

Broad General Education

Overview of Experiences and Outcomes

Second level

<div>Expressive arts</div> <div>Participation in performances and presentation</div> <div>I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/ performances. EXA 2-01a</div> <div></div> <div>Art and design</div> <div>I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a</div> <div></div> <div>I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a</div> <div></div> <div>Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a</div> <div></div> <div>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a</div> <div></div> <div>I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-06a</div> <div></div> <div>I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-07a</div> <div></div> <div>Dance</div> <div>I can explore and choose movements to create and present dance, developing my skills and techniques. EXA 2-08a</div> <div></div> <div>Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. EXA 2-09a</div> <div></div> <div>I have taken part in dance from a range of styles and cultures, demonstrating my awareness of the dance features. EXA 2-10a</div> <div></div> <div>I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-11a</div> <div></div> <div>Drama</div> <div>I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology. EXA 2-12a</div> <div></div> <div>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 2-13a</div> <div></div> <div>I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. EXA 2-14a</div> <div></div> <div>I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-15a</div> <div></div> <div>Music</div> <div>I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation. EXA 2-16a</div> <div></div> <div>I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. EXA 2-17a</div> <div></div> <div>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. EXA 2-18a</div> <div></div> <div>I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-19a</div> <div></div> <div>Health and wellbeing</div> <div>Mental, emotional, social and physical wellbeing</div> <div>I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 2-01a</div> <div></div>	<div>Health & wellbeing</div> <div>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. HWB 2-02a</div> <div></div> <div>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. HWB 2-03a</div> <div></div> <div>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. HWB 2-04a</div> <div></div> <div>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. HWB 2-05a</div> <div></div> <div>I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 2-06a</div> <div></div> <div>I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 2-07a</div> <div></div> <div>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 2-08a</div> <div></div> <div>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. HWB 2-09a</div> <div></div> <div>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. EXA 2-10a</div> <div></div> <div>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. HWB 2-11a</div> <div></div> <div>Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 2-12a</div> <div></div> <div>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 2-13a</div> <div></div> <div>I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 2-14a</div> <div></div> <div>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 2-15a</div> <div></div> <div>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 2-16a</div> <div></div> <div>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 2-17a</div> <div></div> <div>I know and can demonstrate how to travel safely. HWB 2-18a</div> <div></div> <div>Planning for choices and changes</div> <div>Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. HWB 2-19a</div> <div></div> <div>I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. HWB 2-20a</div> <div></div> <div>Physical education, physical activity and sport</div> <div>As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 2-21a</div> <div></div> <div>I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. HWB 2-22a</div> <div></div>	<div>Health & wellbeing</div> <div>While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. HWB 2-23a</div> <div></div> <div>By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further. HWB 2-24a</div> <div></div> <div>I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community. HWB 2-25a</div> <div></div> <div>I have investigated the role of sport and the opportunities it may offer me. I am able to access opportunities for participation in sport and the development of my performance in my place of learning and beyond. HWB 2-26a</div> <div></div> <div>I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity. HWB 2-27a</div> <div></div> <div>I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing. HWB 2-28a</div> <div></div> <div>Food and health</div> <div>I enjoy eating a diversity of foods in a range of social situations. HWB 2-29a</div> <div></div> <div>By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. HWB 2-30a</div> <div></div> <div>I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods. HWB 2-32a</div> <div></div> <div>Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing. HWB 2-33a</div> <div></div> <div>Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. HWB 2-34a</div> <div></div> <div>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. HWB 2-35a</div> <div></div> <div>By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. HWB 2-36a</div> <div></div> <div>I can understand how advertising and the media are used to influence consumers. HWB 2-37a</div> <div></div> <div>Substance misuse</div> <div>I understand the effect that a range of substances including tobacco and alcohol can have on the body. HWB 2-38a</div> <div></div> <div>I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions. HWB 2-39a</div> <div></div> <div>I know that alcohol and drugs can affect people's ability to make decisions. HWB 2-40a</div> <div></div> <div>I can identify the different kinds of risks associated with the use and misuse of a range of substances. HWB 2-41a</div> <div></div> <div>I know of actions I can take to help someone in an emergency. HWB 2-42a</div> <div></div> <div>I understand the impact that misuse of substances can have on individuals, their families and friends. HWB 2-43a</div> <div></div> <div>Relationship, sexual health and parenthood</div> <div>I understand that a wide range of different kinds of friendships and relationships exist. HWB 2-44a</div> <div></div> <div>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b</div> <div></div>
