottish wild animal (1, 2) I can explore and discuss pictures of colourful wild birds (2) I can draw to demonstrate some parts of my learning (2) I can take part in a guessing game where we pretend that we are a Scottish wildlife animal and our partner guesses which one (4) I can role play as someone who has a job to do with looking after wildlife. (4) <p>Scottish Castles</p> <ul style="list-style-type: none"> I can create a shield (3) I can create a model castle that has a moving part (3)

	<p>Music</p> <ul style="list-style-type: none"> Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Identify the beat of a tune. <p>Child Initiated/personalisation</p> <ul style="list-style-type: none"> Children will be supported in presenting work according to the different learning styles (VAK) to support them in achieving success in a way that suits their learning style. Children will be encouraged to use various recording strategies in order to personalise their own learning and create opportunities for children to become more engaged and invested in their own learning. Children will work in a variety of ways; individually, 1:1 support, group work, partner work etc.; again in accordance to their own identified learning needs as obtained through readiness for reintegration scale.
ICT / E-Safety	<p>ICT</p> <ul style="list-style-type: none"> I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts. TCH 1-03b I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts. TCH 1-04a I can use Google Earth to explore areas of Scotland that I have not yet visited. (2) I can use the Internet to find out the significance of the Saltire. (1) I can add one slide to a PowerPoint about Scotland. (1) As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manages and access information, I can apply what I learn in different situations TCH 1-03a I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information, I can apply what I learn in different situations TCH 1-03a I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways TCH 1-04b I explore materials, tools and software to discover what they can do and how I can use them to help solve problems and constructed 3D objects which have moving parts TCH 1-12a <p>Scottish Castles</p> <ul style="list-style-type: none"> I can search for images of Scottish castles (1) Can search for facts that I can add to my fact file or learning log (1) I can suggest keywords that we can use to locate information on the internet (1) I can take photographs or short video clips as I role play and take part in PE activities (2) I can take photographs during design challenges to document my groups progress (2) <p>E-Safety</p> <ul style="list-style-type: none"> Explore what information is appropriate to be shared online.
Educational Trips/Visits	<ul style="list-style-type: none"> Mini-bus Trip to the Borders; use Scottish money, take photographs, have a picnic of traditional Scottish foods.