

# Argyll and Bute Developmental Milestones Toolkit: Curriculum for Excellence Links

- **OVERVIEW**
- **LITERACY**
- **NUMERACY**
- **HEALTH AND WELLBEING**



# DEVELOPMENTAL MILESTONES cfe OVERVIEW

## SHANARRI

<p><b>SAFE</b></p> <p>HWB: I am aware of and able to express my feelings and am developing the ability to talk about them. I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. I know and can demonstrate how to travel safely. I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances.</p> <p>MNU: 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>SCN: 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>LIT: I listen or watch for useful or interesting information and I use this to make choices or learn new things. To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</p> <p>SOC: By exploring my local community, I have discovered the different roles people play and how they can help.</p> <p>RME: As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others. As I play and learn, I am developing my understanding of what is fair and unfair and why caring and sharing are important.</p>	<p>HWB 1a 4a 45a 16a 17a 18a 38a MNU 10a SCN 9a Lit 4a 7a 10a 16a &amp; Eng 17a Soc 16a RME 2a 5a 9a</p>
<p><b>HEALTHY</b></p> <p>HWB: I am aware of and able to express my feelings and am developing the ability to talk about them. I know that people need different kinds of food to keep them healthy. 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. I know that being active is a healthy way to be. I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors.</p> <p>MNU: I can share out a group of items by making smaller groups and can split a whole object into smaller parts.</p> <p>LIT: 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. As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.</p> <p>TCH: Within real and imaginary settings, I am developing my practical skills as I select and work with a range of materials, tools and software.</p>	<p>HWB 1a 32a 3a 27a 2a 30a 25a MNU 7a Lit 2a 21b &amp; Eng 3a Tch 12a</p>

## ACHIEVING

HWB: I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. I enjoy eating a diversity of foods in a range of social situations.

SOC: Within my everyday experiences and play, I make choices about where I work, how I work and who I work with.

MNU: I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. I can share out a group of items by making smaller groups and can split a whole object into smaller parts. I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life.

TCH: I am developing problem-solving strategies, navigation and co-ordination skills, as I play and learn with electronic games, remote control or programmable toys. I enjoy playing with and exploring technologies to discover what they can do and how they can help us.

LIT: I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.

HWB 15a 29a  
Soc 18a  
MNU 1a 7a 20c  
Tch 9a 1a  
Lit 1a 20a 13a 21a 9b 3a  
& Eng 12a

## NURTURED

HWB: 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. I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. I am learning what I can do to look after my body and who can help me.

HWB 0-03a HWB 0-05a  
HWB 0-08a HWB 0-33a  
HWB 0-45a HWB 0-48a  
LIT 0-04a LIT 0-10a LIT  
0-26a SOC 0-16a SOC  
0-17a

## ACTIVE

HWB: I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. I value the opportunities I am given to make friends and be part of a group in a range of situations. 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. I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. By exploring and observing movement, I can describe what I have learned about it.

MNU: 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. I can match objects, and sort using my own and others' criteria, sharing my ideas with others.

LIT: I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.

I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.

SOC: I explore and discover the interesting features of my local environment to develop an awareness of the world around me.

TCH: Through discovery, natural curiosity and imagination, I explore ways to construct models or solve problems.

ExA: I have the freedom to discover and choose ways to create images and objects using a variety of materials. I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama. I use drama to explore real and imaginary situations, helping me to understand my world.

HWB 5a 11a 14a 19a  
21a 24a  
MNU 11a 20b  
Lit 1b 11b 9a  
Soc 7a  
Tch 14a  
Exa 2a 12a 14a

## RESPECTED

HWB: I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body. As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. I am learning what I can do to look after my body and who can help me. I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this.

SOC: By exploring my local community, I have discovered the different roles people play and how they can help.

I make decisions and take responsibility in my everyday experiences and play, showing consideration for others. Within my everyday experiences and play, I make choices about where I work, how I work and who I work with. In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives.

EXA: I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.

LIT: 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. To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. 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. To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.

HWB 8a 28a 9a 33a  
45a 48a 49a  
Soc 16a 17a 18a  
20a  
ExA 1a  
Lit 2a 7a 14a 16a &  
Eng 3a 16a 17a

## RESPONSIBLE

HWB: I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. I recognise that we have similarities and differences but are all unique.