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Health and wellbeing	Literacy and English	Modern languages
<p>I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. HWB 2-45a</p> <p><i>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 2-45b</i></p> <p>I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a</p> <p>I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene. HWB 2-48a</p> <p>I know that all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it. HWB 2-49a</p> <p>I am able to describe how human life begins and how a baby is born. HWB 2-50a</p> <p>I can describe the role of a parent/carer and the skills, commitment and qualities that the role requires. HWB 2-51a</p>	<p>I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. LIT 2-13a</p> <p><i>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a</i></p> <p><i>I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a</i></p> <p><i>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a</i></p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2-17a</p> <p><i>To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. LIT 2-18a</i></p> <p>I can: * discuss structure, characterisation and/or setting * recognise the relevance of the writer's theme and how this relates to my own and others' experiences * discuss the writer's style and other features appropriate to genre. ENG 2-19a</p>	<p>Listening and talking I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. MLAN 2-01a</p> <p>I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression. MLAN 2-01b</p> <p>I can listen to and show understanding of familiar instructions and language from familiar voices and sources. MLAN 2-01c</p> <p>I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact. MLAN 2-02a</p> <p>When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others. MLAN 2-03a</p> <p>I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. MLAN 2-03b</p> <p>I can ask for help confidently using learned phrases and familiar language. MLAN 2-04a</p> <p>I explore simple songs and rhymes and I enjoy learning with others as we talk and listen together. MLAN 2-05a</p> <p>I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b</p> <p>I can deliver a brief presentation on a familiar topic using familiar language and phrases. MLAN 2-06a</p> <p>I have worked with others, using a variety of media including ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in a country where the language I am learning is spoken. MLAN 2-06b</p> <p>I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation. MLAN 2-07a</p> <p>I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts. MLAN 2-07b</p>
<p>Listening and Talking <i>I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice. LIT 2-01a</i></p> <p><i>When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a</i></p> <p>I can recognise how the features of spoken language can help in communication and I can use what I learn. I can recognise different features of my own and others' spoken language. LIT 2-03a</p> <p><i>As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a</i></p> <p><i>As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. LIT 2-05a</i></p> <p><i>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a</i></p> <p><i>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a</i></p> <p><i>To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. LIT 2-08a</i></p> <p><i>When listening and talking with others for different purposes, I can: * share information, experiences and opinions * explain processes and ideas * identify issues raised and summarise main points or findings * clarify points by asking questions or by asking others to say more. LIT 2-09a</i></p> <p><i>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a</i></p>	<p>Writing <i>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 2-20a</i></p> <p><i>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. LIT 2-21a</i></p> <p><i>In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. LIT 2-22a</i></p> <p><i>Throughout the writing process, I can check that my writing makes sense and meets its purpose. LIT 2-23a</i></p> <p><i>I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a</i></p> <p><i>I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. I recognise the need to acknowledge my sources and can do this appropriately. LIT 2-25a</i></p> <p><i>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</i></p> <p>I am learning to use language and style in a way which engages and/or influences my reader. ENG 2-27a</p> <p><i>I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a</i></p> <p><i>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a</i></p> <p>As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. ENG 2-30a</p> <p>Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a</p>	<p>Reading I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example. MLAN 2-08a</p> <p>I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language. MLAN 2-08b</p> <p>I work on my own and with others to read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken. MLAN 2-09a</p> <p>I can choose and can read, on my own and with others, a variety of straightforward texts of different types, including non-fiction, short imaginative accounts, prose and poetry, which may have been adapted. MLAN 2-10a</p> <p>I can understand how a bilingual dictionary works and use it with support. MLAN 2-11a</p> <p>I can make comparisons and explore connections between spelling patterns in English and the language I am learning. MLAN 2-11b</p> <p>I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far. MLAN 2-11c</p> <p>I can recognise and comment on other features of my own language which help to make sense of words in the language I am learning. MLAN 2-11d</p>



