



Green tasks could be completed in school or at home

Purple tasks demonstrate IDL

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.

Suggested Blocks of Learning	Suggested In School Activities	Suggested At Home Activities	CfE Experiences and Outcomes
<p><b>School-</b> Who in school helps us?</p> <p><a href="https://drive.google.com/drive/u/1/folders/1BZ4VbxmwWhgUgPGoeObcLyUyKUZocgIG">https://drive.google.com/drive/u/1/folders/1BZ4VbxmwWhgUgPGoeObcLyUyKUZocgIG</a></p>	<p>Circle Time: Discuss and make a list together of who helps in our school? Create a class display of black pen drawings of people who help us around the school.</p> <p>Invite people from around the school to discuss their job, the skills they use and where children</p>	<p>Draw a picture of someone who helps you at home- that isn't your parents or carer. What do they do to help you?</p> <p>Parent/Carer to scribe beside drawing. Can you draw a person that you have helped? Who was it and what did you do to help them?</p> <p>(Parent/Carer to scribe beside drawing.)</p>	<p>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</p> <p><b>HWB 0-03a</b></p>

	<p>Are able to ask and answer questions.</p> <p>Role play areas – create with children’s ideas and ask them to create pictures/signs to be put in the area.</p> <p>Small world playset up a school/hospital/fire station- use the Children’s interests to take this forward.</p> <p>Make badges to wear for being helpful – ask children to pick who wears them.</p>	<p>Online badge creator  <a href="https://badge.design/?__hstc=22498660.307b9610654b1f2c77631164cod34037.1592046788857.1592046788857.1592046788857.1&amp;__hssc=22498660.1.1592046788858&amp;__hsfp=1160289121&amp;_ga=2.28143989.89936300.1592046788-299901004.1592046788">https://badge.design/?__hstc=22498660.307b9610654b1f2c77631164cod34037.1592046788857.1592046788857.1592046788857.1&amp;__hssc=22498660.1.1592046788858&amp;__hsfp=1160289121&amp;_ga=2.28143989.89936300.1592046788-299901004.1592046788</a></p>	<p>In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.</p> <p><b>HWB o-19a</b></p> <p>I can describe some of the kinds of work that people do and I am finding out about the wider world of work.</p> <p><b>HWB o-20a</b></p> <p><i>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.</i></p> <p><b>LIT o-21b</b></p> <p><i>I enjoy exploring events and characters in stories</i></p>
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			<p>and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. <b>LIT o-09b/LIT o-31a</b></p> <p>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. <b>LIT o-14a</b></p>
<p><b>School- Time and Routines</b></p> <p><a href="https://drive.google.com/drive/folders/1VwGnNUx5icqNpQybHIgsuygVBJcAQKmS?usp=sharing">https://drive.google.com/drive/folders/1VwGnNUx5icqNpQybHIgsuygVBJcAQKmS?usp=sharing</a></p>	<p>Discuss routines of the class and home.</p> <p>Songs for routines in class</p> <p>Introduce telling the time- o'clock</p>	<p>Timetables at home- routines during the day.</p> <p>Create your own paper plate clock <a href="https://www.youtube.com/watch?v=uLD9I5rzVQU">https://www.youtube.com/watch?v=uLD9I5rzVQU</a> Play what's the time Mr Wolf?</p>	<p>I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods. <b>MNU o-10a</b></p>
<p><b>Medical- What do Doctors and Nurses do?</b></p>	<p>Discuss- Who are doctors and nurses. Watch an episode</p>	<p>Role play Doctor or nurse.</p>	<p>I can talk about science stories to develop my understanding of science and the</p>