SOC: I make decisions and take responsibility in my everyday experiences and play, showing consideration for others. Within my everyday experiences and play, I make choices about where I work, how I work and who I work with.

SCN: I have experienced, used and described a wide range of toys and common appliances. I can say 'what makes it go' and say what they do when they work.

HWB 5a 9a 23a 44a  
45b 47a  
Soc 17a 18a  
SCN 4a  
Tch 11a  
Lit 2a 4a 10a & Eng  
3a  
MNU 20c

## INCLUDED

HWB: I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. I value the opportunities I am given to make friends and be part of a group in a range of situations. I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.

EXA: I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. Inspired by a 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.

HWB 0-05a HWB  
0-10a  
HWB 0-12a HWB  
0-13a HWB 0-14a  
HWB 0-25a  
HWB 0-44a EXA  
0-01a  
EXA 0-18a

## What are the main purposes of learning in health and wellbeing?

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

## Food and Health

Safe (Cog) (FM)  
 Healthy (S, E&B) (S&L) (FM)  
 Active (S&L)  
 Nurtured (GM) (FM)  
 Achieving ((S, E&B)  
 Respected (S, E&B) (Cog) (S&L)  
 Responsible (S, E&B) (Cog) (FM)  
 Included (Cog) (S&L)



## Mental and Emotional Wellbeing

Safe (S, E&B)  
 Healthy (Cog)  
 Active  
 Nurtured (S, E&B)  
 Achieving  
 Respected (S, E&B) (Cog)  
 Responsible (S, E&B) (Cog) (S&L)  
 Included (Cog) (S&L)

## Early Level food and health

I can select and prepare different foods as part of as varied daily routine for healthy eating.

I know and understand that food comes from plants and animals.

I can independently perform basic hygiene routines.

I can prepare simple foods using tools.

I can make the link between food and health.

I can taste and try a range of different foods.

I can select a snack independently.

## Early Level mental and emotional wellbeing

I can play with children who are left out.

I am learning to cope with my feelings and emotions and I am beginning to develop skills and strategies.

I know that friendship, caring, sharing, fairness, equality and love are important.

I feel and react to what is happening to me and this affects my behaviour.

I can talk to adults about my thoughts and emotions.

I am learning to manage thoughts and emotions.

I am aware of and can express my feelings and am developing the ability to talk about them.

## What are the main purposes of learning in health and wellbeing?

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- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
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- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

## Food and Health

Safe (S, E&B) (Cog) (FM)  
 Healthy (S, E&B) (S&L) (FM)  
 Active (S&L)  
 Nurtured (S&L) (GM) (FM)  
 Achieving ((S, E&B) Cog) (S&L) (FM)  
 Respected (S, E&B) (Cog) (S&L)  
 Responsible (S, E&B) (Cog) (S&L) (FM)  
 Included (Cog) (S&L)



## Mental and Emotional Wellbeing

Safe  
 Healthy (S, E&B) (Cog)  
 Active (S, E&B) (Cog) (S&L)  
 Nurtured (S, E&B) (S&L)  
 Achieving  
 Respected (S, E&B) (S&L)  
 Responsible (S, E&B) (Cog) (S&L)  
 Included (S, E&B) (Cog) (S&L)

## Early Level food and health

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I know and understand that food comes from plants and animals.

I can independently perform basic hygiene routines.

I can prepare simple foods using tools.

I can make the link between food and health.

I can taste and try a range of different foods.

I can select a snack independently.

## Early Level mental and emotional wellbeing

I can play with children who are left out.

I am learning to cope with my feelings and emotions and I am beginning to develop skills and strategies.

I know that friendship, caring, sharing, fairness, equality and love are important.

I feel and react to what is happening to me and this affects my behaviour.

I can talk to adults about my thoughts and emotions.

I am learning to manage thoughts and emotions.

I am aware of and can express my feelings and am developing the ability to talk about them.

