Curriculum Improvement Cycle
Draft Technical Framework
First 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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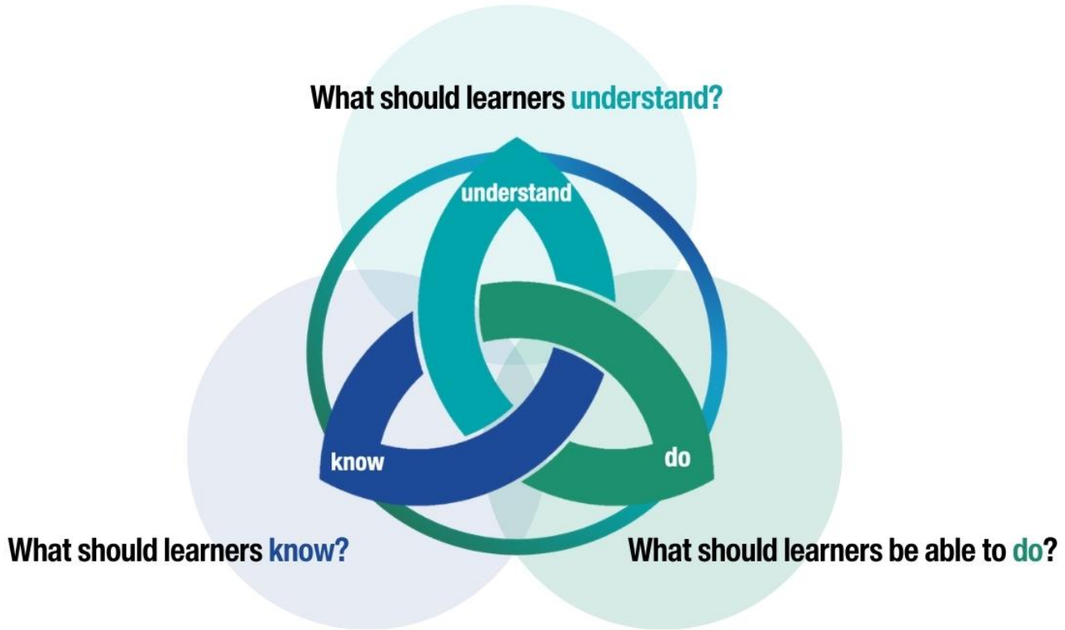
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The Know-Do-Understand (KDU) framework



How the KDU knots are written

Understand:
Statements that decribe the relationship between concepts.

Know:
Facts, definitions or **case studies** that learners need to know to develop the understanding above.

Do:
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 First Level Know-Do-Understand Framework

First level builds on children's early learning and experiences, supporting them to develop greater confidence, independence and understanding of the world. Children continue to build the foundational knowledge, skills and understanding which support learning across all curricular areas.

Across the technical frameworks, learners extend their knowledge, skills and understanding through engaging experiences that encourage curiosity, creativity, problem-solving, communication and collaboration. They make connections between different areas of learning and begin to apply what they know in a range of contexts.

The curriculum sets out what learners should know, do and understand, while recognising different starting points, needs and rates of progression. Learning continues to develop the four capacities of Curriculum for Excellence, supporting learners to communicate their thinking and ideas, solve problems and take increasing responsibility for their learning.

In some curricular areas, suggested sequencing is provided to support progression within the level. This is guidance rather than a prescribed teaching order or allocation to particular ages or school years. Earlier learning can be revisited, connected and applied to support deeper understanding.

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Summary of First Level

Curricular Area	Strand	Sub-Strand	Sub-sub Strand	First Level Understanding
Expressive Arts	**Creative Process**			In the Expressive Arts, ideas are developed through exploration, imagination and making creative choices.
	Perform, Present and Produce			The choices we make, shape how ideas, feelings and meaning are communicated through the Expressive Arts.
	Self-expression			Self-expression develops through creative exploration of ideas, feelings and imagination.
	Reflect and Respond			Personal responses can support awareness of choices across the Expressive Arts.
	Cultural Awareness and Understanding			The arts help us express and share feelings, experiences and connections to people and places.
Health and Wellbeing	**Communities in Action**			Participation and contribution can influence a sense of belonging within communities.
	Relationships			People's needs and differences can influence how they relate to one another.
	Habits for Health			What people do regularly can influence the habits they develop over time.
	Mental, Emotional, Social and Physical Health (MESP)			Thoughts, feelings and physical changes can interact and influence how people respond.
	Safety			The nature of a hazard can influence the level of risk and how people respond.
	The Growing Body			Body parts can work together to carry out different functions.
Languages	**Understanding Language**			Meaning forms when words, sounds and phrases combine in recognisable patterns. People use context, cues and prior knowledge to understand language.
	Using Language			People use and reuse familiar language, even if not complete or fully accurate, in predictable situations to share information and ideas. Words and phrases can work with gesture, facial expression or body language to communicate meaning.
	Language for Interaction			People interact by asking questions and giving responses using familiar language. Meaning develops through listening and responding to others.
	Identity and Belonging			People's identities connect to their relationships, communities, languages and experiences.
	Perspectives and Worldviews			People's experiences can affect what they think, feel and find important.
	Cultures and Traditions			Places, communities and languages contribute to people's traditions and cultural experiences.
	Pattern and Structure			Patterns in languages help people to work out and create meaning in familiar contexts.
	Pronunciation and Writing Systems			Languages use combinations of sounds and written symbols that people can recognise and reproduce.
	Language Learning Strategies			Strategies are useful for understanding and remembering language. Practising and trying out language helps people build confidence even if they make mistakes.
Literacy and English	**Oral Language and Interaction**			Listening and attention enables understanding of new ideas and learning; talking to others communicates thinking.
				Interactions develop self-expression, broaden vocabulary and enable connection with the experiences and ideas of others.
	Enjoying, engaging with and creating texts			Texts and stories, in their many forms (written, spoken, visual and multimodal) explore relationships, environments and the wider world supporting our understanding of people, culture and communities.
				People choose how they use language, layout, structure and other features according to the form and purpose of their text.
				People's interests and prior knowledge shape the questions they ask and the information they seek to develop their understanding.
	Early Writing			Written words and sentences transform stories and ideas into connected language which can be shared with readers.
	Language Foundation for understanding and			Readers and writers connect the sounds and patterns of spoken language with letters, symbols and characters to decode and understand connected text and to create their own writing.

	creating (written) texts			
Literacy and Gàidhlig	**Feartan na Gàidhlig/Features of the Gaelic Language**			A growing Gaelic vocabulary supports clear communication and expression. Gaelic has grammar rules at word, phrase, sentence and text level. A growing range of idiomatic language enriches speech and written texts.
	Feartan na Beurla/Features of the English language			A growing English vocabulary supports clear communication and expression. English has grammar rules at word, phrase, sentence and text level.
	Conaltradh agus Leasachadh Cànain/Communication and Language Development			Social cues and gestures support meaningful communication. Listening supports active participation and enables accurate pronunciation and responses. Speech is used for communication and expression with a range of audiences. Engaging with and exploring a range of Gaelic texts promotes enjoyment and supports the development of reading fluency. Letters and sounds combine to read and create Gaelic words and sentences. Using prior knowledge and contextual clues deepens reading comprehension. Gaelic texts are written and created for a range of purposes.
	Conaltradh agus Leasachadh Cànain Beurla/Communication and English Language Development			Speech is used for communication and expression with a range of audiences. Engaging with and exploring a range of English texts promotes enjoyment and supports the development of reading fluency. Letters and sounds combine to create and read English words and sentences. Using prior knowledge and contextual clues deepens reading comprehension. English texts are written and created for a range of purposes.
	Compàirteachas agus Buintealas/Participation and Connecting with Others			There are different Gaelic identities linked to where people live and learn. Gaelic is used by people in Scotland throughout their lives.
	Dualchas Cultarach agus Coimhearsnachd/Gaelic Cultural Heritage and Community			The Gaelic language is linked with culture, traditions and specific events.
	Luachadh agus Tagrachd/Appreciation and Advocacy			All children have rights that support their safety, development and fair treatment in society. Gaelic is used in different places and for different purposes.
Numeracy and Mathematics	**Quantity, Numbers and the Algebraic Properties of Number**	Number Systems and Structures		Whole numbers extend without limit, so quantities can be counted indefinitely. The base ten system uses symbols (digits) to express quantities in an organised way, with each place representing a value ten times greater than the one on its right. Numbers can be partitioned flexibly to reveal their structure and support efficient calculation.
		Number Relationships and Operations		Additive relationships explain how quantities are increased, decreased, combined or compared. Multiplicative relationships involve organising quantities into equal groups and equal parts. Fractions represent equal parts of a whole and can be used for counting, comparing, measuring and partitioning quantities.
		Patterns and Sequences		Additive patterns involve sequences where the same number is added or subtracted each time, so the difference between terms remains constant.
		Expressions, Equations and Relationships		Symbols and pictorial representations model unknown quantities and make mathematical relationships explicit.
		Finance		Money indicates value and can be stored, calculated, exchanged and managed to meet people's needs.
	Shape, Space and Measurement	Position and Movement		The language of location, movement and direction describes where objects are and how they move in relation to other objects, people or spaces. Angles quantify rotation and enable changes in orientation to be described.
		Properties of Shapes and Solids		The defining properties of 2D shapes and 3D objects determine how they are recognised and classified.

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		Proportional Reasoning		Maps and plans represent spaces at a different scale, allowing the location and relationships of objects and places to be recreated.
		Patterns and Sequences		Sequences follow rules that determine how they repeat or grow, allowing what comes next to be predicted.
		Measures		Standard units of measure provide a commonly used and consistent way for measurable quantities to be estimated, measured, compared and described accurately.
				The passing of time can be noted, represented and standardised, allowing events to be ordered, planned and coordinated.
				Time can be measured using standard units, allowing durations to be estimated, calculated and compared.
	Information, Data and Uncertainty	Data Management		Classifying items by their properties reveals similarities and differences that support comparison. Questionnaires, surveys and observations can be used to collect information to answer questions and learn about the world. Graphs and charts use agreed features to organise data so that information can be understood, compared and shared clearly.
		Data Analysis and Interpretation		Graphical representations enable visual analysis and interpretation of data sets.
		Probability		The likelihood of events can be described and predicted to guide actions and choices.
Religious Education Roman Catholic	**Seeking God's Presence in Our Lives**			God's gift of life reveals His love for us.
	Knowing we are made in God's Image			God created each person in His image and calls us to live in relationship with others.
	Believing in One God revealed to us			The Holy Trinity means God the Father, God the Son and God the Holy Spirit as made known through scripture, prayer and the liturgical year. God as the source of love and life who reveals His love to us and calls us to share that love with others.
	Encountering the life, death and resurrection of Jesus Christ			Jesus is the Son of God and Son of Mary who lived within a human family, died, and rose from the dead so that we too may share in eternal life in Heaven. The life and ministry of Jesus and its relevance for our own lives and the lives of the others.
	Nurturing faith through Church and the Sacraments			Through the community of the Church, we experience God's love and celebrate as one family. God strengthens His people and makes them holy through the Sacraments. The Holy Spirit brings us closer to Christ and strengthens us to live as followers of Jesus.
	Exploring the Word of God			The Bible is the most precious and sacred book for all Christians because it is the inspired Word of God. God speaks to us through the stories of the Bible and helps us to live a Christian life.
	Responding through Prayer, devotion and Liturgy			Respond to God's love by encountering Christ in prayer, the Mass, the Sacraments, and the liturgical life of the Church, growing in holiness and communion with God and others.
	Journeying to Holiness through Christian Living			Jesus commanded that we love God and love our neighbour. Forgiveness and Reconciliation restore our relationship with God and others. Reasons why the Catholic community cares for the world and the needs of all people. Ways that our learning about the Kingdom of God shapes our response to loving God, the world and others.
	World Religions			People of the Jewish and Muslim faiths believe in one God as Creator and express this through family life, sacred texts, and places of worship.
Religious, Moral and Philosophical Studies	**Religion & Worldviews**			Religion and worldviews draw upon stories to understand and express their beliefs. Religion and worldviews draw upon the teachings and examples of their key figures to understand and express their beliefs. Religion and worldviews celebrate special times and days of the year in different ways for a range of reasons.
	Morality, Ethics and Values			Teachings and ideas from religion and worldviews can support people to think about what is right and wrong. People's choices about right and wrong can change depending on the situation and can have immediate and/or long-term 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**			Scientific investigations involve observations and measurements, and allow questions to be answered and new things to be discovered.
	Interpreting and Analysing			Observing similarities, differences and patterns shows how things work together or affect one another.
	Evaluation in Science			Checking what was done, and the results, helps find errors and identify improvements for next time.
	Scientific Communication and Review			Scientists engage with people to share findings in a range of ways, so that knowledge can be communicated and built upon by others.
	The Connected World	**Nature and Earth's resources**	**Nature**	The environment provides habitats and resources for living things, enabling them to stay alive.
			Food and interdependence	Living things depend on one another for food, enabling them to stay alive.
			Materials and their properties	Materials have different properties which determines how they are used and recycled.
		Energy in society	**Energy sources and security**	Electricity powers our devices, homes and transport, supporting many aspects of daily life.
			Energy and climate change	Energy resources support daily life but can harm the environment, so using less helps protect our planet.
		Space		Repeating patterns can be observed in the sky and across the seasons, helping to develop understanding of Earth and its place in space.
		Health and disease		Some germs can affect health, and good hygiene and medicines can be used to prevent the spread of, and treat, infections.
	The Living World	**Survival of living things**	**Concept of life**	Living things have needs that must be met for them to grow and survive, although plants and animals meet these needs in different ways to live successfully.
			Genetic variation	Living things have similarities and differences that can be used to group and identify them.
		Systems for survival	**Animal bodies and skeletons**	Skeletons support and protect the body and enable movement, helping animals survive and carry out essential life activities.
			Nervous system and the senses	Humans and other animals use their senses to find out about their surroundings, helping them respond to changes and stay safe.
			Digestive, respiratory and circulatory systems	The heart and lungs are organs with different jobs that work together to keep the body alive.
			Reproductive systems in humans and other animals	Humans and other animals can reproduce, allowing their species to continue over time.
			Plant systems	Different parts of a plant (plant organs) have different jobs that help the plant grow, survive and reproduce.
	The Chemical World	**Physical changes**	**States of matter**	Solids and liquids can change forms through the processes of melting and freezing, helping to explain how substances behave at different temperatures.
			Mixtures	Substances can be separated based on their properties, allowing them to be sorted and used effectively.
		Chemical changes	**Chemical reactions**	Some chemicals are useful while others can be harmful, highlighting the importance of handling materials safely.
	The Physical World	**Forces**	**Motion**	Changes in how objects move allow similarities and differences in their movement to be recognised and compared.
			Forces and interactions	Forces affect how objects move and change shape, making many everyday activities possible.
		Waves	**Sound**	Sounds are produced by vibrations, meaning they can change as they travel further from the source, and as they travel through different materials.
			Light	Light comes from different sources and travels from the source to the viewer, allowing people and animals to see objects.
	Taking Scientific Action			Using scientific knowledge and skills helps to identify actions that can make a positive difference in the school or wider community.
	Science Around Me			Science uses the scientific knowledge and skills of people from diverse cultures and communities to innovate and improve everyday lives.