<p><a href="https://drive.google.com/drive/u/1/folders/1x3">https://drive.google.com/drive/u/1/folders/1x3</a></p>	<p>of Get well soon of your choice. Did this help your decision on what is a doctor or nurse?</p> <p><a href="https://www.youtube.com/channel/UCd9HyZnlct6G_WXdl-CPyw">https://www.youtube.com/channel/UCd9HyZnlct6G_WXdl-CPyw</a></p> <p>What do doctors and nurses do? Create questions for a doctor or nurse/live Skype call?</p> <p>What skills do doctors have? What skills do nurses have? What is my job task.</p>		<p>world around me. <b>SCN o-20a</b></p> <p>I am aware that different types of evidence can help me to find out about the world around me. <b>SOC o-15a</b></p> <p>By exploring my local community, I have discovered the different roles people play and how they can help. <b>SOC o-16a</b></p> <p>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. <b>LIT o-14a</b></p> <p>I have the freedom to choose and explore how I can use my voice, movement, and</p>
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			<p>expression in role play and drama.</p> <p><b>EXA 0-12a</b></p> <p>I use drama to explore real and imaginary situations, helping me to understand my world.</p> <p><b>EXA 0-14a</b></p>
<p><b>Medical-</b> <i>How does technology help a doctor or nurse do their job?</i></p> <p><a href="https://drive.google.com/drive/u/1/folders/1x3">https://drive.google.com/drive/u/1/folders/1x3</a></p>	<p>What's in a medical bag? What technology do medical professionals use? Create a list together of equipment that helps a doctor or nurse to do their jobs (suggestions might be Stethoscope, Thermometer Anti-bacterial gel, Lolly stick to look in your mouth, Otoscope to look in your ear, Computer)</p> <p>Colouring and labelling sheet.</p>	<p><b>Make a Stethoscope-</b> follow the instructions to create your own. Then use it to listen to someone's heart before and after exercise... did it work?</p> <p>Spread of germs experiment.</p> <p>Achoo game.</p> <p>Temperature experiment.</p>	<p>I explore ways to design and construct models. <b>TCH 0-09a</b></p> <p>I enjoy playing with and exploring technologies to discover what they can do and how they can help us.</p> <p><b>TCH 0-05a</b></p> <p>I understand how local shops and services use technologies to provide us with what we need and</p>

			<p>want in our daily lives <b>TCH o-07a</b></p> <p>By investigating how water can change from one form to another, I can relate my findings to everyday experiences.</p> <p><b>SCN o-05a</b></p> <p>I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.</p> <p><b>MNU o-10a</b></p> <p>I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing</p>
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			<p>my findings with others. <b>MNU o-11a</b></p> <p>I am developing my movement skills through practice and energetic play. <b>HWB o-22a</b></p>
<p><b>Medical- <i>Body Parts</i></b></p> <p><a href="https://drive.google.com/drive/u/1/folders/1x3">https://drive.google.com/drive/u/1/folders/1x3</a></p>	<p>Anatomy, names of parts of the body.</p> <p>What do our lungs do? <a href="https://www.youtube.com/watch?v=SejXhR6kEvg">https://www.youtube.com/watch?v=SejXhR6kEvg</a></p> <p>What happens when your lungs are ill? Inhalers, other medicine, ventilators in hospital. Discussion opportunity to relate to the coronavirus.</p>	<p>Body parts game.</p> <p>Make a lung and diaphragm. <a href="https://www.youtube.com/watch?v=H62wTF9vKPQ">https://www.youtube.com/watch?v=H62wTF9vKPQ</a></p> <p><b>Make a model of how a ventilator works- design your own ventilator.</b></p>	<p>I am aware of my growing body and I am learning the correct names for its different parts and how they work <b>HWB o-47b</b></p> <p>I recognise that we have similarities and differences but are all unique. <b>HWB o-47a</b></p> <p>I can talk about science stories to develop my understanding of science and the world around me. <b>SCN o-20a</b></p>

