

# Broad General Education

# Overview of Experiences and Outcomes

# First level

Expressive arts	Health & wellbeing	Health & wellbeing
<b>Participation in performances and presentation</b> I have experience the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. EXA 1-01a <input type="checkbox"/> <input type="checkbox"/>	<i>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 1-05a</i> <input type="checkbox"/> <input type="checkbox"/>	<b>Food and health</b> I enjoy eating a diversity of foods in a range of social situations. HWB 1-29a <input type="checkbox"/> <input type="checkbox"/>
<b>Art and design</b> I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a <input type="checkbox"/> <input type="checkbox"/>	<i>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 1-06a</i> <input type="checkbox"/> <input type="checkbox"/>	By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1-30a <input type="checkbox"/> <input type="checkbox"/>
I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a <input type="checkbox"/> <input type="checkbox"/>	<i>I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 1-07a</i> <input type="checkbox"/> <input type="checkbox"/>	I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. HWB 1-30b <input type="checkbox"/> <input type="checkbox"/>
I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a <input type="checkbox"/> <input type="checkbox"/>	<i>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 1-08a</i> <input type="checkbox"/> <input type="checkbox"/>	I am beginning to understand that nutritional needs change at different stages of life, for example the role of breastfeeding in infant nutrition. HWB 1-32a <input type="checkbox"/> <input type="checkbox"/>
Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 1-05a <input type="checkbox"/> <input type="checkbox"/>	<i>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 1-09a</i> <input type="checkbox"/> <input type="checkbox"/>	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. HWB 1-33a <input type="checkbox"/> <input type="checkbox"/>
I can use exploration and imagination to solve design problems related to real-life situations. EXA 1-06a <input type="checkbox"/> <input type="checkbox"/>	<i>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. HWB 1-10a</i> <input type="checkbox"/> <input type="checkbox"/>	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 1-35a <input type="checkbox"/> <input type="checkbox"/>
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 1-07a <input type="checkbox"/> <input type="checkbox"/>	<i>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 1-11a</i> <input type="checkbox"/> <input type="checkbox"/>	I am discovering the different ways that advertising and the media can affect my choices. HWB 1-37a <input type="checkbox"/> <input type="checkbox"/>
<b>Dance</b> I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. EXA 1-08a <input type="checkbox"/> <input type="checkbox"/>	<i>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 1-12a</i> <input type="checkbox"/> <input type="checkbox"/>	<b>Substance misuse</b> I know that there are medicines and some other substances that can be used in a safe way to improve health and I am becoming aware of how choices I make can affect my health and wellbeing. HWB 1-38a <input type="checkbox"/> <input type="checkbox"/>
Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. EXA 1-09a <input type="checkbox"/> <input type="checkbox"/>	<i>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 1-13a</i> <input type="checkbox"/> <input type="checkbox"/>	I know how to react in unsafe situations and emergencies. HWB 1-42a <input type="checkbox"/> <input type="checkbox"/>
I am becoming aware of different features of dance and can practise and perform steps, formations and short dance. EXA 1-10a <input type="checkbox"/> <input type="checkbox"/>	<i>I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 1-14a</i> <input type="checkbox"/> <input type="checkbox"/>	<b>Relationship, sexual health and parenthood</b> I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 1-44a <input type="checkbox"/> <input type="checkbox"/>
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 1-11a <input type="checkbox"/> <input type="checkbox"/>	<i>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 1-15a</i> <input type="checkbox"/> <input type="checkbox"/>	<i>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 1-44b</i> <input type="checkbox"/> <input type="checkbox"/>
<b>Drama</b> I enjoy creating, choosing and accepting roles, using movement, expression and voice. EXA 1-12a <input type="checkbox"/> <input type="checkbox"/>	<i>I am learning to assess and manage risk, to protect myself and others and to reduce the potential for harm when possible. HWB 1-16a</i> <input type="checkbox"/> <input type="checkbox"/>	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. HWB 1-45a <input type="checkbox"/> <input type="checkbox"/>
Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 1-13a <input type="checkbox"/> <input type="checkbox"/>	<i>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 1-17a</i> <input type="checkbox"/> <input type="checkbox"/>	<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 1-45b</i> <input type="checkbox"/> <input type="checkbox"/>
I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. EXA 1-14a <input type="checkbox"/> <input type="checkbox"/>	<i>I know and can demonstrate how to travel safely. HWB 1-18a</i> <input type="checkbox"/> <input type="checkbox"/>	I recognise that we have similarities and differences but are all unique. HWB 1-47a <input type="checkbox"/> <input type="checkbox"/>
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 1-15a <input type="checkbox"/> <input type="checkbox"/>	<b>Planning for choices and changes</b> Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. HWB 1-19a <input type="checkbox"/> <input type="checkbox"/>	I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB 1-48B <input type="checkbox"/> <input type="checkbox"/>
<b>Music</b> I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions. EXA 1-16a <input type="checkbox"/> <input type="checkbox"/>	<i>I can describe some of the kinds of work that people do and I am finding out about the wider world of work. HWB 1-20a</i> <input type="checkbox"/> <input type="checkbox"/>	I am learning what I can do to look after my body and who can help me. HWB 1-48a <input type="checkbox"/> <input type="checkbox"/>
I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. EXA 1-17a <input type="checkbox"/> <input type="checkbox"/>	<b>Physical education, physical activity and sport</b> I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21a <input type="checkbox"/> <input type="checkbox"/>	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. HWB 1-49a <input type="checkbox"/> <input type="checkbox"/>