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	Informed and Responsible Decision-making			Scientific evidence is based on observations and information, helping to distinguish between fact and opinion.
Social Studies	**Causation**			Actions and events have causes and consequences.
	Conflict			Conflict arises when people have different needs, wants and opinions.
	Cooperation			Cooperation can help people achieve goals.
	Enquiry			Enquiry involves finding things out by asking questions.
	Environments			Environments can be changed by the ways people use them.
	Equality			Rights help protect fairness and equality.
	Evidence			Evidence helps makes sense of people, places and events.
	Perspective			People may have different opinions or points of view.
	Power			Power can come from people and nature.
	Society			People belong to different societies.
	Systems			Systems have different parts that work together.
Technologies	**Identify, Define, Explore and Articulate**			Creativity, curiosity and open-minded thinking help people identify problems and generate new ideas.
	Make It Happen			The selection of resources, tools and techniques affects the quality and effectiveness of digital and physical products.
	Systems			Systems rely on people, processes and parts working together to achieve a purpose.
	People and Planet			Making and using products requires resources and energy, which can affect the environment.
	Digital World			Digital skills enable people to participate effectively by accessing, creating and sharing information using technology.

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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">First Level</td><td colspan="2">Understand: In the Expressive Arts, ideas are developed through exploration, imagination and making creative choices.</td></tr>
<tr><td>Know:
Creative ideas can be generated, developed and communicated through the Expressive Arts.

Simple creative techniques, processes and approaches used across the Expressive Arts support the development of ideas.</td><td>Do:
Explore, create and develop ideas through practical Expressive Arts experiences such as purposeful exploration of sounds, movement, materials, stories and digital tools.

Create and share ideas, communicate feelings, take on roles, explore sounds and instruments and make simple creative choices independently and with others.

Adapt work in response to feedback or reflections and begin to talk about creative decisions and describe how their work has developed.</td></tr>
<tr><td colspan="2">Includes, but is not limited to

Integrated Expressive Arts
developing creative work that combines Art and Design, Dance, Drama, Film and Screen and Music and Music technology.
using movement, sound, story, image, materials and digital technologies to communicate ideas, experiences and imagination in purposeful ways.
Art and Design
exploring and developing ideas through drawing, painting, printmaking, sculpture, collage and design.
selecting materials, techniques and processes to communicate ideas and interests.
Dance
creating, performing and adapting movement sequences using space, direction, speed and level.
responding to stimuli through movement and choreography.
Drama
developing characters, situations and stories through role, voice and movement.
using improvisation and storytelling to communicate ideas and experiences.
Film and Screen
creating and adapting photographs, animations and short films.
combining image, sound and sequencing to communicate ideas and tell stories.
Music and Music Technology
exploring singing, rhythm, pitch, dynamics and instruments.
using digital technologies to record, organise and create musical ideas.
Notes
opportunities to combine visual, dramatic, musical, movement and digital elements to communicate meaning.
experiences which encourage revisiting, adapting and improving creative work.
opportunities to collaborate, problem-solve and respond to feedback during the creative process.
creative experiences that support increasing independence, decision-making and purposeful communication.</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">First Level</td><td colspan="2">Understand: The choices we make, shape how ideas, feelings and meaning are communicated through the Expressive Arts.</td></tr>
<tr><td>Know:
Creative choices affect how expressive work looks, sounds, feels or is experienced.

Tools, techniques, materials and technologies can be used in different ways to communicate ideas and meaning.

Simple staging, arrangement or sequencing helps communicate ideas clearly.

Audiences may respond differently to creative work.</td><td>Do:
Make simple artistic choices when creating and sharing Expressive Arts work.

Communicate ideas, feelings and stories using voice, movement, sound, instruments, materials or digital tools.

Organise and present creative work in familiar contexts with some support.

Contribute to individual and collaborative Expressive Arts experiences.</td></tr>
<tr><td colspan="2">Includes, but is not limited to

Integrated Expressive Arts
• opportunities to collaborate and communicate through integrated arts experiences in class assemblies, short performances and/or simple exhibitions.

Art and Design
• exhibitions, displays and design presentations using basic design layouts and repeated patterns.

Dance
• performing and adapting simple choreography and movement sequences.

Drama
• storytelling, character and role-play and group performances.

Film and Screen
• creating basic film or animation using simple storyboards and digital media.

Music and Music Technology
• group musicmaking, singing and performing.
• creating and recording music using graphic notation and/or graphic scores.

Notes
• planning and organisation of creative work, including choice of materials, resources, structure and presentation with consideration of audience, purpose and context.
• experiences that support increasing independence and decision-making.
• creative work shared through performance, exhibition, recording and display.</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">First Level</td><td colspan="2">Understand: Self-expression develops through creative exploration of ideas, feelings and imagination.</td></tr>
<tr><td>Know:
Expressive arts can communicate personal ideas, memories and feelings.

Choices of colour, sound, movement, character, words, images and materials can influence meaning.

Creative work can look, sound or feel different and reflects individual experiences and interests.</td><td>Do:
Make or perform work that communicates a personal experience, interest or feeling.

Describe a creative choice and say why it was made.

Present and share work with others and listen to how others describe their own choices, ideas and feelings.

Experiment with unfamiliar material, techniques or approaches to express an idea in different ways.</td></tr>
<tr><td colspan="2">Includes, but is not limited to

Integrated Expressive Arts
• opportunities to select and combine movement, sound, story, image, materials and digital technologies to express meaning in different ways.
• create inclusive environments where different forms of expression and communication are equally valued.

Art and Design
• creating artwork, models and designs inspired by personal experiences, interests and observations.
• selecting visual elements, materials and techniques to communicate ideas and meaning.

Dance
• creating and adapting movement sequences to express ideas, emotions and experiences.
• using space, direction, level and dynamics purposefully.

Drama
• developing characters, situations and stories through voice, movement and role.
• using improvisation and dramatic conventions to communicate ideas and viewpoints.

Film and Screen
• creating images, animations, films and digital stories.
• combining image, sound and sequencing to communicate ideas, experiences and perspectives.

Music and Music Technology
• singing, performing, creating and experimenting with sound.
• using digital technologies to create, record and communicate musical ideas.

Notes
• creative responses to personal experiences, stories, relationships, interests, celebrations and the wider world.
• experiences that support increasing confidence in expressing personal viewpoints, perspectives and creative intentions.
• creative experiences that encourage individuality while recognising and valuing the perspectives of others.</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">First Level</td><td colspan="2">Understand: Personal responses can support awareness of choices across the Expressive Arts.</td></tr>
<tr><td>Know:
Creative works use elements such as colour, line, rhythm, movement, character and sound to communicate ideas.

Personal responses to creative work can be described and explained.</td><td>Do:
Identify and describe elements of creative work.

Explain personal opinions about creative work.

Compare creative work identifying similarities and differences.

Ask questions about creative choices.

Reflect on own work and identify one thing they might change or improve.</td></tr>
<tr><td colspan="2">Includes, but is not limited to

Integrated Expressive Arts
• introduce Expressive Arts vocabulary such as contrast, pattern, repetition, character, tempo or mood.
• use of Structured prompts such as ‘What do you notice?’, ‘What do you think?’, ‘What do you feel?’.

Art and Design
• discussing colour, form, pattern and design choices.

Dance
• reflecting on movement and choreography.

Drama
• discussing character, role and performance.

Film and Screen
• responding to image, sound and sequencing choices.

Music and Music Technology
• discussing rhythm, tempo, dynamics and sound.

Notes
• encourage reflection during the creative process, not only at the end.
• structured reflection and questioning.
• consideration of multiple viewpoints and interpretations.</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">First Level</td><td colspan="2">Understand: The arts help us express and share feelings, experiences and connections to people and places.</td></tr>
<tr><td>Know:
The Expressive Arts can provide opportunities to share and learn about stories, traditions, identities and celebrations from different cultures and communities.</td><td>Do:
Explore, respond to, create and share work inspired by stories, celebrations, traditions, people and places, developing awareness and respect for different cultures and communities.</td></tr>
<tr><td colspan="2">Includes, but is not limited to

Integrated Expressive Arts
participate in collaborative creative experiences linked with community, family contributions and multicultural celebrations.
Art and Design
cultural art forms, crafts and design traditions.
Dance
traditional, social and cultural dance.
Drama
historical and contemporary storytelling traditions.
Film and Screen
film and media from Scotland and beyond.
Music and Music Technology
traditional and contemporary musical traditions.
Notes
opportunities to compare experiences, traditions and perspectives of global arts traditions, inspired by festivals, people, places and heritage.
creating and responding to Scottish traditions, culture and heritage including the Gaelic and Scots languages.
experiences that promote inclusion, diversity and cultural appreciation.</td></tr>
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Health and Wellbeing Know-Do-Understand Strands

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<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="4">First 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:
Participation and contribution can influence a sense of belonging within communities.</td><td colspan="2">Understand:
Participation and contribution can influence a sense of belonging within communities.</td><td colspan="2">Understand:
Participation and contribution can influence a sense of belonging within communities.</td></tr>
<tr><td>Know:
Food is grown, reared, caught and produced in Scotland and across the world.

Foods eaten within communities have diverse cultural and geographical origins.

Food can be transported and consumed in ways that supports sustainability.

Food moves through stages from producer to consumer.

Cost, availability and circumstances can influence access to food and clothing.</td><td>Do:
Identify the geographical origins of a range of foods.

Describe food that reflects diverse cultures or traditions and explain its connection to people or places.

Explore the journey of a food item from producer to consumer.

Compare food or clothing choices where cost or availability differ.</td><td>Know:
Shared rules, expectations and roles help groups participate, cooperate and compete.

Different spaces and environments can affect how people move and participate.

Needs, abilities and circumstances can influence participation.

Equipment, tasks and environments can be adapted to improve access.</td><td>Do:
Apply shared rules and expectations during group activities.

Adapt movement to suit different spaces and environments.

Take on different roles when participating with others.

Select equipment, space or task demands in response to a specified participation need.</td><td>Know:
People may belong to different communities and have diverse identities that are important.

Shared expectations and values can help communities work together.

Participation and contribution can strengthen a sense of belonging.

When people work together in a community, positive change can support health and wellbeing.

Equality is when everyone is treated fairly and has the same chance to take part and achieve.

Equity recognises that people may need different support to have fair opportunities.

Social and environmental changes can affect communities differently.</td><td>Do:
Compare how people engage in different communities.

Explain how individual or collective contributions can support change within a community.

Compare equality and equity in familiar situations.

Investigate how a change or challenge can affect a community.</td></tr>
<tr><td colspan="2">Includes, but not limited to:
Factors affecting access to food and clothing
• cost
• availability
• household circumstances
• location

Notes
Home life, economic circumstances and urban or rural location can affect access to food and clothing. Discussion of these circumstances requires sensitivity.</td><td colspan="2">Notes</td><td colspan="2">Notes</td></tr>
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<table>
<tr><td>Strand</td><td colspan="4">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">First 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’s needs and differences can influence how they relate to one another.</td><td colspan="2">Understand:
People’s needs and differences can influence how they relate to one another.</td><td colspan="2">Understand:
People’s needs and differences can influence how they relate to one another.</td></tr>
<tr><td>Know:
Culture, faith and belief can influence food practices.</td><td>Do:
Describe how culture, faith or belief can shape food practices in shared food experiences.</td><td>Know:
Communication, cooperation and trust influence how people take part in physical activity together.

People have different strengths, needs and personal boundaries when taking part in physical activity with others.</td><td>Do:
Use communication and cooperation when taking part in physical activity with others.

Adapt communication and cooperation in response to different strengths, needs or boundaries.</td><td>Know:
Families, friendships and other loving relationships can take many forms.

People have diverse identities which can influence how they experience relationships.

Empathy involves considering another person’s feelings or perspective.

Relationships can change over time.

Stereotypes can influence expectations about people and relationships.

Rights help protect dignity, fairness and inclusion within relationships.</td><td>Do:
Describe diversity across families, friendships and other loving relationships.

Explain how identity can influence people’s experiences of relationships.

Explain how empathy can influence relationships.

Describe ways in which relationships can change.

Identify stereotypes and explain how they can influence expectations about people and relationships.

Explain how rights support dignity, fairness and inclusion within relationships.</td></tr>
<tr><td colspan="2">Notes</td><td colspan="2">Notes</td><td colspan="2">Includes, but not limited to:
Family relationships
• parents and children
• carers and children
• siblings
• extended family members</td></tr>
</table>

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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="5">First Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td>Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
What people do regularly can influence the habits they develop over time.</td><td colspan="2">Understand:
What people do regularly can influence the habits they develop over time.</td><td>Understand:
What people do regularly can influence the habits they develop over time.</td></tr>
<tr><td>Know:
People can have different dietary needs and preferences.

A balanced diet includes appropriate amounts and proportions of different food groups.

Food habits can change as people grow.</td><td>Do:
Identify foods in response to specified needs or preferences.

Identify appropriate portions for different specified needs.

Explain how food habits can change as the body grows.</td><td>Know:
A physical activity habit is a pattern of participation repeated over time.

Enjoyment can influence whether a physical activity is repeated.

Repeated participation can help physical activity become part of a routine.</td><td>Do:
Identify repeated physical activities and create an activity routine.

Choose and repeat enjoyable physical activities.

Practise movement skills as part of a routine.

Use movement to explore, remember, choose or solve a problem.</td><td>Know:
Habits can be behaviours or routines repeated over time.

Habits can have helpful or harmful effects on health and wellbeing.

Sleep affects physical and cognitive function. Routines, environments and daily activities can support or disrupt sleep.</td><td>Do:
Identify repeated behaviours or routines that can become habits.

Explain how habits can affect health and wellbeing.

Describe factors that can support or disrupt sleep routines.</td></tr>
<tr><td colspan="2">Notes</td><td colspan="2">Notes
Repeated participation can build familiarity and confidence in movement. Moving to learn involves using movement to explore, remember, choose and solve problems.</td><td>Notes</td></tr>
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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">First 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 physical changes can interact and influence how people respond.</td><td colspan="2">Understand:
Thoughts, feelings and physical changes can interact and influence how people respond.</td><td colspan="2">Understand:
Thoughts, feelings and physical changes can interact and influence how people respond.</td></tr>
<tr><td>Know:
Thoughts and feelings can contribute to food choices.

