Curriculum Improvement Cycle
Draft Technical Framework
Early Level

November 2026

Version 1.0

These are draft materials. The content, format and style are subject to change. They are being shared as part of the co-design process and in advance of engagement and feedback time during the 2026/27 session. There is no expectation on educators, schools or settings to do anything now with these drafts. It would not be appropriate to change current planning or tracking and monitoring systems in establishments at this stage.

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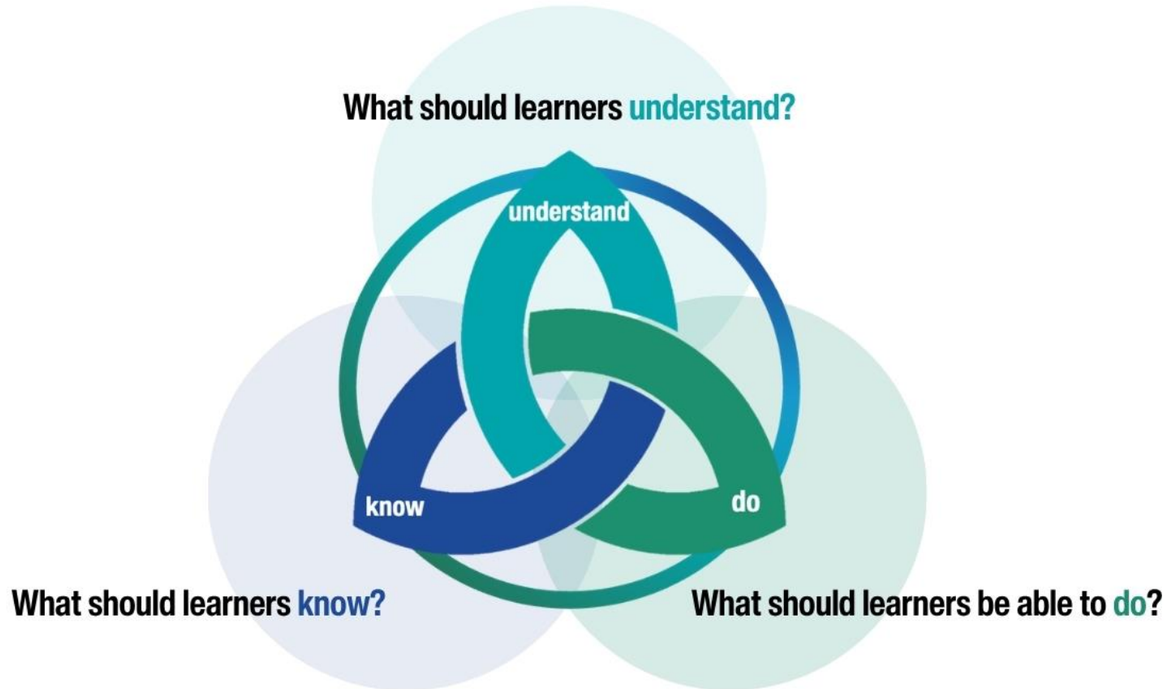
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The Know-Do-Understand (KDU) framework



How the KDU knots are written

Understand:
Statements that decribe the relationship between concepts.

Know:	**Do:**
Facts, definitions or **case studies** that learners need to know to develop the understanding above.	**Skills**, **processes** and **procedures** learners need to know to develop the understanding above.

Notes:
Information that helps practitioners in their planning for this KDU knot.

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Introduction to the Early Level Know-Do-Understand Framework

Early Level recognises that children are competent, active participants in their learning. It builds on their experiences, interests, strengths and needs, and on the relationships that support them as they learn and develop. Through play, exploration and meaningful experiences, children develop knowledge, skills and understanding and make connections in their learning.

Learning at Early Level is holistic and responsive. Children may encounter and revisit learning in different ways and in different contexts, with opportunities to deepen and extend their understanding over time. In line with Realising the Ambition: Being Me, learning is supported through the interactions, experiences and spaces that practitioners thoughtfully consider and facilitate, recognising the importance of play, everyday experiences and intentional adult guidance. The curriculum supports practitioners to recognise and build on this learning while developing the four capacities of Curriculum for Excellence: successful learners, confident individuals, responsible citizens and effective contributors.

The curriculum materials provide a framework for recognising and supporting what children know, do and understand across the curricular areas. Where suggested sequencing is provided, this supports progression within the level rather than prescribing how or when learning should take place. Practitioners use their professional judgement to make connections across learning, taking account of each child's experiences, strengths, interests and needs.

While the draft Early Level materials are presented here in the same format as the First to Fourth Levels, work is continuing with stakeholders to consider whether and how an alternative presentation may better support practitioners working with Early Level learners.

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Summary of Early Level

Curricular Area	Strand	Sub-Strand	Sub-sub Strand	Early Level Understanding
Expressive Arts	**Creative Process**			Creative ideas emerge through curiosity, play and exploration as discoveries are shaped into meaningful ideas.
	Perform, Present and Produce			The Expressive Arts communicate ideas, feelings and experiences.
	Self-expression			Self-expression communicates experiences, feelings and ideas.
	Reflect and Respond			Play and exploration across the Expressive Arts shapes thoughts, feelings and responses.
	Cultural Awareness and Understanding			The arts can be used to express feelings and experiences related to a place or people.
Health and Wellbeing	**Communities in Action**			People can belong to and take part in diverse communities.
	Relationships			How people interact can affect their relationship with others.
	Habits for Health			Repeated actions can become part of everyday routines.
	Mental, Emotional, Social and Physical Health (MESP)			Thoughts, feelings and actions are connected and can change.
	Safety			Recognising risk can influence how people respond in different situations.
	The Growing Body			The body grows and changes and its different parts can work together.
Languages	**Understanding Language**			Language is communicated through sounds, words and short phrases. Context and cues help people understand language.
	Using Language			People use and repeat language to share meaning through words, characters and sounds.
	Language for Interaction			People take turns when using language to share meaning.
	Identity and Belonging			People express who they are through their relationships, languages and experiences.
	Perspectives and Worldviews			People can think, feel and experience things in different ways.
	Cultures and Traditions			People explore cultures and traditions when learning a language.
	Pattern and Structure			People use patterns in languages to help work out meaning.
	Pronunciation and Writing Systems			Languages use sounds and written symbols to communicate meaning.
	Language Learning Strategies			Learning a language develops through participation, practice and using clues.
Literacy and English	**Oral Language and Interaction**			Listening and attention enable understanding of new ideas and learning. Playing together, communicating and interacting with others broadens expressive vocabulary and enables the communication and understanding of ideas, needs, wants, preferences and feelings. Sounds and patterns in spoken language engage listeners, making stories and songs interesting to listen to and enjoyable to participate in.
	Enjoying, engaging with and creating texts			Letters, numerals, symbols and images in print texts communicate meaning. Texts, in their many forms, open up the world and engage readers by communicating about ideas and people's experiences. Being curious by asking questions and exploring different sources enables people to find, understand and share information about the world around them.
	Early Writing			Marks, drawings, conversations, play and early writing work together to share stories, ideas and information, enabling self-expression.
	Language Foundation for understanding and creating (written) texts			Readers and writers connect the sounds and patterns of spoken language with letters, symbols and characters to decode, understand and create texts.
Literacy and Gàidhlig	**Feartan na Gàidhlig/Features of the Gaelic Language**			Gaelic words and phrases are used for communication and expression. Gaelic grammar affects words and phrases. Gaelic idiomatic language enriches expression.
	Conaltradh agus Leasachadh Cànain/Communication			Social cues and gestures support interactions. Listening carefully for different purposes fosters pronunciation, participation and accuracy. Speech is used for communication and expression. Engaging with different Gaelic texts helps make meaning.

	and Language Development			Letters and sounds work together to create Gaelic words. Learning about basic reading strategies fosters comprehension and creates lasting connections with Gaelic texts. Mark-making, drawing and writing convey meaning. Gaelic letters are symbols, which combined with punctuation, create words and sentences.
	Compàirteachas agus Buintealas/Participation and Connecting with Others			Location influences Gaelic identities in Scotland.
	Dualchas Cultarach agus Coimhearsnachd/Gaelic Cultural Heritage and Community			The Gaelic language is linked with culture and special events.
	Luachadh agus Tagrachd/Appreciation and Advocacy			All children have rights that protect them. Gaelic is a living language used in different places.
Numeracy and Mathematics	**Quantity, Numbers and the Algebraic Properties of Number**	Number Systems and Structures		Numbers, including zero, can be represented as spoken number names, written numerals and quantities, while retaining the same value. Numbers have a fixed order which can be used to describe or compare position. Sets of objects and numbers can be partitioned and their parts can be recombined to restore the original whole.
		Number Relationships and Operations		Small quantities of objects can be identified immediately without counting. Objects, sounds and movements can be counted to determine how many there are. Comparing quantities reveals whether one collection has more, less, or the same number of items. Addition describes combining collections of items into a single quantity. Subtraction describes finding the quantity left when some items are removed, or the difference between quantities of items. Addition and subtraction are connected, so one can undo the effect of the other. Equal sharing results in a quantity being split into a given number of equal parts. Equal grouping results in arranging a quantity into equal parts of a given size.
		Patterns and Sequences		Number sequences follow a predictable order, helping to identify what comes next.
		Finance		Money takes different forms and can be used to represent the price of items and activities.
	Shape, Space and Measurement	Position and Movement		Position, direction and movement describe where objects are and how they move in relation to other objects, people and spaces.
		Properties of Shapes and Solids		2D shapes and 3D objects have properties that can be identified, described and compared.
		Proportional Reasoning		Relative size shows how big or small things are compared to each other.
		Patterns and Sequences		Patterns repeat in a regular way, allowing what comes next to be predicted.
		Measures		Measurement helps describe, compare and make sense of the features of objects and events in everyday life.
				Time helps describe when things happen, the sequence in which they happen and how events can repeat in predictable cycles.
				Different timing devices track the passing of time and help estimate and compare durations in everyday contexts.
	Information, Data and Uncertainty	Data Management		Words, numbers and pictures represent information and help us communicate and make sense of everyday situations. Data can be collected and organised to describe situations.
		Data Analysis and Interpretation		Comparing information helps us answer questions and make decisions.
		Probability		Some events are certain and others are uncertain, so predictions cannot always be made with confidence
Religious Education	**Seeking God's Presence in Our Lives**			Through exploring the wonder and beauty of creation understand God made the natural world.

Roman Catholic	**Knowing we are made in God's Image**			God created everyone equally, with unique gifts and talents, which He calls us to share in love and friendship.
	Believing in One God revealed to us			We can praise God the Father, God the Son and God the Holy Spirit through prayer and worship. God loves us and calls for us to be close to Him.
	Encountering the life, death and resurrection of Jesus Christ			Jesus came into the world for us, died and rose again, and is with us always.
	Nurturing faith through Church and the Sacraments			God gathers His people together to pray, celebrate and grow in faith.
	Exploring the Word of God			The Bible is the most precious and sacred book for all Christians because it is the Word of God.
	Responding through Prayer, devotion and Liturgy			Prayer and liturgies bring us closer to God.
	Journeying to Holiness through Christian Living			God calls us to love Him and others through showing this love in our choices and actions.
Religious, Moral and Philosophical Studies	**Religion & Worldviews**			People can belong to a range of communities and groups that shape their identities, relationships and sense of belonging. Groups are often formed around shared beliefs, interests or goals, creating a sense of belonging and connection. Religion and worldviews can influence people's beliefs, values and sense of belonging. Religion and worldviews celebrate special days and times of the year to express beliefs, values and a sense of belonging.
	Morality, Ethics and Values			People's choices can have positive and negative consequences, so it is important to consider what is right and wrong. People's choices and the actions they take because of what they think is right and wrong have positive and negative consequences.
	Questions, Arguments and Sources			Humans are curious and this leads them to ask and try to answer questions about life, truth, the universe and being human.
Sciences	**Scientific Investigation**			Asking questions, making observations and testing ideas can help identify what might happen.
	Interpreting and Analysing			Changing one thing can affect another, showing how things can be connected.
	Evaluation in Science			Exploring what worked, and what did not helps to improve things for next time.
	Scientific Communication and Review			Scientists engage with people to share what they discover, helping others to benefit from what has been learned.
	The Connected World	Nature and Earth's resources	Nature	The environment provides living things with what they need, enabling them to stay alive.
			Food and interdependence	Plants and animals provide food for many living things, enabling them to stay alive.
			Materials and their properties	Materials have different properties, enabling them to be used for different purposes.
		Energy in society	Energy sources and security	Electricity is needed to power devices used in everyday life, with its safe use helping to protect us.
			Energy and climate change	The use of energy resources can harm the environment, so should be used with care.
		Space		The sky changes from light to dark, creating day and night.
		Health and disease		Some germs can affect health and medicines can be used to prevent and treat infections.
	The Living World	Survival of living things	Concept of life	Living things grow and change and have needs that must be met for them to stay alive.
			Genetic variation	Living things have similarities and differences that help us recognise and compare them.
		Systems for survival	Animal bodies and skeletons	Humans and other animals have body parts that help them live and grow.
			Nervous system and the senses	Humans have senses which enable them to be aware of their surroundings, helping them stay safe.

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			Digestive, respiratory and circulatory systems	Different parts of the body have different jobs that help the body stay alive and healthy.
			Plant systems	Plants have different parts that help them grow and stay alive.
	The Chemical World	Physical changes	States of matter	Water can change forms, explaining changes we observe in the world.
			Mixtures	Substances can be mixed, and doing so often changes their properties.
	The Physical world	Forces	Motion	Things move in different ways, allowing movement to be observed, described and compared.
			Forces and interactions	Pushes and pulls can change what things do, helping us make sense of changes we see around us.
		Waves	Sound	Sounds can be made in different ways and allow people to identify and respond to things around them.
			Light	Light helps people and animals to see the world, helping them to live, move and stay safe.
	Taking Scientific Action			Exploring and asking questions about the world around us helps identify ways to use science to make things better for people and other living things.
	Science Around Me			Science is part of everyday life and helps people make things better for others.
	Informed and Responsible Decision-making			Scientific knowledge can change when new evidence is discovered, helping to develop better explanations for observations.
Social Studies	**Causation**			Actions and events happen for a reason.
	Conflict			Disagreements between people can lead to conflict.
	Cooperation			Cooperation involves people working together.
	Enquiry			Enquiry begins with exploring the world.
	Environments			Environments can be different depending on where they are.
	Equality			Everyone should be treated fairly.
	Evidence			Evidence can be found in everyday experiences and surroundings.
	Perspective			People may think, feel and experience things differently.
	Power			Power can influence what happens.
	Society			People belong to different groups.
	Systems			Natural systems affect everyday life.
Technologies	**Identify, Define, Explore and Articulate**			Ideas can be developed into solutions that address needs and solve problems.
	Make It Happen			The way materials, tools and technologies are used affects how ideas can be realised as products, experiences or solutions.
	Systems			Systems achieve their purpose through parts working together.
	People and Planet			Everything we make and use comes from materials and resources found in the world around us.
	Digital World			Digital technologies enable people to communicate, create and access information and media in different ways.

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Expressive Arts Know-Do-Understand Strands

<table>
<tr><td>Strand</td><td colspan="2">Creative Process
The Creative Process, within the Expressive Arts, is the development of knowledge, understanding and skills across Art and Design, Dance, Drama, Film and Screen and Music and Music Technology. It involves exploring ideas, experimenting with materials and techniques and refining work through thoughtful adjustment. It focuses on the ways that creative ideas grow and develop before they are shared.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understand: Creative ideas emerge through curiosity, play and exploration as discoveries are shaped into meaningful ideas.</td></tr>
<tr><td>Know:
Curiosity, play and exploration support creativity and the development of ideas.

Sound, movement, materials and digital tools can be explored and used in different ways to create and express ideas.</td><td>Do:
Explore, experiment and create ideas through play.

Experiment with materials, tools, sounds, movement, stories and digital devices by making marks, moving the body, using the voice and responding to sensory experiences.

Use the body and imagination to explore ideas, engage in role play, communicate feelings and participate in creative processes independently and collaboratively.</td></tr>
<tr><td colspan="2">Includes, but is not limited to

Integrated Expressive Arts
• creative experiences which combine Art and Design, Dance, Drama, Film and Screen and Music and Music Technology in meaningful and relevant contexts.
• opportunities to create, communicate and represent ideas, inspired by stories, images, sounds, movement, places, people, cultures and the natural world.

Art and Design
• drawing, painting, clay, playdough, junk modelling, loose parts, construction and exploration of natural and recycled materials.
• creating images, models, patterns and designs inspired by stories, experiences, interests and the environment.

Dance
• movement exploration, action songs, travelling, turning, jumping, balancing and creating simple movement sequences.
• responding to music, stories, images and emotions through movement and dance.

Drama
• storytelling, puppetry, role play, small world play, imaginative play and character exploration.
• exploring real and imagined situations through voice, movement and dramatic play.

Film and Screen
• images and animation.
• using digital devices to capture, document, create and share ideas, stories and creative experiences.

Music and Music Technology
• singing games, rhymes, body percussion, sound and instrument exploration.
• exploring tempo, dynamics, rhythm and pitch through music-making and simple music technologies.

Notes
• opportunities to create meaning by combining visual, movement, dramatic, digital and musical elements.
• open-ended experiences that encourage experimentation, creativity, imagination and personal choice.
• opportunities to revisit, adapt and extend ideas through discussion, reflection and further exploration.
• independent and collaborative creative experiences which support agency, communication and creative thinking.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="2">Perform, Present and Produce
Perform, Present and Produce is the process of preparing and sharing creative work with others. It involves organising, refining and presenting work so that ideas, stories or intentions are clear. This includes live performance, recorded formats and physical or digital display.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understand: The Expressive Arts communicate ideas, feelings and experiences.</td></tr>
<tr><td>Know:
Ideas, feelings and experiences can be expressed and shared in different ways.

Movement, sound, colour, gesture, shape and mark-making can be used to communicate meaning.</td><td>Do:
Use a range of materials, props, instruments and digital tools to perform and present expressive work.

Share simple creative work with others.</td></tr>
<tr><td colspan="2">Includes, but is not limited to

Integrated Expressive Arts
• experiences that encourage confidence in sharing creative work with familiar audiences.

Art and Design
• sharing drawings, paintings, models and designs.

Dance
• performing simple movement and dance sequences.

Drama
• storytelling, role play and puppetry.

Film and Screen
• sharing photographs, digital stories, recordings and animations.

Music and Music Technology
• singing games, rhymes, music-making and sound exploration.

Notes
• informal performances, sound exploration, mark-making, puppet play and role-play.
• creative choices supported through play, exploration and experimentation.
• sharing through performance, display, storytelling and digital media.
• simple creative choices such as loud/soft, fast/slow, high/low, big/small, colour, shape, character, gesture and expression.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="2">Self-expression
Self-expression is how learners use the expressive arts to explore and communicate their thoughts, emotions and ideas.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understand: Self-expression communicates experiences, feelings and ideas.</td></tr>
<tr><td>Know:
Creative work can show how someone thinks or feels.

Colour, sound, movement, materials, images, words and role can be used to communicate a feeling or idea.

Creative work can be noticed and enjoyed in different ways.</td><td>Do:
Use movement, music, sound, image, role-play and mark-making to represent, express and communicate feelings, ideas and experiences.

Select and combine colours, materials, sounds, movements or roles for a purpose and share something about the experiences using words, actions, signs or other forms of communication.</td></tr>
<tr><td colspan="2">Includes, but is not limited to

Integrated Expressive Arts
• use open prompts such as show me with your body/voice/marks, talk about how that feels. Accept verbal and non-verbal responses as valid self-expression.
• open-ended experiences that encourage personal choice, creativity, curiosity and individuality.

Art and Design
• drawing, painting, clay, playdough, junk modelling and construction inspired by personal experiences and interests.
• exploring colour, shape, texture and materials to communicate ideas and feelings

Dance
• movement exploration, action songs and dance experiences inspired by stories, emotions and imagination.
• expressing ideas through travelling, turning, jumping, balancing and gesture.

Drama
• storytelling, puppetry, role play, small world play and imaginative play.
• exploring real and imagined situations through voice, movement and character.

Film and Screen
• images, animation and simple digital storytelling.
• using digital tools to capture and represent experiences, ideas and interests.

Music and Music Technology
• singing games, rhymes, body percussion, sound-making and instrument exploration.
• exploring sounds, music and simple technologies to communicate feelings and ideas

Notes
• opportunities to communicate ideas, feelings, experiences, interests and imagination through a range of expressive arts experiences.
• opportunities to develop confidence in expressing preferences, opinions, feelings and ideas such as family, weather and favourite things.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="2">Reflect and Respond
Reflect and Respond is the process of observing, interpreting and evaluating artistic work. It involves noticing creative choices, considering their impact and developing informed responses that deepen understanding of the Expressive Arts.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understand: Play and exploration across the Expressive Arts shapes thoughts, feelings and responses.</td></tr>
<tr><td>Know:
Creative choices can include colour, sound, movement, images, stories and materials.

Everyone can have different opinions, emotions and feelings about creative work.</td><td>Do:
Share thoughts and feelings about creative experiences.

With support, identify one or two creative choices in a creative work.

Express a personal response using words, gesture, drawing, mark-making or movement.

Listen to others’ responses.</td></tr>
<tr><td colspan="2">Includes, but is not limited to

Integrated Expressive Arts
• short reflection opportunities, moments during and after creative play, making and performing.
• use of prompts such as 'What can you see?’, ‘What can you hear?’, ‘What does it remind you of?’, ‘What does it look like?’
• creative work can include song, dance, picture, short film, story.

Art and Design
• talking about colours, shapes and materials.

Dance
• responding to movement and performance.

Drama
• discussing characters, stories and role play.

Film and Screen
• talking about images, recordings and animations.

Music and Music Technology
• responding to sounds, (loud, quiet, fast, slow), songs and musical experiences.

Notes
• use of simple expressive arts vocabulary such as happy, calm, excited, sad, worried, angry, loud, gentle, bright and slow.
• reflection through talk, movement, image-making and play.
• recognition that different opinions are valued.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="2">Cultural Awareness and Understanding
Cultural Awareness and Understanding is recognising and valuing Scotland’s artistic heritage while appreciating creative traditions, practices and perspectives from diverse cultures, times and places. It develops awareness of the beliefs, customs and ideas that shape creative expression.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understand: The arts can be used to express feelings and experiences related to a place or people.</td></tr>
<tr><td>Know:
The Expressive Arts can provide meaningful ways to support a growing sense of identity, belonging and understanding of others through their lived experiences.</td><td>Do:
Explore stories, feelings, celebrations, traditions, people and places in Scotland and around the world, recognising and reflecting identities, languages and cultures.</td></tr>
<tr><td colspan="2">Includes, but is not limited to

Integrated Expressive Arts
• begin to explore arts from local community, Scotland and beyond, linked to festivals and cultural experiences.

Art and Design
• patterns, symbols, crafts and cultural artwork.

Dance
• traditional and social dance.

Drama
• stories, legends and cultural storytelling traditions.

Film and Screen
• digital stories and cultural media experiences.

Music and Music Technology
• songs, rhymes and musical traditions.

Notes
• exploring Scottish traditions, culture and heritage, including Gaelic and Scots languages, alongside cultures, languages and traditions from communities around the world.
• experiences connected to identity, belonging and community.
• recognition of Scotland's diverse cultural heritage.
• creative exploration that values different perspectives.
• festivals, cultural experiences and celebrations within families and communities.</td></tr>
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Health and Wellbeing Know-Do-Understand Strands

<table>
<tr><td>Strand</td><td colspan="5">Communities in Action
How people participate in and contribute to communities, and how communities influence people's experiences and opportunities.</td></tr>
<tr><td rowspan="5">Early Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
People can belong to and take part in diverse communities.</td><td colspan="2">Understand:
People can belong to and take part in diverse communities.</td><td colspan="2">Understand:
People can belong to and take part in diverse communities.</td></tr>
<tr><td>Know:
Food and textiles can connect people, places and cultures.

Food can be shared in different ways within families and communities.

People do not always have the same access to food and clothing.

Food and textiles come from a variety of sources.

Food, clothing and other resources can be reduced, reused and recycled.</td><td>Do:
Connect foods and textiles to the people or places they come from.