			<p>I explore and discover different ways of representing ideas in imaginative ways.</p> <p><b>TCH o-11a</b></p> <p>I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.</p> <p><b>MNU o-10a</b></p> <p>I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.</p> <p><b>MNU o-11a</b></p>
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			<p>I am developing my movement skills through practice and energetic play.</p> <p><b>HWB 0-22a</b></p>
<p><b>Food- What does a farmer do?</b></p> <p><a href="https://drive.google.com/drive/u/1/folders/1nPnCArX2Qo7rm1DLBHfkR4yVTn7qjjzC">https://drive.google.com/drive/u/1/folders/1nPnCArX2Qo7rm1DLBHfkR4yVTn7qjjzC</a></p>	<p>Tractor Ted Video/Books (e.g. <a href="https://www.youtube.com/watch?v=5u5MjifJRLk">https://www.youtube.com/watch?v=5u5MjifJRLk</a> )</p> <ul style="list-style-type: none"> <li>● A Year on the Farm Game (Cbeebies)</li> <li>● Ferne and Rory’s Vet tales (Cbeebies/Iplayer)</li> <li>● A farm in Winter (Tractor Ted ‘Icy Farm’ activity)</li> <li>● ‘Mucky Messy Play activity</li> </ul>	<ul style="list-style-type: none"> <li>● Tractor Ted Video/Books(e.g. <a href="https://www.youtube.com/watch?v=5u5MjifJRLk">https://www.youtube.com/watch?v=5u5MjifJRLk</a> )</li> <li>● A Year on the Farm Game (Cbeebies)</li> <li>● Ferne and Rory’s Vet tales (Cbeebies/ Iplayer)</li> <li>● A farm in Winter (Tractor Ted ‘Icy Farm’ activity)</li> </ul>	<p>I am aware that different types of evidence can help me to find out about the world around me.</p> <p><b>SOC 0-15a;</b></p> <p>I can explore digital technologies and use what I learn to solve problems and <i>share</i> ideas and thoughts.</p> <p><b>TCH 0-01a</b></p> <p>I have observed living things in the environment over time and am becoming aware of how they depend on each other</p> <p><b>SCN 0-01a</b></p>

			By investigating how water can change from one form to another, I can relate my findings to everyday experiences. <b>SCN o-05a</b>
<b>Food-</b> <i>The importance of worms</i>  <a href="https://drive.google.com/drive/u/1/folders/1nPnCArX2Qo7rm1DLBHfkR4yVTn7qjjzC">https://drive.google.com/drive/u/1/folders/1nPnCArX2Qo7rm1DLBHfkR4yVTn7qjjzC</a>	Basic introduction to food chains Compost Bottle activities (Tractor Ted worksheet)	Go wild for Worms (RHET resource) <a href="https://www.rhet.org.uk/media/1479/gowild-for-worms.pdf">https://www.rhet.org.uk/media/1479/gowild-for-worms.pdf</a>  Make your own classroom Compost bin or outside in the playground.	I have observed living things in the environment over time and am becoming aware of how they depend on each other. <b>SCN o-01a</b>
<b>FOOD-</b> <i>Numbers and Sequences</i>  <a href="https://drive.google.com/drive/folders/1nPnCArX2Qo7rm1DLBHfkR4yVTn7qjjzC?usp=sharing">https://drive.google.com/drive/folders/1nPnCArX2Qo7rm1DLBHfkR4yVTn7qjjzC?usp=sharing</a>	Farmers and Sequencing Worksheet	Interactive games on British Wool website – counting Sheep <a href="http://resources.britishwool.org.uk/interactive/countingsheep/">http://resources.britishwool.org.uk/interactive/countingsheep/</a>	I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order <b>MNU o-02a</b>