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 1-18a <input type="checkbox"/> <input type="checkbox"/>	I am developing skills and techniques and improving my level of performance and fitness. HWB 1-22a <input type="checkbox"/> <input type="checkbox"/>	I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 1-50a <input type="checkbox"/> <input type="checkbox"/>
<b>Health and wellbeing</b>	I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities. HWB 1-23a <input type="checkbox"/> <input type="checkbox"/>	I am able to show an awareness of the tasks required to look after a baby. HWB 1-51a <input type="checkbox"/> <input type="checkbox"/>
<b>Mental, emotional, social and physical wellbeing</b> I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 1-01a <input type="checkbox"/> <input type="checkbox"/>	I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback. HWB 1-24a <input type="checkbox"/> <input type="checkbox"/>	<b>Literacy and English</b>
<i>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 1-02a</i> <input type="checkbox"/> <input type="checkbox"/>	<i>Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space. HWB 1-25a</i> <input type="checkbox"/> <input type="checkbox"/>	<b>Listening and talking</b> I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. <input type="checkbox"/> <input type="checkbox"/>
<i>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 1-03a</i> <input type="checkbox"/> <input type="checkbox"/>	I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest, to look after my body. HWB 1-27a <input type="checkbox"/> <input type="checkbox"/>	<i>I regularly select subject, purpose, format and resources to create texts of my choice. Lit 1-01a</i> <input type="checkbox"/> <input type="checkbox"/>
<i>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 1-04a</i> <input type="checkbox"/> <input type="checkbox"/>	I understand that my body needs energy to function and that this comes from the food I eat. I am exploring how physical activity contributes to my health and wellbeing. HWB 1-28a <input type="checkbox"/> <input type="checkbox"/>	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a <input type="checkbox"/> <input type="checkbox"/>
		I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. ENG 1-03a <input type="checkbox"/> <input type="checkbox"/>
		<i>As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text and use this information for a specific purpose. LIT 1-04a</i> <input type="checkbox"/> <input type="checkbox"/>

Literacy and English	Literacy and English	Numeracy and Mathematics
<p><i>As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. LIT 1-05a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-06a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>To help me develop an informed view, I am learning to recognise the difference between fact and opinion. LIT 1-08a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. LIT 1-10a</i> <input type="checkbox"/> <input type="checkbox"/></p>	<p>I can describe and share my experiences and how they made me feel. ENG 1-30a <input type="checkbox"/> <input type="checkbox"/></p> <p>Having explored the elements writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. ENG 1-31a <input type="checkbox"/> <input type="checkbox"/></p>	<p>I can explore and discuss how and why different shapes fit together and create a tiling pattern with them. MTH 1-16b <input type="checkbox"/> <input type="checkbox"/></p> <p>I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a <input type="checkbox"/> <input type="checkbox"/></p> <p>I have developed an awareness of where grid reference systems are used in everyday contexts and can use them to locate and describe position. MTH 1-18a <input type="checkbox"/> <input type="checkbox"/></p> <p>I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes. MTH 1-19a <input type="checkbox"/> <input type="checkbox"/></p>
	<p><b>Numeracy and mathematics</b></p> <p><b>Number, money and measure</b></p> <p><i>I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate. MNU 1-01a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value.</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. MUN 1-03a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>Having explored fractions by taking part in practical activities, I can show my understanding of:</i></p> <ul style="list-style-type: none"> <li><i>*how a single item can be shared equally</i> <input type="checkbox"/> <input type="checkbox"/></li> <li><i>*the notation and vocabulary associated with fractions</i> <input type="checkbox"/> <input type="checkbox"/></li> <li><i>*where simple fractions lie on the number line. MNU 1-07a</i> <input type="checkbox"/> <input type="checkbox"/></li> </ul> <p><i>Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division. MNU 1-07b</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>Through taking part in practical activities including use of pictorial representations, I can demonstrate my understanding of simple fractions which are equivalent. MTH 1-07c</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I can use money to pay for items and can work out how much change I should receive. MNU 1-09a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change. MNU 1-09b</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I can tell the time using 12 hour clocks, realising there is a link with 24 hour notation, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day. MNU 1-10a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I can use a calendar to plan and be organised for key events for myself and my class throughout the year. MNU 1-10b</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers. MNU 1-10c</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. MNU 1-11a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I can estimate the area of a shape by counting squares or other methods. MNU 1-11b</i> <input type="checkbox"/> <input type="checkbox"/></p>	<p><b>Information handling</b></p> <p><i>I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. MNU 1-20a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria. MNU 1-20b</i> <input type="checkbox"/> <input type="checkbox"/></p> <p>Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. MTH 1-21a <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I can use appropriate vocabulary to describe the likelihood of events occurring, using the knowledge and experiences of myself and others to guide me. MNU 1-22a</i> <input type="checkbox"/> <input type="checkbox"/></p>