Take part in a shared food experience.

Describe how food can be part of family or community life.

Recognise that people can have different access to food or clothing.

Identify benefits of reducing, reusing and recycling food and clothing.</td><td>Know:
People move and play together in different spaces and environments.

Shared rules and roles help people participate together.

People can have different needs when taking part in movement and play.

Activities, spaces and equipment can be changed to support participation.</td><td>Do:
Follow rules and take on different roles during movement and physical activity.

Coordinate actions with others towards a shared goal.

Carry out a change to equipment, space or rules to affect participation.

Identify how access to space, equipment or activities can differ.</td><td>Know:
People can belong to diverse communities.

Everyone is of equal value.

Communities can have similarities and differences.

People have different needs and circumstances.

People have different roles and jobs within families, settings and communities.</td><td>Do:
Identify communities to which people can belong.

Distinguish between treating everyone the same and responding to different needs.

Describe different roles and jobs people have within communities.</td></tr>
<tr><td colspan="2">Includes, but not limited to:
• comfort blankets
• toys
• clothing

Notes
Food and textiles can have meaning within celebrations, traditions and community events.</td><td colspan="2">Notes</td><td colspan="2">Notes</td></tr>
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<table>
<tr><td>Strand</td><td colspan="5">Relationships
How people form and experience relationships, and how communication, difference, needs, rights, boundaries, expectations and power shape those relationships.</td></tr>
<tr><td rowspan="4">Early Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
How people interact can affect their relationship with others.</td><td colspan="2">Understand:
How people interact can affect their relationship with others.</td><td colspan="2">Understand:
How people interact can affect their relationship with others.</td></tr>
<tr><td>Know:
People can share and experience food in different ways.</td><td>Do:
Recognise different ways in which people take part in shared food experiences.</td><td>Know:
Personal qualities can influence how people take part in physical activity with others.

Encouragement can affect confidence and participation.</td><td>Do:
Describe how personal qualities can affect participation in physical activity with others.

Offer and respond to encouragement during physical activity.</td><td>Know:
Relationships can be formed with family members, friends and trusted adults.

Families and relationships can take different forms.

Caring, kindness, fairness and respect can support positive relationships.

Everyone has the right to be treated with respect in their relationships.</td><td>Do:
Identify relationships in people’s lives.

Recognise types of families and relationships.

Recognise characteristics of caring, fair and respectful relationships.

Describe how people can help others feel respected and included.</td></tr>
<tr><td colspan="2">Includes, but not limited to:
Ways of eating
• eating with hands
• using forks
• using spoons
• using chopsticks</td><td colspan="2">Includes, but not limited to:
Personal qualities
• helpfulness
• courage
• patience
• determination</td><td colspan="2">Includes, but not limited to:
Family relationships
• parents and children
• carers and children
• siblings
• extended family members
.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="4">Habits for Health
How repeated behaviours and routines develop into habits, what sustains and changes them and how these influence health and wellbeing.</td></tr>
<tr><td rowspan="4">Early Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
Repeated actions can become part of everyday routines.</td><td colspan="2">Understand:
Repeated actions can become part of everyday routines.</td><td colspan="2">Understand:
Repeated actions can become part of everyday routines.</td></tr>
<tr><td>Know:
The body needs food and water regularly.

Food provides energy and nutrients.

Foods can be grouped according to their characteristics and contribution to a balanced diet.</td><td>Do:
Identify repeated food and drink choices that can become habits.

Sort familiar foods into food groups.

Use food group knowledge to identify balanced choices.</td><td>Know:
Movement and rest are part of daily routines.

People enjoy different ways of moving.

The body can feel different during physical activity and rest.</td><td>Do:
Identify and explain preferred movement experiences.

Describe how the body feels before, during and after physical activity.

Identify opportunities for movement and rest within daily routines.</td><td>Know:
Everyday routines can help care for the body.

Personal hygiene routines help reduce the spread of germs.

Sleep and rest are part of everyday routines that support health.</td><td>Do:
Identify routines that help care for the body.

Sequence familiar personal hygiene routines.

Explain why hygiene, sleep and rest are important.</td></tr>
<tr><td colspan="2">Notes</td><td colspan="2">Includes, but not limited to:
Experiences that can support enjoyment
choice
success
appropriate challenge
belonging
personal progress
Notes
Enjoyment involves positive and personally meaningful movement experiences. Every activity does not need to feel fun.</td><td colspan="2">Notes</td></tr>
</table>

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<table>
<tr><td>Strand</td><td colspan="4">Mental, Emotional, Social and Physical Health (MESP)
How mental, emotional, social and physical health factors interact to influence feelings, responses, participation and decisions.</td></tr>
<tr><td rowspan="4">Early Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
Thoughts, feelings and actions are connected and can change.</td><td colspan="2">Understand:
Thoughts, feelings and actions are connected and can change.</td><td colspan="2">Understand:
Thoughts, feelings and actions are connected and can change.</td></tr>
<tr><td>Know:
People can have different thoughts and feelings about food, drink and textiles.

People can like and dislike different foods, drink and textiles.

Sensory experiences can affect how people respond to food and textiles.

Eating and drinking can affect how the body feels.</td><td>Do:
Recognise that people can respond differently to the same food or drink.

Express likes, dislikes and feelings about food, drink and textiles.

Identify ways food and drink can affect how the body feels.</td><td>Know:
Movement can produce physical and emotional responses.

Body signals and emotions can change during movement.

Environments can contribute to how people feel and respond when moving.</td><td>Do:
Try a range of movements.

Take turns and cooperate during movement.

Describe how different movement experiences can feel.

Recognise body signals and emotions associated with movement.

Adapt movement in response to simple body or environmental cues.</td><td>Know:
People experience a range of thoughts and feelings, and these are all important.

People can respond differently to the same situation.

Feelings can be accompanied by physical responses.

The things people say and do can affect how others feel.

People can provide support when it is needed.

Mistakes can help people learn and improve.</td><td>Do:
Identify and describe a range of emotions.

Recognise physical responses associated with different feelings.

Notice that people can think, feel and respond differently to the same situation.

Describe how an action can affect another person.

Identify ways a person might respond when something feels difficult.</td></tr>
<tr><td colspan="2">Notes</td><td colspan="2">Notes</td><td colspan="2">Includes, but not limited to:
Physical responses
a faster heartbeat
butterflies in the stomach
facial flushing
shaky hands
feeling warm
Notes
The effects of regulation strategies can vary according to individual needs, strengths and circumstances.</td></tr>
</table>

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<table>
<tr><td>Strand</td><td colspan="5">Safety
How people recognise, assess, manage and evaluate risk to make informed decisions about safety.</td></tr>
<tr><td rowspan="4">Early Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
Recognising risk can influence how people respond in different situations.</td><td colspan="2">Understand:
Recognising risk can influence how people respond in different situations.</td><td colspan="2">Understand:
Recognising risk can influence how people respond in different situations.</td></tr>
<tr><td>Know:
Food, utensils and materials need to be handled safely and hygienically.

Clean hands, surfaces and utensils help reduce the spread of germs.

People can have allergies to food, medicines and textiles and these can affect people in different ways.</td><td>Do:
Use food, utensils and materials safely for their intended purpose.

Follow hygiene routines when handling and preparing food.

Recognise when an allergy may require support from a trusted adult.</td><td>Know:
Movement and play involve rules, routines and possible risks.

People, space and equipment can affect safety.

Body signals can indicate when someone needs to slow down, stop or rest.</td><td>Do:
Move with awareness of people, space and equipment.

Respond to safety cues.

Respond appropriately to familiar body signals during activity.</td><td>Know:
Everyone has a right to feel safe. People have a right to personal space and boundaries.

Trusted adults and emergency services can provide help.

Personal information should not always be shared, including online.

Medicines have different purposes and should be used with guidance from an appropriate adult.</td><td>Do:
Recognise situations at home, in school and in the community that may be unsafe.

Identify a trusted person who can provide help.

Explain how to access emergency services.

Recognise examples of personal information that should be protected.

Describe what medicines are for and how an appropriate adult can help with their safe use.</td></tr>
<tr><td colspan="2">Notes</td><td colspan="2">Notes</td><td colspan="2">Notes
Activities can involve both opportunities and risks. Recognising and managing risk can support participation.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="5">The Growing Body
How the body functions, grows, develops and adapts throughout life, including the roles of interacting body systems, puberty, nutrition and movement.</td></tr>
<tr><td rowspan="4">Early Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
The body grows and changes and its different parts can work together.</td><td colspan="2">Understand:
The body grows and changes and its different parts can work together.</td><td colspan="2">Understand:
The body grows and changes and its different parts can work together.</td></tr>
<tr><td>Know:
The body, including the brain, needs food and water to grow and develop.

Senses contribute to experiences of food and drink.</td><td>Do:
Identify familiar foods and drinks that help meet the body’s needs for growth and development.

Use taste, touch, smell, sight and sound to explore food and drink.</td><td>Know:
The brain receives information and helps the body respond.

The body can move in different ways.

Different body parts can be used to create movement.

Physical activity can make the body feel different.</td><td>Do:
Use and develop a range of fundamental movement skills in different movement contexts.

Use fine and gross motor skills to move and interact with objects in different ways.

Identify and use different body parts when moving.

Notice and describe simple changes in the body during physical activity.</td><td>Know:
All bodies are unique.

Body parts have names.

Bodies and brains change as people grow.

Body autonomy is the right to make decisions about the body.</td><td>Do:
Identify and name relevant parts of the body using appropriate terminology.

Recognise ways bodies can grow and change over time.

Recognise examples of personal boundaries.</td></tr>
<tr><td colspan="2">Notes</td><td colspan="2">Includes, but not limited to:
Fundamental movement skills
travelling, including walking, wheeling, running, hopping and skipping
balance and body control, including stopping, starting and changing direction
interacting with objects, including rolling, throwing, catching and kicking
Notes
Changes to skills and equipment can support participation.
Gross motor skills involve large muscle groups. Fine motor skills involve smaller, precise movements, particularly of the hands and fingers.
Movement describes an action of the whole body or a body part. Physical activity involves bodily movement that uses energy.</td><td colspan="2">Notes</td></tr>
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Languages Know-Do-Understand Strands

Strand	**Understanding Language** This strand develops learners' understanding of how people make sense of language. It examines how vocabulary, grammatical structures and the organisation of texts help people understand spoken and written language across different contexts.			
Early Level	**Understand:** Language is communicated through sounds, words and short phrases.		**Understand:** Context and cues help people understand language.	
	Know: People use language to communicate meaning. Words and written symbols represent objects, actions or ideas.	**Do:** Identify familiar words, sounds or short phrases.	**Know:** Gesture, facial expression and tone can give cues to support understanding. Context, including situation and topic, helps people make connections between language and meaning.	**Do:** Follow instructions to show understanding, supported by gesture, facial expression and tone, where appropriate.
	Notes Written symbols can be letters, pictograms, characters, numbers or punctuation marks which represent language.		**Notes** Cues are pieces of information that help people work out meaning. They may include gesture, facial expression, tone, images or actions or the way information is presented. Context describes the situation or topic in which language is used, including what is happening, where it is happening and why.	

Strand	**Using Language** This strand develops learners' understanding of how people use language to create meaning. It focuses on how vocabulary, structures and language choices enable people to communicate information, ideas, opinions and feelings for different purposes, audiences and contexts.		
Early Level	**Understand:** People use and repeat language to share meaning through words, characters and sounds.		
	Know: Familiar words, characters or short phrases can be used in greetings and routines to communicate meaning. Language can be repeated to share meaning.	**Do:** Use familiar words and actions with support to communicate and respond. Join in with songs, rhymes and routines by copying sounds, words and short phrases.	

Strand	**Language for Interaction** This strand develops learners' understanding of how communication is created through interaction with other people. It considers how shared meaning is built collaboratively through listening, responding, questioning and adapting language during interaction.		
Early Level	**Understand:** People take turns when using language to share meaning.		
	Know: Taking turns is part of communication. Gesture and facial expression can support meaning. Routine expressions support interaction.	**Do:** Take turns in short exchanges, including responding to questions and prompts using familiar words, gesture or facial expression.	
	Notes Taking turns involves waiting, asking questions, responding to others and expressing ideas in different ways. This may include songs, rhymes and classroom routines. Routine expressions are familiar words and phrases used frequently, such as greetings, questions and instructions.		

Strand	**Identity and Belonging** This strand develops learners' understanding of how languages, relationships, communities and experiences contribute to identity and belonging. It recognises how language reflects who people are, how they see themselves and how they connect with others.	
Early Level	**Understand:** People express who they are through their relationships, languages and experiences.	
	Know: People belong to families, groups and communities. People may use different languages or ways of communicating. People have similarities and differences.	**Do:** Share information about themselves. Recognise and make connections between themselves and others.
	Notes Ways of communicating can include non-verbal, verbal and written language, signing or gesture. This may include supports and assistive technology.	

Strand	**Perspectives and Worldviews** This strand develops learners' understanding of how experiences, cultures and values influence the way people interpret the world. It explores how language provides insight into different viewpoints and supports respectful engagement with the perspectives of others.	
Early Level	**Understand:** People can think, feel and experience things in different ways.	
	Know: Language is used to share thoughts and feelings. People can have different thoughts, feelings and responses to the same situation.	**Do:** Share thoughts and feelings. Listen and respond to others' thoughts and feelings. Recognise that others may think or feel differently.

Strand	**Cultures and Traditions** This strand develops learners' understanding of the cultures and traditions associated with the languages people use. It highlights how customs, beliefs and cultural practices reflect communities, evolve over time and contribute to cultural understanding.	
Early Level	**Understand:** People explore cultures and traditions when learning a language.	
	Know: People, families and communities may communicate, celebrate or do things in different ways. Cultural experiences reflect people's ways of life.	**Do:** Identify familiar celebrations, routines and traditions when named or shown. Make connections between their own cultural experiences and those of others.
	Notes Cultural experiences can include songs, stories, games, food, clothing or media. Routines and traditions can include greetings, birthdays, songs, classroom routines or shared celebrations.	

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Strand	**Pattern and Structure** This strand develops learners' understanding of how languages are organised to create meaning. It examines how patterns and relationships within and across languages support understanding, communication and language learning.	
Early Level	**Understand:** People use patterns in languages to help work out meaning.	
	Know: Languages contain patterns in the sounds, words and short phrases people use. Listening to and repeating words and short phrases help people notice patterns in sounds.	**Do:** Recognise and copy repeated patterns from songs, rhymes or routines. Match familiar language patterns to meaning using visual or contextual support.
	Notes Visual or contextual support can come from pictures, objects, actions and surroundings.	

Strand	**Pronunciation and Writing Systems** This strand develops learners' understanding of how pronunciation and writing systems represent language. It demonstrates how sounds, intonation, stress, orthography and other language-specific features contribute to meaning and clear communication.	
Early Level	**Understand:** Languages use sounds and written symbols to communicate meaning.	
	Know: Languages can be spoken or written to represent meaning. Repetition helps people recognise and reproduce familiar sounds in language.	**Do:** Recognise and join in with familiar sounds in songs, rhymes or routines.
	Notes Written symbols (see other strands).	

Strand	**Language Learning Strategies** This strand develops learners' understanding of the strategies, tools and approaches that support successful language learning. It emphasises how strategic thinking, reflection and the purposeful use of resources support independence, problem-solving and the transfer of learning across languages.	
Early Level	**Understand:** Learning a language develops through participation, practice and using clues.	
	Know: Taking part and trying things out builds confidence in using language. Repeating and copying help sounds and words to become familiar. Visual support provides clues about meaning.	**Do:** Join in with language activities, such as songs, rhymes or chants. Copy and repeat words and sounds. Use prompts such as actions, pictures or models to support understanding.
	Notes Visual support helps learners to understand language and can come from pictures, objects, actions and surroundings.	

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Literacy and English Know-Do-Understand Strands

<table>
<tr><td colspan="2">Strand</td><td colspan="5">Oral Language and Interaction</td></tr>
<tr><td rowspan="3">Early Level</td><td rowspan="3">Beginning of Early Level</td><td colspan="2">Understand: Listening and attention enable understanding of new ideas and learning.</td><td colspan="2">Understand: Playing together, communicating and interacting with others broadens expressive vocabulary and enables the communication and understanding of ideas, needs, wants, preferences and feelings.</td><td colspan="2">Understand: Sounds and patterns in spoken language engage listeners, making stories and songs interesting to listen to and enjoyable to participate in.</td></tr>
<tr><td>Know:
People respond to instructions and questions through actions or words.

Questions can be used to express needs and find information.

Voices can be loud or quiet in different spaces.</td><td>Do:
Listen and focus attention for different purposes.

Understand and follow 1-2 step instructions for familiar routines.

Respond with understanding to simple questions and instructions using gestures, facial expressions,
symbols, actions and/or words.

Make connections to own experience and knowledge to support understanding of spoken words, phrases or sentences.

Ask questions to express needs and find information.

Use loud or quieter voices in different contexts.</td><td>Know:
Words, gestures, facial expressions or symbols which support expression of needs, feelings and information.

Spoken words can be connected together into phrases or sentences which convey meaning.

Interactions involve taking turns.

Communicating with others can involve asking and answering questions.</td><td>Do:
Use gestures, facial expressions, symbols and/or words to communicate needs, feelings and information across a range of interactions such as play, small group or one to one with an adult.

Express feelings in ways that can be understood by others.

Combine words together to build oral phrases or sentences which express meaning.

Notice, explore and use new vocabulary and phrases which support communication.

Take turns, listening and responding to others.</td><td>Know:
Songs, rhymes, music and stories that include rhyme, rhythm, repetition, alliteration and beat.

Words can begin with the same sound (alliteration).

Words can end with the same sound (rhyme).</td><td>Do:
Move to the rhythm or beat of music, songs and rhyme.

Hear and play with rhyme, rhythm, repetition, alliteration and syllables.

Notice features of different sounds, for example, long/short, loud/quiet.</td></tr>
<tr><td colspan="4"></td><td colspan="2">At later Early Level, see also: Language Foundation for Understanding and Creating (written) Texts (concepts of print and letter knowledge; phonological awareness, phonemic awareness and phonics; sentence knowledge and conventions; reading fluency).</td></tr>
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	End of Early Level	**Know:** Ways that people might show they are listening to others.	**Do:** Listen, watch, participate and engage across a range of interactions, such as play, small group, one to one with an adult. Take turns, listening and responding to others. Notice when someone does not understand and try different ways to communicate, such as repetition, additional gestures/visuals or using different words to explain. Share thoughts and experiences that are mostly relevant and on topic. Give simple instructions or directions. Ask and answer questions to communicate ideas and learn from others. Adjust volume when talking, playing and learning in different contexts, such as when reading aloud, playing outdoors, sharing information with a group and working with a partner.		

Notes

The variety of languages which children bring to the setting can be used as a resource to enrich development of oral language and communication. Therefore, approaches should start with the child and place them as an expert in using their own language. In all settings, children and adults will speak a range of home languages, including Scots. Decisions around dialect diversity should be made at a local level, ensuring the educational benefits for learners are fully understood and embraced.

Spoken language development forms only part of the social and emotional connections we make through language. Listening to young children should involve careful observation of movement and gesture to give the child's voice true context and meaning. Children may also communicate feelings through the use of signs, symbols and/or assistive technology.

Practitioners can model and scaffold listening, attention and interaction by:

- supporting children to communicate in ways that are appropriate to their preferences/stage of development
- considering environment, taking background noises and distractions into consideration
- using small groups and one-to-one experiences
- considering time duration of experiences.

Adults should model and support development of phonological awareness, such as singing songs, copying rhythms, participating in the retelling of repetitive parts of a familiar story, exploring syllables through movement and acting out hand and finger rhymes.

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Strand		Enjoying, Engaging with and Creating Texts					
		Understand: Letters, numerals, symbols and images in print texts communicate meaning.		**Understand:** Texts, in their many forms, open up the world and engage readers by communicating about ideas and people's experiences.		**Understand:** Being curious by asking questions and exploring different sources enables people to find, understand and share information about the world around them.	
Early Level	**Beginning of Early level**	**Know:** Print has meaning and can be used for different purposes. Different types of print, including letters, numerals and symbols. Images and symbols seen in the environment have meaning.	**Do:** Notice examples of print and how it is used in different spaces, such as writing in a card, pictures that give choices for snack, a numeral that matches someone's age. Explore how to handle a book by turning pages, looking at the front cover, holding the right way up, tracking the direction of text and noticing where to start reading. Notice different images and symbols (visual discrimination), such as traffic lights, labels, logos and visual games.	**Know:** Stories and texts in a range of forms such as oral storytelling, picture books, puppet play, role play and songs/rhymes. Books, stories and other texts chosen by the learner for their own enjoyment. A variety of experiences and feelings can be expressed and shared through texts.	**Do:** **Engaging with texts (reading, listening, watching)** Experience and enjoy a variety of stories and texts in different forms. Respond to all kinds of stories and texts in a range of ways such as laughing, exploring ideas in play, joining in with rhymes and mark-making. When listening to and watching stories and other texts: -notice and explore new vocabulary to support understanding -activate prior knowledge and learn new information and ideas. Explore interesting features of stories and texts, for example, word choice, illustrations, changes in font. Make choices or express preferences for texts to read or watch. Make choices or express preferences for how to experience personal reading/watching, for example, alone, with others, alongside, drawing/writing. **Creating texts (writing, speaking, creating)** Create and tell stories about real and imagined people and events, in play, individually, with an adult and in groups.	**Know:** There are different places and ways to find information and learn new things, for example, visiting a library or book display, exploring books, images and other texts outdoors, in different play environments, digitally and at group times. Trusted adults can help people to find information safely online. Ways to find out and share what a text is about, for example, front cover, illustrations. People can share what they know and learn in a variety of ways.	**Do:** **Engaging with texts (reading, listening, watching)** Explore sources in different forms and in a variety of places to find information for different purposes. Choose and access texts online safely, with the support of trusted adults. **Creating texts (writing, speaking, creating)** Share what has been learned from different information sources. Ask and respond to questions to better understand what has been heard, read, noticed and experienced.

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					Explore and develop ideas for creating own texts through role play, drawings, block play, talk, mark making, scribed/written stories etc.		
	End of Early Level			**Know:** Texts with everyday purposes, such as name tags, signs, recipes or menus. Texts in different forms with a range of purposes such as stories, poems, rhymes, songs, film shorts, animations, reference books, maps, websites.	**Do:** **Engaging with texts (reading, listening, watching)** Make choices or express preferences for texts to read or watch. Make choices or express preferences for how to enact personal reading/watching, for example, alone, with others, alongside drawing/writing. Share likes and dislikes about texts. Express personal connections to the experiences and/or emotions of characters or real people in stories such as 'I also have a dog' or 'I am afraid of the dark too'. **Creating texts (writing, speaking, creating)** Create and tell stories about real and imagined people and events, in play, individually, with an adult and in groups. Explore and develop ideas for creating own texts through role play, drawings, block play, talk, mark making, scribed/written stories etc.		
		At later Early Level concepts of print progresses within Language Foundation for Understanding and Creating Written Texts.					
				Notes Texts selected for the curriculum should reflect diversity including ethnicity, cultural and social backgrounds, positive reflections of disability, gender and family structure. They can also be presented in a variety of languages, including Scots. All learners should have the opportunity to see themselves and their own experiences reflected in texts and to learn about the experiences of a variety of identities, communities and cultures, building empathy and understanding. Learning and teaching can be planned to challenge, rather than reinforce biases. The curriculum can support learners to develop positive identities as readers and writers. Reading and writing personally selected texts is important for reading and writing enjoyment, learning and wellbeing. Enjoyment of texts plays a role in developing skills and knowledge for reading and writing, at the same time as being a valuable end in itself.		

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	Children progressively evaluate the relevance, reliability and credibility of information for a range of purposes, including creating new texts. Information sources include those central to children's everyday lives, such as visual and digital texts. These can be used in addition to written sources such as books, newspapers and magazines to support the understanding of information literacy. Practitioners should support all children to both engage with and create text forms that are best aligned to their individual strengths, needs and interests. This can include the use of assistive technologies.