Food preferences can change over time.

Social situations and environments can influence experiences of food.</td><td>Do:
Explain how thoughts, feelings or circumstances can influence food choices.

Describe how food preferences can differ between people and situations.

Select from food options in response to a specified situation.</td><td>Know:
Thoughts, emotions and physical responses can influence participation and movement.

Movement can support mental, emotional, social and physical health.

Attention, confidence and focus can influence movement and learning.

Communication can support teamwork.

Challenges, success and setbacks can create different physical and emotional responses.</td><td>Do:
Recognise changes in thoughts, feelings and physical responses during activity.

Describe how movement affects mental, emotional, social and physical health.

Explain how attention, confidence or focus can affect participation.

Identify and use ways to support concentration during movement and learning activities.</td><td>Know:
Feelings vary in intensity and can change over time.

Thoughts can influence feelings and actions.

People’s experiences and perspectives can lead to different responses.

Different strategies can influence thoughts, feelings and actions.

Different people can provide help and support.

Mistakes and setbacks can provide opportunities for learning.</td><td>Do:
Describe connections between thoughts, feelings and actions.

Identify how different people might respond to the same situation.

Identify strategies that could support different emotional responses.

Identify trusted adults and sources of support.

Compare different responses to a familiar setback or challenge.</td></tr>
<tr><td colspan="2">Notes</td><td colspan="2">Notes
Success can involve progress towards a movement or participation goal, taking account of individual capabilities.</td><td colspan="2">Notes
The effects of regulation strategies can vary according to individual needs, strengths and circumstances.</td></tr>
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Strand	**Safety** How people recognise, assess, manage and evaluate risk to make informed decisions about safety.					
First Level	**Food and Health**		**Physical Education, Physical Activity and Sport**		**Personal and Social Education**	
	Understand: The nature of a hazard can influence the level of risk and how people respond.		**Understand:** The nature of a hazard can influence the level of risk and how people respond.		**Understand:** The nature of a hazard can influence the level of risk and how people respond.	
	Know: Food and textile tasks require different tools and techniques. Safe preparation, cooking and storage procedures help reduce food safety risks. Food allergens can cause different reactions and need to be managed safely.	**Do:** Select and use appropriate tools and techniques safely. Apply safe and hygienic procedures when preparing, cooking and storing food. Follow information or guidance provided to manage a specified food allergen safely.	**Know:** Activities, spaces and equipment present different hazards. Attention, awareness and control help reduce risk during movement.	**Do:** Identify hazards within an activity environment. Adapt movement, use of space or equipment in response to an identified hazard. Apply agreed safety routines during physical activity.	**Know:** Environments present different types of risk. Medicines can have different effects on the body and using them as intended supports safe use. Privacy and protecting personal information contribute to safety. People online may be unknown or may be dishonest. Substances can affect the body, feelings or behaviour, and their effects can differ.	**Do:** Compare risks in physical, social and digital situations and explain what makes one situation safer than another. Explain how people can protect personal information. Identify when an interaction should end and seek help. Explain how substances can affect the body, feelings or behaviour.
	Notes		**Notes**		**Notes**	

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<table>
<tr><td>Strand</td><td colspan="4">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">First 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:
Body parts can work together to carry out different functions.</td><td colspan="2">Understand:
Body parts can work together to carry out different functions.</td><td colspan="2">Understand:
Body parts can work together to carry out different functions.</td></tr>
<tr><td>Know:
Food contains nutrients that have different functions.

Nutrients contribute to growth, energy and body function.

Nutritional needs can change as people grow.

Digestion breaks down food.</td><td>Do:
Select and combine foods in response to specified needs associated with growth or activity.

Identity foods that provide nutrients needed for growth, energy and body function.

Describe what happens during digestion.</td><td>Know:
The brain, senses and body work together to coordinate movement.

Fundamental movement skills can be linked together in different ways.

Increasing control can help movement become more coordinated and effective.

Bones can support and protect the body.

Joints can enable body parts to move.

Muscles can help create movement.

Physical activity can change breathing, body temperature and heart rate.</td><td>Do:
Describe how information from the senses helps the body coordinate movement.

Combine fundamental movement skills, developing control and coordination in different activities.

Identify bones, joints and muscles involved in movement.

Recognise and compare changes in breathing, body temperature and heart rate before, during and after physical activity.</td><td>Know:
The brain supports thinking, feelings and actions and continues to develop as the body grows.

Bodies grow and develop at different rates.

Body changes can affect thoughts and feelings.

Physical changes occur as people move towards puberty.</td><td>Do:
Describe functions of the brain associated with thinking, feelings and actions.

Use appropriate anatomical language.

Identify changes across stages of development.

Describe physical changes associated with growth and development.</td></tr>
<tr><td colspan="2">Includes, but not limited to:
Basic nutrition
carbohydrates for energy
calcium for bones
water for hydration
Digestion
different organs in the digestive system work together to digest food
digestion breaks down food and releases nutrients
nutrients pass into the bloodstream
the body uses nutrients for growth, repair, energy and other functions</td><td colspan="2">Includes, but not limited to:
Linked fundamental movement skills
running and stopping under control
jumping and landing before moving into a roll
hopping followed by throwing at a target</td><td colspan="2">Notes</td></tr>
</table>

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Languages Know-Do-Understand Strands

<table>
<tr><td>Strand</td><td colspan="4">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.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: Meaning forms when words, sounds and phrases combine in recognisable patterns.</td><td colspan="2">Understand: People use context, cues and prior knowledge to understand language.</td></tr>
<tr><td>Know:
Words and phrases repeat in familiar topics.

Some words or characters carry the main meaning in a text.

Phrases, such as statements, instructions and questions, follow recognisable patterns.</td><td>Do:
Recognise familiar and repeated words and phrases in clear spoken or written language.

Identify the main idea in a text and pick out specific information, such as names, numbers or colours.

Understand phrases, such as statements, instructions and questions.</td><td>Know:
Context, such as topic or situation, supports meaning.

Cues, such as intonation, gesture, facial expression or tone, can support meaning.

Prior knowledge includes words and phrases that repeat in familiar topics.</td><td>Do:
Use contextual clues to work out meaning of unfamiliar words and phrases.

Interpret cues to work out meaning of unfamiliar words and phrases.</td></tr>
<tr><td colspan="2">Notes
Text is a spoken, signed, written, visual or digital communication that shares meaning and has a purpose, such as entertaining, informing, describing experiences or expressing viewpoints.

Texts can include conversations, presentations, stories, songs, videos, social media posts, emails, signs and articles.</td><td colspan="2">Notes
Contextual clues can include topic, situation and prior knowledge.

Learners do not need to understand every word to understand the overall meaning. They draw on context, prior knowledge and other cues to support understanding.</td></tr>
</table>

<table>
<tr><td>Strand</td><td colspan="4">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.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: People use and reuse familiar language, even if not complete or fully accurate, in predictable situations to share information and ideas.</td><td colspan="2">Understand: Words and phrases can work with gesture, facial expression or body language to communicate meaning.</td></tr>
<tr><td>Know:
Familiar words, characters and phrases combine in familiar patterns to communicate meaning and share feelings.

Familiar and repeated language patterns can be reused and adapted.</td><td>Do:
Use familiar words, characters and phrases to share information, feelings and opinions using visual support when needed.

Reuse and adapt familiar language patterns in predictable situations.</td><td>Know:
Gesture, facial expression, tone or body language can work alongside words and phrases to support sharing information and ideas.</td><td>Do:
Combine gesture, facial expression, tone or body language, where appropriate, with words and phrases to share meaning.</td></tr>
<tr><td colspan="2">Notes
Visual support helps learners to understand language and can come from pictures, objects, actions and surroundings.

Reused and adapted can include word substitution to communicate new ideas.</td><td colspan="2">Notes
Gesture refers to actions or movements which support meaning, such as pointing, nodding or shaking head.

Tone refers to the pitch, attitude, mood or emotional quality of language.</td></tr>
</table>

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<table>
<tr><td>Strand</td><td colspan="3">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.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: People interact by asking questions and giving responses using familiar language.</td><td colspan="2">Understand: Meaning develops through listening and responding to others.</td></tr>
<tr><td>Know:
Familiar question forms and responses are used in everyday interaction.

Questions and responses follow familiar patterns.

Interaction can happen even when language is not fully accurate.</td><td>Do:
Ask and respond to predictable questions and prompts using familiar language.

Use familiar words and phrases to interact.</td><td>Know:
Taking turns can involve asking and responding to questions using familiar language.

Tone, gesture and expression affect how people understand language.</td><td>Do:
Take part in short, structured interactions using familiar language.

Use gesture, facial expression, tone and visual support, as appropriate.</td></tr>
<tr><td colspan="2">Notes
Question forms can be constructed using words, punctuation or vocal tone.

Familiar language refers to language that learners have encountered before through previous learning or experiences and can draw on to support understanding and communication.

Familiar patterns are repeated structures using familiar language.</td><td colspan="2">Notes
Tone refers to the pitch, mood or emotional quality of language.

Structured interactions are supported by familiar routines, prompts, scaffolding and models.

Visual support can come from pictures, objects, actions and environment.</td></tr>
</table>

<table>
<tr><td>Strand</td><td colspan="2">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.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: People's identities connect to their relationships, communities, languages and experiences.</td></tr>
<tr><td>Know:
People may belong to more than one group or community, linked by shared experience.

Language forms part of identity and belonging.</td><td>Do:
Identify groups and communities they belong to.

Describe themselves and familiar people using familiar words and phrases.

Recognise similarities and differences in familiar experiences.</td></tr>
<tr><td colspan="2">Notes
Familiar experiences are experiences that are relevant to learners' everyday lives and learning. They may include contexts such as names, where people live, family, friends, hobbies and interests, languages they use, school and the local community.</td></tr>
</table>

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.	
First Level	**Understand:** People's experiences can affect what they think, feel and find important.	
	Know: Experiences can influence opinions and preferences. People may share similar or different experiences. People may agree or disagree about the same thing.	**Do:** Understand and share information about experiences, opinions and preferences using familiar words and phrases. Recognise similarities and differences in familiar viewpoints.
	Notes Familiar viewpoints are opinions and preferences about familiar experiences. These may include likes and dislikes, favourite activities, routines, food, hobbies and celebrations.	

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.	
First Level	**Understand:** Places, communities and languages contribute to people's traditions and cultural experiences.	
	Know: Cultures can include traditions, celebrations, food, clothing, music and daily life. Festivals, celebrations or traditions reflect places, communities or cultures. Languages and cultures connect through songs, stories, celebrations and everyday cultural experiences.	**Do:** Identify key features of a celebration, routine or cultural experience in a place or community where a language is used. Recognise and name familiar cultural items, places or activities linked to places or traditions using words or phrases.
	Notes Cultural items can include flags, landmarks, objects, clothing or images connected to places or traditions.	

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.	
First Level	**Understand:** Patterns in languages help people to work out and create meaning in familiar contexts.	
	Know: Words can be combined using familiar patterns to build phrases, texts and interactions. Some patterns are used regularly in different situations. Changing one element of a phrase can change meaning.	**Do:** Recognise and use familiar patterns in words and phrases in short texts and interactions. Identify pattern changes in words and phrases.

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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.	
First Level	**Understand:** Languages use combinations of sounds and written symbols that people can recognise and reproduce.	
	Know: Languages contain recurring sounds and written symbols. Some sounds or written symbols are new or differ from those in languages people already know. Spoken language has patterns of rhythm.	**Do:** Copy or repeat familiar sounds or written forms in words and phrases. Recognise familiar sounds or symbols in different words and phrases. Join in with familiar rhythms in songs, rhymes or routines.
	Notes Rhythm is the pattern and flow of spoken language created through stress, timing and repeated sounds.	

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.			
First Level	**Understand:** Strategies are useful for understanding and remembering language.		**Understand:** Practising and trying out language helps people build confidence even if they make mistakes.	
	Know: Copying and repeating sounds, words and phrases help language to become familiar. Using language in play supports learning.	**Do:** Copy and repeat sounds, words and phrases. Practise and try out words and phrases through participation in play. Use models, word banks or scaffolds to recall, understand and use language.	**Know:** Regular practice helps people remember key words and phrases. Making mistakes is a normal part of learning a language and helps us improve.	**Do:** Practise and try out words and phrases. Practise strategies to remember and use different words and phrases.
	Notes Play refers to experiences where learners actively explore, practise and apply skills in low-risk, engaging, meaningful and creative ways. Models are spoken, written or visual examples that demonstrate how language is used. Word banks are collections of useful words and phrases that support communication and independence.		**Notes** Strategies are approaches that help people understand, remember, use or improve language.	

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Literacy and English Know-Do-Understand Strands

<table>
<tr><th>Strand</th><th colspan="4">Oral Language and Interaction</th></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand:
Listening and attention enable understanding of new ideas and learning; talking to others communicates thinking.</td><td colspan="2">Understand:
Interactions develop self-expression, broaden vocabulary and enable connection with the experiences and ideas of others.</td></tr>
<tr><td>Know:
Volume, actions and facial expressions can reinforce and add meaning to spoken communication e.g. reciting poetry, songs, rhymes.

Asking and answering questions supports learning.

Resources, such as props or digital tools can be used to support meaning in spoken communication.</td><td>Do:
Understand and follow 2-3 step instructions.

Listen and respond to others, demonstrating listening in different ways such as commenting on what they’ve communicated or asking questions.

Ask and answer questions to show understanding and learn from others.

Talk with others to explore new ideas and information e.g. paired discussion to explain a new concept.</td><td>Know:
People can express themselves by communicating their thoughts, needs and preferences (self-advocacy).

People can have feelings, ideas, opinions and experiences that may be different from those of others.</td><td>Do:
Self-advocate by expressing thoughts, needs and preferences.

Listen and ask questions to learn more about the experiences, ideas and opinions of others.

Notice the feelings of others and choose words or actions that show understanding e.g. by offering reassurance or encouragement.

Explore and use new vocabulary and phrases, including curricular vocabulary which supports communication.</td></tr>
<tr><td colspan="4">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.</td></tr>
<tr><td colspan="4">At Second Level, see the Communicating and Interacting Strand for further progression in group discussion and debate.