<p><b>FOOD- Plant Cycle</b></p>	<p>Jack and the Beanstalk story; plant Cycles</p> <p>Tractor Ted 'Big Carrot, Small Carrot' Activities</p> <p>Tractor Ted 'Cauliflower Craft' Activities</p> <p>Design a scarecrow activity (worksheet)</p> <p>Design and build a bird bath (worksheet)</p>	<p>Grow your own loaf from seeds (RHET Activity)</p> <p>Jack and the Beanstalk home learning resources</p> <p>Design a scarecrow (worksheet)</p> <p>Design and build a bird bath (worksheet)</p> <p>Make Bird Cakes; stop the birds eating the crops/plants! (worksheet)</p>	<p>I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them. <b>SCN 0-03a</b></p> <p>I explore and discover where foods come from as I choose, prepare and taste different foods. <b>HWB 0-35a</b></p> <p>I explore ways to design and construct models. <b>TCH 0-09a</b></p>
<p><b>FOOD- Farm Animals</b></p>	<p>Build model farmyard using recycled materials</p> <p>Sing farm themed songs e.g. Old MacDonald</p>		<p>I explore and discover different ways of representing ideas in imaginative ways. <b>TCH 0-11a</b></p> <p>Inspired by a</p>

	<p>Explore names of male, female and young animals. Explore where foodstuffs such as milk, butter and eggs comes from</p> <p>Finger/Peg Puppets/Painting – farm scene/animals. Create a fluffy cotton wool sheep</p> <p>Three Little Pigs story; Design a house that would keep all three little pigs safe (without using bricks)</p> <p>Happy Hens (Farmvention resource); discuss free range, what a hen needs for shelter; build a hen feeder; build a water dispenser (air pressure)</p>	<p>Design the perfect hen house</p>	<p>range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. <b>EXA o-18a</b></p> <p>When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. <b>HWB o-35a</b></p> <p><i>I have observed living things in the environment over time and am becoming aware of how they depend on each other.</i> <b>SCN o-01a</b></p>
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			<p>I can create a range of visual information through observing and recording my experiences across the curriculum <b>EXA 0-04a</b></p> <p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. <b>LIT 0-07a / LIT 0-16a</b></p> <p>I explore ways to design and construct models. <b>TCH 0-09a</b></p> <p>Through everyday experiences and play with a variety of toys and other objects, I can recognise simple types of forces and describe their effects.</p>
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			<b>SCN 0-07a</b>
<p><b>Police/ Fire- Siren</b> <i>(sound and light)</i></p> <p><a href="https://drive.google.com/drive/u/1/folders/1laqvBqFfNLYZrQB0wm2nPcy2rzKj6EsC">https://drive.google.com/drive/u/1/folders/1laqvBqFfNLYZrQB0wm2nPcy2rzKj6EsC</a></p>	<p>Discuss with class what a siren is used for? Who uses a siren on their vehicles? What sound does it make- quiet or loud?</p> <p>Leave a variety of instruments or loose parts out for children to investigate making loud or quiet sounds.</p>	<p>Beatbox- how to make a siren <a href="https://www.youtube.com/watch?v=SoY1dmV8H-w">https://www.youtube.com/watch?v=SoY1dmV8H-w</a></p> <p>Challenge at home- using items in the house, investigate what is the object that creates the loudest sound/quietest sound?</p>	<p>I can share their thoughts with others to help further develop ideas and solve problems. <b>TCH 0-04c</b></p> <p>Through play, I have explored a variety of ways of making sounds. <b>SCN 0-11a</b></p> <p>I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. <b>EXA 0-17a</b></p>
<p><b>Police / Fire-</b> <i>Instructions to reach an emergency</i></p> <p><a href="https://drive.google.com/drive/u/1/folders/1laqvBqFfNLYZrQB0wm2nPcy2rzKj6EsC">https://drive.google.com/drive/u/1/folders/1laqvBqFfNLYZrQB0wm2nPcy2rzKj6EsC</a></p>	<p>Introduce position and movement right/left/up and down.</p> <p>Use beebots around city map to help at an emergency.</p>	<p>Positional movement power point. Ordering instructions activity Using symbols in algorithms sheet then create your own for a friend.</p> <p>Play- Stop Ambulance Stop</p>	<p>I understand how local shops and services use technologies to provide us with what we need and want in our daily lives. <b>TCH 0-07a</b></p>