Strand		**Early Writing**	
Early Level		**Understand:** Marks, drawings, conversations, play and early writing work together to share stories, ideas and information, enabling self-expression.	
	Beginning of Early level	**Know:** Marks, drawings, symbols and/or writing communicate meaning. Spoken language can be written down.	**Do:** Experiment with making marks and drawing through sensory experiences, such as finger painting or using a range of mark making/writing tools outdoors and in. Use marks, drawings, symbols, letters or words to represent thoughts, feelings and experiences (emergent writing). Talk about own marks, drawings or writing when sharing with others. Share thoughts and ideas orally which can be written by an adult. Develop gross and fine motor skills e.g. crawl, roll, hop, skip, climb, lift, push, pull, pinch, grasp, twist, thread, squash, squeeze. Develop pencil grasp and control through a variety of mark making, drawing and/or writing experiences.
	End of Early Level	**Know:** Creating written texts involves the processes of planning, drafting and sharing. Marks, drawings, symbols, written words and/or sentences can communicate information, ideas and imagination.	**Do:** Plan written texts by talking together and generating ideas, for example, through use of drawings, story maps, digital tools or puppets/small world. Draft written texts by generating simple sentences, building them orally first before moving on to developing them in written form. Share written texts with peers and adults and act on feedback.
	Notes The development of physical skills is a crucial aspect of early writing which should be developed through play. Experiences outdoors are particularly important for children to develop gross and fine motor skills. Materials should be matched to sensory preferences such as clay, sand, mud and spray bottles. Emergent writing progresses as children develop fine motor control, print awareness and make the connection between conventional written letters and sounds. Early mark making transitions from exploratory to intentional marks (strings of letters or words) which communicate meaning.		
	At later Early Level, see also: Language Foundation for Understanding and Creating (written) Texts (concepts of print and letter knowledge; phonological awareness, phonemic awareness and phonics; sentence knowledge and conventions; reading fluency).		

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<table>
<tr><td>Strand</td><td colspan="2">Language Foundation for Understanding and Creating (written) Texts</td></tr>
<tr><td></td><td colspan="2">Please also see the beginning of Early Level for initial development of phonological awareness (Oral Language and Interaction) and concepts of print (Enjoying, Engaging with and Creating Texts).</td></tr>
<tr><td rowspan="8">End of Early Level</td><td colspan="2">Understand: Readers and writers connect the sounds and patterns of spoken language with letters, symbols and characters to decode, understand and create texts.</td></tr>
<tr><td colspan="2">Concepts of print and letter knowledge</td></tr>
<tr><td>Know:
The direction of print is left to right.

Letters have names and upper and lower-case forms.

Formation of lower-case and some commonly used upper-case letters.</td><td>Do:
Read from left to right and use a return sweep for the next line of text.

Match spoken words to written words while reading, for example, point to words as they are read aloud or track words by eye.

Recall, compare and distinguish between images, shapes, letters and symbols (visual discrimination).

Write lower-case and some upper-case letters using identified starting point and formation.</td></tr>
<tr><td colspan="2">Phonological awareness, phonemic awareness and phonics</td></tr>
<tr><td>Know:
A syllable is a beat of sound in a word, for example, ta-ble, ca-ter-pill-ar.

Spoken sentences are made up of individual words.

Words are made up of individual sounds (phonemes), such as c-a-t, c-oa-t.

Words are made up of individual sounds (phonemes) which can be represented by letter/s (graphemes) including single graphemes, consonant digraphs, vowel digraphs, such as c-a-t, sh-o-p, sh-ee-p.

Sounds (phonemes) can be joined together to create a word (blending), such as m-a-t = mat.

Words can be separated into sounds (segmenting), such as mat = m-a-t-.

Sounds (phonemes) in words can be added, taken away or changed to create new words (manipulating).</td><td>Do:
Identify and produce patterns and sounds in language including syllables, alliteration and rhyme.

Notice where one word ends and another begins in a simple spoken sentence (word boundaries).

Recall, compare and distinguish between different sounds (phonemes), for example, m/n, b/p (auditory discrimination).

Notice and play with the individual sounds (phonemes) in spoken words and print.

Blend, segment and manipulate sounds (phonemes) in words.

Decode words using knowledge of letters (graphemes), blending the individual sounds (phonemes) to read words. Words decoded may include but are not limited to: CVC (cat), VC (in), CVCC (corn), CCVC (that), CVVC (boat).

Segment individual phonemes (sounds) to spell words using known letter-sound (grapheme-phoneme) relationships.</td></tr>
<tr><td colspan="2">Word knowledge and spelling</td></tr>
<tr><td>Know:
The suffix -s or-es can be added to the end of some words to mean that there are more than one, for example, cat-cats, fox-foxes (morphemes).</td><td>Do:
Remember the spellings of some personally significant and high frequency words.

Spell regular plural nouns by adding the suffix -s or-es.</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">Sentence knowledge and conventions</td></tr>
<tr><td></td><td>Know:
A sentence is a group of words that communicates an idea.

Full stops are used at the end of a sentence.

The word at the start of a sentence begins with a capital letter.</td><td>Do:
Notice capital letters and full stops in text.

Use a capital letter at the start of a sentence and a full stop at the end.

Use a capital letter for own name and the personal pronoun ‘I’.

Create sentences which communicate an idea or message, using scaffolding as required.</td></tr>
<tr><td></td><td colspan="2">Reading Fluency</td></tr>
<tr><td></td><td>Know:
High frequency words found in written texts.

Capital letters at the start and full stops at the end of a sentence show where a pause is needed when reading aloud.</td><td>Do:
Decode words using knowledge of letters (graphemes), blending the individual sounds (phonemes) to read words in texts.

Read high frequency words whilst reading connected text aloud using sounds (phonemes) and letter patterns (graphemes).

Use punctuation marks including capital letters and full stops to pause between sentences when reading aloud.</td></tr>
<tr><td></td><td colspan="2">Notes
Adults should continue to model and support development of phonological awareness, through songs, rhymes and storytelling. Phonemic awareness can begin to develop as children play with alliteration and/or start to make connections between spoken sounds and familiar print.

Practitioners should use assessment information about each child’s range of reading skills, experiences and interests to make appropriate adjustments and adaptations to the sequence and scope of phonics instruction required for learners that are best aligned to their individual strengths, needs and interests.

High frequency words make up a large percentage of words learners use in texts, such as ‘the’, ‘I’ and ‘my’. Many high frequency words contain more complex letter-sound (grapheme-phoneme) relationships than children at the early stages of reading/writing have been taught. Engaging learners in identifying known letter-sound (grapheme-phoneme) relationships, studying the difficult parts and linking this with the word’s pronunciation will support the recall of spelling high frequency words.

See glossary for definitions of the following terms: alliteration, auditory discrimination, blending, digraph, grapheme, manipulating, phoneme, rhyme, segmenting, syllable, syntax, visual discrimination.</td></tr>
</table>

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Literacy and Gàidhlig Know-Do-Understand Strands

<table>
<tr><th>Strand</th><th colspan="4">Feartan na Gàidhlig/Features of the Gaelic Language</th></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understand:
Gaelic words and phrases are used for communication and expression.</td><td colspan="2">Understand:
Gaelic grammar affects words and phrases.</td><td colspan="2">Understand:
Gaelic idiomatic language enriches expression.</td></tr>
<tr><td>Know:
Common Gaelic words and basic phrases used in familiar daily interactions.</td><td>Do:
Begin to demonstrate understanding, repeat and use Gaelic words and phrases.

Begin to join in with language development games to practise pronunciation and vocabulary.

Understand, repeat and use Gaelic words and phrases with increasing accuracy.

Recall and join in with language development activities more confidently.

Use increasing amounts of Gaelic during play and other learning activities.</td><td>Know:
Not applicable at the start of Early Level.

Basic grammar rules that shape the way words and phrases work together, such as basic verbs, feelings and use of adjectives.</td><td>Do:
Not applicable at the start of Early Level.

Begin to use common Gaelic phrases incorporating basic grammatical rules.</td><td>Know:
Common idiomatic phrases such as:
Sin thu fhèin! Nach buidhe dhut!
Tha an cnatan orm, etc.</td><td>Do:
Begin to repeat Gaelic idiomatic language, modelled by adults orally.

Notice and repeat Gaelic idiomatic language modelled by adults orally.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Adult modelling of high-quality Gaelic.
Predominantly adult-led and adult-initiated experiences.
Daily use of songs, stories and poems.
Play and adult-initiated experiences.

Notes
NEW Stòrlann Gaelic Language Framework.
Advice on Gaelic Education - section seven.</td><td colspan="2">Includes, but not limited to
Adult modelling of high-quality Gaelic.
Adult-initiated and child-led experiences.
Play and adult-initiated experiences.
Stories, songs, poems and rhymes.

Notes
NEW Stòrlann Gaelic Grammar Framework.
Advice on Gaelic Education – section seven.</td><td colspan="2">Includes, but not limited to
Adult modelling of appropriate idiom.
Adult-led and adult-initiated experiences.
Play and adult-initiated experiences.
Daily us of songs, stories and poems.

Notes
NEW Stòrlann Gaelic Grammar framework.
Advice on Gaelic Education – section seven.</td></tr>
</table>

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<table>
<tr><td>Strand</td><td colspan="3">Conaltradh agus Leasachadh Cànain/Communication and Language Development</td></tr>
<tr><td rowspan="4">Early Level</td><td colspan="2">Understand:
Social cues and gestures support interactions.</td><td>Understand:
Listening carefully for different purposes fosters pronunciation, participation and accuracy.</td></tr>
<tr><td>Know:
Social cues used to interact with others.</td><td>Do:
Begin to notice and use some social cues.

Notice and use some social cues.</td><td>Know:
Listening involves watching and remembering what people say.</td><td>Do:
Begin to listen to pay attention.

Listen to follow familiar instructions and directions in Gaelic individually or with others.

Look and listen for an increasing amount of time.

Pay attention and listen to remember what has been seen and heard.

Listen to follow familiar instructions and directions in Gaelic more independently.

Look and listen for an increased amount of time.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Facial expressions, turn-taking, sharing, proximity (personal space) vocal cues, eye contact (if appropriate).
Visuals, signs and symbols.
Adult-led, adult-initiated and child-led experiences.
Group activity time.
Use of child support plans if required.
Use of games and drama activities.

Notes
Use of social stories.</td><td colspan="2">Includes, but not limited to
Adult-led and adult-initiated experiences.
Listening behaviours – focusing, waiting, respectful listening.
Provide additional support if needed using gestures, symbols, assistive technology and positioning.
Auditory memory – store to recall later.
Outdoor learning.

Notes
Use of stories, puppets, props, interactive listening games and activities.</td></tr>
<tr><td colspan="2"></td><td>Know:
Listening carefully supports responding accurately.</td><td>Do:
Begin to listen to respond appropriately in Gaelic to high frequency questions/phrases.

Listen to repeat Gaelic words and phrases with clear pronunciation.

Listen to recall information and show some understanding.

Listen to respond appropriately in Gaelic to high frequency questions/phrases.

Listen carefully to repeat Gaelic words and phrases with accurate pronunciation.

Listen to recall information and show understanding.</td></tr>
</table>

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<table>
<tr><td></td><td colspan="2"></td><td colspan="2">Includes, but not limited to
Adult-led, adult-initiated and child-led experiences.
Routines and familiar tasks.
Auditory memory – store to recall later.
Outdoor learning.
A balance of play, games and purposeful learning experiences.
Stories and drama activities.

Notes
New Stòrlann Gaelic Language Framework.</td></tr>
<tr><td></td><td colspan="2">Understand:
Speech is used for communication and expression.</td><td colspan="2">Understand:
Engaging with different Gaelic texts helps make meaning.</td></tr>
<tr><td></td><td>Know:
Gaelic words and phrases are used to ask questions and respond.</td><td>Do:
Begin to express thoughts, ideas and feelings in Gaelic.

Begin to ask routine questions to find information or clarify understanding.

Begin to respond to questions or prompts using as much Gaelic as possible.

Respond to questions, express thoughts, ideas and feelings in Gaelic with increasing accuracy.

Ask routine questions to find information or clarify understanding.

Begin to give basic oral instructions in Gaelic.

With guidance begin to self-correct errors to improve Gaelic fluency.</td><td>Know:
Gaelic texts help make sense of the world and promote enjoyment.</td><td>Do:
Begin to show an interest in environmental print such as labels, displays and symbols.

Begin to engage with written Gaelic texts in small or larger groups.

Begin to explore and choose Gaelic texts (fiction and non-fiction).

With guidance, hold a book and turn pages correctly.

Notice that text is read from left to right.

Recognise environmental print.

Regularly explore and choose Gaelic texts (fiction and nonfiction).

Engage with written Gaelic texts for an increasing amount of time in small or larger groups.

Independently hold a book and turn pages correctly.

Read from left to right.</td></tr>
<tr><td></td><td colspan="2">Includes, but not limited to
Adult modelling of high-quality Gaelic.
Adult-initiated and child-led experiences.
Outdoor learning.
Echo answers – using correct verbal form to respond to questions.

Notes
Sensitive error handling and use of corrective feedback.</td><td colspan="2">Includes, but not limited to
Adult modelling of texts.
Adult-led and adult-initiated experiences.
Child-led and child-child experiences.
Gaelic literacy rich environment.
Library/reading area with a variety of Gaelic texts – fiction and non-fiction.
Gaelic texts aligned with strengths and needs.
Revisiting familiar texts.
Routines.

Notes
See definition of a text.</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">Know:
Basic Gaelic words and phrases used in interactions with others.</td><td>Do:
Begin to use basic Gaelic words and phrases in everyday interactions.

Begin to initiate and join in conversations.</td><td colspan="2" rowspan="3"></td></tr>
<tr><td></td><td colspan="2" rowspan="2"></td><td>Use basic Gaelic words and phrases in everyday interactions.

Initiate and join in conversations more confidently.</td></tr>
<tr><td></td><td colspan="3">Includes, but not limited to
Adult modelling of high-quality Gaelic.
Adult-initiated, child-led experiences and child-child experiences.
Individual and collaboratively.
Outdoor learning.
Routines.
Respectful participation.</td></tr>
<tr><td></td><td colspan="3">Understand:
Letters and sounds work together to create Gaelic words.</td><td colspan="2">Understand:
Learning about basic reading strategies fosters comprehension and creates lasting connections with Gaelic texts.</td></tr>
<tr><td></td><td rowspan="3">Know:
Phonemes and digraphs represent specific sounds.</td><td rowspan="3">Do:
Explore and play with letters.

Begin to take part in learning activities to develop phonological awareness.

Begin to notice and name some letters.</td><td rowspan="3">Know:
Prior knowledge and contextual clues help engage with Gaelic texts.</td><td>Do:
Begin to make basic predictions about Gaelic texts using some Gaelic.

Begin to make links between personal experiences and Gaelic texts.

Begin to follow visual prompts to understand what is happening in Gaelic texts.</td></tr>
<tr><td>Explore and consolidate phonemes and some blends.

Begin to hear, recognise and apply familiar Gaelic phonic sounds and blends.

Begin to decode Gaelic words.</td><td>Use Gaelic to make basic predictions about Gaelic texts.

Using Gaelic, make links between personal experiences and Gaelic texts.

Follow visual prompts to understand what is happening in Gaelic texts.</td></tr>
<tr><td></td><td colspan="2">Includes, but not limited to
Combination of adult-initiated, adult-led and child-led experiences.
Phoneme – single sound created by a letter for example c, m, d.
Digraphs – two letters making a single sound for example ao.
Phonic strategies.
Phonemic awareness.
Gaelic alphabet.
Use of sound rhymes, counting/repeating syllables.</td><td colspan="2">Includes, but not limited to
Adult modelling of texts.
Combination of adult-initiated, adult-led and child-led experiences.
A range of Gaelic texts.

Notes
See definition of a text.</td></tr>
</table>

	Know: Letter and sound combinations spell Gaelic words.	**Do:** Not applicable at the start of early level. Apply growing phonological awareness to encode letters to make CVC and common Gaelic words, with guidance.		
	Includes, but not limited to Combination of adult initiated, adult-led and child-led experiences. Gaelic words aligned with strengths and needs. Phonemic awareness. Multi-sensory spelling activities, magnetic letters and plasticene.			
	Understand: Mark-making, drawing and writing convey meaning.		**Understand:** Gaelic letters are symbols, which combined with punctuation, create words and sentences.	
	Know: Mark-making, drawing and/or writing are used for expression.	**Do:** Mark make, draw and/or write freely in imaginary and real-life contexts to create Gaelic texts. With guidance annotate drawings and artwork using some Gaelic. Draw and write freely in imaginary and real-life contexts to create Gaelic texts. Distinguish between drawing and writing, with guidance. With or without guidance, annotate drawings and artwork using Gaelic.	**Know:** Gaelic writing follows conventions relating to letter formation and sentence construction.	**Do:** Engage in a range of play and everyday experiences that support the development of fine and gross motor skills and hand-eye co-ordination. Begin to recognise and create letters in familiar words. Begin to write own name and other familiar words in Gaelic. Mark make to express ideas, feelings and other representations. Begin to use digital technologies to create Gaelic texts.
				Take part in fine motor activities more independently to consolidate hand-eye co-ordination. Use drawing and/or writing to create a response to a specific theme during learning activities. Form most lower-case letters and some upper case accurately and legibly. Write from top to bottom and left to right. Use basic punctuation to create sentences in Gaelic (capital letter, finger spacing, full stop). Make regular use of digital technologies to create and explore Gaelic texts.
	Includes, but not limited to Combination of adult-initiated, adult-led and child-led experiences. Writing expectations aligned with strengths and needs. Fine motor skill activities. Scribing. Consider over-writing and under-writing to provide smaller more manageable steps towards writing.		**Includes, but not limited to** Combination of adult-initiated, adult-led and child-led experiences. Writing expectations aligned with strengths and needs. Daily free writing opportunities, including copying. Symbol correspondence - Gaelic alphabet. Opportunities to apply and develop digital skills. Consider over-writing and under-writing to provide smaller more manageable steps towards writing.	

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Strand	Compàirteachas agus Buintealas/Participation and Connecting with Others	
Early Level	**Understand:** Location influences Gaelic identities in Scotland.	
	Know: People in Scotland use Gaelic in different places.	**Do:** Explore and learn about Gaelic identity. Begin to talk about or show, where people use Gaelic in Scotland.
	Includes, but not limited to Distinct and overlapping Gaelic identities - mainland, island, urban/city and rural. Local customs and traditions. Opportunities to explore Gaelic language growth through Learning for Sustainability.	
	Know: People use Gaelic in different ways.	**Do:** Meet people who use Gaelic in their life, learning and work.
	Includes, but not limited to Community, for example people who help us. Online opportunities such as e-Sgoil and linking with another nursery/school. Opportunities to explore Gaelic language growth through Learning for Sustainability.	

Strand	Dualchas Cultarach agus Coimhearsnachd/Gaelic Cultural Heritage and Community	
Early Level	**Understand:** The Gaelic language is linked with culture and special events.	
	Know: Gaelic festivals and other events celebrate Gaelic culture.	**Do:** Begin to learn about Gaelic culture. Join in with cultural activities and traditions. Take part in planned events to showcase growing Gaelic skills.
	Includes, but not limited to: Cultural activities and traditions, such as festivals, celebrations, Royal National Mòd, Fèisean nan Gàidheal and/or Seachdain na Gàidhlig. A focus on values, appreciation and respect through assemblies and other school events.	

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<table>
<tr><th>Strand</th><th colspan="3">Luachadh agus Tagrachd/Appreciation and Advocacy</th></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understand:
All children have rights that protect them.</td><td colspan="2">Understand:
Gaelic is a living language used in different places.</td></tr>
<tr><td>Know:
Children have rights that help keep them safe.</td><td>Do:
Find out about some UNCRC rights.</td><td>Know:
Children can use Gaelic in different places.</td><td>Do:
Use Gaelic regularly outwith main learning spaces.</td></tr>
<tr><td colspan="2">Includes, but not limited to
UNCRC – articles 31, 12, 29 and 30.
Opportunities to explore Gaelic language growth through Learning for Sustainability.</td><td colspan="2">Includes, but not limited to
Outdoor learning.
Partner agencies, such as Leugh is Seinn le Linda, FilmG or Fèisean nan Gàidheal.
Community links, such as Book Bug events.
Seachdain na Gàidhlig.
Online communities, such as e-Sgoil and BBCAlbaClann.
Opportunities to explore Gaelic language growth through Learning for Sustainability.</td></tr>
</table>

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Numeracy and Mathematics Know-Do-Understand Strands

<table>
<tr><td>Strand</td><td colspan="4">Quantity, Numbers and the Algebraic Properties of Number
The focus on quantity is to understand value and size. Determining quantities in the world around us often involves solving problems that draw on a range of mathematical concepts. Numbers help us count, order, compare and express values. Number sense contributes to mathematical fluency, building accuracy, flexibility and efficiency. The algebraic properties of number provide a lens through which learners can generalise how numbers and operations on numbers interact.</td></tr>
<tr><td>Sub-Strand</td><td colspan="4">Number systems and structures</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="4">Understand: Numbers, including zero, can be represented as spoken number names, written numerals and quantities, while retaining the same value.</td></tr>
<tr>
<td>Know:

Whole numbers can be said in words and symbolised using written numerals.

Number words, numerals and quantities are connected.

Zero is represented by the numeral 0.</td>
<td>Do: (through play, everyday routines, games, songs, stories and rhymes)

Find examples of numerals in outdoor and indoor spaces.

Recognise and select numerals which have been randomly arranged, for example, ‘Can you point to 4?’, ‘Where is 1?’


Identify (name) numerals when randomly arranged, for example, ‘What numeral is this?’, ‘What numeral have you found?’

Explore making marks which represent numerals and quantities in different ways.

Describe pictures, drawings and objects in the outdoor and indoor spaces in a numerical way, for example, ‘I have painted three cats’, ‘I have two hands.’

Match numerals, spoken number words and associated quantities represent the same amount.</td>
<td>Know:

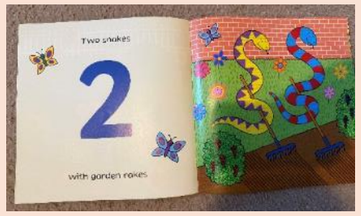
Digits are the symbols (0 to 9) used in the decimal number system.

Digits are combined to represent numbers beyond 9.</td>
<td>Do: (through play, everyday routines, games, songs, stories and rhymes)

Connect numbers to familiar quantities and contexts, for example, ten fingers, four seasons, six eggs in a box, five people in my family.

Recognise and select numerals which have been randomly arranged, for example, ‘Can you point to 11?’, ‘Where is 17?’

Identify (name) numerals when randomly arranged, for example, ‘What numeral is this?’, ‘What numeral have you found?’

Identify numerals from other written symbols, for example, ‘There is number two!’


Match numerals, spoken number words and quantities to represent the same amount.

Create mathematical marks during role play and everyday routines, for example, making price tags, receipts or shopping lists.</td>
</tr>
<tr><td colspan="4">Notes
Whole numbers are the set of numbers 0, 1, 2, 3, 4, 5, ...
A numeral is a single digit/symbol or group of digits/symbols used to represent a number.
When connecting numbers to familiar quantities and contexts, this is called developing a number referent - a number referent is a known benchmark used to estimate unknown quantities or sizes, for example, if you know what ten fingers looks like, you could use that referent to estimate if a quantity shown is more or less than ten.
In English, Western Arabic numerals are used. Some learners may have experience of, or interest in, different number systems such as Chinese, Eastern Arabic and Roman numerals, which can be explored where appropriate.
Using familiar and engaging contexts such as songs, stories and rhymes helps to connect number words to quantities and notice how numbers change over time.
Mathematical mark-making is how young learners use their own lines, dots, marks and symbols to represent real objects, visualise quantities and numbers and make sense of mathematics (symbolic representation).
Some digits look like other digits or symbols, for example, 2 and 5, 6 and 9, 2 and z, 5 and s, 0 and o - digits will have a range of appearances depending on font, handwriting, or display (such as on a digital clock).</td></tr>
</table>

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Includes but is not limited to
Working within the range 1 to 5, progressing to 0 to 10 and then extending to 20.
New key mathematical language (Learners)
numbers, zero

Numeracy and Mathematics Milestones
Number and number processes
Recognises some familiar numbers within the environment.
Recognises and identifies some numerals.

