

<b>Line of development</b>	<b>Key questions/incidents</b>
<p>Arrival in class of a space child who wishes to find out about Earth children</p> <p style="text-align: center;">↓</p> <p>Descriptions of what each child looks like</p> <p style="text-align: center;">↓</p> <p>Descriptions of where and how Earth children live</p> <p style="text-align: center;">↓</p> <p>Behaviour, including healthy and safe habits</p> <p style="text-align: center;">↓</p> <p>Finale: classroom becomes spacecraft with all information inside it</p>	<p>How do you welcome somebody different?</p> <p>Who am I? (My family)</p> <p>What do I look like?</p> <p>What do I like or not like?</p> <p>Where do I live?</p> <p>What do I live in?</p> <p>How do I behave?</p> <p>What advice can I give about living here?</p> <p>How do I keep clean?</p> <p>How safe is it here?</p> <p>How do I eat healthily?</p>

**Curricular area: Environmental Studies: Myself****Class: P1/****Block: October****Level: A****Pre-topic assessment:***School Material*

<b>Teaching approach</b>	<b>Learning outcomes</b>	<b>Assessment</b>
Class Group Individual	To give a description of oneself including: <ul style="list-style-type: none"> <li>• size</li> <li>• hair colour</li> <li>• eye colour</li> <li>• birthday month.</li> </ul>	audio–visual recording hard copy observation oral questioning/discussion other
Class Group Individual	To name and locate ten body parts.	audio–visual recording hard copy observation oral questioning/discussion other
Class Group Individual	To state and briefly describe the members of one’s own family.	audio–visual recording hard copy observation oral questioning/discussion other
Class Group Individual	To list three personal likes and dislikes.	audio–visual recording hard copy observation oral questioning/discussion other
East Lothian Planning Guidelines	<i>Learning outcomes should identify clearly what pupils must do to demonstrate that they have learned.</i>	<i>The assessment should relate directly to the learning outcome.</i>

# Myself

Class: P1/

Date:

Highlight level: A B C



Key questions/incidents	Learning activities	Assessment/evaluation	Environmental Studies
How do you welcome somebody different?	Arrival in class of space child: discussion of how to welcome somebody different and how to describe ourselves <input type="checkbox"/> <input type="checkbox"/>	<b>If appropriate, insert number in box in column 2 and expand if necessary.</b>	<p><b>Knowledge and Understanding: highlight main outcomes</b></p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Earth and space</li> <li>• Energy and forces</li> <li>• Living things and the processes of life</li> </ul> <p><b>Social Subjects</b></p> <ul style="list-style-type: none"> <li>• People in the past</li> <li>• People and place</li> <li>• People in society</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Technological capability</li> </ul>
Who am I? (My family)	Family pictures – paintings, photos, drawings, models <input type="checkbox"/> <input type="checkbox"/>	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2. Questioning</li> <li>3. Active listening</li> <li>4. Marking and commenting on pupils' work</li> <li>5. Specific assessment tasks</li> <li>6. Self-assessment</li> <li>7. Peer-assessment</li> <li>8. Testing</li> </ol>	
	Oral biographies or scribed <input type="checkbox"/> <input type="checkbox"/> Charts of birthday months, number of members in family <input type="checkbox"/> <input type="checkbox"/> Discussion of meaning of 'family', e.g. caring for each other, etc. <input type="checkbox"/> <input type="checkbox"/>		
What do I look like?	Oral descriptions <input type="checkbox"/> <input type="checkbox"/>		<p><b>Skills: highlight those emphasised</b></p> <ul style="list-style-type: none"> <li>• Preparing for tasks</li> <li>• Carrying out tasks</li> <li>• Reviewing and reporting on tasks</li> </ul>
	Drawing models <input type="checkbox"/> <input type="checkbox"/>	<b>Insert code, as below, in second box, to show approach.</b>	
	Charts showing parts of the body: vocabulary lists <input type="checkbox"/> <input type="checkbox"/>	<p><b>C</b> Class</p> <p><b>G</b> Group</p> <p><b>I</b> Individual</p>	<p><b>Developing informed attitudes: highlight those emphasised</b></p> <ul style="list-style-type: none"> <li>• A commitment to learning</li> <li>• Respect and care for self and others</li> <li>• Social and environmental responsibility</li> </ul>
	Charts showing body measures – comparisons. Using these for simple measurement <input type="checkbox"/> <input type="checkbox"/>		
	Graphs of eyes, hair colour, etc. <input type="checkbox"/> <input type="checkbox"/>		<p><b>Insert key strands from other curricular areas that are addressed in this theme.</b></p>
	Hand and foot prints – painting with these! <input type="checkbox"/> <input type="checkbox"/>	<b>Evaluation</b>	
	PE activities concentrating on using and placing different parts of the body <input type="checkbox"/> <input type="checkbox"/>	<p>Any evaluative comments with regard to the activities and/or the pupils' performance of these should be noted overleaf.</p> <p>An end of theme evaluation could also be entered.</p>	