<p><b>Reading</b></p> <p><i>I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 1-11a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. ENG 1-12a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. LIT 1-13a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. LIT 1-14a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. LIT 1-15a</i> <input type="checkbox"/> <input type="checkbox"/></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. LIT 1-16a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. ENG 1-17a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>To help me develop an informed view, I can recognise the difference between fact and opinion. LIT 1-18a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. ENG 1-19a</i> <input type="checkbox"/> <input type="checkbox"/></p>		<p><b>Religious and moral education</b></p> <p>Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. RME 1-01a <input type="checkbox"/> <input type="checkbox"/></p> <p>By exploring some places and investigating artefacts, I am developing my knowledge of Christian beliefs and my awareness of the role of Christianity in Scottish society and the world. RME 1-01b <input type="checkbox"/> <input type="checkbox"/></p> <p>I can talk about my own beliefs, or express them in other ways. RME 1-01c <input type="checkbox"/> <input type="checkbox"/></p> <p>Having explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people's lives and communities. RME 1-02a <input type="checkbox"/> <input type="checkbox"/></p> <p>I can describe the key features of the values of Christianity which are expressed in stories. RME 1-02b <input type="checkbox"/> <input type="checkbox"/></p> <p>Through investigating the Christian communities in my local area, I am discovering how Christian communities demonstrate their beliefs through prayer, worship and special ceremonies. I am developing respect for the practices and traditions of others. RME 1-03a <input type="checkbox"/> <input type="checkbox"/></p> <p>I am developing an awareness of the ways in which Christians celebrate different times of year and can relate these to my own life and community. RME 1-03b <input type="checkbox"/> <input type="checkbox"/></p>
<p><b>Writing</b></p> <p><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 1-20a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. LIT 1-21a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>Throughout the writing process, I can check that my writing makes sense. LIT 1-23a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. LIT 1-25a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-26a</i> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. LIT 1-28a/LIT 1-29a</i> <input type="checkbox"/> <input type="checkbox"/></p>	<p><b>Shape, position and movement</b></p> <p>I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. MTH 1-16a <input type="checkbox"/> <input type="checkbox"/></p>	<p><b>World religions selected for study</b></p> <p>Through exploring stories from world religions, I can describe some of their key beliefs. RME 1-04a <input type="checkbox"/> <input type="checkbox"/></p> <p>By exploring some places and investigating artefacts, I am developing my knowledge of the beliefs of world religions and my awareness of their role in Scottish society and the world. RME 1-04b <input type="checkbox"/> <input type="checkbox"/></p> <p>I can talk about my own beliefs, or express them in other ways. RME 1-04c <input type="checkbox"/> <input type="checkbox"/></p> <p>Having explored stories from world religions, I can show my developing understanding of key values of those faiths and how they might be put into action in people's lives and communities. RME 1-05a <input type="checkbox"/> <input type="checkbox"/></p> <p>I can describe the key features of the values of world religions which are expressed in stories. RME 1-05a <input type="checkbox"/> <input type="checkbox"/></p> <p>I am discovering how followers of world religions demonstrate their beliefs through prayer/meditation, worship and special ceremonies. I am developing respect for the practices and traditions of others. RME 1-06a <input type="checkbox"/> <input type="checkbox"/></p>

Religious and moral education	Social subjects	Technologies
<p>I am developing an awareness of the ways in which followers of world religions celebrate different times of year and can relate these to my own life and community. RME 1-06b</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><b>People, past events and societies</b></p> <p>I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past. SOC 1-01a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>By exploring current news items of technological interest, I have raised questions on the issues and can share my thoughts. TCH 1-01c</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><b>Science</b></p>	<p>By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history. SOC 1-02a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1-02a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><b>Planet Earth</b></p> <p>I can distinguish between living and non living things. I can sort living things into groups and explain my decisions. SCN 1-01a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>I can use evidence to recreate the story of a place or individual of local historical interest. SOC 1-03a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><b>ICT to enhance learning</b></p> <p>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 1-03a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. SCN 1-02a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. SOC 1-04a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts. TCH 1-03b</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school. SCN 1-03a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. SOC 1-06a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>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 1-04a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>I am aware of different types of energy around me and can show their importance to everyday life and my survival. SCN 1-04a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><b>People, place and environment</b></p> <p>I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. SOC 1-07a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. TCH 1-04b</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>By investigating how water can change from one form to another, I can relate my findings to everyday experiences. SCN 1-05a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>I can consider ways of looking after my school or community and can encourage others to care for their environment. SOC 1-08a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><b>Business contexts for developing technological skills and knowledge</b></p> <p>I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success. SOC 1-22a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>By safely