Early Level

Understand: Numbers have a fixed order which can be used to describe or compare position.

Know:

The order of the number words always stays the same (stable order).

The whole number which comes directly after another whole number is one more.

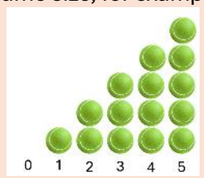
The whole number which comes directly before another whole number is one less.

Ordinal numbers describe the position of people, numbers, objects or events in a list, for example first, second, third… (ordinal numbers).

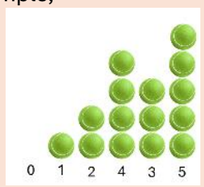
Do: (through play, everyday routines, games, songs, stories and rhymes)

Listen to, copy and say the number words in the correct forwards and backwards order through number songs, stories and rhymes.

Represent numbers laid out in order, using concrete materials of the same size, for example,



Recognise and correct errors made in ordered numbers, for example,



Identify the numbers before and after within the range, for example, ‘ I am 3 and will be 4 on my next birthday’.



Describe the position of an object or person using ordinal numbers, for example, ‘Amina is second in the race’, ‘The red car went through the tunnel first’, ‘The picture of the cat is on the third page.’

Know:

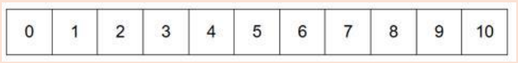
Ordinal number words can be written symbolically (1st, 2nd, 3rd…).

Do: (through play, everyday routines, games, songs, stories and rhymes)

Listen to, copy and say the number words in the correct forwards and backwards order, through number songs, stories and rhymes.

Count forwards and backwards in ones starting at any number within the range.

Recognise when the numerals to 10 have been placed in the correct or incorrect order on a number track or number line, for example,





Identify the numbers before, after, between, one more and one less than a given number(s).

Identify which number is the largest and which is the smallest, for example, ‘Which is larger, 13 or 16?’

Order a set of numerals from the largest or from the smallest, for example, 5, 12, 9, 2.

Recognise and say ordinal numbers used in real and relevant contexts, for example, at sports events or in dates.

Compare and describe the position of people or objects using ordinal numbers, for example, ‘The fourth counter from the start is blue.’



Notes
Model counting forwards and backwards as part of everyday interactions - backwards counting is often overlooked or not given as much emphasis as counting forwards - adults should ensure both are given equal emphasis. When counting backwards some learners may say ‘3, 2, 1, … blast off’ instead of ‘zero’ - whilst some number songs and rhymes might end in this way, when counting aloud, it is important that adults model and reinforce ‘zero’ in the number sequence.

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Number tracks are useful when introducing the sequential order of numbers - using a number track, where each space is discrete, equally sized and spaced, prevents skipping or double-counting numbers.
Number lines are more useful when moving beyond counting by ones, needing to understand the spaces between numbers, measuring distances or performing jumps.

Includes but is not limited to

Working within the range 1 to 5, progressing to 0 to 10 and then extending to 20.

Excludes

Use of language such as stable order, in brackets, as this is intended for practitioner awareness.

New key mathematical language (Learners)

one more, one less, before, after, between, forwards, backwards, order

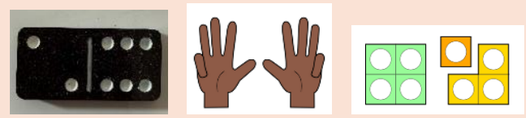
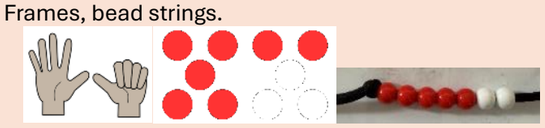
Numeracy and Mathematics Milestones

Number and number processes

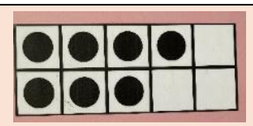
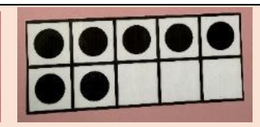
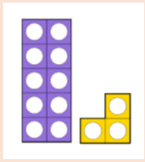
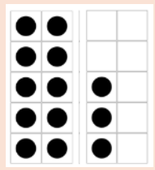
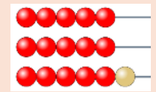
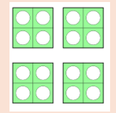
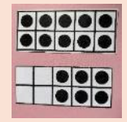
Says or signs the number words in order.

Understand: Sets of objects and numbers can be partitioned and their parts can be recombined to restore the original whole**.**

Early Level

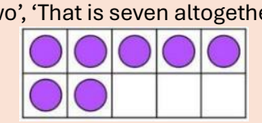
Know:	Do: (through play, everyday routines, games, songs, stories and rhymes)	Know:	Do: (through play, everyday routines, games, songs, stories and rhymes)
The same quantity (whole) can be partitioned into parts in different ways (part/part/whole, part/part/part/whole).	Share out sets of objects when playing and recognise that the total remains the same, for example, five dolls shared between two learners is still five dolls. Partition sets of objects in different ways and recognise that the total remains unchanged, for example, four could be shown split into two parts (two and two or three and one) or three parts (two and one and one).  		Recognise that when a set of objects is partitioned into smaller sized sets the total remains the same, for example,  Partition given amounts into two or more parts and represent this in different ways and recognise that the total remains unchanged, for example, eight could be shown as:  Recombine partitioned amounts to ten and recognise that this re-makes the whole.
Whole number partitions can be recombined to make the original quantity.	Partition collections of objects (up to five) into two smaller groups without counting. Recombine partitioned amounts to five and recognise that this remakes the whole.	The numbers one to ten can be partitioned using a ‘pair-wise’ pattern. The numbers 6 to 10 can be partitioned using a ‘five-wise’ structure.	Partition sets of objects using the pair-wise structure, for example, using ten frames, counters or other objects.  Partition sets of objects using the five-wise structure, for example, using finger patterns, Hungarian Ten Frames, bead strings.  Recognise and identify numbers 1 to 10 which have been partitioned in pair-wise and five-wise structures.

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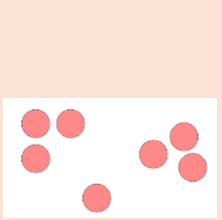
			The numbers 11 to 20 can be partitioned using a ‘ten and ones’ structure.	  Partition the numbers to 20 into tens and ones using concrete materials, for example, 13 is one ten and three ones, 20 is two tens and zero ones.   
			The numbers 11 to 20 can be partitioned into two or more parts.	Demonstrate different ways that numbers to 20 can be partitioned into two or more parts using concrete materials and pictorial representations, for example, sixteen could be shown as:     Recombine partitioned amounts to 20 and recognise that this remakes the whole.

Notes
Five-wise is sometimes referred to as ‘five and a bit’.
Numbers shown in a ‘five-wise pattern’ on a ten frame build on knowledge of five as a unit, for example, seven can be seen as five and two more.
Numbers shown in ‘pair-wise pattern’ on a ten frame builds up the amounts in pairs.
Use ten frames with quantities shown in both a pair-wise and five-wise way.
A Hungarian Tens Frame shows quantities arranged in a 5 and 5 structure and is a practical way to demonstrate the five-wise structure.
Make connections to knowledge of doubles (making equal groups).
Includes but is not limited to
Working within the range 1 to 5, progressing to 0 to 10, extending to 20.
New key mathematical language (Learners)
parts, partition, recombine, tens, ones

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Sub-Strand	Number relationships and operations			
Early Level	**Understand:** Small quantities of objects can be identified immediately without counting.			
	Know: Objects up to five can be recognised as a single unit without counting (perceptual subitising).	**Do:** (through play, everyday routines, games, songs, stories and rhymes) Recognise and say, without counting, how many in regular patterns one to five, when shown them in order, for example,  Recognise and say, without counting, how many in regular patterns one to five, shown them in a random order, for example,  Recreate regular patterns by pointing to imaginary dots in the air in the same arrangement, for example, pointing to four imaginary dots arranged in a square. Demonstrate how many, using sounds and movements, when shown regular patterns to five, for example, clapping two times when shown two dots. Notice and say, without counting, how many in regular patterns to five in everyday contexts, for example, 'There are three!' 	**Know:** The total number of objects in a group can be broken up into smaller quantities and then combined to work out the total (conceptual subitising).	**Do:** (through play, everyday routines, games, songs, stories and rhymes) Recognise and say, without counting, how many in irregular patterns one to five when shown them in order, for example,  Recognise and say, without counting, how many in irregular patterns one to five when shown them in a random order, for example,  Recreate irregular pattern by pointing to imaginary dots in the air in the same arrangement, for example, recreating a pattern of five with three imaginary dots higher up and two below. Demonstrate how many, using sounds and movements, when shown an irregular pattern, for example, jumping four times when shown four randomly arranged dots. Notice and say, without counting, how many in irregular patterns to five in everyday contexts, for example, 'There are three daisies!"  Recognise and say, without counting, how many dots there are on each side of a regular 1 to 6 dice. Recognise and say, without counting how many in regular patterns, for example, 'I see four and three', 'I see five and two', 'That is seven altogether'. 

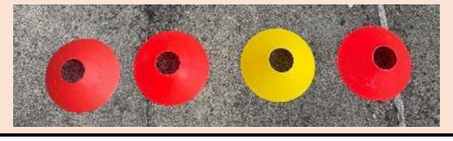
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		Make quantities to 5 by raising fingers one at a time (sequentially). For example, ‘Show me three’ is demonstrated by raising 1…2…3 fingers. Make quantities to 5 by raising fingers one at a time (sequentially) without looking at them. For example, ‘Show me three’ is demonstrated by raising 1…2…3 fingers with their head turned away from their fingers.	Estimation is making a rough guess about a quantity. The quantity within a collection can be estimated without counting.	Recognise and say, without counting how many in irregular patterns, for example, ‘I see three, three and one’, ‘I see four and three’, ‘I know that is seven’.   Show quantities to 5 without counting out individual fingers (simultaneously. For example, ‘Show me five’ is demonstrated by raising 5 fingers at the same time, without counting. Show quantities to 5 without counting out individual fingers (simultaneously) and without looking at them. For example, ‘Show me five’ is demonstrated by raising 5 fingers at the same time, without counting and with their head turned away from their fingers. Estimate which collection has more than/less than, when shown two or more collections. Estimate how many there are in individual collections, then count to check.

Notes
When introducing subitising, practitioners should start by modelling noticing small groups of objects within play, stories and everyday experiences.
Gradually reduce the amount of time the dots are shown for, until they can be recognised from a quick flash.
A range of materials can support the understanding of subitising, for example, using natural materials such as sticks and stones.
Regular patterns are the dot formations on a 1 to 6 dice, five frame or ten frame. Irregular patterns are dots or objects that have been randomly arranged.
Excludes
Use of language such as perceptual, conceptual subitising, sequentially and simultaneously, in brackets, as this is intended for practitioner awareness.
New key mathematical language (Learners)
estimate, how many, altogether

Early Level

Understand: Objects, sounds and movements can be counted to determine how many there are.

Know:	**Do:** (through play, everyday routines, games, songs, stories and rhymes)	**Know:**	**Do:** (through play, everyday routines, games, songs, stories and rhymes)
Counting is a way to keep track of how many there are. An individual object (one) can be taken out of a larger collection. Zero means there is none of a particular quantity.	Count forwards and backwards within everyday routines, games, songs, stories and rhymes. Respond with a number when asked ‘how many?’. Separate an individual object (one) from a larger group and refer to this object as a one, for example, ‘Take one ball from the basket’, ‘Take one banana from the bowl.’	Objects can be counted from any starting position in an arrangement or order (order-irrelevance).	Match counted quantities with their corresponding numeral. Count forwards from any starting point, for example, ‘How many cones are there? Start counting from the yellow one.’ 

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	When counting, one number name is assigned to each object and each object is counted only once (one-to-one correspondence). When counting, the last number word said refers to how many objects have been counted (cardinality). Anything can be counted, regardless of whether it is physical or abstract (abstraction).	Recognise where there is zero of a particular quantity, for example, 'There are no oranges in a bowl, so the number of oranges is zero.' Recognise and identify if there is zero, one or more in a small collection of everyday objects. Count a range of physical objects that are the same size, colour and shape. Count items in and out of a container, for example, pens out of a pot, balls into a bag, toys out of a box. Organise objects to support counting, for example, line them up and then move one at a time, keeping track of what has been counted. Assign and match one number word to each object when counting aloud. Identify the total number of objects in a group by counting in a variety of ways and in different contexts. Accurately count objects and give the answer to how many with the last number counted. Count out a given amount, for example, 'Can you find four acorns?', 'We need five cups for snack.' Count out objects from a larger collection, for example, 'Give me five cars from the box.' Count anything, including, sounds, actions and items that cannot be touched or moved, for example, claps, shadows, bounces of a ball, number of people in a family. Keep track of how many movements sounds using fingers, for example, 'Watch me as I clap, use your fingers to keep track of how many times I clap.'	The number of objects in a set remains the same even if they are rearranged, covered, grouped or spread out, if none are added or taken away (conservation of number).	Recognise that the total is not affected if only the arrangement or position changes, for example, ten balls put into a box remains ten balls. Recognise that the total is not affected by the size of object or their layout. For example, seven leaves spread apart, seven leaves lying close together, seven small leaves and seven large leaves all have the same total quantity of seven.  Count a range of random objects explaining that the count stays the same regardless of attributes (colour, size, shape). For example, a ball, a train and a pebble is three and three crayons is also three. In both examples there are three altogether. Keep track of how many sounds and movements are within the expanding number range, for example, 'How many bounces of the ball?', 'How many beats of the drum?'. Count out objects from a larger collection within the extended number range, for example, 'Give me 12 pencils from the pot.' Count a collection of objects within a larger collection, for example, 'How many pencils?', 'How many yellow counters?', 'How many blue objects?'  Represent and record how many have been counted in different ways. For example, holding up fingers, pointing to the numeral on a number track or making a mark to represent the total counted.
	Notes Not all number songs support counting in the same way. Some focus on rehearsing the number sequence (*1, 2, 3, 4, 5, Once I Caught a Fish Alive*), while others require learners to keep track of a changing quantity (*Five Little Ducks*, *Five Little Monkeys*). Both have value, but they support different aspects of early mathematical development.			

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Conservation of number is important because it is a foundational cognitive milestone where a quantity remains the same, despite changes in appearance or spatial arrangement. It supports the development of mathematical skills such as fluency, problem-solving and reasoning.
Counting in a steady, paced rhythm can help to keep track of the oral count.
Initially, a learner may think that zero is always the first counting word and will point to the first object being counted and call this 'zero', then count 'one, two, three…' Adults should model and reinforce that one is the first object being counted.
When counting sounds and movements using fingers to keep track… initially use a steady, paced rhythm, before moving on to using rhythmic sequences such as 'two claps, two claps' and then arrhythmical sequences such as 'one clap, three claps, one clap'.
Having a variety of objects readily available encourages independence in choosing 'what' to count and planning 'how' these could be counted.
Make connections to the Stable Order principle.
Make connections to Data Management to reinforce counting skills.
Make connections to counting out pound coins in Finance.

Includes but is not limited to

Working within the range 1 to 5, progressing to 0 to 10, extending to 20.

Excludes

Use of language such as cardinality, one-to-one correspondence, abstraction, order irrelevance and conservation of number, in brackets, as this is intended for practitioner awareness.

New key mathematical language (Learners)

count forwards/backwards, zero

Numeracy and Mathematics Milestones

Number and number processes

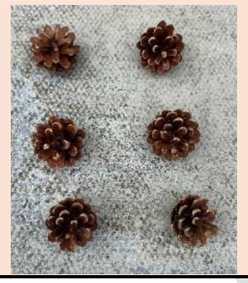
When asked 'how many?', recognises that they should respond with a number.
Uses counting to accurately identify 'how many?' there are in a small group of items.
Gives a requested number of items in a practical setting.

Early Level

Understand: Comparing quantities reveals whether one collection has more, less, or the same number of items.

Know:	**Do:** (through play, everyday routines, games, songs, stories and rhymes)	**Know:**	**Do:** (through play, everyday routines, games, songs, stories and rhymes)
More than, less than and the same can be used to compare and describe the number of objects in two collections.	Compare collections where the objects are the same shape, colour and size and where the amounts are obviously different. Describe these using the terms more than, less than or the same as, for example, 'There are more in this pile.'  Compare and describe collections where the amount is closer in value, for example, 'There are fewer purple pom-poms', 'There are more pink pom-poms.' 	Most and least can be used to compare and describe the number of objects in three or more collections. Equal means being exactly the same in amount, number or size. Not equal means being different in amount, number or size.	Estimate, then determine the sizes of three or more collections and explain which one has the most, the least, or if they are the same size. Explain which collection has more than, less than or the same number of items using objects, drawings or marks to represent the items. Compare collections of objects indicating if these are equal or not equal in amount. For example, 'There are five in this group and two in that group, so this group is the larger collection because five is more than two.' Compare equal collections where the objects are different in size or colour and recognise that the total is the same. For example, three small pom-poms and three large pom-poms are both three. 

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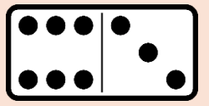
		Compare and describe collections where the objects are different in shape, size or colour, for example, 'There are more sticks.'  Recognise when the amount within two collections is the same, for example, 'There are the same number of pinecones on each side.' 		

Notes
Initially the emphasis is on simply recognising if the amounts are more, less or the same rather than counting to compare.
As the collections being compared become closer in amount, encourage estimating, which is more, most, less, least, the same and then encourage them to count to check.
Grammatically, 'fewer' is used to describe items that can be counted individually, such as balls and apples. 'Less' is used to describe measured items such as water, sand and time. At this stage these terms may be used interchangeably as could other informal terms, for example, there 'are not as many' balls, there 'are less' toys.
When comparing equal collections, for example, three 'large' basketballs and three 'small' tennis balls, learners may initially think there are more basketballs because the objects are bigger.
New key mathematical language (Learners)
compare, more than, less than, the same, equal

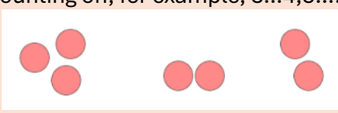
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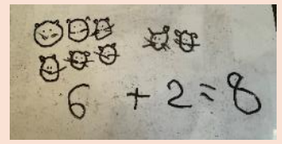
Understand: Addition describes combining collections of items into a single quantity.

	Know:	**Do:** (through play, everyday routines, games, songs, stories and rhymes)	**Know:**	**Do:** (through play, everyday routines, games, songs, stories and rhymes)
Early Level	Addition is combining two or more collections of objects or increasing the number of objects in a single collection. When counting the number of objects in more than one collection the last number word said refers to how many objects have been counted (cardinality).	Add one more to a collection of items, on request. Count the number of objects in more than one collection and say the total amount, for example, 'There are five strawberries.' 	Addition is finding the total by combining two or more amounts. When adding zero the total within the collection does not change. Addition is finding the total by adding something to an original amount.	Combine two collections to calculate the total, for example, 'There are four children building towers and three children painting. How many children are there altogether?' Count two collections where one cannot be seen (screened), for example, 'I have four in here and three under here, how many do I have in total?'  Discuss the impact that adding zero has on the total. Calculate the total by adding more to an original collection. For example, 'There are four children building towers, then three more arrive. How many children are there now?' Calculate the total of two collections by counting on, for example, counting 6, 7, 8, 9 rather than 1, 2 ,3, 4, 5, 6, 7, 8, 9.  Calculate the total of two collections when the first collection is screened. For example, 'I have five under here and four here. How many are there altogether?'  Calculate the total by counting on when a collection has been increased by an amount, for example, adding three more cubes to a jar of 7 can be counted 7, 8, 9, 10.

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				 Count on, using displays to keep track, for example, 'My counter is on 4, I have rolled a 3, now it will be on 5...6...7.'  Calculate the total, by counting on, when the starting number of objects cannot be seen or counted individually, for example, when 6 counters are in the tub (screened) and 3 are added.  Combine three or more collections to calculate the total by counting on, for example, 3...4,5....6,7 
			Pairs of numbers that add to a given number are called number bonds. The mathematical symbol for addition is +. The mathematical symbol used to show that something has the same value as something else (equality) is = and it is said as 'equals'.	Identify, show and say number bonds to 10, for example, using objects to show that 7 is 7 and 0, 6 and 1, ... Recognise and read number sentences where the addition and equality symbols have been used, for example, saying 'seven plus two equals nine' when shown 7 + 2 = 9. Represent a given addition story using numerals and mathematical symbols. For example, 'I had seven stickers, mum gave me no more' can be recorded as 7 + 0 = 7, 'There are seven people on the bus and two more get on, there are now nine passengers altogether' can be recorded as 7 + 2 = 9. Create, model and tell a number story that matches a given addition calculation, for example, 'six cats

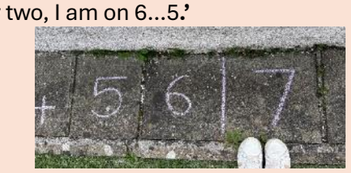
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			A mathematical symbol used to show that something does not have the same value as something else (inequality) is ≠ and it is said as 'not equal to'.	plus two cats equal eight cats altogether' when shown 6 + 2 = 8.  Recognise, read and model number stories where the mathematical symbol for inequality has been used, for example, saying 'three plus two does not equal ten' when shown 3 + 2 ≠ 10.

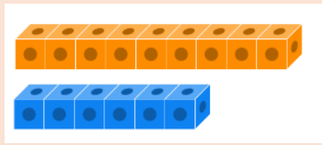
Notes
Concrete materials and pictorial representations (such as illustrations and number tracks) should be used to model and carry out addition calculations.
Mathematical symbols should be modelled alongside the use of concrete and pictorial methods before learners are expected to independently demonstrate the use of symbols.
The equals sign is a symbol of balance, so each side of the symbol should have the same quantity.
A number sentence is a calculation represented with symbols (for example, 7 + 2 = 9).
A number story is a calculation represented in a context (for example, seven strawberries plus two strawberries equal nine strawberries altogether).
When telling number stories, a range of words for addition should be modelled, for example, six 'plus' two, six and two 'more', start with six and 'add' two.
Provide opportunities to 'read' number sentences aloud, 'tell' number stories from given calculations and record number sentences when listening to a number story rather than placing an over emphasis on solving written calculations.
A screened collection is when the objects are covered up with something like a hand, piece of card, cloth or put into something like a box or tub. This prevents counting from one as items cannot be counted and touched individually and encourages counting on from the collection that is covered up.
Includes but is not limited to
Working within the range 1 to 5, progressing to 0 to 10.
Excludes
Using the language, 'equality', 'inequality' and 'screened collections'. These have been included in brackets for practitioner awareness.
New key mathematical language (Learners)
addition, add, plus, combine, original amount, number bonds, total, equal to, not equal to, calculate, symbol

Early Level

Understand: Subtraction describes finding the quantity left when some items are removed, or the difference between quantities of items.

Know:	Do: (through play, everyday routines, games, songs, stories and rhymes)	Know:	Do: (through play, everyday routines, games, songs, stories and rhymes)
Subtraction is reducing the number of objects in a collection.	Removes one item away from a collection, on request. Reduces the total within groups using a range of physical objects, for example, when eating snack or removing toys from a collection. Identifies when there are none left.	When subtracting zero the total within the collection does not change.	Discuss the impact that subtracting zero has on the total. Calculate the number of objects which are left when some are removed, for example, finding how many are left when six strawberries have been eaten out of a collection of nine. Count back, using a display to keep track, for example, 'I am standing on number 7 and jumping back by two, I am on 6…5.' 