Ante pre-school



Pre-school



P1



P2



P3



P4



P5



P6



P7



S1



S2



S3

Modern languages	Numeracy and mathematics	Religious and moral education
Writing I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate. MIAN 2-12a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense. MLAN 2-13a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can use familiar language to describe myself and to exchange straightforward information. MLAN 2-13b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I use my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately. MALN 2-14a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<i>I can explain how different methods can be used to find the perimeter and area of a simple 2D shape or volume of a simple 3D object. MNU 2-11c</i> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <i>I have worked with others to explore, and present our findings on, how mathematics impacts on the world and the important part it has played in advances and inventions. MNU 2-12a</i> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Having explored more complex number sequences, including well-known named number patterns, I can explain the rule used to generate the sequence, and apply it to extend the pattern. MTH 2-13a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can apply my knowledge of number facts to solve problems where an unknown value is represented by a symbol or letter. MTH 2-15a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Shape, position and movement Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment. MTH 2-16a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Through practical activities, I can show my understanding of the relationship between 3D objects and their nets. MTH 2-16b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can draw 2D shapes and make representations of 3D objects using an appropriate range of methods and efficient use of resources. MTH 2-16c <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. MTH 2-17a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context. MTH 2-17b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary. MTH 2-17c <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans. MTH 2-17d <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can use my knowledge of the co-ordinate system to plot and describe the location of a point on a grid. MTH 2-18a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can illustrate the lines of symmetry for a range of 2D shapes and apply my understanding to create and complete symmetrical pictures and patterns. MTH 2-19a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Information handling <i>Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading. MNU 2-20a</i> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <i>I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. MNU 2-20b</i> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. MTH 2-21a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <i>I can conduct simple experiments involving chance and communicate my predictions and findings using the vocabulary of probability. MNU 2-22a</i> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	I am increasing my knowledge and understanding of different forms of Christian worship and artefacts and can explain their importance for Christians. RME 2-03a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Through investigating the ways in which Christians mark major life events and times of year, I can explain key features of such festivals and celebrations. RME 2-03b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can describe the practices and traditions of Christianity and have considered the way these have influenced Scottish society. RME 2-03c <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> World religion selected for study Through investigating and reflecting upon stories of world religions, I can show my understanding of these stories. RME 2-04a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Through exploring the lives and teachings of significant figures from world religions, I am increasing my knowledge and understanding of their key beliefs. RME 2-4b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can show understanding of the beliefs of world religions and explore the similarities and differences between these and my developing beliefs. RME 2-04c <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Through investigating and reflecting upon the lives and teachings of significant figures from world religions, and drawing upon moral values as expressed in religious scriptures and other stories, I am beginning to understand how these have influenced the morality of world religions. RME 2-05a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. RME 2-05b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I am increasing my knowledge and understanding of different forms of worship and artefacts within world religions and can explain their importance for followers of world religions. RME 2-06a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Through investigating and reflecting upon the ways in which followers of world religions mark major life events and times of year, I can explain key features of such festivals and celebrations. RME 2-06b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can describe and reflect upon practices and traditions of world religions. RME 2-06c <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Development of beliefs and values I am developing respect for others and my understanding of their beliefs and values. RME 2-07a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 2-08a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I am increasing my understanding of how people come to have their beliefs, and further developing my awareness that there is a diversity of belief in modern Scotland. RME 2-09a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I am developing my understanding that people have beliefs and values based upon religious or other positions. RME 2-09b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others. RME 2-09c <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I am developing my understanding of how my own and other people's beliefs and values affect their actions. RME 2-09d <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Religious and moral education Planet earth I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. SCN 2-01a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Through carrying out practical activities and investigations, I can show how plants have benefited society. SCN 2-02b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I have collaborated in the design of an investigation into the effects of fertilisers on the growth of plants. I can express an informed view of the risks and benefits of their use. SCN 2-03a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy. SCN 2-04a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Through exploring non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use. SCN 2-04b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
	Religious and moral education	
	Christianity Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories. RME 2-01a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Through exploring the lives and teachings of Jesus and other figures in Christianity, I am increasing my knowledge and understanding of key Christian beliefs. RME 2-01b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can show understanding of Christian beliefs and explore the similarities and differences between these and my developing beliefs. RME 2-01c <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Through investigating and reflecting upon the lives and teachings of Jesus and key Christian figures, and drawing upon moral values as expressed in Christianity, I am beginning to understand how these have influenced Christian morality. RME 2-02a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. RME 2-02b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	

