



Line of development	Key questions/incidents
<p>Set problem to the groups. Using a marble and a strip of cardboard and a few blocks, make a track that the marble will run along from beginning to end in exactly ten seconds.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Learning about time – natural – man-made</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Effects of time</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Days/nights</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Solving the problem and demonstration of the different ten-second measurers</p>	<p>How do you measure the passage of time?</p> <p>What can we use to tell the time?</p> <p>What is the effect of time on how we live and work?</p> <p>What are the different features of days and nights?</p> <p>What are our special days?</p>

Block: October

Teaching approach	Learning outcomes	Assessment
Class	The children will be able to show some understanding of how day/night are related to the spin of the earth.	Group 1/2 – worksheet Group 3 – discussion
Group	The children will demonstrate a knowledge of aspects of time in terms of the sequence of a day, days of the week, months, etc. (including seasons in terms of changing temperature/ clothing, etc.)	Written work/group/class discussions
Class/Group	The children will be able to demonstrate a knowledge of the meaning of ‘nocturnal’ and be able to list several animals. Group 1 – 6 animals Group 2 – 4 animals Group 3 – 2 animals	Discussion/worksheets
Class/Group/Individual	The children will recognise (and have used) a variety of timers, e.g. sand, stop clocks, analogue and digital clocks.	Observation/discussion
East Lothian Planning Guidelines	<i>Learning outcomes should identify clearly what pupils must do to demonstrate that they have learned.</i>	<i>The description of the assessment should relate directly to the learning outcome identified.</i>

Night/Day (2)

Class: P3/

Date:

Highlight level: A B C

Key questions/incidents	Learning activities	Assessment/evaluation	Environmental Studies
<p>What is the effect of time on how we live and work?</p>	<p>Putting pictures into time sequence <input type="checkbox"/> <input type="checkbox"/></p> <p>Putting sentences into time sequence to make a sensible story <input type="checkbox"/> <input type="checkbox"/></p> <p>Constructing a flow chart of 'My Day' with times, day and night shown <input type="checkbox"/> <input type="checkbox"/></p> <p>Writing lists of 'What I do during the light' and 'What I do during the dark' <input type="checkbox"/> <input type="checkbox"/></p>	<p>If appropriate, insert number in box in column 2 and expand if necessary.</p> <ol style="list-style-type: none"> 1. Observation 2. Questioning 3. Active listening 4. Marking and commenting on pupils' work 5. Specific assessment tasks 6. Self-assessment 7. Peer-assessment 8. Testing 	<p>Knowledge and Understanding: highlight main outcomes</p> <p>Science</p> <ul style="list-style-type: none"> • Earth and space • Energy and forces • Living things and the processes of life <p>Social Subjects</p> <ul style="list-style-type: none"> • People in the past • People and place • People in society <p>Technology</p> <ul style="list-style-type: none"> • Technological capability
<p>What are the different features of days and nights?</p>	<p>Making mobiles of moon, stars and planets <input type="checkbox"/> <input type="checkbox"/></p> <p>Stories and research on nocturnal animals and birds <input type="checkbox"/> <input type="checkbox"/></p>	<p>Insert code, as below, in second box, to show approach.</p>	<p>Skills: highlight those emphasised</p> <ul style="list-style-type: none"> • Preparing for tasks • Carrying out tasks • Reviewing and reporting on tasks
<p>What are our special days?</p>	<p>List of special days, e.g. Christmas, Guy Fawkes Day <input type="checkbox"/> <input type="checkbox"/></p> <p>Marking these on a chart as a yearly cycle <input type="checkbox"/> <input type="checkbox"/></p> <p>Introduction to using the calendar <input type="checkbox"/> <input type="checkbox"/></p> <p>Making a birthday train <input type="checkbox"/> <input type="checkbox"/></p> <p>Graphs of birthday months <input type="checkbox"/> <input type="checkbox"/></p>	<p>C Class G Group I Individual</p> <p>Evaluation 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>	<p>Developing informed attitudes: highlight those emphasised</p> <ul style="list-style-type: none"> • A commitment to learning • Respect and care for self and others • Social and environmental responsibility
<p>Demonstration of ten-second measurers</p>	<p>Solving the original problem <input type="checkbox"/> <input type="checkbox"/></p>		<p>Insert key strands from other curricular areas that are addressed in this theme.</p>