## What are the main purposes of learning in health and wellbeing?

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- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

## Social Wellbeing

Safe  
 Healthy (GM)  
 Active (S, E&B) (Cog) (GM) (FM)  
 Nurtured (Cog) (GM) (FM)  
 Achieving (S, E&B) (Cog) (GM) (FM) (S&L)  
 Respected (S, E&B) (Cog) (S&L) (GM) (FM)  
 Responsible (S, E&B) (Cog) (S&L) (GM) (FM)  
 Included (S, E&B) (Cog) (S&L) (GM) (FM)



## Mental and Emotional Wellbeing

Safe (S, E&B) (Cog) (S&L) (GM) (FM)  
 Healthy (S, E&B) (S&L) (GM)  
 Active (S, E&B) (GM)  
 Nurtured  
 Achieving (S, E&B) (GM)  
 Respected (Cog)  
 Responsible (S, E&B) (Cog) (S&L) (GM) (FM)  
 Included (S, E&B) (GM) (FM)

## Early Level social wellbeing

I can make friends and enjoy being part of a group.

I enjoy giving my ideas and opinions.

I enjoy being part of my nursery/school.

I join in activities and I am keen to learn.

I know that other children have special skills and talents.

I know that I am a special person.

I am beginning to understand that I should respect others.

## Early Level Physical Wellbeing

I am learning how to keep safe in cars and buses.

I am learning how to keep safe around roads.

I am learning how to respond in a few emergency situations.

I am learning how to protect myself in a few different situations.

I know some places and activities are dangerous and I am beginning to understand risk.

I can give a few suggestions to help keep my body healthy.

I am learning about how my body works.

## What are the main purposes of learning in health and wellbeing?

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

## Social Wellbeing

Safe  
 Healthy ((S, E&B) (Cog) (FM)  
 Active (S, E&B) (Cog) (S&L) (GM) (FM)  
 Nurtured (S,E&B) (Cog) (S&L) (GM) (FM)  
 Achieving ((S, E&B)  
 Respected (S, E&B) (Cog) (S&L) (GM) (FM)  
 Responsible (S, E&B) (Cog) (S&L)  
 Included (S, E&B) (Cog) (S&L) (GM) (FM) (S&L)



## Physical Wellbeing

Safe (S, E&B) (Cog) (S&L) (GM) (FM)  
 Healthy (S, E&B) (S&L) (GM) (FM)  
 Active (S, E&B) (GM)  
 Nurtured  
 Achieving (S, E&B) (S&L)  
 Respected (S, E&B) (Cog) (S&L)  
 Responsible (S, E&B) (Cog) (S&L) (GM) (FM)  
 Included

## Early Level social wellbeing

I can make friends and enjoy being part of a group.

I enjoy giving my ideas and opinions.

I enjoy being part of my nursery/school.

I join in activities and I am keen to learn.

I know that other children have special skills and talents.

I know that I am a special person.

I am beginning to understand that I should respect others.

## Early Level Physical Wellbeing

I am learning how to keep safe in cars and buses.

I am learning how to keep safe around roads.

I am learning how to respond in a few emergency situations.

I am learning how to protect myself in a few different situations.

I know some places and activities are dangerous and I am beginning to understand risk.

I can give a few suggestions to help keep my body healthy.

I am learning about how my body works.



## What are the main purposes of learning in health and wellbeing?

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

## Planning for choices and changes

Safe – (GM)  
 Healthy (GM) (FM)  
 Active (S, E&B) (GM) (FM)  
 Nurtured (S&L) (GM)  
 Achieving ((S, E&B) (Cog) (GM) (FM)  
 Respected (S, E&B) (Cog) (S&L) (GM) (FM)  
 Responsible (Cog) (S&L)  
 Included (Cog)



## Relationships

Safe (S, E&B) (Cog)  
 Healthy (S, E&B)  
 Active (S, E&B) (Cog)  
 Nurtured (S, E&B) (Cog)  
 Achieving  
 Respected (S, E&B) (Cog) (GM) (FM)  
 Responsible (Cog) (S&L)  
 Included (S, E&B) (Cog) (S&L) (GM) (FM)

## Early Level planning for choices and changes

I have opportunities to find out about jobs and work in my local area.

I can talk about the kind of work and jobs that some people do.

I am encouraged to share what I have learned and experienced.

As I develop new skills, I use these to help me learn.

I enjoy taking part in new activities.

I get to make choices about what I want to learn.

I can give my ideas when we are planning our learning.

## Early Level Relationships

I am learning to show respect and to be aware how others are reacting to the things I do.

I know that parents/carers and other adults care for me.

If a friend causes me to worry, I know how to get help.

I enjoy having friends and can chat, share, take turns and explore.

I know that my friends have their own special qualities and needs.

I know that my friends have their own likes and dislikes.

I know how to make friends.