At Second Level, see the How Texts Work Strand for further progression in engaging with and creating spoken texts (solo talks and presentations).</td></tr>
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Strand		Enjoying, Engaging with and Creating Texts					
First Level	Beginning of	**Understand:** People choose how they use language, layout, structure and other features according to the form and purpose of their text.		**Understand:** Texts and stories, in their many forms explore relationships, environments and the wider world supporting understanding of people, culture and communities.		**Understand:** People's interests and prior knowledge shape the questions they ask and the information they seek to develop their understanding.	
		Know: Texts in different forms created for a range of purposes, such as texts which entertain (novels, poems, plays, comics, graphic novels, picture books) or other written and non-written forms (including digital). Texts which inform, such as reference books, documentaries, news articles, instructional texts, or other written or non-written forms (including digital). Texts in all forms which fulfil other purposes such as advertisements, biographies or speeches. Text features used across different forms, for example, interesting word choice (adverbs, adjectives) and different sentence types (statements or exclamations). Character, setting, plot and story structure (beginning, build-up, problem and resolution). The main ideas and/or themes as they are explored within texts.	**Do:** **Engaging with texts (reading, listening, watching)** Identify purpose of texts. Identify features of layout and structure which support written, spoken and other texts to achieve their purpose. Identify words, sentence types and other text features which contribute to the overall impact of a text. Discuss the main ideas and themes within texts. **Creating texts (writing, speaking, creating)** Create written, spoken and other texts which fulfil different purposes, in a range of forms, such as imaginative (simple stories, poems), informative (personal recount, factual reports) and procedural (recipes, instructions).	**Know:** Books, stories and other texts, aligned with evolving personal interests, chosen by the learner for purpose and enjoyment. Texts can explore diverse experiences, emotions, relationships and settings/environments. Strategies for selecting texts for purpose and enjoyment, such as connection to personal interests, title, blurb, book series and familiar author.	**Do:** **Engaging with texts (reading, listening, watching)** Select texts for purpose and/or enjoyment which explore own interests and preferences. Respond at a personal level to the main ideas and themes of texts. When listening to and watching stories and other texts: -notice and explore new vocabulary to support understanding -activate prior knowledge and build new knowledge, including across topics and curricular areas. Express personal connections to stories and their features, such as places/settings, culture, communities and the experiences of characters or narrators. Explore and discuss real-life and fictional experiences, emotions, relationships and	**Know:** Texts which inform such as reference books, documentaries, news articles, instructional texts, or other written or non-written forms (including digital). Not all information that is seen, heard and read may be true or factually correct. The difference between fact and opinion. Safe places and ways to access reliable sources of information, such as school/community libraries, trusted websites. Information can be selected, organised and presented in different ways to help understand and share new information.	**Do:** **Engaging with texts (reading, listening, watching)** Identify what is already known about a topic and what needs to be found out next. Generate questions to explore interests and new areas of learning. Check if information is true or correct by comparing it to a source such as a book, website, other person. Make choices about where to find information safely, with the support of trusted adults. **Creating texts (writing, speaking, creating)** Explore different ways to record, organise and present information found in texts, for example, taking notes, making notes under headings or bullet points, drawing diagrams, creating charts or posters.

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	End of First Level	**Know:** Features of layout for different forms of written texts, such as verses in poetry or headings, sub-headings and diagrams/illustrations in reference texts. Structural features of written, spoken and other texts, such as introductions and conclusions, paragraphs, sequencing. Text features used across different forms, such as language techniques (similes, alliteration, rhyme) and a range of other language techniques (written, spoken, other types of texts).	**Do:** **Creating texts (writing, speaking, creating)** Create written, spoken and other texts which fulfil different purposes, in a range of forms, such as informative (factual reports, spoken presentations) and persuasive (persuasive poster). Play and experiment with words, sentence types and other language techniques to contribute to overall impact of texts created in written, spoken and other forms.		settings/environments as they are shown in diverse texts. Participate in shared storytelling experiences. **Creating texts (writing, speaking, creating)** Create written, spoken and other texts which fulfil different purposes, in a range of forms, such as imaginative, simple stories and poems, informative, personal recount, factual reports and procedural (recipes, instructions).		
		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. 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.					
		At Second Level, see How Texts Work, Story and Identity and Information Literacy for further progression in Enjoying, Engaging with and Creating Texts.					

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Strand	Early Writing	
First Level	**Understand:** Written words and sentences transform stories and ideas into connected language which can be shared with readers.	
	Know: Creating texts involves the processes of planning, drafting, sharing and editing. Formation of all upper and lower-case letters. Appropriate size, placement and spacing of writing.	**Do:** Plan texts through generating ideas, for example, through stimuli, experiences, dialogue with peers/adults, authentic texts used as models. Draft texts by selecting and sequencing ideas, information and vocabulary. Share texts with peers/adults/intended audiences. Edit texts by revising idea(s) and sections of text based on feedback. Write upper and lower-case letters, forming with appropriate strokes and directionality. Develop pencil grasp and control, building fluidity, speed and stamina over time. Use appropriate size, placement and spacing when writing.
	Notes Selecting and sequencing ideas, information and vocabulary can be supported by the use of visuals/drawings, discussion with peers/adults, word banks, modelled and shared writing, notes under headings, writing frames and sentence stems.	
	At Second Level, see How Texts Work, Story and Identity and Tools for Writing for further progression in Writing.	

Strand		Language Foundation for Understanding and Creating (written) Texts	
		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).	
		Understand: Readers and writers connect the sounds and patterns of spoken language with letters, symbols and characters to decode, understand connected text and create their own writing.	
		Concepts of print and letter knowledge	
		Know: Formation of all upper- and lower-case letters.	**Do:** Write upper and lower-case letters using correct formation.
		Phonological Awareness, phonemic awareness and phonics	
		Know: Spoken words can be segmented into syllables. Words are made up of individual sounds (phonemes) which can be represented by letter/s (graphemes) including split digraph, trigraph and diphthong, for example, cake, high, boy.	**Do:** Discuss phonological features of stories, rhymes, music and songs, such as repetition, rhythm, alliteration and rhyme. Blend, segment and manipulate sounds (phonemes) to build and read words. Decode words of one or two syllables, using knowledge of letter-sound (grapheme-phoneme) relationships. Apply knowledge of sounds (phonemes) and syllables to support decoding and encoding (spelling) of words.

Beginning of First Level

Word knowledge and spelling	
Know: Written words can be segmented into sounds (phonemes) and syllables. Rhyming words have the same ending sound but do not always have the same spelling, such as boat/note, threw/blue. Many sounds (phonemes) can be spelt in more than one way, such as t-r-ai-n, p-l-a-n-e. Spelling rules/letter patterns linked to sequence of letter-sound (grapheme- phoneme) relationships taught in phonics. The names of letters in the alphabet in order. Compound words are where two words are added together to create a new meaning, for example, toothbrush, armpit (morphemes). Common suffixes added to the end of words, for example, -s, -es, -ed, -ing, -y (morphemes).	**Do:** Segment words into sounds (phonemes) and syllables to spell words using known letter-sound (grapheme-phoneme) correspondences, for example, happy, cobweb, birthday. Use visual strategies to spell high frequency words with less familiar letter patterns, such as highlight the tricky letter pattern within the word, use mnemonics or say it how it looks, for example, Wed- nes-day. Apply rules/knowledge of letter patterns to spell words, for example: -position of a sound (phoneme) influences which letter/s (grapheme) is used -adjacent letters in a word influence the sound (phoneme) that a letter/s (grapheme) represents -multiple sounds (phonemes) for one letter pattern (grapheme), from most common to least common -adding suffixes. Recognise and spell compound words. Add common suffixes to root words, such as jump**s**, jump**ing**, jump**ed,** jump**y**.
Sentence knowledge and conventions	
Know: Question marks are used to show when a written sentence is asking a question. Exclamation marks are used to convey strong emotion, show demands and express greetings. A noun is a word that names a person, place, thing or idea. A verb is a ‘doing’ word that shows an action (run, laugh, grow) or state of being (is, am, are). An adjective is a describing word which gives more information about a noun. Verb tenses (past, present and future): -Past: action happened in the past, such as walked, played or jumped. -Present: action happening now, such as walk, play or jump. -Future: action is still to happen, such as will walk, will play or will jump. Sentences can be started with different types of openings. Conjunctions are a type of word which link ideas together in sentences and are used between two different parts of a sentence (clauses), for example, and, but, so, because etc.	**Do:** Use full stops, capital letters, questions marks and exclamation marks to punctuate some simple written sentences. Identify and use nouns, verbs and adjectives in reading and in writing sentences. Vary openings in some written sentences. Use common conjunctions to build longer sentences.

<table>
<tr><td rowspan="11">First Level</td><td rowspan="11">End of First Level</td><td colspan="2">Reading Fluency</td></tr>
<tr><td>Know:
Readers use their voice whilst reading aloud to express the feelings and meaning contained within texts and this supports their understanding.</td><td>Do:
Read high frequency words, and words with familiar letter-sound (grapheme- phoneme) relationships, with increasing accuracy and automaticity.

Use different voices, facial expressions and actions that make stories, songs, poetry and rhymes (including Scots) entertaining to listen to and help make the meaning clear.

Read words at a pace which supports understanding.</td></tr>
<tr><td colspan="2">Concepts of print and letter knowledge</td></tr>
<tr><td>Know:
Appropriate size, placement and spacing of writing.</td><td>Do:
Write words using appropriate size, placement and spacing.</td></tr>
<tr><td colspan="2">Phonological Awareness, phonemic awareness and phonics</td></tr>
<tr><td>Know:
Sounds (phonemes) are represented by letters (graphemes) in words.

Written words can be segmented into sounds (phonemes) and syllables.</td><td>Do:
Apply letter-sound (phoneme-grapheme) knowledge to read and spell a variety of word types, including multisyllabic words.</td></tr>
<tr><td colspan="2">Word knowledge and spelling</td></tr>
<tr><td>Know:
Written words can be segmented into sounds (phonemes) and syllables.

Common prefixes added to the beginning of words, such as un-, re- and dis-.

Common contractions, such as I’ve, I’m, don’t.

Common homophones, such as their/there, no/know, to/too, new/knew.</td><td>Do:
Use a variety of strategies and resources to spell high frequency words with less familiar graphemes and unfamiliar vocabulary, such as digital tools, dictionaries, word lists.

Apply spelling knowledge to a variety of word types, including multisyllabic words, such as morphemes, spelling rules/patterns.

Add common prefixes to root words.

Spell common contraction words and common homophones accurately.</td></tr>
<tr><td colspan="2">Sentence knowledge and conventions</td></tr>
<tr><td>Know:
Question marks are used at the end of a sentence to indicate that the sentence is asking a question.

Exclamation marks are used at the end of a sentence to convey strong emotion, show demands and express greetings.

Apostrophes are used to indicate the place of missing letters in a contraction.</td><td>Do:
Use full stops, capital letters, questions marks and exclamations marks accurately to punctuate some simple written sentences.

Read and spell common contractions, such as I’ve, I’m, don’t.</td></tr>
<tr><td colspan="2">Reading Fluency</td></tr>
<tr><td>Know:
Readers use their voice whilst reading aloud to express the feelings and meaning contained within texts and this supports their understanding.</td><td>Do:
Read high frequency words and words with familiar letter-sound (grapheme -phoneme) relationships, with increasing accuracy and automaticity.

Use different voices, facial expressions and actions that make stories, songs, poetry and rhymes (including Scots) entertaining to listen to and help make the meaning clear.

Read words at a pace which supports understanding.

Read aloud with others to develop fluency.

Use question marks and exclamation marks to support expression whilst reading aloud.</td></tr>
</table>

		Notes Adults should help children notice the way that sentence starters, conjunctions and punctuation are used by writers, during reading experiences with different types of written texts. Learners can then use these model texts to develop their own use of sentence starters, conjunctions and punctuation. Spelling rules/letter patterns should be linked to the sequence of letter-sound (grapheme- phoneme) relationships and morphemes which have been taught: 1. position of a sound, for example, *oi* at the beginning or middle of the word (oil, coin), *oy* at the end (boy, enjoy) or *c* is used when followed by *a, o, u* or a consonant (cat, cut, cot, clap) and *k* is used when followed by *e, i or y* (key, king, sky). 2. adjacent letters, for example, *g* typically represents the hard /g/ sound when followed by *a, o, u,* or a consonant (gang, got, give, grin), and the soft /j/ sound when followed by *e, i,* or *y* (gentle, giant, gym). 3. multiple sounds, for example, the letters *ea* represent various sounds including: • *ea* as in heat, the long *e* sound, which is the most common sound. • *ea* as in head, the short *e* sound, which is a less common sound. • *ea* as in steak, the long *a* sound, which is the least common sound. 4. adding suffixes, such as drop final *e* before -ing (make- making), change *y* to *i* (happy - happiness). See glossary for definitions of the following terms: **alliteration, blending, clauses, conjunction, digraph, grapheme, homophone, manipulating, morpheme, phoneme, prefix, rhyme, segmenting, suffix, syllable, syntax, visual discrimination.**

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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="5">First Level</td><td colspan="2">Understand:
A growing Gaelic vocabulary supports clear communication and expression.</td><td colspan="2">Understand:
Gaelic has grammar rules at word, phrase, sentence and text level.</td><td colspan="2">Understand:
A growing range of idiomatic language enriches speech and written texts</td></tr>
<tr><td rowspan="3">Know:
Gaelic words and phrases across a growing range of contexts.</td><td>Do:
Understand and use Gaelic vocabulary in daily interactions.

Recall and apply basic Gaelic vocabulary mostly in context.

Combine Gaelic words and phrases to be understood.</td><td rowspan="3">Know:
Grammar rules that affect words and phrases such as:

Use of 'S e vs Tha, Tenses, Prepositional and possessive pronouns.</td><td>Do:
Begin to apply new and familiar Gaelic grammatical rules.</td><td rowspan="3">Know:
An increased range of idiomatic language, for example:

Tha mi cho làn ri ugh, cho sona ri bròg.</td><td>Do:
Begin to repeat and use Gaelic idiom orally.</td></tr>
<tr><td>Understand and use Gaelic vocabulary with growing independence in daily interactions.

Recall and apply Gaelic vocabulary in context with increasing accuracy.

Combine Gaelic words and phrases with increasing accuracy.</td><td>Apply new and familiar Gaelic grammatical rules.</td><td>Repeat and use Gaelic idiom orally with increasing accuracy.</td></tr>
<tr><td>Understand, process and use Gaelic vocabulary independently in daily interactions.

Recall and apply Gaelic vocabulary accurately in context.

Combine Gaelic words and phrases accurately.</td><td>Apply new and familiar grammatical rules independently.</td><td>Begin to incorporate Gaelic idiom within written work.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Adult modelling of high-quality Gaelic.
Peer modelling of high-quality Gaelic.
Regular use of songs, stories and poems.
Community partnerships and intergenerational links.

Notes
NEW Stòrlann Gaelic Language Framework.
Advice on Gaelic Education – section seven and eight.</td><td colspan="2">Includes, but not limited to
Appropriate Gaelic texts to highlight grammatical features.
Correct verbal form in responses, for example, An Do: chluich? Chluich.
Gaelic apostrophe.