Science Through exploring non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use. SCN 2-04b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond. TCH 2-02b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time. SCN 2-05a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> By observing or researching features of our solar system, I can use simple models to communicate my understanding of size, scale, time and relative motion within it. SCN 2-06a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Forces, electricity and waves By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects. SCN 2-07a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I have collaborated in investigations to compare magnetic, electrostatic and gravitational forces and have explored their practical applications. SCN 2-08a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical challenge. SCN 2-08b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I have used a range of electrical components to help to make a variety of circuits for differing purposes. I can represent my circuit using symbols and describe the transfer of energy around the circuit. SCN 2-09a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> To begin to understand how batteries work, I can help to build simple chemical cells using readily-available materials which can be used to make an appliance work. SCN 2-10a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Through research on how animals communicate, I can explain how sound vibrations are carried by waves through air, water and other media. SCN 2-11a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> By exploring reflections, the formation of shadows and the mixing of coloured lights, I can use my knowledge of the properties of light to show how it can be used in a creative way. SCN 2-11b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Biological systems By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing. SCN 2-12a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions. SCN 2-12B <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I have contributed to investigations into the role of microorganisms in producing and breaking down some materials. SCN 2-13a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> By investigating the lifecycles of plants and animals, I can recognise the different stages of their development. SCN 2-14a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> By exploring the characteristics offspring inherit when living things reproduce, I can distinguish between inherited and non-inherited characteristics. SCN 2-14b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Materials By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed. SCN 2-15a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I have participated in practical activities to separate simple mixtures of substances and can relate my findings to my everyday experience. SCN 2-16a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> By investigating common conditions that increase the amount of substance that will dissolve or the speed of dissolving, I can relate my findings to the world around me. SCN 2-16b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Having explored the substances that make up Earth's surface, I can compare some of their characteristics and uses. SCN 2-17a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I have investigated different water samples from the environment and explored methods that can be used to clean and conserve water and I am aware of the properties and uses of water. SCN 2-18a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I have collaborated in activities which safely demonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of a chemical reaction as being a change in which different materials are made. SCN 2-19a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	Science Topical science Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society. SCN 2-20a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can report and comment on current scientific news items to develop my knowledge and understanding of topical science. SCN 2-20b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Social studies People, past events and societies I can use primary and secondary sources selectively to research events in the past. SOC 2-01a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology. SOC 2-02a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. SOC 2-03a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. Soc 2-06a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> People, place and environment I can describe the major characteristic features of Scotland's landscape and explain how these were formed. SOC 2-07a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. SOC 2-07b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. SOC 2-08a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community. SOC 2-08b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment. SOC 2-09a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit. SOC 2-10a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things. SOC 2-12a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. SOC 2-13a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. Soc 2-14a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> People in society, economy and business I can use evidence selectively to research current social, political or economic issues. SOC 2-15a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can explain how the needs of a group in my local community are supported. SOC 2-16a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. SOC 2-16b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can discuss issues of the diversity of cultures, values and customs in our society. SOC 2-16c <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. SOC 2-17a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can investigate the features of an election and the work of representatives at a local, national or European level to begin to develop my understanding of how democracy works. SOC 2-18a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. SOC 2-19a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	Social Subjects Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. SOC 2-20a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method. SOC 2-21a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. SOC 2-22a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Technologies Technological developments in society When exploring technologies in the world around me, I can use what I learn to help to design or improve my ideas or products. SOC 2-01a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can investigate how an everyday product has changed over time to gain an awareness of the link between scientific and technological developments. SOC 2-01b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Having analysed how lifestyle can impact on the environment and Earth's resources, I can make suggestions about how to live in a more sustainable way. SOC 2-02a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond. SOC 2-02b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> ICT to enhance learning As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations. TCH 2-03a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. TCH 2-03b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts. TCH 2-04a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. TCH 2-04a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Business contexts for developing technological skills and knowledge By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. SOC 2-22a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Computing science contexts for developing technological skills and knowledge I am developing my knowledge and use of safe and acceptable conduct as I use different technologies to interact and share experiences, ideas and information with others. TCH 2-08a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Using appropriate software, I can work collaboratively to design an interesting and entertaining game which incorporates a form of control technology or interactive multimedia. TCH 2-09a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Food and textiles contexts for developing technological skills and knowledge 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. HWB 2-35a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Through discovery and imagination, I can develop and use problem-solving strategies to meet design challenges with a food or textile focus. TCH 2-11a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback. TCH 2-11b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Crafts, design, engineering and graphics contexts for developing technological skills and knowledge By applying my knowledge and skills of science and mathematics, I can engineer 3D objects which demonstrate strengthening, energy transfer and movement. TCH 2-12a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> During practical activities and design challenges, I can estimate and measure using appropriate instruments and units. TCH 2-13a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Through discovery and imagination, I can develop and use problem-solving strategies to construct models. TCH 2-14a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback. TCH 2-14b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> I can use drawing techniques, manually or electronically, to represent objects or ideas, enhancing them using effects such as light, shadow and textures. TCH 2-15a <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> Throughout my learning, I experiment with the use of colour to develop an awareness of the effects and impacts it can have. TCH 2-15b <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
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Ante pre-school



Pre-school



P1



P2



P3



P4



P5



P6



P7



S1



S2



S3