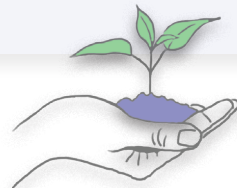
## What are the main purposes of learning in health and wellbeing?

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
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- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

## Planning for choices and changes

Safe – (S, E&B) (Cog) (S&L) (GM) (FM)  
 Healthy (S, E&B) (Cog) (S&L) (GM) (FM)  
 Active (S, E&B) (Cog) (S&L) (GM) (FM)  
 Nurtured (S, E&B) (Cog) (S&L) (GM) (FM)  
 Achieving ((S, E&B) (Cog) (S&L) (GM) (FM)  
 Respected (S, E&B) (Cog) (S&L) (GM) (FM)  
 Responsible (S, E&B) (Cog) (S&L) (GM) (FM)  
 Included (S, E&B) (Cog) (S&L) (GM) (FM) (S&L)



## Relationships

Safe (S, E&B) (Cog) (S&L) (GM) (FM)  
 Healthy (S, E&B) (Cog) (GM)  
 Active (S, E&B) (Cog) (S&L)  
 Nurtured (S, E&B) (S&L)  
 Achieving  
 Respected (S, E&B) (Cog) (S&L) (GM) (FM)  
 Responsible (S, E&B) (Cog) (S&L) (GM) (FM)  
 Included (S, E&B) (Cog) (S&L) (GM) (FM)

## Early Level planning for choices and changes

I have opportunities to find out about jobs and work in my local area.

I can talk about the kind of work and jobs that some people do.

I am encouraged to share what I have learned and experienced.

As I develop new skills, I use these to help me learn.

I enjoy taking part in new activities.

I get to make choices about what I want to learn.

I can give my ideas when we are planning our learning.

## Early Level Relationships

I am learning to show respect and to be aware how others are reacting to the things I do.

I know that parents/carers and other adults care for me.

If a friend causes me to worry, I know how to get help.

I enjoy having friends and can chat, share, take turns and explore.

I know that my friends have their own special qualities and needs.

I know that my friends have their own likes and dislikes.

I know how to make friends.

## What are the main purposes of learning in health and wellbeing?

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
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## Physical Activity and Sport

Safe (GM)  
 Healthy (S, E&B) (GM)  
 Active (S, E&B) (S&L) (GM)  
 Nurtured  
 Achieving (S, E&B) (GM)  
 Respected (S&L) (GM)  
 Responsible (S&L)  
 Included (S, E&B) (Cog) (S&L) (GM) (FM)



### Early Level P.E., physical activity and sport: movement skills, competencies and concepts

I have fun and join in with movement skills activities.

I am developing my balance.

I take part in regular, energetic play.

I have regular practice to develop my movement skills.

I am learning how to use and share space.

I am learning how to gain control of movements.

I am learning how to move my body in different ways.

### Early Level P.E., physical activity and sport: cooperation and competition, evaluating and appreciating

I have fun exploring and observing movement activities.

I can use a few words to explain what I have learned.

I can use a few words to describe how I move.

I am learning to follow rules.

I am becoming aware of others' feelings as I take turns and share.

I am learning to share.

I am learning to take turns.

### Early Level, P.E.; physical activity, sport and health

I can talk about the changes in my body after energetic play.

I am aware of how my body changes after energetic play.

I know that being active keeps me healthy.

I can choose from a range of resources and activities for energetic outdoor play.

I have a suitable outdoor space for energetic play.

I take part in energetic play indoors.

I do energetic play outdoors everyday.

## What are the main purposes of learning in health and wellbeing?

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

## Physical Activity and Sport

Safe (S, E&B) (Cog) (S&L) (GM) (FM)  
 Healthy (S, E&B) (Cog) (S&L) (GM) (FM)  
 Active (S, E&B) (Cog) (S&L) (GM) (FM)  
 Nurtured (Cog) (S&L) (GM) (FM)  
 Achieving (S, E&B) (Cog) (S&L) (GM) (FM)  
 Respected (S, E&B) (Cog) (S&L) (GM) (FM)  
 Responsible (S, E&B) (Cog) (S&L) (GM) (FM)  
 Included (S, E&B) (Cog) (S&L) (GM) (FM)



### Early Level P.E., physical activity and sport: movement skills, competencies and concepts

I have fun and join in with movement skills activities.

I am developing my balance.