Notes
NEW Stòrlann Gaelic Grammar Framework.
Advice on Gaelic Education – section seven and eight.</td><td colspan="2">Includes, but not limited to
Adult modelling of Gaelic idiom.
Peer modelling of Gaelic idiom.

Notes
NEW Stòrlann Gaelic Language Framework.
Advice on Gaelic Education – section seven and eight.</td></tr>
</table>

<table>
<tr><th>Strand</th><th colspan="3">Feartan na Beurla / Features of the English language</th></tr>
<tr><td rowspan="4">First Level</td><td colspan="2">Understand:
A growing English vocabulary supports clear communication and expression.</td><td>Understand:
English has grammar rules at word, phrase, sentence and text level.</td></tr>
<tr><td>Know:
A growing range of English words and phrases across a range of contexts.</td><td>Do:
Understand, process and use English vocabulary with growing independence.

Recall and apply English vocabulary accurately and mostly in context.</td><td>Know:
Basic grammar rules that affect English words and phrases.</td><td>Do:
Apply new and familiar grammatical rules with growing independence.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Introduction of English texts aligned with strengths and needs.

Notes
Advice on Gaelic Education – section eight.
See definition of a text.</td><td colspan="2">Includes, but not limited to
Introduction of English texts aligned with strengths and needs to highlight grammatical features.
Basic conjunctions – and, but, or, because, when and so.
Prepositions - in, on, under, next to, behind, between, above and inside.
Nouns – common, proper and collective.
Personal pronouns - I, you, she, he, it, we, they, me, him, her, us and them.
Singular/plural, for example, adding ‘s’ or ‘es’.
Doing verbs, for example, movements or actions.
Feeling verbs, for example, linked with emotions.
Adjectives, such as people, places and things.
Compound words, for example, rain+bow = rainbow.
Basic homophones, for example, sea/see and sun/son.
Suffixes, for example, ed, ing, er, est, or s/es.

Notes
Advice on Gaelic Education – section eight.
See definition of a text.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="4">Conaltradh agus Leasachadh Cànain/Communication and Language Development</td></tr>
<tr><td rowspan="5">First Level</td><td colspan="2">Understand:
Social cues and gestures support meaningful communication.</td><td colspan="2">Understand:
Listening supports active participation and enables accurate pronunciation and responses.</td></tr>
<tr><td>Know:
Positive social cues influence interactions with others.</td><td>Do:
Notice and use most social cues.

Notice and use social cues with increasing independence.

Notice and use social cues independently.</td><td>Know:
Listening closely involves empathy, respect, focus and waiting.</td><td>Do:
Listen to recall information and/or sequence what has been seen and heard.

Listen to follow instructions or directions in Gaelic.

Look and listen consistently to participate and respond in Gaelic.

Listen closely to recall information and/or sequence what has been seen and heard.

Listen closely to follow instructions or directions accurately in Gaelic.

Look and listen consistently for an extended period to respond appropriately in Gaelic.

Listen closely to recall information accurately and sequence what has been seen and heard.

Listen closely to follow instructions or directions in Gaelic independently.

Look and listen closely for a sustained period to respond accurately in Gaelic.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Facial expression, vocal cues, eye contact (if appropriate), proximity (personal space), turn-taking, nods, sharing and visuals/signs/symbols.
Group activity time.
Use of child support plans if necessary.
Use of games and drama activities.

Notes
Use of social stories.</td><td colspan="2">Includes, but not limited to
A range of contexts and a growing range of language modelled by adults.
Provide additional support if needed using gestures, symbols, assistive technology and positioning.
Outdoor learning.
Opportunities to apply and develop digital skills.</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand:
Speech is used for communication and expression with a range of audiences.</td><td colspan="2">Understand:
Engaging with and exploring a range of Gaelic texts promotes enjoyment and supports the development of reading fluency.</td></tr>
<tr><td>Know:
A range of Gaelic phrases for responding, questioning and giving instructions.</td><td>Do:
Respond to questions, express thoughts, ideas and feelings in Gaelic.

Ask basic questions in Gaelic to find information or clarify understanding.</td><td>Know:
Gaelic literature includes stories, poems and informational texts.</td><td>Do:
Choose Gaelic texts.

Discuss likes and dislikes linked to Gaelic texts.

Begin to understand the differences between fiction and nonfiction texts.</td></tr>
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		Respond to questions, express thoughts, ideas and feelings in Gaelic with increasing independence. Ask questions in Gaelic with increasing relevance to find information or clarify understanding.		With or without guidance, read own and other written texts aloud.
		Respond to questions and express relevant thoughts, ideas and feelings in Gaelic independently. Ask relevant questions in Gaelic to find information or clarify understanding.		Choose and engage with Gaelic texts. Discuss likes and dislikes, with reasoning, linked to Gaelic texts. Understand the differences between fiction and nonfiction texts. Read own and other written texts aloud with increasing accuracy.
				Regularly choose and engage with Gaelic texts. Begin to explain preferences regarding Gaelic texts. Understand and explain the differences between fiction and nonfiction texts. Read own and other written texts aloud accurately. *Begin to find information from resources/sources.
	Includes, but not limited to Common themes - likes and dislikes, irregular verbs with responses, for example Am faca? An cuala? An toil? Higher order thinking skills - towards the end of the level. **Notes** Sensitive error handling and use of corrective feedback.		**Includes, but not limited to** Reading area/library - a variety of Gaelic texts. Reading for different purposes. **Notes** See definition of a text. *Appropriate resources selected by adults.	
First Level	**Know:** Gaelic words and phrases to engage with different audiences.	**Do:** Use Gaelic words and phrases, mostly in context, in everyday interactions. Use Gaelic words and phrases when initiating and joining in conversations.	**Know:** Accuracy, pace, expression and attention to punctuation are features of proficient reading.	**Do:** Listen to and engage with written Gaelic texts in small or larger groups. Read from left to right and top to bottom with growing independence. Begin to read with an awareness of accuracy, pace and expression. Notice the effect of basic punctuation on Gaelic texts when reading.
		Use Gaelic words and phrases in context, in everyday interactions. Use Gaelic more consistently when initiating and joining in conversations. Begin to use appropriate pace when speaking, reading, presenting and reciting.		Listen to and engage with more complex Gaelic texts in small or larger groups.

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		Use Gaelic words and phrases consistently, in context, in everyday interactions. Use Gaelic consistently when initiating and joining in conversations. Use appropriate tone and pace when speaking, reading, presenting and reciting.		Read from left to right and top to bottom independently. Read showing an awareness of accuracy, pace and expression. Begin to demonstrate the effect of punctuation on Gaelic texts when reading.
				Read with increasing accuracy, pace and expression. Demonstrate the effect of punctuation on Gaelic texts when reading.
	Includes, but not limited to Individually and collaboratively. Respectful participation. Assemblies and other events. Informal opportunities, for example in the dinner hall and playground. Opportunities to apply and develop digital skills.		**Includes, but not limited to** Adult modelling of written Gaelic texts. Gaelic texts aligned with strengths and needs. Daily reading in small groups towards the end of the level. Consider using coloured overlays to reduce visual stress (if needed). Opportunities to apply and develop digital skills.	
First Level	**Understand:** Letters and sounds combine to read and create Gaelic words and sentences.		**Understand:** Using prior knowledge and contextual clues deepens reading comprehension.	
	Know: Phonemes, digraphs and trigraphs correspond to specific sounds.	**Do:** Begin to hear, recognise and apply phonological awareness to decode, blend and read.	**Know:** A growing range of skills and strategies to comprehend written Gaelic texts.	**Do:** Make predictions about Gaelic texts. With guidance, identify facts or information from Gaelic texts. Begin to sequence the main events in Gaelic texts. Use contextual clues to understand feelings or reasons not explained in the text. Begin to understand the purpose of Gaelic texts.
		Hear, recognise and apply phonological awareness to decode, blend and read.		
		Hear, recognise and apply phonological awareness independently.		
	Includes, but not limited to Phoneme – single sound created by a letter, for example c, m, d. Digraphs – two letters making a single sound, for example ao. Trigraphs – three letters making a single sound, for example idh. Syllabification. Phoneme isolation - beginning, middle, end. Recognising common and CVC words. Gaelic alphabet and accent usage. Segmentation and phonemic awareness. Elkonin boxes. Sound mats. Magnetic letters.			Make accurate predictions about Gaelic texts. Identify facts or information from Gaelic texts. Sequence the main events in Gaelic texts. Use contextual clues to understand feelings/reasons not explained in the text. Understand the purpose of Gaelic texts.
	Know: Different combinations of letters, sounds and patterns are used to make Gaelic words.	**Do:** With or without guidance, encode Gaelic words. Use multi-sensory activities to practise spelling rules. Begin to understand the order of the Gaelic alphabet.		Consistently make accurate predictions about Gaelic texts. Identify accurate facts or information from Gaelic texts.

				Sequence the main events in Gaelic texts accurately. Use contextual clues independently to understand feelings/reasons not explained in the text. Understand and explain the purpose of Gaelic texts.
		Encode common words and attempt less familiar words. Use spelling strategies to practise spelling rules. Put Gaelic words in alphabetical order using the first letter.		
		Encode an increasing range of Gaelic words. Use appropriate spelling strategies independently to consolidate spelling rules. Put Gaelic words in alphabetical order using the first and second letter. Begin to use a basic Gaelic dictionary to spell independently.		

First Level	**Includes, but not limited to** Gaelic words aligned with strengths and needs. Increasing complexity - across the level. Phonemic awareness - sounds to letters. Phonology. Active learning approaches. Gaelic alphabet and accent usage. Basic spelling strategies, for example 'look, cover, write, check', rainbow writing, pyramid writing.		**Includes, but not limited to** Adult modelling of written Gaelic texts. Retrieval, sequencing, prediction, inference and identifying purpose (picture and text). A variety of fiction and nonfiction Gaelic texts. Purpose of text – recipe, instructions and play/script. **Notes** See definition of a text.	
	Understand: Gaelic texts are written and created for a range of purposes.			
	Know: Gaelic texts have different purposes.	**Do:** Use drawing and writing to represent ideas. Write and draw freely to practise creating Gaelic texts. Use writing during learning activities. With guidance, begin to organise and sequence ideas logically to create Gaelic texts. Begin to use a word bank to create Gaelic texts.	**Know:** Gaelic writing follows conventions related to handwriting, sequencing and punctuation.	**Do:** Form most letters accurately and legibly. Write left to right and top to bottom independently. Incorporate punctuation - capital letter, finger spacing, full stop, question mark, exclamation mark, comma and introduce Gaelic apostrophe. With or without guidance, use feedback to make improvements to written texts. Make regular use of digital technologies to create and explore Gaelic texts.

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		Write freely with increasing confidence to practise creating Gaelic texts. Use writing consistently during learning activities. Organise and sequence ideas logically to create Gaelic texts. Use a word bank/word wall to create Gaelic texts. Begin to select and organise information for a range of purposes.		Form letters accurately and more independently. Begin to use paragraphs to sequence written texts. Incorporate punctuation - capital letter, finger space, full stop, question mark, comma, exclamation mark, speech marks and begin to use Gaelic apostrophe. Use feedback to make improvements to written texts. Make regular use of digital technologies to create and explore Gaelic texts.
		Write freely to practise creating Gaelic texts. Use writing confidently during learning activities. Independently organise and sequence ideas logically to create Gaelic texts. Use vocabulary specific to the context, theme or genre when creating Gaelic texts. Select and organise information for a range of purposes.		Form all letters accurately and independently. Use paragraphs to sequence written texts. Incorporate punctuation independently- capital letter, finger space, full stop, question mark, comma, exclamation mark, speech marks and independently use Gaelic apostrophe. Use feedback to make improvements to written texts. Make regular use of digital technologies to create and explore Gaelic texts.
	Includes, but not limited to Writing expectations aligned with strengths and needs. Different contexts and genres – real-life or imaginary. Different audiences. Writing frames. Word banks. Opportunities to apply and develop digital skills. Dictionaries/spell checker. **Notes** See definition of a text.		**Includes, but not limited to** Writing expectations aligned with strengths and needs. Regular handwriting practice – formations. Paragraphs – beginning, middle, end. Revising and redrafting. Gaelic apostrophe for example a' cluich, a’ ruith, a’ seinn. Feedback – self, peer and teacher. Consider using pencil grips, wide line/dark line jotters and a desk slope to support writing activities. Opportunities to apply and develop digital skills.	

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<table>
<tr><th>Strand</th><th colspan="3">Conaltradh agus Leasachadh Beurla/Communication and English Language Development</th></tr>
<tr><td rowspan="6">First Level</td><td colspan="2">Understand:
Speech is used for communication and expression with a range of audiences.</td><td colspan="2">Understand:
Engaging with and exploring a range of English texts promotes enjoyment and supports the development of reading fluency.</td></tr>
<tr><td>Know:
A range of English phrases for responding, questioning, giving instructions or engaging with different audiences.</td><td>Do:
Respond to questions and express relevant thoughts, ideas and feelings in English.

Ask relevant questions in English to find information or clarify understanding.</td><td>Know:
English literature includes stories, poems and informational texts.</td><td>Do:
Choose and engage with English texts.

Begin to explain preferences regarding English texts.

Read own and other written texts aloud in English.

*Begin to find information from English resources/sources.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Respectful participation.
Assemblies and other events.
Opportunities to apply and develop digital skills.

Notes
Advice on Gaelic Education – section eight.</td><td colspan="2">Includes, but not limited to
Reading area/library with English texts.
Reading for different purposes.
Opportunities to apply and develop digital skills.
*Appropriate resources selected by adults.

Notes
Advice on Gaelic Education – section eight.
See definition of a text.</td></tr>
<tr><td rowspan="3"></td><td rowspan="3"></td><td>Know:
Accuracy, pace, expression and attention to punctuation are features of proficient reading in English.</td><td>Do:
Read in English with increasing accuracy, pace and expression.

Demonstrate the effect of punctuation on English texts when reading.</td></tr>
<tr><td colspan="2">Includes, but not limited to
English texts aligned with strengths and needs.
Regular reading opportunities in small groups.
Opportunities to apply and develop digital skills.

Notes
Advice on Gaelic Education – section eight.</td></tr>
</table>

<table>
<tr><td rowspan="4">First Level</td><td colspan="2">Understand:
Letters and sounds combine to create and read English words and sentences.</td><td colspan="2">Understand:
Using prior knowledge and contextual clues deepens reading comprehension.</td></tr>
<tr><td>Know:
Letters and digraphs correspond to specific sounds.</td><td>Do:
Hear, recognise and apply phonological awareness with growing independence.</td><td>Know:
A growing range of skills and strategies to comprehend written English texts.</td><td>Do:
Make predictions about English texts.

Identify facts or information from English texts.