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			Subtraction is reducing the number of objects in a collection, but it is also finding the difference between number of objects in two collections. The mathematical symbol for subtraction is –.	Find the difference between the total and one of its parts, for example, there are five pieces of fruit. Three are bananas and the rest are apples. How many apples are there?  Find the difference between two collections of objects, for example, ‘Find the difference between 6 and 9’.  Recognise and read number sentences where the subtraction and equality symbols have been used, for example, saying ‘seven minus four equals three’ when shown 7 - 4 = 3. Represent a given subtraction story using numerals and mathematical symbols. For example, ‘There were seven people on the bus and nobody got off’, can be recorded as 7 – 0 = 7 or ‘There were nine apples in a basket and five were eaten, four apples were left’ can be recorded as 9 – 5 = 4. Create, model and tell a number story that matches a given subtraction calculation, for example, ‘I had nine stickers and gave five away, now I have four left’ when shown 9 – 5 = 4. 
	Notes Concrete materials and pictorial representations (such as illustrations and number tracks) should be used to model and carry out subtraction calculations. Mathematical symbols should be modelled alongside the use of concrete and pictorial methods before learners are expected to independently demonstrate the use of symbols. A number sentence is a calculation represented with symbols (for example, 7 - 2 = 5). A number story is a calculation represented in a context (for example, if you start with seven strawberries and take two strawberries away there would be five strawberries left). When telling number stories, a range of words for subtraction should be modelled, for example, six ‘minus’ two, six ‘take away’ two, start with six and ‘subtract’ two, six ‘remove’ two, two ‘less than’ six. Find ‘the difference between’ six and two. Provide opportunities to ‘read’ number sentences aloud, ‘tell’ number stories from given calculations and ‘record’ number sentences when listening to a number story rather than placing an over emphasis on solving written calculations. **Includes but is not limited to** Working within the range 0 to 5, progressing to 0 to 10.			

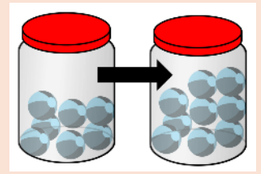
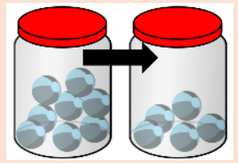
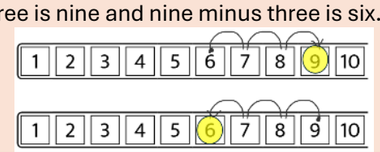
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New key mathematical language (Learners)
subtraction, subtract, reduce/remove, difference

Numeracy and Mathematics Milestones (Scored through text indicates where the expectation or curriculum organisation has changed and this is covered in another section).
Estimation and rounding
Shows recognitions of ~~more or~~ less in a range of practical contexts.

Early Level

Understand: Addition and subtraction are connected, so one can undo the effect of the other.

Know:	Do: (through play, everyday routines, games, songs, stories and rhymes)	Know:	Do: (through play, everyday routines, games, songs, stories and rhymes)
		Addition and subtraction are related and can be used to find a missing quantity when some quantities are known.	Identify when quantities are being combined, increased, reduced or compared in a real situation and represent this using concrete materials. Calculate the total when the amount being added is unknown, using concrete materials to support, for example, calculating how many counters have been added to give a total of 9 when we started with 7.  Calculate how many objects have been taken away when given the starting number of objects and the remaining number, for example, calculate how many have been taken away from eight counters when five are left.  Recognise that when objects are removed the total of a collection becomes less but if these are added back in, the collection returns to the original total. Recognise that when objects are added the total of a collection becomes more but if these are then removed the collection returns to the original total. Notice the connection between addition and subtraction using a number track, for example, six plus three is nine and nine minus three is six. 
		Addition and subtraction are connected because they can undo each other.	

Notes

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<table>
<tr><td></td><td colspan="4">Encourage noticing and discussing the connection between addition and subtraction when using concrete materials and pictorial representations. At this stage they are not expected to mathematically explain inverse operations.
In an ‘addition’ calculation augend + addend = sum.
When the amount being added is unknown, this is called a missing addend (for example, calculating how many counters have been added to give a total of 9 when we started with 7).
In a ‘subtraction’ calculation minuend – subtrahend = difference.
When the amount being subtracted is unknown, this is called a missing subtrahend (for example, calculate how many have been taken away from eight counters when five are left).
Includes but is not limited to
Working within the range 0 to 10.
Excludes
Use of the language sum, addend, augend, minuend and subtrahend as this has been included for practitioner awareness only.</td></tr>
<tr><td rowspan="2">Early Level</td><td colspan="4">Understand: Equal sharing results in a quantity being split into a given number of equal parts.</td></tr>
<tr><td>Know:

One whole (object) can be split and shared.

A collection of objects can be shared into smaller collections.</td><td>Do: (through play, everyday routines, games, songs, stories and rhymes)

Split one whole (object) into smaller parts, for example, ‘Break a ball of dough into pieces’ or ‘Cut an apple into slices’.

Share out objects one at a time, for example, sharing out pieces of fruit at snack time.</td><td>Know:

When one whole (object) is split into two equal parts, each part is one half of the original whole. They can be recombined to make one whole.

When a collection of objects is shared out the shares can be equal or not equal.</td><td>Do: (through play, everyday routines, games, songs, stories and rhymes)

Recognise when a whole (object) has been split into two equal parts and when it has not.


Recombine the two halves of shapes and objects in different orientations and layouts and recognise that this remakes a whole.


Share out objects into smaller collections and use the language of shared equally and not shared equally to describe this, for example, ‘These pinecones have not been shared equally.’


Model sharing out objects equally, for example, sharing out the oranges equally between the teddies.</td></tr>
</table>

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			If a number is even, the total can be shared into two equal, whole number parts. If a number is odd, it cannot be shared into two equal, whole number parts. When an even number of objects is shared equally between two, each part is one half of the original quantity.	 Share a set of given objects equally and identify how many each person gets, for example, 'When 8 teddies are shared between 4 people, each person gets two teddies.'  Share a collection of whole objects between two and recognise if the total amount shared is odd or even. For example, 8 is even because it can be shared equally between 2 with none left over, 7 is odd because it cannot be shared equally between two, there is one left over. Share out objects equally between two and recognise that each share is one half of the objects, for example, six counters shared equally between two is three each. One half of six is three. Share out objects equally between two and recognise that each share is one half of the objects even when the objects are arranged in different ways, for example, each penguin has three counters so they each have one half of the objects.  Share out objects equally between two and recognise that each share is one half of the objects, even when the objects in each group look different, for example, each penguin has three items so they each have one half of the objects.

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<table>
<tr><td rowspan="4"></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Notes
When sharing out a collection of whole objects, ones which cannot be broken into smaller pieces should be used (for example, buttons, pebbles, beanbags).
Excludes
Learners halving whole objects through cutting and folding.
Learners may suggest halving items (for example sharing 7 strawberries between two people could result in three and a half each), this can be a useful aspect to explore together, however, independently sharing into fractional parts is not required.
New key mathematical language (Learners)
share, equal, not equal, equal parts, half, halves, one half, whole, odd, even</td></tr>
<tr><td colspan="4">Numeracy and Mathematics Milestones
Fractions, decimal fractions and percentages
Splits an item into smaller pieces.
Puts smaller pieces back together to make the whole.
Takes part in distributing a collection of items between a group.</td></tr>
<tr><td colspan="4">Understand: Equal grouping results in arranging a quantity into equal parts of a given size.</td></tr>
<tr><td rowspan="2">Early Level</td><td>Know:</td><td>Do: (through play, everyday routines, games, songs, stories and rhymes)</td><td>Know:

Equal groups have the same number of objects in them.

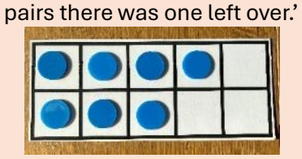
A pair is a group of two objects.

If a number is even, the total can be grouped into whole number pairs. If a number is odd, it cannot be grouped into whole number pairs.</td><td>Do: (through play, everyday routines, games, songs, stories and rhymes)

Arrange collections of objects into equal groups, for example, four sheep in each pen, three buttons for each snowman.

Arrange a collection of objects into equal groups and identify how many groups there are, for example, ‘Put three pencils into each pot, how many pots will we need?’

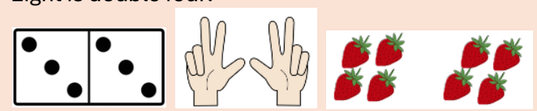
Arrange themselves and objects into pairs, for example, gloves, wellies, socks.

Identify and explain if a number to 10 is odd or even by grouping concrete materials into pairs, for example, ‘Seven is odd because when I grouped my counters in pairs there was one left over.’


Identify the next odd/even number to 10 using a number track or number line for reference.

Sort odd and even numbers from 0 to 10.</td></tr>
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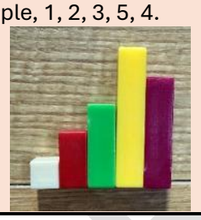
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			When two groups have exactly the same amount and are combined, this is called double. When making equal groups of objects from a collection, there may be some left over.	Describe two equal groups using the language of doubles, for example, 'Double three equals six', 'Eight is double four.'  Arrange themselves and objects into groups of different amounts and begin to recognise that there might be some left over. For example, putting ten strawberries into groups of four to make two groups of four with two left over. 
	Notes At this stage, whole objects which cannot be broken into smaller pieces should be used. Make connections to partitioning into halves and pair-wise structures. **New key mathematical language (Learners)** group, pair, double, left over			

Sub-Strand	**Patterns and sequences**
Early	**Understand:** Number sequences follow a predictable order, helping to identify what comes next.

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Level	Know:	Do: (through play, everyday routines, games, songs, stories and rhymes)	Know:	Do: (through play, everyday routines, games, songs, stories and rhymes)
	In the world around us many numbers often follow a predictable pattern. This is called a number sequence.	Notice and describe number patterns in everyday situations and use these to predict what comes next, for example, house numbers, page numbers, clocks and calendars. Copy and continue number sequences through a range of songs, stories, rhymes and counting games. Identify missing numerals when shown sequences which ascend or descend in ones, for example, 'What numeral is Granny hiding?'  Notice errors when shown sequences modelled using concrete materials, which ascend or descend in ones, for example, 1, 2, 3, 5, 4. 		Identify which number(s) comes next in ascending and descending aural and written sequences, when counting in ones, for example, 13, 14, 15, ...? Identify missing numbers from ascending and descending aural and written sequences, when counting in ones, for example, what numeral is covered up?  Recognise and explain errors made in ascending and descending aural, oral and written sequences, when counting in ones, for example, 14, 15, 16, 18, 19, ...

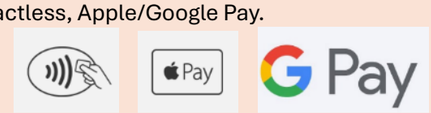
Notes
A number pattern is a rule which can be used to generate an ordered list of numbers, which is called a sequence.
Provide experiences of working with aural (listened to), oral (spoken) and written or visual number sequences (for example, a number track with numerals covered).
Make connections to numbers having a fixed order.
Make connections to patterns within shape, space and measurement.
Includes but is not limited to
Working within the range 1 to 5, progressing to 0 to 10, extending to 20.
New key mathematical language (learners)
pattern, sequence.

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Finance

Understand: Money takes different forms and can be used to represent the price of items and activities.

Early Level

Know:	Do: (through play, everyday routines, games, songs, stories and rhymes)	Know:	Do: (through play, everyday routines, games, songs, stories and rhymes)
Money is needed to pay for items and some activities.	Discuss examples of money being used, for example, 'We bought ice creams from the shop', 'You can tap your card to get into the swimming pool', 'You put coins in the vending machine to get a drink.' Notice and discuss different ways that money is being used when listening to stories and looking at books.		Discuss examples of money being used in real and relevant situations and in books, for example, 'My ticket was £2', 'Granny was paying for her shopping.' Begin to use the language of money and finance when engaging in role play, for example, 'You have spent…', 'Here is your change', 'That will be ten pounds', 'You can tap your card here', 'Do you have a voucher?'
Some people use money as part of their job.	Role play and discuss jobs that use money, for example, shop keepers, bank workers, serving staff, bus drivers.		Identify £1 coins from mixed collections of coins.
	Represent situations involving spending, saving and paying for items using role play and real-life contexts.	The symbol £ is used to record amounts of money in pounds.	Recognise the written symbol for pounds £ when reading and saying whole pound amounts, through real and relevant opportunities, for example, 'This book cost five pounds.'
Cash is money in the form of coins or notes.	Notice and discuss similarities and differences in the shape, colour and size of a range of coins. For example, 'This is a silver coin and this is a brown coin. This coin is round and this one is not.' 	Items and activities cost different amounts.	In role play, count out the number of pound coins required to pay for items and compare costs of items (whole pounds only). For example, 'There are 7 children in the café and each child needs a snack costing £1, do we have enough money?' 
Coins and notes have different values. This is indicated by their size, shape, colour and what is written on them.	Role play and discuss different ways to pay for items, for example, using coins and notes, cards, vouchers or digital devices.	Money can be spent, saved or gifted.	Discuss examples of money being saved, spent or gifted. For example, saving up for a treat by putting coins in a money box, taking part in a sponsored bounce for charity, buying items by taking coins out of a purse.
There are different ways of paying for items and activities such as cash, cards or mobile devices.	Participate in real and relevant opportunities to spend money and pay for items, for example, a visit to a local shop, selecting items for an online shopping order. Recognise symbols used in digital payments, e.g. contactless, Apple/Google Pay. 	Saving money is when money is put aside for the future.	

Notes
Experiences of money will vary, so ensure that examples discussed are relevant to the context and sensitive to individual circumstances.
Adults should model the language of money and finance as part of their interactions such as when they are invited into role play scenarios.

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	Role play can provide opportunities to engage with the mathematical modelling process of understanding, planning, doing, considering and communicating (this proposed modelling cycle is informed by The Australian Curriculum, Assessment and Reporting Authority (ACARA)). Make connections to counting and comparing in Number relationships and operations when working within the range of whole pound amounts to £20. Suitable story books could include, Milo's Money, Ed and Bunny, The Money Bunnies. Spending, saving and gifting is associated with a range of thoughts, feelings and emotions. **Includes but is not limited to** As appropriate, model the use of comparative language, for example, that costs more, that costs less, that is cheaper. **Excludes** Detailed awareness of coins under one pound and quantities of money less than one pound. Working with pence to one pound is introduced at First Level. **New key mathematical language (Learners)** money, cash, coins, notes, pay, cards, pound, save, spend, gift
	Numeracy and Mathematics Milestones (Scored through text indicates where the expectation or curriculum organisation has changed and this is covered in another section). **Money** Matches coins ~~or notes~~ that are the same. Uses language of money in a real-life situation, for example, pay, coin, change, buy, pounds, pence.

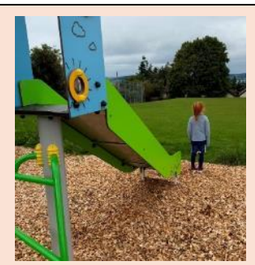
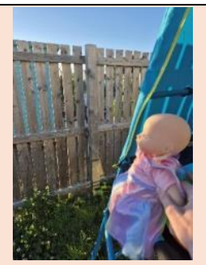
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Strand	**Shape, Space and Measurement** Ideas of shape and space support the development of visualisation skills, spatial reasoning, understanding the effects of transformations, recognising symmetry, and making sense of mathematical structures. Exploring position and movement provides a foundation for thinking spatially. Sorting, comparing and describing the properties of two-dimensional shapes and three-dimensional objects helps build geometric understanding. Coordinate geometry connects with algebra to provide meaning for critical ideas, such as linear models and proportional reasoning. Trigonometry builds on geometric principles by offering methods for calculating angles and distances.			
	Position and movement			
Early Level	**Statements of Understand:** 2D Shapes and 3D objects have properties that can be identified, described and compared.			
	Know: Spaces can be explored through physical experiences. Shapes and objects can fit together by being moved and/or rotated to fit a space. Smaller objects can fit inside larger containers. People, objects or programmable toys can move in different directions and be in different positions and can turn/be turned to face different directions. Directions are instructions that describe how to move or where to go. Directions can be followed. Gestures can be used to indicate position.	**Do:** (through play, everyday routines, games, songs, stories and rhymes) Manoeuvre themselves and toys around and through objects, in a range of outdoor and indoor spaces, for example, fitting inside, crawling through, moving between, pushing objects down. Investigate and describe how objects fit together, for example, jigsaw pieces, blocks and construction. Investigate and compare how objects fit inside others, for example, boxes, bags, tubs or nesting containers. Explore and use the language of movement, position and directions in a range of outdoor and indoor spaces and using programmable toys. Follow a range of spoken instructions which use the language of position and direction. This could include in games, play, stories and songs, for example, Simon says sit on the cushion, stand behind Samira, put the cars in the basket, push the car down the ramp. Respond with gestures to indicate position, for example, by pointing to the hooks when asked where the aprons are. Describe and compare the position of people and objects using the language of position and direction, for example, ‘I was behind the tree’, ‘The teddy is on	**Know:** Direction is the position towards which a person or object moves or faces. Directions are instructions that are followed or given to find a particular place or object. Beside, above, below are words to describe position.	**Do:** (through play, everyday routines, games, songs, stories and rhymes) Predict, investigate and explain whether objects of increasing complexity fit together or inside each other, for example, ‘Which piece will fit? Show me how they will fit together.’  Follow and give a range of one and two-step instructions which use the language of direction, for example, go ten steps forward and then jump over the bench. Follow and give a range of directions when finding people and objects in games and movement activities, for example, ‘The person I am thinking of is sitting beside Fraser and in front of Amelia.’ Describe and predict what can or might be seen and how things look (or might look) from the perspective of different objects, heights and distances, for example, ‘If I turn around, I think I will see the slide because it is behind me’, ‘If I put the doll at the top of the climbing frame, I think it could see over the fence.’

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	On, off, over, in, under, in front of, behind, on top of, across, inside, outside, close(r), near(er), far away, high(er) and low(er) are words than can describe position. Up, down, forwards, backwards, sideways, across, along, around, through, towards and away from are words that can describe direction. Upside down, back to front, turning and flipping are words than can describe movement and rotation. Nearer, further away, higher and lower are words that can be used to compare the position of people and objects in relation to each other. Instructions can be input into programmable toys to move them in different directions.	the shelf', 'I was running across the grass', 'I am nearer the sandpit than you.' Describe the movement and rotation of objects and people, for example, 'I am upside down', 'The pancake flipped over.' Navigate familiar outdoor and indoor spaces, for example, where to find a helmet, where to wash hands. Input instructions into programmable toys to explore the direction it moves in.		  Describe the height or position that objects have been photographed from, for example, 'Those trees have been photographed from far away and that tree has been photographed from underneath the branches.'   Describe a familiar route using the language of position and direction, for example, getting to the lunch area or outdoors. Input two or more instructions into programmable toys to move them in different directions, for example, forward, go, turn, go. Follow maps created as part of play and games, for example, a map which shows where objects have been hidden outside, a map that depicts an obstacle course to be followed.

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			Maps can be used to locate people or objects.	 Describe what has been represented on a map, for example, 'These are the tractor tyres and I drew them as black circles.'

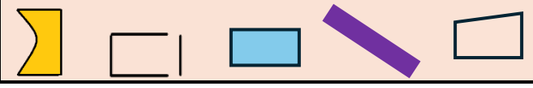
Notes
Model, gesture and use the language of position and movement during everyday routines as this helps to demonstrate the purpose of the language.
Some learners may need additional opportunities to move their own bodies in, around and through different spaces before they can move objects.
Gross and fine motor skills are being developed across the curriculum and connections should be made to Early Writing within Literacy and English.
New key mathematical language (Learners)
on, off, over, in, under, in front of, behind, on top of, inside, outside, close, far, high, low, beside, above, below, up, down, forwards, backwards, sideways, across, along, around, through, towards, away, nearer, further away, upside down, back to front, turning, flipping, directions, higher and lower,

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	Properties of shapes and solids			
	Statements of Understand: 2D Shapes and 3D objects have properties that can be identified, described and compared.			
Early Level	**Know:** The shape of some objects can be changed. (3D) Objects can be held, moved and have a solid form. Informal words can be used to describe objects. These may include pointy, slanted, ball shaped, spiky and flat. (3D) Objects can be combined to make constructions and representations of real-life and imaginary items. Circle, triangle, square and rectangle are names of common (2D) shapes. (2D) Shapes can be drawn, created digitally or printed.	**Do:** (through play, everyday routines, games, songs, stories and rhymes) Investigate and describe how the shape of objects can change, for example, stretching and flattening moulding dough and explaining what actions caused the change and how the object is different. Investigate and describe the movements of objects through play and everyday experiences, for example, by stacking, balancing, building. Discuss and predict what might happen when different objects are used, for example, 'The ball might roll off.' Describe different objects using informal language, for example, 'The tabletop is flat', 'The orange is ball shaped.' Create structures, selecting from a range of objects and describe these using the language of shape, for example, 'This is tall and pointy.' Create circles, triangles, squares and rectangles using a range of media and digital technology, for example, drawing with a template, using sticker, digital drawing tools or printing with paints. Describe designs and drawings using the language of shape, for example, 'My robot has a rectangle head.'  Recognise and match circles, triangles, squares and rectangles regardless of orientation or size, for example, these are both rectangles. 	**Know:** Objects are three-dimensional, this is commonly known as 3D. Shapes are two-dimensional, this is commonly known as 2D. 2D shapes have straight and/or curved sides. Two straight sides of a 2D shape meet at a corner.	**Do:** (through play, everyday routines, games, songs, stories and rhymes) Investigate and describe features of 3D objects, for example, predict, check and describe if objects can stack, slide and roll. Create 3D models for a self-selected or given purpose, for example, building a tower that is taller than teddy. Explain why particular 3D objects have been chosen when making structures, for example, 'These blocks have a flat part which make them easier to stack.' Create 3D models from 2D plans or photographs, for example,  Identify and describe circles, triangles, squares and rectangles using the language of shape, for example, 'This is a circle and it is curved all the way around', 'This is a square and it has four equal, straight sides.' Create and identify circles, triangles, squares and rectangles in different orientations and sizes, discussing what they have in common, for example, 'All triangles have three straight sides and three corners.'  Sort mixed collections of circles, triangles, squares and rectangles (of different sizes and orientations) into categories, for example, triangles and not triangles. Recognise examples and non-examples of circles, triangles, squares and rectangles and use mathematical language to justify these, for example,

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				‘The second one is not a rectangle, the four sides don’t all join up.’ 

Notes

Make connections to the Stages of Block Play and focus interactions on ‘how’ structures have been built rather than ‘what’ has been built.

Show shapes and objects in a range of orientations and sizes so that they can be recognised consistently, for example, recognising triangles in any orientation.

Posters, books and matching games may refer to informal names such as ‘heart’, ‘diamond’ and ‘star’, whilst these can be acknowledged, the focus of learning should remain on circles, triangles, squares and rectangles.

Referring to thin 3D objects (see image) as 2D shapes can be confusing. A 2D shape cannot be picked up or held.



Some block-play resources use names such as *square*, *triangle* or *semi-circle* block. These labels often describe the shape of a face rather than the 3D object itself.

Initially, the language of two-dimensional/2D or three-dimensional/3D is not required. Where this term has been included in brackets in the first column, this is to support practitioner Knowledge.

A square can also be classified as a rectangle as it has the same properties. This is explored in more detail in First Level once right angles are introduced.

Excludes

Expectation to describe 2D shapes on the surface of 3D objects.

Naming 3D objects (cube, cuboid, sphere, ...).

New key mathematical language (Learners)

object, shape, circle, triangle, square, rectangle, two-dimensional (2D), straight, curved, corner, sides

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<table>
<tr><td>Sub-Strand</td><td colspan="3">Proportional reasoning</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="3">Understand: Relative size shows how big or small things are compared to each other.</td></tr>
<tr>
<td>Know:

Objects can be used to represent smaller versions of familiar settings and everyday items.

Photographs, objects and drawings can be used to represent a smaller version of people and objects.</td>
<td>Do: (through play, everyday routines, games, songs, stories and rhymes)

Recreate smaller versions of familiar settings using objects, for example, using blocks to represent a house or a shop.

Recreate everyday items using smaller versions of the same shape, for example, using buttons or milk bottle tops to represent wheels.
 
Respond to stories, songs and situations using smaller versions of the characters and objects, for example, using puppets, photographs or small world figures.</td>
<td>Know:

Do: (through play, everyday routines, games, songs, stories and rhymes)

Recreate smaller versions of familiar settings using objects of relative sizes, in relative distances and positions, for example, using small world toys to represent the park which has swings beside the slide.