I take part in regular, energetic play.

I have regular practice to develop my movement skills.

I am learning how to use and share space.

I am learning how to gain control of movements.

I am learning how to move my body in different ways.

### Early Level P.E., physical activity and sport: cooperation and competition, evaluating and appreciating

I have fun exploring and observing movement activities.

I can use a few words to explain what I have learned.

I can use a few words to describe how I move.

I am learning to follow rules.

I am becoming aware of others' feelings as I take turns and share.

I am learning to share.

I am learning to take turns.

### Early Level, P.E.; physical activity, sport and health

I can talk about the changes in my body after energetic play.

I am aware of how my body changes after energetic play.

I know that being active keeps me healthy.

I can choose from a range of resources and activities for energetic outdoor play.

I have a suitable outdoor space for energetic play.

I take part in energetic play indoors.

I do energetic play outdoors everyday.

## What are the main purposes of learning in health and wellbeing?

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## Substance Misuse

Safe (Cog) (S&L) (GM) (FM)  
 Healthy (GM)  
 Active (S, E&B)  
 Nurtured  
 Achieving  
 Respected (S, E&B) (Cog) (S&L)  
 Responsible (S, E&B) (S&L) (Cog) (GM) (FM)  
 Included

## Sexual Health and Parenthood

Safe  
 Healthy (S, E&B)  
 Active (S, E&B) (Cog)  
 Nurtured (S, E&B) (S&L) (Cog)  
 Achieving (S, E&B)  
 Respected (S, E&B) (Cog) (S&L)  
 Responsible  
 Included (S, E&B) (Cog) (S&L) (GM) (FM)

### Early Level: substance misuse

I can talk about how I would get help in unsafe situations and emergencies.

I can talk about some medicines and harmful substances I know.

I am learning that some substances at home and in the environment are harmful.

I am learning about medicines and when they are used.

I am beginning to understand that there are rules to help keep me safe.

I understand that there are things that I should not eat because they are dangerous.

I understand that there are things that I should not touch because they are dangerous.

### Early Level: sexual health

I am learning about respect for my body and what behaviour is right and wrong.

I am learning how to look after my body and who can help if I am worried.

I am learning how the different parts of my body work.

I am learning the correct names for the different parts of my body.

I am aware that my body will grow and change.

I know that I am a unique person.

I know that we all have similarities and differences.

### Early Level: parenthood

I can give ideas about how I may grow and develop.

I understand some ways to keep a baby safe.

I can talk about some tasks needed to look after a baby.

I know that I was a baby and now I have grown and developed skills.

I understand how living things need to be cared for.

I can describe how some living things develop.

I am learning where living things come from and how they grow.

## What are the main purposes of learning in health and wellbeing?

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 Healthy (S, E&B) (S&L)  
 Active (S, E&B)  
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 Included

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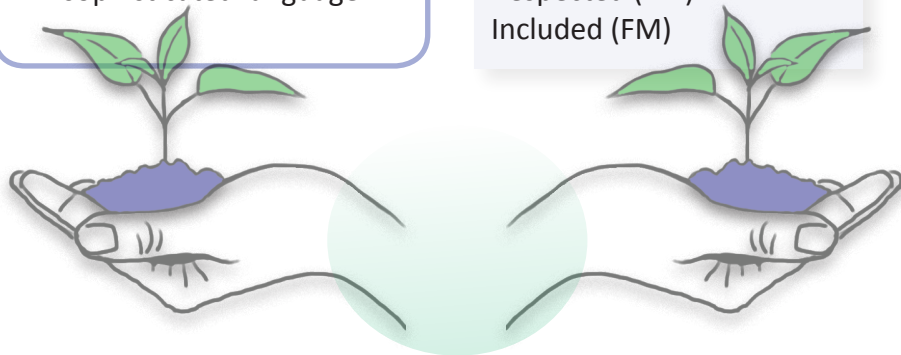
I understand how living things need to be cared for.

I can describe how some living things develop.

I am learning where living things come from and how they grow.

## Significant Aspects of Learning: Literacy

- Engage with and create a broad range of texts, including Scottish and Scots texts
- Use reading and listening strategies to understand, analyse and evaluate texts
- Find and use information
- Develop critical literacy skills, including evaluating sources
- Write with increasing accuracy, making effective use of spelling, grammar and punctuation
- Create texts of increasing complexity using more sophisticated language.