Understand and explain the purpose of English texts.</td></tr>
<tr><td colspan="2">Includes, but not limited to
English alphabet.
Vowel and consonant.
Digraphs – two letters making a single sound.
Syllabification.
Phoneme isolation - beginning, middle, end.
Recognising common and CVC words.
Elkonin boxes.
Sound mats.
Magnetic letters.

Notes
Advice on Gaelic Education – section eight.
Consolidate letter sounds and blends specific to English that are not already covered through Gaelic phonics.</td><td colspan="2">Includes, but not limited to
Retrieval, sequencing, prediction, inference and identifying purpose (picture and text).
Fiction and non-fiction texts.
Purpose of text for example recipe, instructions and play/script.

Notes
Advice on Gaelic Education – section eight.
See definition of a text.</td></tr>
<tr><td>Know:
Different combinations of letters, sounds and patterns are used to make English words.</td><td>Do:
Begin to encode an increasing range of English words.

Use appropriate spelling strategies to consolidate English spelling rules.

Begin to use a basic English dictionary to spell independently.</td><td colspan="2" rowspan="2"></td></tr>
<tr><td colspan="2">Includes, but not limited to
English words aligned with strengths and needs.
Phonemic awareness - sounds to letters.
Phonology.
Active learning approaches.
English alphabet.
Basic spelling strategies such as ‘look, cover, write, check’, rainbow writing and pyramid writing.

Notes
Advice on Gaelic Education – section eight.</td></tr>
</table>

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<table>
<tr><td rowspan="3">First Level</td><td colspan="4">Understand:
English texts are written and created for a range of purposes.</td></tr>
<tr><td>Know:
English texts have different purposes.</td><td>Do:
Write freely to practise creating English texts.

Begin to use vocabulary specific to the context, theme or genre when creating English texts.

Begin to select and organise information for a range of purposes.</td><td>Know:
English writing follows conventions related to handwriting, sequencing and punctuation.</td><td>Do:
Form all letters accurately and independently.

Use digital technologies to create and explore English texts.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Writing expectations aligned with strengths and needs.
Different contexts and genres, such as real-life or imaginary.
Different audiences.
Writing frames.
Word banks.
Opportunities to apply and develop digital skills.
Dictionaries/spell checker.

Notes
Advice on Gaelic Education – section eight.
See definition of a text.</td><td colspan="2">Includes, but not limited to
English alphabet.
Paragraphs should indicate beginning, middle and end.
English name for capital letter, finger space, full stop, question mark, comma, exclamation mark and speech marks.
Writing expectations aligned with strengths and needs.
Feedback from self, peer and teacher.
Opportunities to apply and develop digital skills.

Notes
Advice on Gaelic Education – section eight.</td></tr>
</table>

<table>
<tr><th>Strand</th><th colspan="4">Compàirteachas agus Buintealas/Participation and Connecting with Others</th></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand:
There are different Gaelic identities linked to where people live and learn.</td><td colspan="2">Understand:
Gaelic is used by people in Scotland throughout their lives.</td></tr>
<tr><td>Know:
Factors that influence identity in Scotland, including place, language and community.</td><td>Do:
Explore and describe Gaelic identities to find similarities and differences.

Talk about or show, where people use Gaelic in Scotland.</td><td>Know:
Gaelic is used by people in their everyday lives.</td><td>Do:
Meet and visit people who use Gaelic in their life, learning and work.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Distinct and overlapping Gaelic identities - mainland, island, urban/city, rural.
Opportunities offered through digital communities such as e-Sgoil.
Opportunities offered by partner agencies such as Fèisean nan Gàidheal.
United Nations Convention on the Rights of the Child (UNCRC) and Global Goals.</td><td colspan="2">Includes, but not limited to
Community links - intergenerational.
Opportunities offered through digital communities such as e-Sgoil or BBCAlbaClann.
Gaelic events such as Seachdain na Gàidhlig.
Opportunities to explore Gaelic language growth through Learning for Sustainability.</td></tr>
</table>

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<table>
<tr><th>Strand</th><th colspan="2">Dualchas Cultarach agus Coimhearsnachd/Gaelic Cultural Heritage and Community</th></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand:
The Gaelic language is linked with culture, traditions and specific events.</td></tr>
<tr><td>Know:
Examples of Gaelic cultural traditions and events.</td><td>Do:
Take part in and learn about Gaelic cultural traditions and events in local and national contexts.

Participate in planned events to showcase growing Gaelic skills.</td></tr>
<tr><td colspan="2">Includes, but not limited to:
Music, sport, festivals and nationally recognised celebrations.
Partner agencies such as Fèisean nan Gàidheal.
Annual events such as local and national Mòds and participation in Seachdain na Gàidhlig events.
Participation in Gaelic traditions, festivals and celebrations – including within the wider community.</td></tr>
</table>

<table>
<tr><th>Strand</th><th colspan="4">Luachadh agus Tagrachd/Appreciation and Advocacy</th></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand:
All children have rights that support their safety, development and fair treatment in society.</td><td colspan="2">Understand:
Gaelic is used in different places and for different purposes.</td></tr>
<tr><td>Know:
The UNCRC rights that protect children and the language they speak.</td><td>Do:
Recognise children’s language rights.

Describe how language rights help Gaelic speakers.</td><td>Know:
Different contexts and purposes in which children use Gaelic, such as, in community, outdoor and leisure activities.</td><td>Do:
Use Gaelic regularly, in different contexts beyond the main
learning setting.</td></tr>
<tr><td colspan="2">Includes, but not limited to
UNCRC - language rights articles – 30, 2, 29 and 8.
Opportunities to explore Gaelic language growth through Learning for Sustainability.</td><td colspan="2">Includes, but not limited to
Outdoor learning.
Community links such as Book Bug events.
Sport and other leisure activities.
Participation in Gaelic events, such as FILMG, Seachdain na Gàidhlig, local/national Mòds.
Partner agencies, such as Leugh is Seinn le Linda, FilmG, Comunn na Gàidhlig or Fèisean nan Gàidheal.
Online communities, such as e-Sgoil and BBCAlbaClann.
Opportunities to explore Gaelic language growth through Learning for Sustainability.</td></tr>
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DRAFT

Numeracy and Mathematics Know-Do-Understand Strands

<table>
<tr><td>Strand</td><td colspan="6">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></td><td colspan="6">Number systems and structures</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="6">Understand: Whole numbers extend without limit, so quantities can be counted indefinitely.</td></tr>
<tr><td>Know:
The language of less than, greater than, equal to can be used to estimate and compare quantities of items.</td><td>Do:
Compare (without counting) and describe quantities when the amounts are obviously different.

Compare and describe quantities of items when their amounts are less obviously different, counting to check description is accurate.

Make links to (conceptual) subitising when estimating quantities, for example, ‘I see five, four and some more, so it must be greater than nine.’

Count on and back, in ones, from any starting number.

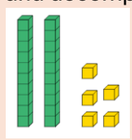
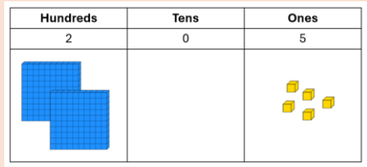
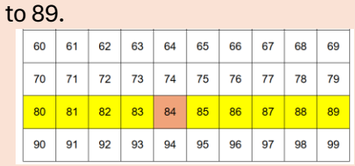
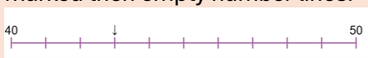
Skip count in tens off the decade (14, 24, 34…), for example, ‘When counting off the decade, Hamza counts 14, 24, 34, 40. Is he correct? Why (or why not)?’</td><td>Know:</td><td>Do:
Count forwards and backwards, in ones, from any starting number.

Skip count in hundreds on the hundred, for example, 400, 300, 200, …</td><td>Know:</td><td>Do:
Skip count in hundreds off the decade, for example, 676, 576, 476, …</td></tr>
<tr><td colspan="6">Notes
Whole numbers are the set of numbers 0, 1, 2, 3, 4, 5 …
Encourage estimation, making links to subitising, before counting and then checking estimates for accuracy.
Subitising is introduced at Early Level.
Model skip counting backwards at the same time as skip counting forwards.
The origin of numbers and different ways of counting could be investigated, appreciating the influence of diverse cultures. They could compare different number systems and how they have evolved over time, for example, zero emerged in India around the 7th century and the numbers used globally today are a Hindu-Arabic numeral system.
Make connections to Society within Social Studies when investigating historical number systems.
Includes but is not limited to
Working within the range 0 to 100, progressing to 200, 300 before extending to 1,000
New key mathematical language (Learners)
skip count</td></tr>
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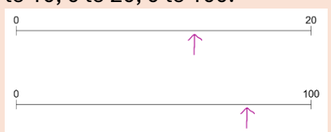
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First Level

Understand: The base ten system uses symbols (digits) to express quantities in an organised way, with each place representing a value ten times greater than the one on its right.

Know:	Do:	Know:	Do:	Know:	Do:
Ten ones are equal to one ten and vice versa. The base ten system (decimal number system) uses exactly ten digits (0 to 9) to build any number.	Represent whole numbers as combinations of units of different sizes (ones, or tens and ones), showing how quantities can be composed and decomposed. 	One hundred is equal to ten groups of ten or one hundred ones.	Represent whole numbers to one hundred in different ways, showing how they are composed of tens and ones to form the same quantity. 	One thousand is equal to ten groups of one hundred or one hundred groups of ten or one thousand ones.	Represent whole numbers to one thousand in different ways, showing how place value units combine to form the same quantity.
Two-digit whole numbers have two place values, the ones place and the tens place. Zero is used as a placeholder.	Interpret the value of each digit in a number by analysing its position and the unit it represents within the place value system (two-digit whole numbers). Form written digits 0 to 9 correctly.	Three-digit whole numbers have three place values, the ones place, the tens place and the hundreds place.	Interpret the value of each digit in a number by analysing its position and the unit it represents within the place value system (three-digit whole numbers). For example, in the number 205, the 2 represents two hundreds and has a value of 200, the 0 represents zero tens (and holds the tens place) and the 5 represents five ones and has a value of five. 		
Decades of whole numbers are sets of ten numbers which have the same digit in the tens place.	Identify which decade whole numbers 10 to 99 belong to. For example, 84 lies in the decade 80 to 89. 	Numbers can be placed on a number line between their neighbouring decades. Numbers can be rounded to the nearest ten as an approximation.	Place two-digit whole numbers on marked then empty number lines.  Round two-digit whole numbers to the nearest ten using a number line.	Numbers can be rounded to the nearest hundred as an approximation.	Round three-digit numbers to the nearest hundred. Round three-digit numbers to the nearest ten.

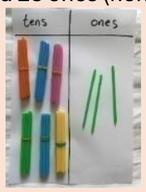
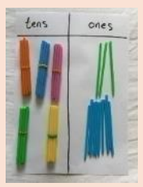
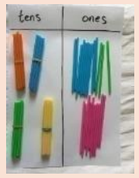
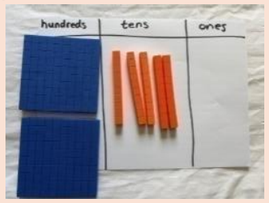
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	Know: The language less than, greater than, equal to can be used to compare whole numbers. Magnitude refers to the size or value of a number. The position of a number on the number line indicates its size (magnitude) in relation to the numbers to either side of it.	**Do:** Identify whether whole numbers are greater than, less than or equal based on their relative position. Order whole numbers in ascending or descending order by comparing their magnitude. Estimate where the same number lies on number lines with different scales by considering how far it is between the endpoints. For example, estimating where 8 would be on each of these number lines.  Estimate the number that is being indicated on empty number lines with different scales, for example, 0 to 10, 0 to 20, 0 to 100. 	**Know:**	**Do:** Order whole numbers in ascending or descending order, gradually increasing the range towards 1,000.	**Know:** Numbers can be compared using the mathematical symbols. The mathematical symbol used to show less than is <. The mathematical symbol used to show more than is >.	**Do:** Represent the relationship between whole numbers using appropriate symbols, for example, 67 is less than 98 is written as 67 < 98. Order whole numbers to 1,000 in ascending or descending order.
	Notes 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. Using a number line/hundred square provides a strong visual and spatial representation of number order, magnitude and relationships. The use of base ten material supports the understanding of how numbers are composed. When discussing the use of the greater than and less than symbols, the meaning of the equals sign should be reinforced. **Includes but is not limited to** Working within the range 0 to 100, progressing to 200 and 300 before extending to 1000. **New key mathematical language (Learners)** place value, base ten, ones, tens, hundreds, thousands, decades, round, approximation					

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First Level

Understand: Numbers can be partitioned flexibly to reveal their structure and support efficient calculation.

Know:	**Do:**	**Know:**	**Do:**	**Know:**	**Do:**
Two-digit whole numbers can be partitioned into tens and ones in canonical and non-canonical form. Whole numbers can be partitioned into two or more parts. This is the part-whole relationship.	Represent whole numbers as tens and ones and partition them in different ways, explaining how each representation shows the same quantity. For example, 63 is 6 tens and 3 ones (canonical) but 63 is also 5 tens and 13 ones, 4 tens and 23 ones (non-canonical form).    Create and describe part-whole relationships by composing and decomposing numbers into parts that combine to form the same whole. For example, 'Maria thinks the number 64 can only be partitioned into two parts including 60 and 4, 50 and 14. Is she correct? Could the number also be partitioned in other ways?'	Three-digit whole numbers can be partitioned into hundreds, tens and ones, in canonical form.	Represent three-digit whole numbers partitioned into hundreds, tens and ones. For example, the number 250 can be partitioned into 2 hundreds and 5 tens.  Represent numbers, initially within 300, in different ways by applying known number facts to generate and explain equivalent forms, for example, 220 is double 110, 100 + 120, 55 + 55 + 55 + 55 ...	Three-digit whole numbers can be partitioned into hundreds, tens and ones, in canonical and non-canonical form.	Represent three-digit whole numbers partitioned into hundreds, tens and ones in canonical and non-canonical ways using appropriate materials. For example, the number 684 can be partitioned into 6 hundreds, 8 tens and 4 ones (canonical) or 5 hundreds, 18 tens and 4 ones ... (non-canonical). Represent numbers in different ways by applying known number facts to generate and explain equivalent forms, for example, 484 is double 242, 400 + 80 + 4, 200 + 284 ...

Notes

Efficient calculation involves drawing on an understanding of number structure to select strategies that make calculations easier.
Flexible partitioning supports calculation strategies at this level and later levels, for example, when calculating 18 + 23 it can become 23 + 7 + 11, when dividing 84 by 6 it can become 60 and 24 each divided by 6.
Make connections to additive and multiplicative relationships when representing numbers in different ways.
Make connections to making monetary amounts in different ways in Finance.

