

**Curriculum for Excellence - Interdisciplinary Studies Planning Sheet FINAL OUTCOME: P1-3 Performance at Infant Assembly**

**Which curricular areas/subjects could be included? EXPRESSIVE ARTS LITERACY NUMERACY SCIENCES TECHNOLOGIES**  
**Brief statement summarising nature of tasks and how these build towards the final outcome**  
**Primary 2/3 children will be involved in a variety of tasks and activities which will include Structured Play, Spontaneous Play, Focussed Learning and Teaching, Investigating, Exploring and Evaluating throughout their topic of Fairy tale Land**

**What learning experiences should be planned in order for pupils to achieve the final outcome?**

**LITERACY**

- Duncan the Dragon's Diary
- Character descriptions of Jack & Giant, Little Red Riding Hood, Wolf - WOW Words
- For Sale Posters for Cow
- Wanted Posters - Jack, Wolf.
- Bean Seeds record sheet
- Favourite Fairy Tale Character
- Fairy Tale Book Reports
- Write introduction to a Fairy Tale
- Write own catch phrases
- Write own Fairy tale
- Sequencing events in stories
- Matching sentences to pictures
- Paired reading with p7 children
- Listening to Fairy tale stories on tape
- Role playing of different characters using masks, puppets & dressing up
- Listening to and discussing Scottish Fairy tales

**NUMERACY**

- Estimating and rounding using magic beans
- Addition & Subtraction sums using magic beans and other number games
- (P2 - to 10, P3 - to 99)
- Money activities to (P2 -20p, P3- 99p) at Market Stall
- Measure activities using standard and non-standard units( e.g. Gingerbread Men), Beanstalk Height chart,
- Info. handling - bar graphs of favourite Fairy tale, Bean survey, fairy cakes chart, etc.

**SCIENCES**

- Growing runner beans - plant, observe and record growth
- Label parts of a bean plant
- Comparing different seeds

**FAIRY TALE LAND**

**Formative assessment opportunities During this study, judgements will be made on the pupils' ability to:**

**LITERACY**

*Listening & Talking*

*I can show my understanding of what I listen to by responding to and asking different kinds of questions LIT 107G*

*When listening and talking with others, for different purposes, I can exchange information, experiences, explanations, ideas and opinions LIT 109J*

*Reading*

*I can*

- share my thoughts about structure, character and/or setting
- comment on the effective choice of words and other features

*ENG 119V*

*Writing*

*Having explored the elements writers use in the fairy tale genre I can use what I learn to compose my own stories with interesting structures, characters and/or settings I can use what I learn to compose my own stories ENG 128AH*

**NUMERACY**

*Estimation & Rounding - I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate. MNU 101A*

*Money - I can use money to pay for items and can work out how much change I should receive. MNU 107K*

*Measure - I can estimate how long an object is, using everyday things as a guide, then measure it using appropriate instruments and units. MNU 112M*

*Info. Handling - I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains MNU 124W*

**SCIENCE - I can grow healthy plants in school. SCN 103B**

**How this work will contribute to the four capacities? (highlight)**

**Successful learners**  
use literacy, communication and numeracy skills  
use technology for learning  
think creativity and independently  
learn independently and as part of a group  
make reasoned evaluations  
link and apply different kinds of learning in new situations

**Responsible citizens**  
 develop knowledge/understanding of the world and Scotland's place in it  
 understand different beliefs and cultures  
make informed choices and decisions  
 evaluate environmental, scientific and technological issues  
 develop informed, ethical views of complex issues

**Confident individuals**  
relate to others and manage themselves  
 pursue a healthy and active lifestyle  
 be self aware  
 develop and communicate their own beliefs and view of the world  
 live as independently as they can  
 assess risk and take informed decisions  
achieve success in different areas of activity

**Effective contributors**  
communicate in different ways and in different settings  
work in partnership and in teams solve problems  
take the initiative and lead  
apply critical thinking in new contexts create and develop

**Criteria for a successful final outcome in relation to the four capacities -**

*A 'high quality' outcome: all P2/3 children will work together to contribute to and perform confidently at Infant Assembly*  
*A 'satisfactory' outcome: some P2/3 children will work together to contribute to and perform at Infant Assembly*

**Evaluation - See separate sheet**