### Talking & Listening

Safe (S, E&B)  
 Healthy (S&L)  
 Active (S, E&B) (S&L)  
 Nurtured (S&L)  
 Achieving (S&L)  
 Respected (Cog) (S&L)  
 Responsible (S&L)  
 Included (S&L)

### Reading

Active (S, E&B) (S&L)  
 Achieving (Cog) (S&L)

### Writing

Active (Cog)  
 Achieving (FM)  
 Respected (FM)  
 Included (FM)

### Talking and Listening

I can make connections in my learning and share this with others. E.g. home/school.

I can ask questions about stories and express my feelings – happy/sad etc.

I can listen to find out new information and learn new things.

I can take turns when talking and listening in groups.

I can talk about which stories I like and say why.

I can listen to and watch a range of stories, songs and rhymes for short spells.

I can join in with rhymes, songs, stories and poems.

### Reading

I am beginning to read some simple picture books independently.

I enjoy events and characters in stories and can share my thoughts through drawings, talking and writing.

I can ask questions about stories to help me understand new information or texts.

I can use simple books to help me find new information and learn new things by looking at the words and pictures.

I am discovering how letters and words work together and can use this to help me begin to read and write.

I can choose books I enjoy and give my opinion about the story or text by talking or drawing.

I can play with letters and become familiar with the patterns and sounds they make.

### Writing

I can use all of the writing skills I have learned, to invent my own stories to share with others.

As my writing develops, I can share real and imaginary experiences and information.

I can use different materials, as I play, to record things that happen, feelings, ideas and information.

I can explore and try lots of different materials for writing when I play.

I can use what I know about letters and sounds to help me write as I play.

I can play with letters, sounds and words in activities, discovering how they go together.

I enjoy playing with letters and sounds activities and can recognise letters and sounds all around me.

## Significant Aspects of Learning: Literacy

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### Talking & Listening

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 Healthy (Cog) (S&L)  
 Active (S, E&B) (Cog) (S&L)  
 Nurtured (S, E&B) (Cog) (S&L)  
 Achieving (Cog) (S&L)  
 Respected (S, E&B) (Cog) (S&L)  
 Responsible (Cog) (S&L) (FM)  
 Included (S, E&B) (Cog) (S&L)

### Reading

Safe (S&L)  
 Active (S, E&B) (Cog) (S&L)  
 Nurtured (S&L)  
 Achieving (Cog) (S&L)  
 Respected (Cog) (S&L)

### Writing

Active (S&L) (FM)  
 Achieving (FM)  
 Respected (FM)  
 Responsible (S, E&B)  
 Included (FM)

### Talking and Listening

I can make connections in my learning and share this with others. E.g. home/school.

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## Significant Aspects of Learning: Numeracy and Mathematics

- Use knowledge and understanding of the number system, patterns and relationships
- Use knowledge and understanding of measurement and its application
- Use knowledge and understanding of shape and space
- Research and evaluate data to assess risks and make informed choices
- Apply numeracy and mathematical skills
- Mental Agility
- Algebraic Reasoning
- Determine the Reasonableness of a Solution

## Number

### Opportunities to talk about and use (play, songs, stories, games) numbers in:

Safe (Cog) (S&L) (GM) (FM)  
 Healthy (S, E&B) (S&L) (GM) (FM)  
 Active (S, E&B) (Cog) (S&L) (GM) (FM)  
 Nurtured (Cog) (FM)  
 Achieving (S, E&B) (Cog) (S&L) (GM) (FM)  
 Respected (S, E&B) (S&L) (GM) (FM)  
 Responsible (S, E&B)  
 Included (S, E&B) (Cog) (GM) (FM)



I can count on in 1s from a given number other than zero and skip count for a range of multiples 2, 5, 10. When I count on I know to start at zero. I use + and -.

I can say the number before and after a given number in a given range. I can make groups of numbers and write their number sentence. I can give doubles.

I can say the number word sequences, forwards and backwards, in a given range. I know that the last number I count tells me the total of the set.

I can sort and create groups of objects by number. I can describe their position using ordinal numbers.

I can count objects to say which has the most or least. I can explain my answers in a variety of ways.

I can use mathematical language of comparison- same, more, less, equal etc.

I can recognise and name most numbers to 10. I can count to 12 out loud.

## Significant Aspects of Learning: Numeracy and Mathematics

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