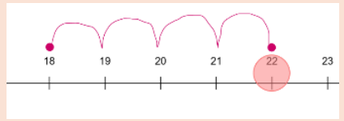
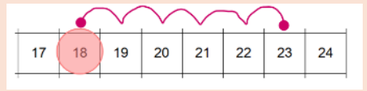
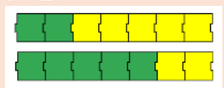
Includes but is not limited to

Working within the range 0 to 100, progressing to 200, 300 before extending to 1,000.

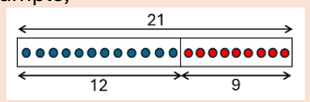
New key mathematical language (Learners)

canonical, non-canonical, part-whole

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	Number relationships and operations					
	Understand: Additive relationships explain how quantities are increased, decreased, combined or compared.					
	Know:	**Do:**	**Know:**	**Do:**	**Know:**	**Do:**
First Level	The equals sign is used to demonstrate that both sides of a mathematical sentence have the same value, like the two sides of a balanced scale. Mathematical symbols, +, -, =, ≠ can be used to record mathematical sentences horizontally. Addition is commutative. This means that changing the order of the numbers in an addition calculation does not affect the total (sum).	Solve addition calculations by counting on, using a number track or line to keep count, for example, 18 + 4 is counted as 18...19...20...21...22.  Solve subtraction calculations by counting back using a number track or line to keep count, for example, 23 – 5 is counted as 23...22...21...20...19...18.  Notice and investigate the meaning of the equals sign by comparing the values on each side of a mathematical sentence. Represent and explain the equivalence of different calculations by proving that they produce the same value, for example, 10 + 2 = 8 + 4. Construct mathematical sentences showing equalities symbols appearing in different positions, for example, 15 = 12 + 3, 10 + 6 = 16, 11 – 2 = 4 + 5, 14 ≠ 10 + 3. Explain and represent the commutative property of addition by showing that the order of quantities does not affect the result. For example, showing that 2 + 5 = 5 + 2. 	When three or more numbers are added together, the way they are grouped has no effect on the sum/total (associative law). Numbers can be rearranged and reordered to make addition calculations easier.	Add multiple numbers (three or more) efficiently by rearranging and reordering them while maintaining the same total.		Efficiently perform addition calculations of three or more numbers.

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	Subtraction is the inverse operation of addition. An additive fact family is a group of related maths facts that shows the connections between addition and subtraction and the commutative law. There are a range of strategies for carrying out addition and subtraction calculations.	Explain how addition and subtraction are inverses by showing how a quantity can be changed and then restored. For example, starting with 12 and adding 8 to get 20, then subtracting 8 from 20 to get back to 12. Represent spatially and explain relationships between related number facts, including how operations can be used to generate equivalent and inverse results, for example,  21 = 12 + 9, 9 +12 = 21, 21 – 9 = 12 and 21 – 12 = 9. Apply known number facts when solving addition and subtraction calculations within 20, using doubles, near doubles, teen facts and number bonds, for example, 8 + 8 = 16, 10 + 6 = 16 and 16 = 20 – 4. Interpret and solve problems by identifying when to use addition or subtraction and using (appropriate) representations to support and record the calculation process.	Efficient strategies help to solve calculations quickly and accurately without completing unnecessary steps.	Check the accuracy of addition calculations using subtraction and vice versa. Apply known number facts when solving addition and subtraction calculations within 100 using doubles and halves, number bonds to 100, for example, 30 + 30 = 60, half of 50 = 25, 100 = 90 + 10. Select and use efficient strategies based on known number relationships to solve addition and subtraction problems. For example, when calculating 54 – 52 it would be more efficient to find the difference between the numbers rather than counting back. Solve contextual and non-contextual problems which involve two addition or two subtraction calculations.	The written algorithms for addition and subtraction can provide an alternative way to record calculations as they become more complex.	Estimate the result of addition and subtraction calculations by rounding numbers to nearby convenient values. Apply known number facts when solving addition and subtraction calculations within 1000 using doubles, halves and different ways to make 1000, for example, 200 + 200 = 400, half of 900 = 450, 400 + 600 = 1000. Apply and justify the efficiency of using different addition and subtraction strategies when calculating within 100. Solve two-step contextual and non-contextual problems which involve both addition and subtraction. Connect different representations of two-digit addition and subtraction to the formal written algorithm, explaining how each shows the same calculation.

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						Solve addition or subtraction calculations of two-digit whole numbers using the written algorithm.

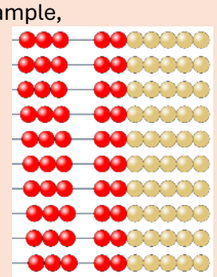
Notes
Includes but is not limited to
Working within the number range 0 to 30, progressing to 0 to 100, extending to 1000.
Model and encourage the equals symbol being used in different places in written calculations, for example 20 = 14 + 6, 14 + 6 = 13 + 7.
A range of words for addition and subtraction should be modelled and encouraged, for example, plus, add, find the difference between, minus, subtract.
Provide a balance between 'reading' number sentences aloud, 'telling' number stories from given calculations, 'recording' number sentences when listening to a number story, to avoid an over emphasis on only 'solving' written calculations.
Make connections to finding missing values in Expressions, equations and relationships.
Encourage estimating before calculating and checking the reasonableness of solutions across all number ranges.
As the number range increases, use rounding to estimate.
Efficiency refers to selecting and using strategies that take advantage of number relationships and number structure to simplify calculations. Initially, efficiency will focus on counting on from the largest value, counting back by the smallest value and using known number facts such as, number bonds, teen facts, fact families, doubles and near doubles when calculating.
As the number range increases efficient strategies also include partitioning, rounding or compensating, for example, when calculating 58 + 23, this could be

- partitioned into tens and ones by calculating 50 + 20 + 8 + 3
- rounded to 60 first by calculating 58 + 2 + 21
- compensated to 60 + 21

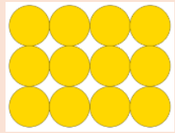
Mathematical tools such as empty number lines, place value materials, bar models or jottings can be used to keep track of the calculations.
A written algorithm is a method for carrying out a calculation, such as column addition or column subtraction.
New key mathematical language (Learners)
balanced, commutative, sum, inverse, strategies, rounding, written algorithm

First Level

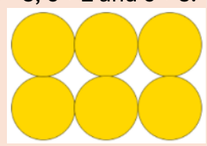
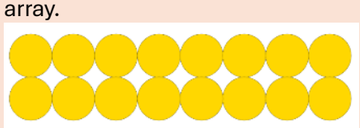
Understand: Multiplicative relationships involve organising quantities into equal groups and equal parts.

Know:	Do:	Know:	Do:	Know:	Do:
Objects can be equally grouped and counted (unitising). It is more efficient to skip count in equal jumps (unitise) rather than count in ones.	Group items into equal sets to count them more efficiently, for example, pairs of socks counted in twos, tally marks counted in fives. Skip count forwards and backwards in equal steps from and to zero in twos, fives and tens using appropriate mathematical tools to keep track, for example, 	Repeated addition is the same as skip counting forwards in equal groups.	Connect repeated addition and skip counting by showing how both represent equal steps that produce the same total, for example, 2 + 2 + 2 + 2 or 2, 4, 6, 8. Skip count from zero in equal steps of twos, fives and tens and use the pattern to determine totals when some groups are not visible, for example, the value of notes and coins, the number of boots in total. 		Skip count forwards and backwards in equal steps from and to zero in threes, fours and sixes using appropriate mathematical tools to keep track, for example,  Skip count from zero in equal steps of threes, fours and sixes and use the pattern to determine totals when some groups are not visible, for example, eggs in boxes, wheels on cars.

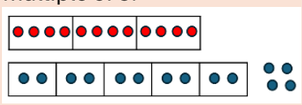
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		Select whether grouping or sharing is involved when listening to contextualised number stories and model this using concrete materials.	An array shows objects grouped in an orderly way into rows and columns, for example, three rows of two or two columns of three. Rows go side to side (are horizontal). Columns go up and down(are vertical). Repeated addition can be represented in terms of multiplication and by using arrays. Multiplication is finding the total number in a set of equal groups. The mathematical symbol for multiplication is ×. Multiplication is commutative. This means that changing the order of the numbers in a multiplication calculation does not affect the total (product). Division is a way to share or group numbers equally. The mathematical symbol for division is ÷.	Make arrays which represent given contextualised number stories, for example, building an array to represent three boxes of six cupcakes. Describe physical or pictorial arrays using the language of repeated addition and multiplication. For example, this array represents 4 + 4 + 4, 3 rows of four and 3 × 4.  Skip count rows or columns to find totals within given arrays and connect to the related multiplication fact. For example, 4, 8, 12, three rows of four is twelve, 3 × 4 = 12 (three multiplied by four equals twelve). Model the commutative nature of multiplication using arrays. For example, showing that two rows of eight and eight rows of two use the same number of counters. Make different arrays with set numbers of objects, connecting each to repeated addition and multiplication facts. For example, arranging eight counters in two by four, four by two, one by eight and eight by one arrays. Describe a given array using the language of division. For example, there are twenty pinecones arranged as four equal rows of five. This shows twenty divided into five equal groups of four or four equal groups of five.	Both multiplication and division by one results in an unchanged quantity. When any quantity is multiplied by zero, the result is zero. Multiples of two and four are connected through doubling and halving. Mathematical symbols, ×, ÷ and = can be used to record calculations horizontally.	Explain, using concrete materials, what it means to multiply and divide by one and why these leave a quantity unchanged. Explain why multiplication by zero results in zero. Model the repeated addition of two using arrays and other representations, identifying at least the first ten multiples, making connections between multiplication, skip counting and contextualised problems. Model the repeated addition of four using arrays and other representations, identifying at least the first ten multiples, making connections between multiplication, skip counting and contextualised problems. Recognise connections between the two and four times tables. For example, 4 × 5 is double 2 × 5 and 2 × 3 is half of 4 × 3. Recognise and read number sentences where mathematical symbols have been used to record multiplication and division by two or four. Record multiplication and division calculations from given contextualised number stories using mathematical symbols, for example, two baskets each have six apples in them can be recorded as 2 × 6 = 12 or 6 × 2 = 12. Tell number stories based on given multiplication and division facts

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	Sharing out items does not always result in equal shares. Grouping problems do not always result in equal groups.	Model and explain how equal shares are, or are not, possible using collections of concrete materials. For example, eight counters can be equally shared four ways, but would be shared unequally three ways. Model and explain how equal groups are, or are not, possible using collections of concrete materials. For example, ten pebbles can made into equal groups of five but not equal groups of four.		Describe a given array using the language of multiplication and division. For example, this array represents three groups of two, two groups of three, six shared two ways, six shared three ways, 3 × 2, 2 × 3, 6 ÷ 2 and 6 ÷ 3.  Explain and illustrate that when a quantity is arranged in equal shares, the more shares there are, the smaller each one will be, for example, 10 stickers shared between 2 learners, compared to 10 stickers shared between 5 learners. Explain that when a quantity is arranged in equal groups, the larger each group is, the fewer groups can be made, for example, twelve oranges arranged into groups of six, compared to twelve oranges arranged into groups of four. Solve, using concrete materials, contextual and non-contextual division problems which do not share or group equally. For example, twelve tennis balls cannot be shared equally five ways or grouped in fives because there are two tennis balls left over (there is a remainder of two).	Multiples of five and ten are connected through doubling and halving. Multiples of three and six are connected through doubling and halving. Division reverses the effect of multiplication and vice versa (inverse operations). A multiplicative fact family is a group of related maths facts that shows the connection between division and multiplication, the commutative law and inverse operations. A multiple is the result of multiplying one whole number by another.	from the two and four times tables, for example, 20 ÷ 4 could be twenty apples being placed into five packs of four. Apply the multiplication and division activities from the two and four times tables to the five and ten times tables. Apply the multiplication and division activities from the two and four times tables to the three and six times tables. Explain this inverse operation using concrete materials or pictorial representations. For example, start with four and multiply it by five to get twenty or start with twenty and divide it by five to get back to four. Check the accuracy of multiplication calculations using division and vice versa. Explain and illustrate number facts and make connections between multiplication and division using concrete materials and pictorial representations, for example, facts linking 2, 8 and 16 using an array.  Identify multiples of two, five and ten progressing to three, four, six and 100, making connections to skip counting and the commutative law. For example, listing the multiples of five (5, 10, 15, 20, 25, ...) or identifying multiples of six from other known tables. Identify and model division problems which do, or do not

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					Division is not commutative.	share or group equally when dividing by 2, 3, 4, 5, 6 and 10. For example, 12 toys can be shared equally among 3 people because 12 is a multiple of 3, but 14 toys cannot be shared equally between 5 people because 14 is not a multiple of 5.  Illustrate and explain using concrete materials that the commutative law does not apply to division, for example, $6 \div 3 \neq 3 \div 6$

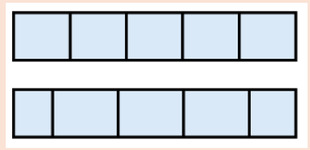
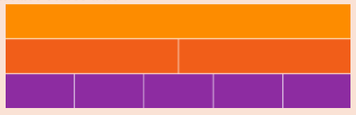
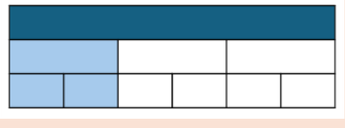
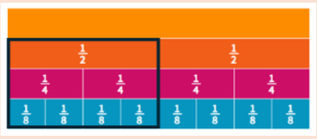
Notes
Unitising is the ability to see groups of the same number of items as equal units, for example, groups of 5, groups of 10, rather than counting individual items.
When introducing multiplication and division through arrays, use up to 30 objects as this will provide a good number of possible arrangements.
Make connections to place value and flexible partitioning.
Make connections between multiplicative relationships and finding a fraction of a quantity.
Make connections, when skip counting in fives to Tally Marks in Data Management.
Make connections to scales (when ascending in twos, fives or tens) in Data Management.
Appropriate mathematical tools to keep track when skip counting include multiple sets of dice patterns, hundred square and 100 bead two colour abacus.
When familiar with multiplication and division facts within the 2, 3, 4, 5, 6 and 10 times tables, a variety of contextualised problems should be presented where the need to identify which of the four operations is required.
Work on both 'sharing' and 'grouping'. Sharing is knowing the total number of objects to be shared out and how many equal shares you want to make with the goal of working out how many objects are in each share. Grouping is knowing the total number of objects and the size each equal group should be with the goal of working out how many groups can be made.
New key mathematical language (Learners)
multiplication, multiply, multiple, commutative, repeated addition, skip counting, array, row, column, half, division, divide, sharing, grouping, remainder

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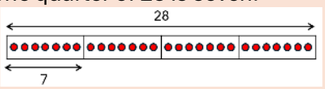
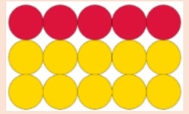
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First Level

Understand: Fractions represent equal parts of a whole and can be used for counting, comparing, measuring and partitioning quantities.