Retell familiar stories, songs and situations using smaller versions of the characters and objects, choosing objects of relative sizes, for example, three different sized bowls for the Three Bears.

Consider relative size and proportion when matching, for example, ‘Uma thinks all the penguins are matched correctly. do you agree?’

Consider relative size and proportion when drawing, for example ‘I have drawn my dog Benji smaller than me and me smaller than my dad.’
</td>
</tr>
<tr><td colspan="3">Notes
When responding to and retelling stories, connections should be made to Enjoying, Engaging With and Creating Texts within Literacy and English.
Excludes
Representations do not need to be accurately scaled.
New key mathematical language (Learners)
size</td></tr>
</table>

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<table>
<tr><td>Sub-Strand</td><td colspan="4">Patterns and sequences</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="4">Understand: Patterns repeat in a regular way, allowing what comes next to be predicted.</td></tr>
<tr>
<td>Know:

Patterns can be seen and heard in the world around us.

Stripy, spotty, zigzag, polka-dot, checked and tartan are informal words that can be used to describe pattern designs.

Shapes, objects, colours, sounds and movements can be arranged in a repeating pattern.</td>
<td>Do: (through play, everyday routines, games, songs, stories and rhymes)

Explore and identify patterns in everyday situations and experiences, for example, on clothing, home furnishings, in songs, rhymes and in nature.

Recognise and describe patterns using informal language, for example, ‘My top has red and white stripes’ or ‘The rug has blue and yellow spots.’

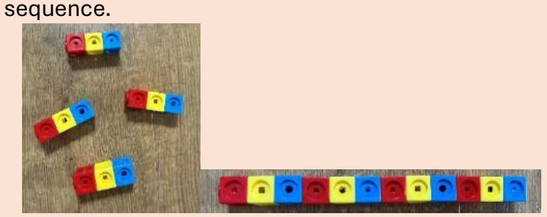
Notice when objects have created a repeating ABAB… sequences, where one element, such as colour, shape, type or size alternates, for example, ‘Look! I have made pinecone and leaf again and again.’


Recognise and copy repeating ABAB…sequences as part of action songs and movement games, for example, clap(A), jump(B), clap(A), jump(B), clap(A), jump(B)…

Extend sequences which have a repeating AB pattern unit using the next objects, movements or sounds, justifying what has been picked. For example, ‘I knew the next ones were yellow then purple because it goes, yellow, purple, yellow, purple, over and over.’
</td>
<td>Know:</td>
<td>Do: (through play, everyday routines, games, songs, stories and rhymes)

Recognise when an error has been made in visual sequences with a repeating AB pattern unit. For example, ‘Square, triangle is wrong, it should be a circle, triangle.’


Notice more complex visual sequences which have repeating pattern units such as ABC, AAB. For example, items arranged by type as counter (A), teddy (B), pom-pom (C), counter (A), teddy (B), pom-pom (C).


Create repeating sequences by laying out the individual sections, such as red, yellow, blue blocks and then combining these to make the repeating sequence.


Decide how the sequence should continue, justifying which objects should be used. For example, ‘I pointed to the cubes and said red, yellow, blue, red, yellow, blue over and over so I am going to lay out red, yellow, blue for the next cubes.’</td>
</tr>
<tr><td colspan="4">Notes
A pattern is a rule which can be used to generate an ordered arrangement of objects, sounds, movement, which is called a sequence.
A pattern unit is the part of the sequence that keeps repeating, for example, in counters arranged blue, red, blue, red, blue, red the pattern unit is blue, red.
Start with physical objects arranged in repeated patterns before moving onto using pictures or images.
Make connections to patterns in number in Quantity, Number and the Algebraic Properties of Number and cyclical patterns within the passing of time.
Make connections to patterns in other areas of the curriculum such as patterns in music and movements within Expressive Arts. Connections can also be made to the use of rhythm and rhyme within Oral Language and Interaction and the skill of distinguishing between images, shapes, letters and symbols in Language Foundation within Literacy and English.
Excludes
Describing patterns as ABAB, ABCABC, … this has been included to support practitioners to see the repeating element(s) of the pattern.
New key mathematical language (Learners)
pattern, sequence, repeating</td></tr>
</table>

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	Measures			
	Understand: Measurement helps describe, compare and make sense of the features of objects and events in everyday life.			
	Know: Measuring is needed in everyday activities. Informal words used to describe, gesture and compare size include giant, big, bigger, tiny, wee, muckle, small, smaller, huge, teeny and little. Estimation is making a rough guess about a measure.	**Do:** (through play, everyday routines, games, songs, stories and rhymes) Explore measurement through everyday routines and experiences, for example, baking, snack preparation, woodwork, construction. Compare and describe different objects using informal language. For example, 'This ball is huge, but this one is tiny', 'The red tub is smaller than the yellow one.' Make estimates through play, games and everyday experiences, for example, estimating how many pinecones will fit into the basket, how many scoops of sand will fill the bucket, which bottle will empty first.	**Know:** Measuring is important in many jobs. Different devices can be used for measuring.	**Do:** (through play, everyday routines, games, songs, stories and rhymes) Discuss examples of measurement being used. For example, 'We put the apples on the scales', 'We use the height chart to see if we have grown taller', 'Mum's suitcase was too heavy at the airport.' Explore a range of jobs that use measurement through role play and opportunities to visit or engage with workers from local shops and businesses, for example, a baker, a shop assistant, a joiner. Explore the purposes of measuring devices through role play and everyday experiences, for example, rulers, tape measures, kitchen scales, jugs, spoons, cups, luggage scales.
Early Level	Long and short are words that can describe length. Tall and short are words that can describe height.	Describe the length and height of everyday objects using the language of measure. For example, 'This stick is long', 'The bookcase is tall.'	Longer and shorter are words that can compare length. Taller and shorter are words that can compare height.	Compare and describe two objects that are obviously different in length or height, for example, 'The teddy is shorter than the door.' Compare and describe two objects which are closer in length and height. For example, 'The red scarf is longer than the blue one.' Recognise when two objects have the same height or length. For example, 'My tower is the same height as yours.' Explore the length and height of everyday items using informal measurements. For example, 'Our room is ten strides long', 'This table is six hands tall.'
	Heavy, heavier, light and lighter are words that can describe and compare mass.	Explore and describe the mass of various everyday items through hands-on activities. For example, 'My bag is heavy', 'This crayon is light.'	'Weighing' is used as an informal word to describe measuring the mass.	Identify real-life contexts where the term 'weighing' is used to describe measuring mass, for example, weighing the baby, weighing the ingredients. Predict, compare and describe two objects that are obviously different in mass through handling activities. For example, 'I think the bag of oranges will be heavier than the tissue.' Compare and describe two objects, which are closer in mass through handling activities. For example, 'My bag feels lighter than yours.'

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Notice that size and mass are not always related when handling everyday objects. For example, ‘The big balloon is light and the small stone is heavy.’

Explain that containers which look the same can have a different mass. For example, two tubs might look the same but one is heavier as it is filled with stones and the other is lighter as it is filled with pom-poms.

Compare and describe the mass of two objects using a pan balance. For example, ‘The teddy is lighter than the roll of tape.’



Explore and describe equality using a two-pan balance and recognise items as having the same mass as each other. For example, ‘Allan thinks the apple has about the same mass as five pebbles. Do you agree?’



Notes

Model and use the language of measurement during everyday routines as this helps to demonstrate the language through meaningful contexts.

Length

Height and its associated language refer to length measured vertically. This can be explored through practical examples such as noticing being the same height lying down and standing up.

Informal measurements may include hand-spans, steps, blocks, paperclips or loose parts.

These are not an accurate way to measure as hand-spans, steps, loose parts, … can be different and might not be lined up correctly. This lays the foundations for understanding the importance of using a standard unit as they progress through First Level.

Mass

Reinforce conservation through practical activities such as noticing the Dough has the same mass if it is in one large piece or several smaller pieces.

Make connections to counting in Quantity, Numbers and the Algebraic Properties of Number.

The term weight is commonly used in everyday language. However, the correct mathematical term is mass.

Learners may confuse ‘light’ in colour with ‘light’ in mass. It is important to explore the mass of a range of different coloured items, for example, a black feather is dark in colour but light in mass, a white piece of paper is light in colour and light in mass, a pink plant pot is light in colour but heavy in mass.

Volume

When pouring amounts from one container to another there can be a misconception that if the second container overflows it holds more.

When filling and emptying containers, use both continuous pourable materials (such as dry sand, rice and water)

Make connections to counting in Quantity, Numbers and the Algebraic Properties of Number.

New key mathematical language (Learners)

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<table>
<tr><td></td><td colspan="4">measuring, estimating
long, longer, short, shorter, tall, taller, length, height
heavy, heavier, light, lighter, mass
full, empty, holds most, holds least, almost full, almost empty</td></tr>
<tr><td></td><td colspan="4">Numeracy and Mathematics Milestones (Scored through text indicates where the expectation or curriculum organisation has changed and this is covered in another section).
Measurement
Sorts items by size and/or amount, for example, <s>big and small</s>, heavy and light, full and empty.
Matches items by size and length.</td></tr>
<tr><td rowspan="2">Early Level</td><td colspan="4">Understand: Time helps describe when things happen, the sequence in which they happen and how events can repeat in predictable cycles.</td></tr>
<tr><td>Know:

Before, now, then, next, after, first and last can be used to describe and sequence daily routines and personal events.</td><td>Do: (through play, everyday routines, games, songs, stories and rhymes)

Describe when daily routines and personal events take place using the language of time. For example, ‘I listen to a story before bed’, ‘It is my turn next.’

Sequence routines and respond to stories using the language of time. For example, ‘First the hungry caterpillar ate an apple then he ate two pears.’

Answer questions about the sequence of a story or event. For example, ‘What happened first?’, ‘Who was the last person they met?’

Follow instructions in the correct sequence, as part of everyday routines, for example, putting on an apron before painting, washing hands after playing in the mud kitchen.</td><td>Know:

Today, yesterday, tomorrow, in the morning, in the afternoon, in the evening and at night can be used to describe and sequence daily routines and events.

A visual timetable can be used to sequence and track the order of routines.

There are 7 days in a week, 12 months in a year and 4 seasons in a year.</td><td>Do: (through play, everyday routines, games, songs, stories and rhymes)

Describe when daily routines and events take place using the language of time. For example, ‘Today we are going to the gym hall’, ‘This afternoon we will go outside.’

Sequence routines and retell stories using the expanding language of time. For example, ‘Yesterday we practised our songs and we will sing them to our visitors this afternoon.’

Describe the sequence of events by following a visual timetable. For example, ‘This morning we will have a snack then we are going to the woods’, ‘We are going to the hall after lunch.’

Identify when an error has been made in a familiar routine shown visually. For example, ‘I don’t put toothpaste on last!’


Decide when activities should happen, using a visual timetable to support. For example, ‘I think we could listen to a story after lunch and then have time to do some art.’

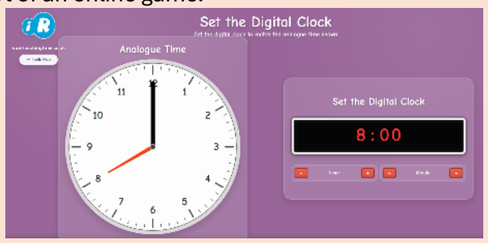
Name the days of the week, months of the year and seasons in their correct sequence through songs, stories and rhymes.

Describe routines and events using the names of the days of the week and months of the year, for example, ‘My birthday is in May’, ‘I am going swimming on Saturday’, ‘Our trip is on Friday morning.’</td></tr>
</table>

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			The seasons, days of the week and months of the year are cyclical. Calendars and diaries can be used to track what day of the week and month of the year it is and used to mark when important dates and celebrations are happening.	Describe that the passage of time in days, months and seasons is cyclical, for example, 'January comes after December', 'Spring comes after winter.' Contribute to the tracking of important events and celebrations using a monthly overview and describe when these are taking place using the language of time, for example, 'This month we are going on a trip', 'The vet is coming to visit us.' Count how many days (or 'sleeps') until an event, using a calendar to keep track, for example, how many sleeps there are until the end of term disco.
	Clocks tell us what time it is and can be found in different outdoor and indoor places.	Notice different types of clocks in the wider environment and discuss what time it is.	An analogue clock has a long hand called the minute hand and a shorter hand called the hour hand. The position of the hands, on analogue clocks, display what time it is. Most analogue clocks have the numerals 1 – 12 around the edge. The minute hand points directly at 12 when it is an o'clock time. The hour hand points directly at the numeral when it is an o'clock time. The hours of the day run in a repeating sequence of twelve hours (..., eleven o'clock, twelve o'clock, one o'clock, ...)	Describe and identify the hands-on analogue clocks using the correct mathematical language. Read o'clock times from a range of analogue clock faces. Describe daily routines using 12-hour o'clock times, for example, 'We have lunch at one o'clock', 'We are going to the music room at eleven o'clock', 'I go to bed before eight o'clock.' Mark the passing of time spatially by moving along a 1 to 12 number track. Make connections to the movement of the hour hand around a clock face, for example, 'After four o'clock it is five o'clock.'   Describe daily routines using the repeating sequence of time, for example, 'At seven o'clock in the morning I am having my breakfast', 'At seven o'clock at night I am getting ready for bed.' Read 12-hour o'clock times from a range of digital devices.

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			The hours and minutes on a digital display are shown as hh:mm. O'clock times are written and displayed digitally as hh:00. The same time can be expressed in different ways.	Display 12-hour o'clock times using the correct digital time notation. For example, setting the digits on a digital clock when shown an analogue time, as part of an online game.  Match analogue and digital o'clock times, for example, when shown 03:00 set the hands (of an analogue clock) to the correct position and vice versa.  Link and match oral, aural, written and visual times. For example, when shown six o'clock on an analogue clock, knowing this is the same as 06:00 on a digital clock or saying 'Six o'clock.'

Notes
Daily routines and personal events will vary across contexts. Examples used should be relevant to the learners. Make connections learning about diverse cultures, customs and traditions (Religious, Moral and Philosophical Studies, Languages).
Model and encourage the language of time, as emphasised in bold through everyday interactions.
When responding to and retelling stories, connections should be made to Enjoying, Engaging With and Creating Texts within Literacy and English.
Displaying the days of the week, months of the year, the seasons in a cyclical way can help to emphasise the repeating sequence.
Make connections between learning the names of the seasons and learning about the weather, the environment and the solar system (which develop through Early, First and Second Level Science).
Assumptions such as Summer is always warm and sunny and Winter is always cold and snowy are often made. However, this can be different around the world.
Analogue clocks may be less familiar, but they provide a vital, visual model of the continuous passage and sequence of time, helping build understanding that digital displays present only as abstract numbers.
It is important to use geared clocks (see image of yellow clock above) as they demonstrate how the minute hand moves in conjunction with the hour hand.
Clocks (analogue and digital) should be displayed within learning spaces. The language of time should be reinforced through everyday interactions, for example, at one o'clock we will have lunch.
A range of free time games and interactive teaching tools can be found at teachingtime.co.uk.
Thanks to the National Autism Implementation Team (NAIT) and their work on visual support resources for the toothbrushing sequence strip included above

Excludes
Memorising the sequences of days and months.
Using the language of analogue and am/pm time.

New key mathematical language (Learners)
before, now, then, next, after, first, last
today, yesterday, tomorrow, in the morning, in the afternoon, in the evening, at night
days, weeks, months, year, calendar
time, clocks, digital, hour hand, minute hand, o'clock

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<table>
<tr><td rowspan="3">Early Level</td><td colspan="4">Understand: Different timing devices track the passing of time and help estimate and compare durations in everyday contexts.</td></tr>
<tr><td>Know:

Watches, clocks, calendars and timers track how much time has passed.</td><td>Do: (through play, everyday routines, games, songs, stories and rhymes)

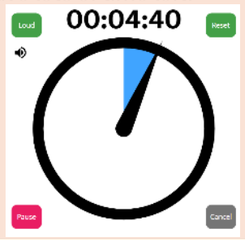
Explore timing devices through role play and real-life contexts. For example, using a timer when taking part in baking activities, using an alarm clock or a calendar in the home corner.

Make and test estimations during ‘beat the clock’ games. For example, how many star jumps can be done before the timer runs out, who will pick up the most balls if one person uses their hands and another uses tongs?</td><td>Know:

There are different types of timing devices.

Countdown timers and sand timers help to visualise the passing of time.</td><td>Do: (through play, everyday routines, games, songs, stories and rhymes)

Play and tinker with a range of timing device, for example, stopwatches, digital timers, voice activated timers, sand timers, countdown timers.

Recognise the passing of time spatially using different types of sand and countdown timers. For example, the countdown timer has only turned a little, so we have lots of time left.
</td></tr>
<tr><td colspan="4">Notes
Reinforce the use of timing devices as part of everyday routines.
Excludes
Reading times on timing devices such as stop watches.
New key mathematical language (Learners)
watches, clocks, calendars and timers</td></tr>
</table>

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<table>
<tr><td>Strand</td><td colspan="3">Information, Data and Uncertainty
Information and data are everywhere. They influence our decisions and predictions, and help us analyse and interpret the world around us. Probability helps us navigate uncertainty and risk. By providing structured methods, mathematics allows us to collect, organise, analyse and represent information accurately and objectively. Statistics help us identify and make sense of patterns and trends, measure variation, and draw reliable conclusions.</td></tr>
<tr><td></td><td colspan="3">Data management</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="3">Understand: Words, numbers and pictures represent information and help us communicate and make sense of everyday situations.</td></tr>
<tr><td>Know:

Data is information about the world around us.

Signs and charts display information.</td><td>Do: (through play, everyday routines, games, songs, stories and rhymes)

Discuss and investigate what signs, charts and marks around us represent, for example, the daily snack chart or the bike car park.


Follow and use signs and charts as part of everyday routines to make plans and choices, for example, following a hand washing routine or adding to a self-registration chart.

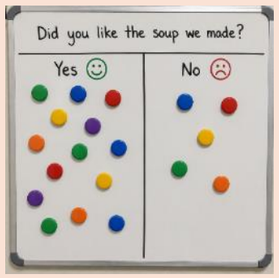
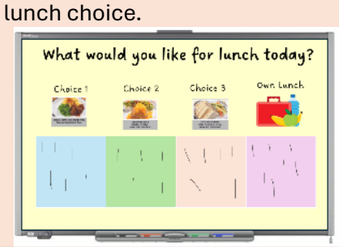
</td><td>Know:

Data can be displayed as pictures, objects, marks or words.</td><td>Do: (through play, everyday routines, games, songs, stories and rhymes)

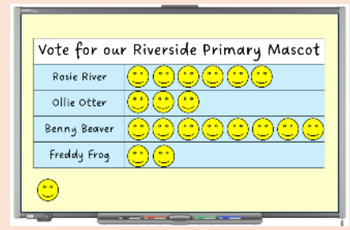
Discuss and follow instructions given in signs and charts around us, for example, putting things away in labelled baskets.
</td></tr>
<tr><td colspan="3">Notes
Make connections to where information is collected, displayed and used as part of everyday routines, for example, now and next boards, visual timetables, emotional check in charts, lunch and snack charts, self-registration displays.
Make connections to the language of time when following routines.
Model mark making to keep count, for example, keeping track of snack time choices or the number of people in the room.
Thanks to the National Autism Implementation Team (NAIT) and their work on visual support resources for the handwashing routine included above.
New key mathematical language (Learners)
signs, charts, information</td></tr>
</table>

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Understand: Data can be collected and organised to describe situations.

	Know:	**Do:** (through play, everyday routines, games, songs, stories and rhymes)	**Know:**	**Do:** (through play, everyday routines, games, songs, stories and rhymes)
Early Level	Objects, stickers and marks can be used to keep count of people, objects, views, choices or opinions. Objects can be collected and sorted into categories. Same/different can describe how objects have been organised.	Represent a vote, choice or selection by adding or placing an object, a sticker, name tag or mark to a visual representation as part of routines. For example, 'Which story shall we read today based on our voting?'  Collect a range of objects and sort these into different categories by an attribute (colour, shape, size, type, texture). For example, everyone finds five toys, then sort them by colour. Select and sort objects using their own criteria, for example, 'I have all the yellow ones.'  'Now I have the all the big ones.'  Describe objects gathered and identify how they are the same or different. For example, 'They are different as this stone is big and this one is small', 'They are the same as both stones are grey'.	Pictures and objects can be collected and sorted into categories. Questions can be used to collect data. Organised marks or objects can be used to keep count of votes, choices or opinions.	Collect a range of objects or pictures and sort these into two or more categories. For example, sorting pictures of animals by type or taking photographs of things they like/dislike. Sort objects into two or more categories using different criteria, including the criteria chosen by someone else. Identify which category an object belongs in when sorting by a given attribute. For example, 'Should a blue pencil be in the red or not red category?'  Respond to questions asked by placing a picture, object or mark to a display, for example, 'Did you like the soup we made?'  Create questions which can be used to gather views, opinions or choices. For example, 'Which game shall we play?', 'What might improve our outdoor area?' Represent a vote, choice or selection by adding a mark or object to an organised display. For example, adding a mark to an interactive board or a counter to a ten frame to indicate lunch choice. 

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			A pictograph represents data using objects, pictures or symbols. Each object, picture or symbol represents one item. The title of a graph, chart or visual display tells us what the information is about.	Construct concrete and digital pictographs by adding objects or pictures to a given grid or template, for example, on an interactive board. 

Notes
Start with sorting concrete objects, progressing on to sorting pictures or images. Technology could be used to capture these images, for example, photos captured outdoors.
Data collection should focus on finding out the answer to meaningful questions or using the data collected for a purpose or to make a decision, for example, Enquiry and Perspective in Social Studies - finding out about people, places, events, experiences, likes, dislikes and preferences.
When collecting data avoid questions which focus on personal characteristics, experiences or circumstances that could make individuals feel excluded or singled out.
Before collecting data, prediction and estimation skills should be reinforced, for example, what choice Do you think will be the most popular and why?
Model opportunities where objects/pictures may not meet a category or meets more than one, for example sort the cars into red and blue where a green car or a red car with blue spots has been included.
Make connections to sorting and categorising within mathematics and other areas of the curriculum, for example, odd and even numbers, 2D shapes, food, living things, animals.
Make connections to Forming Questions and Finding Information within Literacy and English, for example, 'Who wants to play basketball?', 'What game shall we play?', 'Where shall we go on our trip?', 'How did you get here today?'
Digital tools could be used to capture and display views, choices or opinions and to create pictographs.
New key mathematical language (Learners)
data, collecting, sorting, organising, categories, pictograph, chart

Numeracy and Mathematics Milestones
Data and analysis
Sorts a group of objects using a given criteria.

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<table>
<tr><th></th><th colspan="4">Data analysis and interpretation</th></tr>
<tr><td rowspan="3">Early Level</td><td colspan="4">Understand: Comparing information helps us answer questions and make decisions.</td></tr>
<tr><td>Know:

Displayed information can be used to give descriptions and answer questions.</td><td>Do: (through play, everyday routines, games, songs, stories and rhymes)

Answer questions based on visual displays. For example, ‘What does our chart tell us about the birds we saw today?’


</td><td>Know:

Decisions can be made based on information displayed.

More/less/the same as/most/least/equal, can describe the values in a data display so that they can be compared.</td><td>Do: (through play, everyday routines, games, songs, stories and rhymes)

Discuss collected information and notice its impact when making decisions, for example, the story that got most votes is read.

Recognise if there is no picture, symbol or object, the value is zero, for example, no one has a hamster.



Answer open and closed questions based on data displayed, recognising categories with zero, the most, the least, and equal values.</td></tr>
<tr><td colspan="4">Notes
The use of open questions encourages learners to give answers based on their stage of development, for example, some learners might recognise the most/least, some may be able to count the number of marks or compare categories.
Model responses as part of interactions by giving an example of what is noticed.
When comparing collections of objects, some learners may point to the collections which has most/least before they are able to verbalise or quantify this.
Initially, the focus should be on recognising the most/least and counting the total amount of votes/choices is not required. As an understanding of cardinality and abstraction develops, totalling the amounts in displays could be used as a way of reinforcing counting skills from Quantity, Numbers and the Algebraic Properties of Number
Collected information about opinions and preferences can be used to inform democratic decision making within everyday experiences.</td></tr>
</table>

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<table>
<tr><th></th><th colspan="4">Probability</th></tr>
<tr><td rowspan="3">Early Level</td><td colspan="4">Understand: Some events are certain and others are uncertain, so predictions cannot always be made with confidence.</td></tr>
<tr><td>Know:

Some outcomes are predictable and others are not.</td><td>Do: (through play, everyday routines, games, songs, stories and rhymes)

Develop an awareness of uncertainty through play, games and everyday experiences. For example, if we roll a dice we know it will be 1-6 but we don’t know which number it will land on.