	<p>Create your own beebot map</p> <p>Positional language games- where in the tree? or Where is the fox?</p>	<p>game...changing ambulance to police/fire or other vehicles children may suggest.</p> <p>Positional language games where in the tree? or Where is the fox?</p>	<p>In movement, games, and using technology I can use simple directions and describe positions. <b>MTH 0-17a</b></p> <p>I can develop a sequence of instructions and run them using programmable devices or equivalent <b>TCH 0-15a</b></p>
<p><b>Police</b> <i>Design a new outfit to keep Police safe</i></p>	<p>Discuss what keeps police safe when they are attending an emergency.</p> <p>Make a list of suggestions and discuss what job each does to protect.</p>	<p><i>Design an outfit to keep a police person safe when attending an emergency- the type of emergency could be set, but this may limit ideas. Draw and label drawing to show what you have designed. Use a variety of materials to create your picture collage/pictures from magazines etc.</i></p>	<p>I enjoy experimenting with a range of textiles <b>TCH 0-04b</b></p> <p>I have the freedom to discover and choose ways to create images and objects using a variety of materials. <b>EXA 0-02a</b></p> <p>Working on my own and with others, I use my curiosity and</p>

			<p>imagination to solve design problems.</p> <p><b>EXA o-06a</b></p>
<p><b>Fire</b> <i>Keeping ourselves safe around Electricity</i></p>	<p><b>Watch</b>  <a href="https://www.youtube.com/watch?v=RPVWUCIaW6Q">https://www.youtube.com/watch?v=RPVWUCIaW6Q</a>   <a href="https://www.youtube.com/watch?v=Pr9YntO7V1U">https://www.youtube.com/watch?v=Pr9YntO7V1U</a>             Electricity booklet</p>	<p><a href="https://www.youtube.com/watch?v=Veyv2IFc_Fk">https://www.youtube.com/watch?v=Veyv2IFc_Fk</a>             P.I.Plug's Home Safety Video- can you carry out an electrical check around your home or in school?</p>	<p>I know how to stay safe when using electricity. I have helped to make a display to show the importance of electricity in our daily lives.</p> <p><b>SCN o-09a</b>            I can show ways of getting help in unsafe situations and emergencies.</p> <p><b>HWB o-42a</b></p>
<p><b>Fire</b> <i>Finding suitable materials to keep the Fireperson dry</i></p>	<p><b>Science Experiment-</b> what materials are going to keep Fire Teddies dry when they are working?            (resources needed teddies, jugs, water, basin, range of different samples of materials)             Children to record their findings through videos or photos at the area.</p>	<p><b>Science Experiment-</b> what materials are going to keep Fire Teddies dry when they are working?            (resources needed teddies, jugs, water, basin/sink/bath, range of different samples of materials)             Children to record their findings with videos and photos.</p>	<p>Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes.</p> <p><b>SCN o-15a</b>             I enjoy experimenting with a range of textiles</p> <p><b>TCH o-04b</b></p>



<p><b>All TOPICS ABOVE COVER:</b></p>	<p><b>Topical Science Ideas:</b>  <b>Circle Time</b></p> <ul style="list-style-type: none"> <li>• How have these services helped everyone during lock down?</li> <li>• How important has science been in helping everyone?</li> </ul> <p><b>Social Studies:</b>  Children should be aware of different roles and jobs around them- through people who help us/local community.</p> <p><b>Listening and Talking:</b>  Giving children a chance to interview or talk to someone who works in these jobs.</p> <p><b>Drama:</b>  Role play opportunities (where possible) to pretend to play these roles either in school or at home.</p>	<p>I can talk about science stories to develop my understanding of science and the world around me.</p> <p><b>SCN o-20a</b></p> <p>I am aware that different types of evidence can help me to find out about the world around me.</p> <p><b>SOC o-15a</b></p> <p>By exploring my local community, I have discovered the different roles people play and how they can help.</p> <p><b>SOC o-16a</b></p> <p>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. <b>LIT o-14a</b></p>
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		<p>I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama <b>EXA 0-12a</b></p> <p>I use drama to explore real and imaginary situations, helping me to understand my world <b>EXA 0-14a</b></p>
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