# Myself (2)

Class: P1/

Date:

Highlight level: A B C

Key questions/incidents	Learning activities	Assessment/evaluation	Environmental Studies	
What do I like or not like?	Class or group survey to find what food is liked or not; what people like to do best; what kind of friends they like. <input type="checkbox"/>	<p><b>If appropriate, insert number in box in column 2 and expand if necessary.</b></p> <ol style="list-style-type: none"> <li>1. Observation</li> <li>2. Questioning</li> <li>3. Active listening</li> <li>4. Marking and commenting on pupils' work</li> <li>5. Specific assessment tasks</li> <li>6. Self-assessment</li> <li>7. Peer-assessment</li> <li>8. Testing</li> </ol>	<p><b>Knowledge and Understanding: highlight main outcomes</b></p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Earth and space</li> <li>• Energy and forces</li> <li>• Living things and the processes of life</li> </ul> <p><b>Social Subjects</b></p> <ul style="list-style-type: none"> <li>• People in the past</li> <li>• People and place</li> <li>• People in society</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Technological capability</li> </ul>	
	Drawing graphs, charts and set diagrams of these <input type="checkbox"/>			
	Where do I live?			Discussion of addresses <input type="checkbox"/>
	Models of houses <input type="checkbox"/>			
Where do I live?	Journeys to school <input type="checkbox"/>	<p><b>Insert code, as below, in second box, to show approach.</b></p> <p><b>C</b> Class <b>G</b> Group <b>I</b> Individual</p>	<p><b>Skills: highlight those emphasised</b></p> <ul style="list-style-type: none"> <li>• Preparing for tasks</li> <li>• Carrying out tasks</li> <li>• Reviewing and reporting on tasks</li> </ul>	
	Making simple routes in the class or gym (roamer if appropriate) <input type="checkbox"/>			
	What do I live in?			Descriptions of houses, drawings <input type="checkbox"/>
What do I live in?	Charts to show different kinds <input type="checkbox"/>	<p><b>Developing informed attitudes: highlight those emphasised</b></p> <ul style="list-style-type: none"> <li>• A commitment to learning</li> <li>• Respect and care for self and others</li> <li>• Social and environmental responsibility</li> </ul>		
	How do I behave?		Discussion re sharing and caring <input type="checkbox"/>	
How do I behave?	Appropriate 'circle-time' activities <input type="checkbox"/>	<p><b>Evaluation</b></p> <p>Any evaluative comments with regard to the activities and/or the pupils' performance of these should be noted overleaf.</p> <p>An end of theme evaluation could also be entered.</p>		
	Making posters re making school safer and litter free <input type="checkbox"/>			
	Lists of good advice re 'Healthy Habits' e.g., keeping clean, eating well, sleeping, exercise, etc. <input type="checkbox"/>			
Finale (built up through the theme)	Making classroom/home corner into the inside of a spaceship containing all the information the space child would need to tell others about children on earth <input type="checkbox"/>		<p><b>Insert key strands from other curricular areas that are addressed in this theme.</b></p>	