Begin to consider what might, will, or will not happen through play, games and everyday experiences, for example, ‘We will have snack today’, ‘It might rain tomorrow’, ‘We will not meet a real dinosaur on our walk.’</td><td>Know:

Not all events can be predicted with certainty.

Risk and uncertainty can influence actions.

Predictions are made when the outcome is not yet known.</td><td>Do: (through play, everyday routines, games, songs, stories and rhymes)

Discuss the impact that uncertainty can have on our daily routines and plans. For example, ‘We don’t know for certain what the weather will be, so we need to decide if we need to take a sun hat, a coat, or wellies.’

Demonstrate safety around items that might be hot, breakable or sharp.

Begin to make predictions through play, games and everyday experiences, for example, ‘If the tower has 10 blocks it will probably fall over’, ‘I might win this game’, ‘I’m pretty sure it won’t snow today.’</td></tr>
<tr><td colspan="4">Notes
Explore what ‘might’ happen and how actions can reduce risk to keep safe, making connections to hazards in Being Scientific within Science.
Model the language of likelihood as part of everyday interactions, for example, I’m sure it will …, it might …, it probably will …, it definitely won’t…
Begin to explore the idea of what events might be possible, impossible, more likely or less likely.
The idea of whether something might, will, or will not happen could be based on reasoning or past experiences, for example, if lorries are usually seen on local roads, a lorry might be seen on today’s walk.
New key mathematical language (Learners)
certain, uncertain, probably, might, predict</td></tr>
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Religious Education Roman Catholic Know-Do-Understand Strands

Strand	**Seeking God's Presence in Our Lives** ***"Finding God in all things" - St Ignatius*** God is present throughout creation and creation is continually drawn towards its Creator. Although the misuse of human freedom has introduced sin and suffering into the world, salvation through Jesus Christ enables us to know, love and serve God in this life and to share eternal life with Him.	
Early Level	**Understand:** Through exploring the wonder and beauty of creation understand God made the natural world.	
	Know: Creation is a sign of God's love for us. People use hymns and psalms to praise God for creation.	Do: Explore God's natural world through our senses. Participate in opportunities to experience the gift of creation. Pray psalms. * Create our own prayers and songs to God.
	Notes ***** See Early Level Scripture texts.	

Strand	**Knowing we are made in God's Image** ***"Our Lord does not come down from Heaven every day to lie in a golden ciborium. He comes to find another heaven which is infinitely dearer to Him - the heaven of our souls, created in His Image" -St Therese of Lisieux*** Created in the image and likeness of God, every person possesses equal dignity, unique gifts and a personal vocation to live life to the full. Although original sin inclines humanity towards sin, the Holy Spirit strengthens and guides us to overcome it and grow towards full communion with God through Jesus Christ.	
Early Level	**Understand:** God created everyone equally, with unique gifts and talents, which He calls us to share in love and friendship.	
	Know: We are all unique people with gifts and talents that come from God. God created everyone (boys and girls) and calls us to follow Him. We are all equal and loved in God's eyes. Our bodies are a gift from God.	**Do:** Describe how I can use my gifts and talents to grow in relationship with others. Identify people who help us by using their talents in different ways. Listen and respond to the call of David. * Describe some similarities and differences between ourselves and others. Reflect on how we can give and receive love. Use my senses to worship God.
	Notes See learning related to SCES/Diocesan Relationships and moral education resources. * See Early Level Scripture texts	

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Strand	**Believing in One God revealed to us** ***Faith is to believe what you do not yet see; the reward for this faith is to see what you believe." – St Augustine*** God reveals Himself throughout history as Father, Son and Holy Spirit, inviting humanity into relationship with Him. This revelation reaches its fullness in Jesus Christ, and the Church, guided by the Holy Spirit, continues to proclaim and deepen our understanding of God's truth.			
Early Level	**Understand:** We can praise God the Father, God the Son and God the Holy Spirit through prayer and worship.		**Understand:** God loves us and calls for us to be close to Him.	
	Know: The Sign of the Cross and the Glory Be, are prayers to God the Father, Son and Holy Spirit. God, through prayer, song, art and worship.	**Do:** Pray the sign of the cross and the Glory Be at Mass and in daily prayer. Praise and thank God for creation through prayer, music, art and play.	**Know:** God shows his love by giving us a beautiful world, his Son Jesus and people who look after us. God's love as revealed in the Bible.	**Do:** Identify examples of God's presence in our beautiful world. Identify ways that we can look after the world, ourselves and others. Explain who looks after you. Listen and respond to Bible passages* that show God's love.
	Notes		**Notes** *See Early Level Scripture texts	

Strand	**Encountering the life, death and resurrection of Jesus Christ** ***"The Cross is the school of love"- St Maximillian Kolbe*** Jesus Christ is fully divine and fully human, revealing God's love through His life, death and resurrection. Through Baptism, believers enter into God's life and share in Christ's mission. In raising Jesus from the dead, God conquers sin and death, offering humanity redemption and the hope of eternal life as His sons and daughters.		
Early Level	**Understand:** Jesus came into the world for us, died and rose again, and is with us always.		
	Know: The figures in the Christmas narrative*. At Advent we prepare for the birth of Jesus, as the Son of God and Son of Mary. Jesus died on Good Friday and God raised Him from the dead, on Easter Sunday.	**Do:** Name and describe the figures in the Christmas story*. Recall the difficult journey and search for shelter in Bethlehem*. Discuss some of the symbolism, for example, the star. Recall the Easter Story*. Reflect on the joy and wonder Jesus' friends felt when they discovered He was risen.	
	Notes * See Early Level Scripture Texts.		

Strand	**Nurturing faith through Church and the Sacraments** ***"Our redeemer's visible presence has been passed into the Sacraments." - St Leo the Great*** The Church proclaims and teaches the faith, nurturing believers in their relationship with God. Through the seven Sacraments, established by Christ and entrusted to His Church, believers encounter Christ and participate in the mystery of His death and resurrection, receiving the grace to grow in faith and live as His disciples.		
Early Level	**Understand:** God gathers His people together to pray, celebrate and grow in faith.		
	Know: We belong to a school and parish community. We are part of one family: the Church.	**Do:** Explore some of aspects of my school and parish communities: school and parish names, patron saints, some staff and parish priest(s). Recognise that the priest cares for our parish family. Pray together in class assembly or church.	
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Strand	**Exploring the Word of God:** ***"Ignorance of Scripture is ignorance of Christ."–St Jerome*** Inspired by the Holy Spirit, Sacred Scripture reveals God's plan of salvation and speaks to His people in every age. United with Sacred Tradition, the Word of God nourishes and strengthens faith, leading us to a deeper understanding of God's mystery and guiding Christian life.	
Early Level	**Understand:** The Bible is the most precious and sacred book for all Christians because it is the Word of God.	
	Know: The Bible is a special and Holy Book. Other names for the Bible are Sacred Scripture and the Word of God. In the Bible, there are stories/narratives about God.	**Do:** Handle the Bible with great care and respect. Identify where Sacred Scripture is kept in my Church and school. Hear, recall and respond to different types of passages from the Old and New Testament*: an event, parable, a miracle.
	Notes *See Early Level Scripture Texts	

Strand	**Responding through Prayer, devotion and Liturgy** ***You have made us for yourself O Lord and our heart is restless until it rests in you"-St Augustine*** Prayer, sacred spaces and liturgy nurture our relationship with God and enable us to respond in praise and worship to the Father, Son and Holy Spirit. Through the Liturgy, Christ's saving work is made present, most fully in the Eucharist, where Christ's sacrifice unites the prayer, work and lives of the faithful.	
Early Level	**Understand:** Prayer and liturgies bring us closer to God.	
	Know: Prayer is talking to and listening to God and He always hears us. Mary is Jesus' mother and mother of us all. Sunday is a Holy day, and Catholics have a duty to go to Mass on a Sunday. Christmas and Easter are important times for Christians.	**Do:** Pray through words, gestures, song and silence on my own or with others. Participate in different types of praying and say certain prayers by heart**. Hear and recall the story of the Birth of Jesus. Participate in Mass by being still, listening and praying with others. Celebrated liturgies in school and in the parish.
	Notes *See Early Level Scripture Texts. **See Early Level Prayer Grid	

<table>
<tr><td>Strand</td><td colspan="2">Journeying to Holiness through Christian Living

“If you are who God meant you to be then you will set the world aflame.” – St Catherine of Sienna

Christians are called to holiness and to participate in building God's Kingdom of justice, love and peace. Grounded in the Beatitudes, this calling begins with conversion of heart and bears fruit in self-giving love, reconciliation and compassionate service of those in need.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understand: God calls us to love Him and others through showing this love in our choices and actions.</td></tr>
<tr><td>Know:
God loves everybody and wants me to show love to others.

God wants me to live out the Christian values of friendship, caring and kindness.</td><td>Do:
Name the people in my family who love me and to whom I show love.

Identify and demonstrate God’s love by being kind and respectful to others.

Listen to and share responses to stories* that reflect Christian values.</td></tr>
<tr><td colspan="2">Notes
*See Early Level Scripture Texts.</td></tr>
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Religious, Moral and Philosophical Studies Know-Do-Understand Strands

<table>
<tr><th>Strand</th><th colspan="8">Religion & Worldviews</th></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understanding: People can belong to a range of communities and groups that shape their identities, relationships and sense of belonging.</td><td colspan="2">Understanding: Groups are often formed around shared beliefs, interests or goals, creating a sense of belonging and connection.</td><td colspan="2">Understanding: Religion and worldviews can influence people’s beliefs, values and sense of belonging.</td><td colspan="2">Understanding: Religion and worldviews celebrate special days and times of the year to express beliefs, values and a sense of belonging.</td></tr>
<tr><td>Know:
There are groups and communities in society.

The groups and communities that people belong to help people understand themselves.</td><td>Do:
Name the kinds of groups and communities people belong to.

Recognise people who belong to a range of groups and communities.

Share ideas about how friends, family, groups and communities help us understand ourselves.</td><td>Know:
Some of the common beliefs interests or goals which can shape groups and create a sense of belonging and connection.

People can be part of many groups and have a range of beliefs, interests or goals.

A sense of belonging is important to people as it can help them relate to those around them.</td><td>Do:
Identify and discuss some of the beliefs people in groups share.

Share ideas about the beliefs, interests or goals that matter to people.</td><td>Know:
People belong to groups and communities, some of which are religious.

Some of the beliefs that groups and communities share and some ways they express these beliefs.</td><td>Do:
Name some religious groups or communities.

Name some worldview groups or communities.

Recognise some shared beliefs across groups and communities and how these are expressed.</td><td>Know:
People celebrate important times of the year to them such as their birthdays and anniversaries.

Religion and worldviews celebrate shared events and important times of the year.</td><td>Do:
Recognise ways people celebrate times of the year that are important to them

Recognise when religion and worldviews are celebrating shared events and important times of the year.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Some groups that people belong to e.g. clubs, friendship groups.

Some of the things which groups do e.g. have rules, share ideas.</td><td colspan="2">Includes, but not limited to
Things that groups have in common, for example may believe similar things, or dress in similar ways.

Beliefs, interests or goals that learners are aware of, for example, important people in our lives, hobbies and interests, ideas about the future, including jobs and careers.</td><td colspan="2">Includes, but not limited to
Organised religion e.g. Buddhism, Christianity, Hinduism, Judaism, Islam, Sikhism.

Organised worldviews such as Humanism.

People children may come into contact with and how they are identified. This could be people learners come into contact with personally, in their community or through the media.

Things people do when they follow a religion or worldview which express their beliefs such as dress in particular ways, carry out specific practices such as prayer or meditation.</td><td colspan="2">Includes, but not limited to
Personal events, birthdays, anniversaries.

Shared events: festivals and celebrations; special days; seasonal celebrations, for example, Christmas, Diwali, Hannukah, Eid, Wesak, Samhain.</td></tr>
</table>

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<table>
<tr><th>Strand</th><th colspan="3">Morality, Ethics and Values</th></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understanding: People's choices can have positive and negative consequences, so it is important to consider what is right and wrong.</td><td colspan="2">Understanding: People's choices and the actions they take because of what they think is right and wrong can have positive and negative consequences.</td></tr>
<tr><td>Know:
That there are rules that exist to keep people safe and ensure fairness.

People sometimes follow rules and sometimes they do not.</td><td>Do:
Identify rules and explain why they are important.

Identify when people do and do not follow rules.

Decide what a good rule or a bad rule is.</td><td>Know:
People make choices about what is right and wrong.

Consequences are the outcomes of the choices people make.</td><td>Do:
Identify and communicate possible consequences of different choices about what is right and wrong.</td></tr>
<tr><td colspan="2">Includes, but not limited to

Rules could include those in the Early Learning and Childcare setting, at school, in the home and in the wider community.

People sometimes do and sometimes do not follow rules.

Issues about right and wrong could include sharing, honesty (true and untrue), and the difference between kind/fair and unkind/unfair.

How learners encounter rules and choices about what is right and wrong.</td><td colspan="2">Includes, but not limited to

Consequences could be linked to learners' everyday experiences in ELC settings or schools;

Stories and scenarios exploring the impact of choices on individuals.

How learners encounter right and wrong and consequences.</td></tr>
</table>

<table>
<tr><th>Strand</th><th colspan="2">Questions, Arguments and Sources</th></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understanding: Humans are curious and this leads them to ask and try to answer questions about life, truth, the universe and being human.</td></tr>
<tr><td>Know:
People ask questions about life, what is true and untrue, the universe and being human.

These questions might not have simple answers.

People can have different answers to these questions.</td><td>Do:
Ask questions about life, what is true and untrue, the universe, and being human.

Share thoughts about answers to these questions and explore diverse viewpoints and ideas together.</td></tr>
<tr><td colspan="2">Includes, but not limited to

Asking and exploring questions about, for example, 'Where did I come from? How did the universe begin? What is life for? What matters in my life?'

Encouraging exploration of what might be true and what might be untrue and how we decide which is which.</td></tr>
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Sciences Know-Do-Understand Strands

Being Scientific: Building Our Skills

<table>
<tr><th>Strands</th><th colspan="2">Scientific Investigation</th><th colspan="2">Interpreting and Analysing</th><th colspan="2">Evaluation in Science</th><th colspan="2">Scientific Communication and Review</th></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understand: Asking questions, making observations and testing ideas can help identify what might happen.</td><td colspan="2">Understand: Changing one thing can affect another, showing how things can be connected.</td><td colspan="2">Understand: Exploring what worked, and what didn’t, helps to improve things for next time.</td><td colspan="2">Understand: Scientists engage with people to share what they discover, helping others to benefit from what has been learned.</td></tr>
<tr><td>Know:
Being curious and asking questions is important in science and everyday life.</td><td>Do:
Ask questions and make observations relating to science.

Share ideas about what might happen and test ideas.

Consider risks and hazards to make safe choices.</td><td>Know:
Systems thinking
Changing one thing can affect something else (cause and effect).</td><td>Do:
Systems thinking
Notice what happens when something changes.</td><td>Know:
Trying things out and seeing what worked, and what didn’t, means improvements can be made for next time.</td><td>Do:
Make changes based on what was discovered.</td><td>Know:
Scientists engage with people to share what they discover.</td><td>Do:
Share what is discovered in a range of ways.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• Being curious includes asking questions, testing ideas, investigating and observing.

Notes
• A hazard is something that can cause harm.
• A risk is the chance that someone could be hurt.</td><td colspan="2">Includes, but not limited to
• Systems thinking supports the overarching concept Systems and cycles.
• At Early Level, learners begin systems thinking by noticing simple cause and effect. Learners are not expected to use the terms ‘system’ or ‘systems thinking’.
• Examples of cause and effect: jumping in puddle creates a splash; warm sunshine can dry clothes.</td><td colspan="2">Includes, but not limited to
• Suggesting improvements is a way for learners to develop creative thinking and problem solving and begin to develop the skills required for evaluation.</td><td colspan="2">Includes, but not limited to
• Ideas can be shared through talking, signs, drawings, movement, play, symbols etc.

Notes
• Sharing what is discovered – this refers to what has been discovered by learners themselves through their learning.</td></tr>
</table>

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<table>
<tr><td>Strand</td><td colspan="5">The Connected World</td></tr>
<tr><td></td><td colspan="5">Nature and Earth’s resources</td></tr>
<tr><td></td><td colspan="2">Nature</td><td colspan="2">Food and interdependence</td><td colspan="2">Materials and their properties</td></tr>
<tr><td rowspan="5">Early Level</td><td colspan="2">Understand: The environment provides living things with what they need, enabling them to stay alive.</td><td colspan="2">Understand: Plants and animals provide food for many living things, enabling them to stay alive.</td><td colspan="2">Understand: Materials have different properties, enabling them to be used for different purposes.</td></tr>
<tr><td>Know:
The environment
Plants, humans and other animals can live in different places.

Water is used by animals and humans for drinking and keeping clean.

Air is needed to breathe.</td><td>Do:
Explore and observe different places where plants, humans and other animals live.

Explore and observe how living things use their environment to meet their needs.</td><td>Know:
Food sources
Plants and animals are sources of food for humans and other animals.</td><td>Do:
Identify plants and animals that provide food for humans and other animals.</td><td>Know:
Properties and uses of materials
Different materials are suitable for different uses.

If an object moves towards the bottom of water, it means it sinks. If it stays on the top of water, it floats.</td><td>Do:
Explore and select materials to make models and solve problems.

Observe whether materials float or sink.</td></tr>
<tr><td colspan="2">Excludes
• The word ‘habitat’ may be used to describe where humans and other animals live, but the definition of the term is not required until First Level.
Notes
• Link to Our Scientific Knowledge: The Living World - Concept of life.
- Needs of living things.
• Link to Science in Action: Taking Scientific Action.
- Caring for places and living things.</td><td colspan="2">Includes, but not limited to
• Discuss that not all plants are safe to eat. Caution should be taken to avoid touching or picking unknown plants in nature.</td><td colspan="2">Includes, but not limited to
• Materials may include, paper, wood, plastic, water or sand.</td></tr>
<tr><td>Know:</td><td>Do:</td><td>Know:
Food sources
Plants and animals that are eaten usually come from farms and the sea.</td><td>Do:
Identify the different places our food comes from.</td><td>Know:
Properties and uses of materials
Materials are all around and have different properties.</td><td>Do:
Sort materials into different groups.

Use everyday vocabulary to describe materials.</td></tr>
<tr><td colspan="2"></td><td colspan="2">Includes, but not limited to
• Different places our food comes from might include: farms, sea, lakes, rivers, gardens or allotments. Our food might have been grown in different countries because the climate is more suitable.</td><td colspan="2">Includes, but not limited to
• Properties of materials include: colour, texture, shape, hardness, heavy, light, waterproofness, floats or sinks.
• Learners noticing which materials float and sink.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="4">The Connected World</td></tr>
<tr><td>Sub-strand</td><td colspan="4">Energy in society</td></tr>
<tr><td></td><td colspan="2">Energy sources and security</td><td colspan="2">Energy and climate change</td></tr>
<tr><td rowspan="5">Early Level</td><td colspan="2">Understand: Electricity is needed to power devices used in everyday life, with its safe use helping to protect us.</td><td colspan="2">Understand: The use of energy resources can harm the environment, so should be used with care.</td></tr>
<tr><td>Know:
Safety and use
Electrical things need to be used safely.

Electricity can hurt people if it is not used safely.

Only plugs should be put into sockets.</td><td>Do:
Use electrical devices safely.

Observe what happens when an object powered by electricity is used.</td><td>Know:
Climate change
There are things we can do to save energy.</td><td>Do:
Follow routines to conserve energy.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• Focus on encouraging safe and unsafe behaviour around electricity, sockets and batteries.
• May involve turning electrical devices on and off and using devices to observe what happens such as blenders, torches, toys or hairdryers.
Notes
• Link to Our Scientific Knowledge: The Living World - Concept of life.</td><td colspan="2">Includes, but not limited to
• Routines to save energy include turning off taps, devices and lights.</td></tr>
<tr><td>Know:</td><td>Do:</td><td>Know:
Climate change
Using less energy resources helps care for the environment.</td><td>Do:
Observe and identify ways energy resources can be wasted and saved.

Recognise how using less energy helps care for the environment.</td></tr>
<tr><td colspan="2"></td><td colspan="2">Includes , but not limited to
• Noticing when energy resources are being wasted, such as lights on in empty rooms or heating on with windows open.</td></tr>
</table>

<table>
<tr><td>Strand</td><td colspan="2">The Connected World</td></tr>
<tr><td></td><td colspan="2">Space</td></tr>
<tr><td rowspan="4">Early Level</td><td colspan="2">Understand: The sky changes from light to dark, creating day and night.</td></tr>
<tr><td>Know:
Solar system
The Sun gives us light and warmth.

The Moon can be observed in the sky during the day and at night.

Stars and galaxies
Stars can be seen when the sky is dark.</td><td>Do:
Observe changes in the sky at different times of the day.

Use everyday vocabulary such as Sun, Moon, stars, day and night to describe changes in the sky.</td></tr>
<tr><td colspan="2">Excludes
• The turning of the Earth causes the sky to appear light and dark, creating day and night – this is covered at First Level.
Notes
• Observing stars might not always be possible or practical but can be discussed.
• Link to Our Scientific Knowledge: the physical world - Light.
- observing the world around us</td></tr>
<tr><td>Know:
Solar system
The Moon appears to change shape.

The sky is mostly light during the day and dark at night.

The Sun is in the sky during the daytime, even when it is cloudy.

Exploring space
People can travel into space to explore.</td><td>Do:
Observe the sky at different times and identify the Sun and Moon.</td></tr>
<tr><td colspan="2">Notes
• The sky is mostly light during the day and dark during the night. The word ‘mostly’ is used because of seasonal changes – in the winter learners may arrive to settings during the day when it is still dark, and in the summer, they may go to bed at night but it is still light.
• Link to Our Scientific Knowledge: The Physical World - Light.
- observing the world around us</td></tr>
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<table>
<tr><td>Strand</td><td colspan="2">The Connected World</td></tr>
<tr><td></td><td colspan="2">Health and disease</td></tr>
<tr><td rowspan="5">Early Level</td><td colspan="2">Understand: Some germs can affect health, and medicines can be used to prevent and treat infections.</td></tr>
<tr><td>Know:
Health and disease
Bodies can stay healthy or become unwell.

Medicine can help us stay healthy and safe.</td><td>Do:
Identify signs of being unwell.

Use scientific vocabulary: medicine.</td></tr>
<tr><td colspan="2">Notes
• Recognising signs such as being tired, warm or needing rest may indicate feeling unwell.
• Medicine might include vaccinations – relevant as many children are being vaccinated at this age.</td></tr>
<tr><td>Know:
Health and disease
Germs are tiny living things that can be found everywhere and can make humans and other animals feel unwell.</td><td>Do:
Identify ways of keeping our bodies healthy and safe from germs.

Use scientific vocabulary: germs.</td></tr>
<tr><td colspan="2">Excludes
• Knowledge of microorganisms is not required.
Notes
• Getting dirty doesn’t necessarily mean being exposed to germs and getting unwell.</td></tr>
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The Living World

<table>
<tr><td>Strand</td><td colspan="4">The Living World</td></tr>
<tr><td>Sub-strand</td><td colspan="4">Survival of living things</td></tr>
<tr><td></td><td colspan="2">Concept of life</td><td colspan="2">Genetic variation</td></tr>
<tr><td rowspan="6">Early Level</td><td colspan="2">Understand: Living things grow and change and have needs that must be met for them to stay alive.</td><td colspan="2">Understand: Living things have similarities and differences that help us recognise and compare them.</td></tr>
<tr><td>Know:
Living, non-living and once-living
Living things can grow and change over time.