observing and recording the sun and moon at various times, I can describe their patterns of movement and changes over time. I can relate these to the length of a day, a month and a year. SCN 1-06a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Having explored the variety of foods produced in Scotland, I can discuss the importance of different types of agriculture in the production of these foods. SOC 1-09a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><b>Computing science contexts for developing technological skills and knowledge</b></p> <p>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 1-08a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><b>Forces, electricity and waves</b></p> <p>By investigating forces on toys and other objects, I can predict the effect on the shape or motion of objects. SCN 1-07a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>By exploring my community and the groups within it, I can identify and consider different types of housing and how they meet needs. SOC 1-11a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>I am developing problem-solving strategies, navigation and co-ordination skills, as I play and learn with electronic games, remote control or programmable toys. TCH 1-09a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>By exploring the forces exerted by magnets on other magnets and magnetic materials, I can contribute to the design of a game. SCN 1-08a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life. SOC 1-12a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><b>Food and textiles contexts for developing technological skills and knowledge</b></p> <p>I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. HWB 1-30b</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>I can describe an electrical circuit as a continuous loop of conducting materials. I can combine simple components in a series circuit to make a game or model. SCN 1-09a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>By exploring climate zones around the world, I can compare and describe how climate affects living things. SOC 1-12b</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 1-35a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>By collaborating in experiments on different ways of producing sound from vibrations, I can demonstrate how to change the pitch of the sound. SCN 1-11a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Having explored the landscape of my local area, I can describe the various ways in which land has been used. SOC 1-13a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Through discovery and imagination, I can develop and use problem-solving strategies to meet design challenges with a food or textile focus. TCH 1-11a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><b>Biological systems</b></p> <p>By researching, I can describe the position and function of the skeleton and major organs of the human body and discuss what I need to do to keep them healthy. SCN 1-12a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. SOC 1-13b</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback. TCH 1-11b</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>I have explored my senses and can discuss their reliability and limitations in responding to the environment. SCN 1-12b</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><b>People in society, economy and business</b></p> <p>I understand that evidence varies in the extent to which it can be trusted and can use this in learning about current issues in society. SOC 1-15a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><b>Craft, design, engineering and graphics contexts for developing technological skills and knowledge</b></p> <p>I explore materials, tools and software to discover what they can do and how I can use them to help solve problems and construct 3D objects which may have moving parts. TCH 1-12a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>I know the symptoms of some common diseases caused by germs. I can explain how they are spread and discuss how some methods of preventing and treating disease benefit society. SCN 1-13a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>I can contribute to a discussion of the difference between my needs and wants and those of others around me. SOC 1-16a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>During practical activities and design challenges, I can estimate and measure using appropriate instruments and units. TCH 1-13a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited. SCN 1-14a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me. SOC 1-17a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Through discovery and imagination, I can develop and use problem-solving strategies to construct models. TCH 1-14a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><b>Materials</b></p> <p>Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. SCN 1-15a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>I have participated in decision making and have considered the different options available in order to make decisions. SOC 1-18a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback. TCH 1-14b</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>I can make and test predictions about solids dissolving in water and can relate my findings to the world around me. SCN 1-16a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>I have developed an understanding of the importance of local organisations in providing for the needs of my local community. SOC 1-20a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>I am developing an interest, confidence and enjoyment in using drawing and colour techniques, manually or electronically, to represent ideas in different learning situations. TCH 1-15a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1-02a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>I can work out the amount of money I need to buy items, understanding that I may not always be able to afford the items I want. SOC 1-21a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><b>Technologies</b></p>
<p><b>Topical science</b></p> <p>I have contributed to discussions of current scientific news items to help develop my awareness of science. SCN 1-20a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success. SOC 1-22a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><b>Technological events in society</b></p> <p>By exploring and using technologies in the wider world, I can consider the ways in which they help. TCH 1-01a</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
	<p>I can work with others to generate, discuss and develop imaginative ideas to create a product of the future. TCH 1-01b</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	