Life cycles
Living things go through a series of stages as they grow (life cycles).</td><td>Do:
Explore the different stages (life cycles) living things go through as they grow.</td><td>Know:
Variation
Living things look different.</td><td>Do:
Observe and describe similarities and differences between plants, humans and other animals.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• Life cycles of living things such as butterflies, chicks, frogs and plants.
• Opportunities to observe growth, for example, seedlings, caterpillars, chicks, bulbs and seeds.
Excludes
• At this level, learners are not expected to use the term ‘life cycles”.
Notes
• Any observation of animal life cycle should be done in an ethical manner.</td><td colspan="2">Includes, but not limited to
• Human variation such as hair colour and height.
• Animal variation such as fur patterns and number of legs.
• Plant variation such as leaf shape and colour.</td></tr>
<tr><td>Know:
Living, non-living and once-living
Most livings things need food, water and air to stay alive.</td><td>Do:
Identify and compare living, non-living and once-living things.

Use scientific vocabulary: extinct.</td><td>Know:</td><td>Do:</td></tr>
<tr><td colspan="2">Includes, but not limited to
• Plants are alive.
Notes
• Non-living things, such as rocks, are not dead because they have never been alive.
• Once-living describes something that was alive in the past but is not alive now, such as dinosaurs or wood.
• Link to Our Scientific Knowledge: The Connected World - Nature.</td><td colspan="2"></td></tr>
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<table>
<tr><td>Strand</td><td colspan="4">The Living World</td></tr>
<tr><td>Sub strand</td><td colspan="4">Systems for survival</td></tr>
<tr><td></td><td colspan="2">Animal bodies and skeletons</td><td colspan="2">Nervous system and the senses</td></tr>
<tr><td rowspan="5">Early Level</td><td colspan="2">Understand: Humans and other animals have different body parts that help them live and move.</td><td colspan="2">Understand: Humans have senses which enable them to be aware of their surroundings, helping them stay safe.</td></tr>
<tr><td>Know:
Body parts
Humans are made up of different parts.</td><td>Do:
Identify human body parts.</td><td>Know:
Senses
Humans have senses.

The senses allow humans to be aware of what is happening around them.

Eyes are for sight.

Ears are used for hearing.

The nose is used for smell.

The tongue is used for taste.

The skin is used for touch.</td><td>Do:
Use senses to explore items or environment.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• Include diverse representations of human bodies in terms of skin colour, hair texture, physical disability, religious clothing.</td><td colspan="2">Includes, but not limited to
• Model language: “I can hear…”, “I can smell…”.
Notes
• Research suggests that humans have more senses than the traditional five.</td></tr>
<tr><td>Know:
Body parts
Humans and other animals are made up of different parts.</td><td>Do:
Identify animal body parts.

Compare body parts of different animals.</td><td>Know:
Senses
Humans and other animals have senses.</td><td>Do:
Compare how humans and other animals use senses to survive.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• Animal body parts such as beaks, paws, wings, fins, shells.</td><td colspan="2">Notes
• Not all animals sense the world in the same way: bees see colours differently, dogs can notice smells people cannot, bats have good hearing, moles cannot see.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="5">The Living World</td></tr>
<tr><td>Sub-strand</td><td colspan="5">Systems for survival</td></tr>
<tr><td></td><td colspan="2">Digestive, respiratory and circulatory systems</td><td colspan="2">Reproductive systems in humans and other animals</td><td>Plant systems</td></tr>
<tr><td rowspan="5">Early Level</td><td colspan="2">Understand: Different parts of the body have different jobs that help the body stay alive and healthy.</td><td colspan="2">Understand:</td><td>Understand: Plants have different parts that help them grow and stay alive.</td></tr>
<tr><td>Know:</td><td>Do:</td><td>Know:</td><td>Do:</td><td>Know:
Plant parts
Plants are made up of different parts.</td><td>Do:
Identify different parts of a plant.</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td><td colspan="2">Includes, but not limited to
• Plant parts such as roots, stem, leaves, flowers, fruit and seeds.

Notes
• Link to Our Scientific Knowledge: The Living World – Concept of life.
• Link to Our Scientific Knowledge: The Connected World - Food and interdependence.</td></tr>
<tr><td>Know:
Body parts
Teeth play an important role in eating such as biting and chewing food.

The lungs help you breathe.

The heart pumps blood around the body.</td><td>Do:
Identify how teeth, lungs and heart help the body to work.

Observe and describe changes in breathing and heartbeat.</td><td>Know:</td><td>Do:</td><td>Know:</td><td>Do:</td></tr>
<tr><td colspan="2">Includes, but not limited to
• Link tooth loss to growing up.
• Teeth are the start of the digestive system.
• Compare teeth based on their size and shape.
• Through practical exercise, observe and describe changes in breathing and heartbeat.

Excludes
• Names of teeth such as incisors and molars do not need to be covered at this level.</td><td colspan="2"></td><td colspan="2"></td></tr>
</table>

The Chemical World

<table>
<tr><td>Strand</td><td colspan="3">The Chemical World</td></tr>
<tr><td>Sub-strand</td><td colspan="3">Physical changes</td></tr>
<tr><td></td><td colspan="2">States of matter</td><td>Mixtures</td></tr>
<tr><td rowspan="6">Early Level</td><td colspan="2">Understand: Water can change forms, explaining changes we observe in the world.</td><td>Understand: Substances can be mixed, and doing so often changes their properties.</td></tr>
<tr><td>Know:
Changes of state
Water has different forms.</td><td>Do:
Explore different forms of water.</td><td>Know:
Making mixtures
Materials can be mixed.</td><td>Do:
Mix materials and observe changes.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• Use of the words: ice, steam.
Excludes
• Water vapour (steam) may be discussed by some learners but is not essential knowledge at this level.
Notes
• Link to Our Scientific Knowledge: The Living World - Concept of life; The connected world - Nature.</td><td colspan="2">Includes, but not limited to
• Substances might include sand, soil, cornflour, leaves, water, paint.
• Mixtures can be solid-solid, liquid-liquid or solid-liquid.
• Making play dough, salads or potions are examples of mixing.
• ‘Baking’ such as making rice crispy cakes is considered mixing as no chemical reaction is taking place.
Excludes
• Some learners might use terms like dissolving or solutions, but this is not essential knowledge at this level.
• Baking a cake in the oven - this is a chemical reaction, not an example of mixing (which is a physical change).
Notes
• Some learners may separate materials through play.
• Link to Our Scientific Knowledge: The Connected World – Materials and their properties.</td></tr>
<tr><td>Know:
Changes of state
Water has different forms including liquid and solid (ice).</td><td>Do:
Use scientific vocabulary: water, ice.</td><td>Know:</td><td>Do:</td></tr>
<tr><td colspan="2">Includes, but not limited to
• The focus is on water but the concept of substances changing form could extend to other contexts, for example, foods melting or freezing.
• Use of the words: ice, steam.

Excludes
• Water vapour (steam) may be discussed by some learners but is not essential knowledge at this level.
• Learner use of the word ‘state’ at this level.

Notes
• Link to Science in Action: Taking Scientific Action; Science Around Me.
– how can we stop ice cream melting so quickly? How can we stop drinking water for animals freezing in the winter?</td><td colspan="2"></td></tr>
</table>

The Physical World

<table>
<tr><td>Strand</td><td colspan="4">The Physical World</td></tr>
<tr><td>Sub-strand</td><td colspan="4">Forces</td></tr>
<tr><td></td><td colspan="2">Motion</td><td colspan="2">Forces and interactions</td></tr>
<tr><td rowspan="5">Early Level</td><td colspan="2">Understand: Things move in different ways, allowing movement to be observed, described and compared.</td><td colspan="2">Understand: Pushes and pulls can change what things do, helping us make sense of changes we see around us.</td></tr>
<tr><td>Know:
Observing motion
Things move when they go from one place to another.

Things can move in different ways.

Things can move fast or slow.</td><td>Do:
Explore how things move (e.g. rolling, sliding, bouncing).

Communicate about how things move.

Use scientific vocabulary: fast, slow.</td><td>Know:
Exploring push and pulls
A push can make something move away.

A pull can make something move closer.

Pushing, pulling, twisting, squashing and stretching can change the shape of things.
Magnetism
Magnets can pull some things closer.

Magnets can push some magnets away.</td><td>Do:
Relate pushes and pulls to their effect on objects.

Explore and sort materials attracted by magnets.

Use scientific vocabulary: push, pull, twist, squash, stretch, magnets, attract.</td></tr>
<tr><td colspan="2">Notes
• Focus on observing and describing movement such as rolling, sliding and bouncing.</td><td colspan="2">Excludes
• Use everyday language at this level rather than introducing more formal explanations of forces.
Notes
• Focus on observable changes caused by pushes and pulls.</td></tr>
<tr><td colspan="2">Understand:</td><td colspan="2">Understand:</td></tr>
<tr><td>Know:</td><td>Do:</td><td>Know:</td><td>Do:</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td></tr>
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<table>
<tr><td>Strand</td><td colspan="4">The Physical World</td></tr>
<tr><td>Sub-strand</td><td colspan="4">Waves</td></tr>
<tr><td></td><td colspan="2">Sound</td><td colspan="2">Light</td></tr>
<tr><td rowspan="5">Early Level</td><td colspan="2">Understand: Sounds can be made in different ways and allow people to identify and respond to things around them.</td><td colspan="2">Understand: Light helps people and animals to see the world, helping them to live, move and stay safe.</td></tr>
<tr><td>Know:
Sound around us
Sound is something we can hear and feel.

Sounds can be made in different ways.

Sounds can be loud or quiet.</td><td>Do:
Identify and respond to different sounds in the environment.

Explore ways sounds can be made using voices, bodies and objects.

Identify which sounds can help keep people safe and which disturb people and animals.

Use scientific vocabulary: loud, quiet, high or low.</td><td>Know:</td><td>Do:</td></tr>
<tr><td colspan="2">Excludes
• Words like ‘high’ or ‘low’ might be used but learners are not expected to know them.
• Detailed explanations of how sound is made e.g. through vibrations, are not required at this stage.</td><td colspan="2"></td></tr>
<tr><td>Know:</td><td>Do:</td><td>Know:
Seeing with light
Light helps people and animals see things around them.

Light allows people and animals to see things when it shines on them.

Shadows form an area of darkness when light is blocked by some objects.

Light in the world
Light helps people and animals live, move and stay safe.</td><td>Do:
Notice light and dark.

Identify ways light helps people in everyday life.

Notice how shadows appear when light is blocked by some objects.

Use scientific vocabulary: light and shadows.</td></tr>
<tr><td colspan="2"></td><td colspan="2">Notes
• Light allows people to see things when it shines on them. This can be explored with torches in a dark space (inside or outdoors).</td></tr>
</table>

Science in Action: Be the Change

Strands	Taking Scientific Action		Science Around Me		Informed and Responsible Decision-making	
Early Level	**Understand:** Exploring and asking questions about the world around us helps identify ways to use science to make things better for people and other living things.		**Understand:** Science is part of everyday life and helps people make things better for others.		**Understand:** Scientific knowledge can change when new evidence is discovered, helping to develop better explanations for observations.	
	Know: **Identify and plan** Exploring and questioning the world around us can help identify ways to make things better. **Take scientific action** Taking action can make a difference to people and other living things. A variety of ideas can help solve a problem. **Collaborate and communicate** Working together can help solve problems. **Evaluate and improve** Sharing views on what worked well helps make things better next time.	**Do:** **Identify and plan** Notice simple problems and create ideas to address them. **Take scientific action** Apply science learning to carry out actions. **Collaborate and communicate** Work with others to take scientific action. **Evaluate and improve** Identify what worked well and what could be made better after taking action.	**Know:** **Science in our lives** Science is for everyone. Science helps people understand what happens around them and to solve everyday problems. **Science at work** Science is used in a variety of jobs. Science jobs are for everyone.	**Do:** **Science in our lives** Recognise ways people use science in their everyday lives. **Science at work** Recognise ways in which science is used by people in the workplace.	**Know:** Scientific knowledge can change when new evidence is discovered.	**Do:** Make observations and collect information to find out something new.
	Notes • Taking scientific action is an essential component of the Sciences curriculum.		**Includes, but not limited to** • Examples of science helping to solve problems in everyday life might include: torches, heaters, medicines, fridges, soap. • Jobs which use science but aren't obvious 'science jobs' can include: chef, electrician, builder, farmer, pilot, firefighter, hairdresser, game designer and many more. **Notes** • It is important to challenge stereotypes and bias and to recognise and celebrate the diverse range of people who engage with and work in science.		**Includes, but not limited to** • Possible examples include: - we wash our hands because scientists discovered it was a way to remove germs and stay healthy - we wear sunscreen because science shows that too much sunlight can damage skin - we wear seatbelts because science shows they can keep people safer in cars	

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Social Studies Know-Do-Understand Strands

Strand	Causation Causation explains why events and issues happen and what happens as a result.	
Early Level	**Understand:** Actions and events happen for a reason.	
	Know: A cause is the reason why something happens. A consequence is what happens as a result of an action or event.	**Do:** Describe what happened in order. Identify the cause and consequence.

	Notes
	• Causes and consequences can be identified in everyday experiences, stories, play and familiar events.
	• Stories, timelines and sequencing can support understanding of how actions and events develop and what happens as a result.
	• Modelled language such as 'because', 'so' and 'then' would support learning. Examples may include:
	  ○ Lots of people dropped litter so the park became dirty.
	  ○ The bus took a different route because the road was closed.	

Strand	Conflict Conflict is a disagreement, tension or struggle within or between people, groups, societies, ideas or environments.	
Early Level	**Understand:** Disagreements between people can lead to conflict.	
	Know: Conflict happens when people disagree or want different things.	**Do:** Identify when conflict is happening. Describe what the conflict is about. Identify how the conflict might be addressed.
	Notes • Conflict may happen between individuals or groups of people. • Conflict can take many forms and may relate to fairness, rules, rights or decisions. Examples of conflict may include disagreements about sharing, rules, spaces or choices. • Not all conflict is violent. • Ways of addressing conflict may include discussion, agreeing rules, sharing, compromise or support from others. • People's experience of conflict differs. Practitioners should be mindful of children and young people's lived experiences of conflict (e.g. domestic abuse, displacement due to war) and provide support as appropriate.	

Strand	Cooperation Cooperation is the process of working together to achieve goals or address challenges.	
Early Level	**Understand:** Cooperation involves people working together.	
	Know: People cooperate by working with others during shared activities.	**Do:** Identify and show ways of sharing, helping and taking turns when working together.
	Notes • Cooperation may include sharing resources, helping others, taking turns, listening to others and working together during play and learning. • Opportunities to cooperate may arise during play, daily routines and activities with others at home, in school or in the community.	

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Strand	**Enquiry** Enquiry is the process of asking questions, gathering information and using findings to develop knowledge and understanding and reach conclusions.	
Early Level	**Understand:** Enquiry begins with exploring the world.	
	Know: Questions can help find out about people, places, events and experiences.	**Do:** Ask questions. Use the senses to find out about people, places, events and experiences.
	Notes • Enquiry questions could use who, what, where, when and why to find out more. • Using the senses may include looking closely, listening, touching or handling objects to find out more. This may take place through observation, discussion, play or first-hand experiences. • Information may come from stories, photos, objects, people or surroundings.	

Strand	**Environments** Environments are the natural and human-made conditions and surroundings that shape, and are shaped by, people's lives and actions.	
Early Level	**Understand:** Environments can be different depending on where they are.	
	Know: Environments are where people live, learn, play, explore and grow.	**Do:** Identify environments. Describe environments.

	Notes
	• Everyday environments may include home, nursery, school, playground, parks and the local area. Other environments may include places such as woodlands, beaches, rainforests or deserts.
	• Environments can include people, other living things, natural features and human-made features.
	  ○ Natural features may include plants, trees, water, soil and rocks.
	  ○ Human-made features may include buildings, roads, paths, play equipment and other structures.
	• Children and young people may describe environments by noting what is there, what happens there and how the environment is used.	

Strand	**Equality** Equality is the state of being equal, especially in status, rights or access to opportunities, with equity helping to address different needs and barriers.	
Early Level	**Understand:** Everyone should be treated fairly.	
	Know: Fairness means treating people with respect and including them.	**Do:** Identify ways people can be treated fairly. Identify ways people can be included.
	Notes • Fairness means treating people in ways that recognise their needs. • Fairness doesn't always mean equal treatment. • Fairness and equity recognise that people may have different needs and may need different kinds of help or support to take part. • Inclusion means making sure everyone feels welcome, valued and able to take part. • Examples of treating people fairly and including others may include taking turns, sharing, listening to others, helping someone join in, supporting someone who needs help and making sure everyone can take part.	

Strand	**Evidence** Evidence is information used to answer questions and support, challenge or develop explanations and conclusions.	
Early Level	**Understand:** Evidence can be found in everyday experiences and surroundings.	
	Know: Evidence is information from what people see, hear, touch, smell or experience.	**Do:** Describe what the evidence shows or tells.
	Notes Evidence helps make sense of people, places and everyday events. It is the clues, signs or information children and young people notice.	

Strand	**Perspective** Perspective is the way people understand and interpret the world based on who they are and where they come from.	
Early Level	**Understand:** People may think, feel and experience things differently.	
	Know: People can have different thoughts, feelings and experiences.	**Do:** Identify different thoughts, feelings and experiences.
	Notes • People may have different likes, dislikes and preferences, and may respond differently to the same situation. • Listening to others can help people understand different perspectives.	

Strand	**Power** Power is the ability to influence, control or cause change.	
Early Level	**Understand:** Power can influence what happens.	
	Know: People can make choices and decisions that affect themselves and others.	**Do:** Identify choices and decisions children and young people can make for themselves. Identify people who make decisions for others.
	Notes • Power in Social Studies refers to influence, decision-making and control. It is different from other curricular areas where power may refer to energy (Science) or physical strength (Health and Wellbeing). • People make choices and decisions every day. • Choices and decisions can affect themselves, other people, places, activities and resources. • Examples of people who make decisions may include children, family members, carers, teachers, community helpers like the emergency services and political leaders.	

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Strand	**Society** Society is how people organise themselves and share ways of life.	
Early Level	**Understand:** People belong to different groups.	
	Know: People may belong to more than one group and should not be defined by a single characteristic.	**Do:** Identify groups they belong to. Describe what different groups do.
	Notes • Groups may include families, friends, classes, clubs or local communities. • Different groups may have different traditions, routines, languages or ways of doing things. • People within groups often have different roles and responsibilities. • People within groups may support one another and contribute in different ways. • Groups can change over time as people join, leave or their circumstances change.	

Strand	**Systems** Systems are ways in which people, places and natural processes are connected and interact with each other.	
Early Level	**Understand:** Natural systems affect everyday life.	
	Know: Systems exist in nature. Weather is a natural system that changes day to day and across the seasons.	**Do:** Identify and describe the seasons and different types of weather. Describe how changes in the weather and seasons affect people and places.
	Notes • Systems in Social Studies are different from other curriculum areas where systems may refer to areas such as digestive systems (Science), computer systems (Technologies) or number systems (Mathematics). • Connections within natural systems may include changes in weather across seasons, how weather affects wildlife and how weather and seasons affect what people wear, do and how they travel.	

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Technologies Know-Do-Understand Strands

<table>
<tr><th>Strand</th><th colspan="2">Identify, Define, Explore and Articulate (IDEAs)</th></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understand: Ideas can be developed into solutions that address needs and solve problems.</td></tr>
<tr><td>Know:
A design is a plan showing how something is to be built or carried out, or the way that something is put together.

A designer is a person who makes or draws plans for creating something, especially physical objects or structures.

Ideas can be expressed through visual, physical and digital representations.

Ideas do not always work out as planned.

Creativity is using imagination to invent new ideas or things.

Materials, tools, media and technology need to be risk assessed to ensure they can be used safely.</td><td>Do:
Experiment with materials, tools and technology to share design ideas.

Express thinking behind design ideas.

Represent design ideas through mark making and sketching.

Retry, persevere and experience different outcomes in different conditions.

Explore the properties of materials using the body and senses.

Use materials and technology to create reflections, projections and shadows on solid surfaces/materials and in water.

Recognise and manage risk when selecting tools, materials, media and technology.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Materials, tools and digital technology that support exploration through play, such as:

Materials: textiles, fabrics, cardboard, paper, wood, loose parts, clay/dough, natural materials, construction resources, manufactured materials, glow-in-the-dark materials, reflective materials, transparent materials, magnetic materials, subject to setting risk assessment.

Tools: safety goggles, hammer, saw, scissors, safety knives, screwdriver, screws, nails, glue, sticky tape, sticky tack, sewing needle, hole punch, paper clips, pegs, bulldog clips, suction hooks, weaving frame, subject to setting risk assessment.

Digital technology: talking buttons, audio-recording toys, cameras, cause-and-effect toys that light up and make sounds, torches, handheld projectors, light tubes, bubble tubes, push-button lights, colour-changing lights, submersible lights, moving-light projectors, UV light or torch, light tables or boxes, magnifier, microscope, projector or visualiser, solar water fountain, bubble machine, rotating-display turntable, moving or programmable toys, music-playing devices, old pieces of technology, such as phones, computer keyboards, card payment machines, subject to setting risk assessment, taking particular care with battery-operated resources.</td></tr>
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Strand	Make It Happen	
Early Level	**Understand:** The way materials, tools and technologies are used affects how ideas can be realised as products, experiences or solutions.	
	Know: Crafting is a traditional way to make things using materials and tools. Engineering uses science to make things work. Balancing is spreading out a load to keep it stable. Applying forces can make things move or stop. Materials and tools need to be risk assessed to ensure they can be used safely. Digital media can be projected onto surfaces for example, walls, floors, ceilings and structures when making. Digital media can create a sensory effect when making. Cameras can capture photos and videos.	**Do:** Investigate a variety of tools to discover how they work and what they can do to change materials. Explore crafting techniques when working with textiles. Explore science and engineering techniques to make things float, move and balance. Recognise stable and unstable surfaces. Notice there are permanent and non-permanent ways to join of materials when making models or structures. Recognise and manage risk when selecting tools, materials, media and technology. Investigate ways to express thoughts and choices through digital media. Explore digital media through using the senses.
	Includes, but not limited to A range of materials and tools for exploration through play.	

Strand	Systems	
Early Level	**Understand:** Systems achieve their purpose through parts working together.	
	Know: A system is a group of parts that work together. Technology is made by people. People use technology for different purposes. Organisations are groups of people working together to help others or do a job.	**Do:** Notice familiar technology in and around the setting and at home using the senses. Experiment with controlling technology in different way, such as using hands or voice. Notice how technology is used in local organisations. Experiment with technology to solve problems. Explore cause and effect, and input and output, when using technology. Tinker to discover what is inside some technology. Demonstrate awareness of where technology is used and how it works though imaginary and symbolic play.

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Strand	People and Planet	
Early Level	**Understand:** Everything we make and use comes from materials and resources found in the world around us.	
	Know: Materials can be made by people or come from the natural world. People can make things from natural materials. Some materials can be combined to make new materials. Some materials can be reused and recycled to reduce waste. Technology can use energy from different sources, such as electricity, batteries and solar power. Switching off electronic devices when they are not needed helps reduce electricity use.	**Do:** Identify materials that can be reused and repurposed instead of using new materials. Turn off or lock technology when it is not in use to save energy.

Strand	Digital World	
Early Level	**Understand:** Digital technologies enable people to communicate, create and access information and media in different ways.	
	Know: Consent means asking for or giving permission before media is captured or shared. Devices can be secured and protected from threats.	**Do:** Ask others for consent before taking photos, videos or audio recordings. Give or decline consent to be included in photos, videos or audio recordings. Lock and unlock different types of security tools. Lock devices when not in use and put them in a safe place.
	Includes, but not limited to Computers, laptops, interactive panels, tablets and mobile devices. **Notes** Security tools could include passwords, passkeys, facial recognition and PINs.	

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Declaration

The content of this document was written by the author, exercising full professional judgement. Education Scotland approved AI tools were used to support review, clarity and quality assurance. Education Scotland staff retain full responsibility and have reviewed and approved all content.

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Version History

Version	Date	Detail
Version 1.0	4 November 2026	First released

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