Know:	Do:	Know:	Do:	Know:	Do:
A fraction is a number which represents part of a whole or a measure. Fractions can be greater than one, for example, one and a half. One half can be represented symbolically as $\frac{1}{2}$. One quarter is one of four equal parts of one whole object, shape or measure. One quarter can be represented symbolically as $\frac{1}{4}$. Fractions are written in terms of a numerator and a denominator. Four quarters of a shape, object or measure can be recombined to make the whole.	Discuss and describe real and relevant contexts where halves and quarters are used as part of a whole and as measure, for example, 'I have eaten one half of my sandwich' (part of a whole), 'The jug is one half full' (measure). Discuss and describe real and relevant contexts where fractions greater than one are used, for example, 'I drank one and a half glasses of water'. Read fractional notation of halves and quarters correctly, for example, one quarter ($\frac{1}{4}$) and not one over four. Connect concrete, spatial, oral and symbolic representations of halves and quarters of shapes, objects and measures. Recognise when objects, shapes and measures have been quartered and when they have not. Explain the purpose of the numerator and denominator in fractions. For example, one quarter has the denominator 4 because there are four equal parts and a numerator 1 because we are describing one of those four equal parts. Recombine quarters of shapes, objects and measures and recognise that this remakes the whole. Represent halves and quarters using drawings of shapes split into two or four equal parts. Recognise and explain the connection between halves and	A unit fraction represents one of a number of equal parts of a whole and has one as the numerator. For a given whole, the greater the number of equal parts, the smaller the size of each part. Unit fractions of the same whole can be compared and put into order. Fractions can be made up of smaller fractions of the same whole.	Identify and represent unit fractions to tenths using concrete materials and pictorial representations, for example, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{10}$. Read fractional notation correctly, for example, one fifth ($\frac{1}{5}$) and not one over five. Connect concrete, pictorial, oral and symbolic representations of unit fractions of shapes, objects and measures. Recognise when objects, shapes and measures have been partitioned equally and when they have not.  Compare and order the size of unit fractions of the same whole using concrete materials and spatial representations. For example, for the same whole, fifths are smaller than halves.  Identify connections between larger and smaller fractions of the same whole using concrete materials and spatial representations. For example, one third is the same as two sixths of the same whole.  Count forwards and backwards orally in quarters and whole	A non-unit fraction represents more than one of the same unit fractions. It has a numerator which is not equal to 1. Fractions are equivalent to each other if they represent the same value. An improper fraction has a numerator which is greater than its denominator and has a value greater than one whole. A mixed number is a number greater than one, which has a whole number part and a fractional part. Improper fractions can be expressed as mixed numbers and vice versa.	Identify and represent unit and non-unit fractions to tenths using concrete materials and pictorial representations, for example, $\frac{2}{3}$, $\frac{3}{5}$, $\frac{7}{10}$. Connect concrete, pictorial, oral and symbolic representations of unit and non-unit fractions of shapes, objects and measures, for example, three quarters of the rectangle are blue.  Represent equivalent fractions to tenths using concrete materials and spatial representations, for example, $\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$.  Explain and model the equivalence of mixed numbers and improper fractions using concrete materials and spatial representations, for example, $\frac{5}{3}$ is equivalent to one and two thirds.  Connect concrete, pictorial, oral and symbolic representations of improper fractions and mixed numbers of shapes, objects and measures. Place halves, thirds, quarters and fifths on a number line marked in whole numbers, for example, four thirds:

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	One half is equal to two quarters of the same whole. Quarters are smaller than halves of the same whole	quarters using concrete materials and spatial representations. Count forwards and backwards orally in halves and whole numbers using halves of items and shapes: one half, two halves/one whole, three halves/one and half, four halves/two…		numbers, using mathematical tools such as fraction tiles, bar models, or a marked number line to keep track.		 Count forwards and backwards orally in unit fractions to tenths and whole numbers, using mathematical tools such as fraction tiles, bar models or marked number lines to keep track.
					Halves and quarters can describe equal parts of a quantity. They can be found by splitting a collection of items into two and four equal shares. A unit fraction of a quantity can be found using division.	Discuss and describe real and relevant contexts where halves and quarters of quantities are found, for example, a sale where items are half price, or in a class of 24 learners where one quarter of the people own a dog. Model and find halves and quarters of quantities using concrete materials and pictorial representations, for example, one quarter of 28 is seven.  Describe the connection between finding halves and quarters of quantities, for example, half of 20 is 10, so a quarter of 20 is 5 (half of 10). Find the associated fractions of a quantity using the 2, 3, 4, 5, 6 and 10 times tables, (whole number answers only). Represent these calculations in an array, for example, $\frac{1}{3}$ of $15 = 15 \div 3 = 5$  Find the total in a quantity when shown one half or one quarter of that quantity, for example, show half of a collection as six counters with the other half unseen (screened).
	Notes					

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	Introduce fractions as a part-whole, where a whole is divided into equal parts and as a measure, where the fraction is relative to a unit and is often shown on a number line. Calculate unit fractions of a quantity before introducing improper fractions and mixed numbers. Appropriate concrete materials are folded strips of paper, fraction tiles or fraction circles. As fractions become harder to compare, fraction strips are more appropriate than fraction circles, as circles are difficult to divide perfectly. Rectangles and bars (Area Models) are much easier to physically fold, draw and partition equally. When working with fractions, explore ideas such as, 'Is one half always bigger than one quarter?' to understand that this comparison can only be made if we are finding those fractions of the same whole. Make connections to half hours and quarter hours in Measures. Make connections to line symmetry in Properties of shapes and solids. Make connections to half and quarter turns in Position and movement. Make connections between finding a fraction of a quantity and multiplicative relationships. **Excludes** The use of abstract approaches when finding a whole, given a part. (Use screened concrete materials before moving on to pictorial approaches such as bar models). **New key mathematical language (Learners)** fraction, whole, equal parts, unit/non-unit fraction, equivalent, numerator, denominator, improper fraction, mixed number

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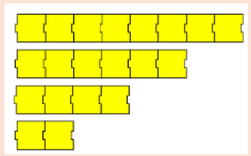
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<table>
<tr><th></th><th colspan="6">Patterns and Sequences</th></tr>
<tr><td rowspan="3">First Level</td><td colspan="6">Understand: Additive patterns involve sequences where the same number is added or subtracted each time, so the difference between terms remains constant.</td></tr>
<tr>
<td>Know:
A number pattern is a rule which can be used to generate an ordered list of numbers, which is called a sequence.

The numbers in a sequence are called terms.

The even numbers form an additive sequence that begins at zero and increases by two each time.

The odd numbers form an additive sequence that begins at one and increases by two each time.</td>
<td>Do:
Identify next terms, missing terms and errors in number sequences that ascend and descend in ones.

Notice, discuss and identify number patterns and describe the rule when choral counting and when making patterns using concrete materials. For example, the sequence of 8, 6, 4, 2 has the rule of decreasing by two each time.

Recognise and correct errors made in aural number sequences, for example, 10, 20, 30, 14, 50.

Identify odd and even numbers based on their ones digit.</td>
<td>Know:
Skip counting is based on a number pattern and generates a sequence.</td>
<td>Do:
Identify next terms, missing terms and errors in number sequences that ascend and descend in ones within the extending number range.

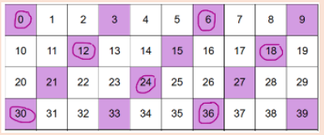
Notice, discuss and identify the pattern within ordered lists and describe the rule. For example, the sequence of 100, 200, 300, 400 has the rule of skip counting forwards in hundreds.

Extend sequences of numbers, based on skip counting, by applying the rule, for example, 35, 30, 25, ...

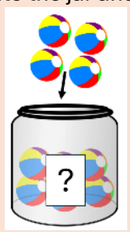
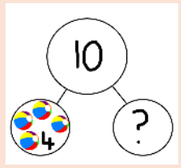
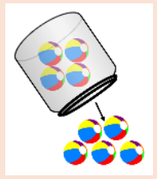
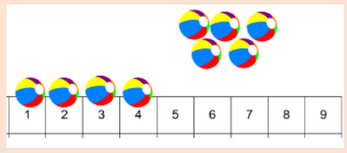
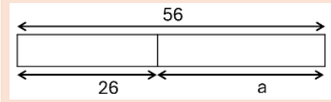
Identify odd and even numbers based on their ones digit within the extending number range.</td>
<td>Know:
Number sequences can be generated based on addition or subtraction number patterns.

Skip counting to and from zero generates a sequence of multiples.</td>
<td>Do:
Notice, discuss and identify the pattern within sequences and explain the rule. For example, the sequence of 74, 70, 66, 62 has the rule of subtracting four each time.

Identify next terms, missing terms and errors in ascending and descending number sequences based on addition and subtraction patterns, for example, 231, 236, ?, ?, 251, 256, ...

Record the count and describe the connections and patterns when choral counting in multiples, for example, noticing the connections between the multiples of 3 and 6.
0, 3, 6, 9, 12, 15, 18, ...
0, 6, 12, 18, ...
</td>
</tr>
<tr><td colspan="6">Notes
Work on patterns and sequences provides an opportunity to build fluency in additive and multiplicative facts.
Choral counting is a counting aloud routine where the count is recorded to enable pattern recognition.
Appropriate concrete materials are counters, cubes or other objects of the same size.
All even numbers have a ones digit of 0, 2, 4, 6 or 8.
All odd numbers have a ones digit 1, 3, 5, 7 or 9.
Make connections to patterns in Shape, Space and Measurement.
Includes but is not limited to
Working within the range 0 to 100, then gradually increasing the range towards 1,000.
New key mathematical language (Learners)
terms, ascend, descend</td></tr>
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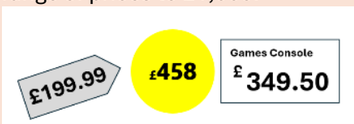
	Expressions, equations and relationships					
	Understand: Symbols and pictorial representations model unknown quantities and make mathematical relationships explicit.					
First Level	**Know:** An unknown initial quantity can be calculated using addition and subtraction as inverse operations. A picture or symbol can be used to represent an unknown number in a number statement. Fact families and known facts can be used to identify the missing value in addition and subtraction calculations.	**Do:** Calculate an unknown starting quantity of objects (concrete materials), using addition and subtraction. For example, calculate how many objects we started with if we add four more into the jar and now there is ten.   For example, calculate how many balls we start with if we remove five and have four remaining.   Record addition and subtraction calculations with unknown numbers from given number stories. For example, giving some of my eight cookies away and being left with three could be recorded as 8 – ☐ = 3. Find missing values in addition and subtraction calculations, including those with a picture or symbol representing an unknown value, for example, 6 + ☐ = 8, 12 - ● = 4.	**Know:** A range of addition and subtraction strategies (including using concrete materials and pictorial approaches) can be used to identify the missing value in calculations.	**Do:** Record addition and subtraction calculations with unknown numbers from given number stories within the extending number range. For example, having some trading cards, getting 15 more and now having 24 could be recorded as ☐ + 15 = 24. Find missing values in addition and subtraction calculations, including those with a picture or symbol representing an unknown value, within the extending number range, for example, 20 + ☐ = 28 or ● - 7 = 7.	**Know:** Letters of the alphabet can be used to represent an unknown number in a number statement.	**Do:** Find missing values in addition and subtraction calculations, including those with letters of the alphabet representing an unknown value, using pictorial approaches when appropriate, for example, 26 + a = 56. 
	Notes 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.					

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	When the starting amount in an addition calculation is unknown, this is called a missing augend, for example, calculating how many counters we started with if we add four more and now have ten. 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. When the starting amount in a subtraction calculation is unknown, this is called a missing minuend, for example, calculate how many we started with if we remove 5 and have 4 remaining. Fact families use the same numbers to show how operations are related, for example, 6+2 = 8, 2 + 6 = 8, 8 – 6 = 2, 8 – 2 = 6. Appropriate concrete materials and pictorial approaches include counters, base ten materials, number lines and bar models. Make explicit connections to the understandings of addition and subtraction within Number relationships and operations. **Includes but is not limited to** Working within the number range 0 to 10, progressing to 0 to 30, extending to 100. **Excludes** Use of the language addend, augend, minuend and subtrahend as this has been included for practitioner awareness. **New key mathematical language (Learners)** symbol, unknown/missing value

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	Finance					
	Understand: Money indicates value and can be stored, calculated, exchanged and managed to meet people's needs.					
First Level	**Know:** Whole pound cash values can be made using combinations of the coins (£1 and £2) and notes (£5, £10 and £20) available. Change is the cash amount returned when paying with a note or coin worth more than an item costs.	**Do:** Identify £1 and £2 coins from mixed collections of coins and from images or illustrations or coins. Identify £5, £10 and £20 notes from images or illustrations. Count amounts in £2, £5, £10, making links to skip counting, for example, £5, £10, £15, £20. Read and say a range of prices in whole pounds to £100.  Make cash amounts using combinations of coins and notes, whole pound amounts up to £20 only. For example, to pay £18, use £10, £5, £2 and £1, or use £10 and eight pound coins, or use a £20 note and expect change. Calculate correct change of whole pounds within £20. For example, if the shopping cost £14, the change from £15 would be £1.	**Know:** There are 100 pennies in £1. The symbol 'p' is used to record amounts of money in pennies (pence). Cash values of less than £1 can be made using combinations of coins.	**Do:** Identify all coins to £2 from mixed collections of coins and from images or illustrations or coins. Read and say a range of prices in pennies, for example, 'The bananas cost 78 pence each.' Make cash amounts of up to £1 using combinations of coins in different ways. For example, to make 63p, use 50p, 10p, 2p and 1p, or use three 20p coins, 2p and 1p.  Record amounts in pounds or pence using the correct mathematical symbols, for example, 63p, £72. Calculate correct change, in pence, from one pound using, making connections to number bonds to 100. For example, if the cost is 73p, how much change should you expect from one pound? How would you know the change is correct? Is there more than one way the change could be given?	**Know:** Pennies split pounds into 100 equal parts (hundredths). A decimal point (·) can be used to separate whole pounds and fractions of pounds. Cash values of £5 or more can be made using combinations of notes and coins.	**Do:** Count and make monetary amounts up to £20 using notes and coins. For example, £1·74 represents £1 and 74 pence and has the same value as 174 pence. It can be made using the coins £1, 50p, two 10p coins and two 2p coins. Read and say, using the language of pounds and pence and the correct mathematical symbols, a range of prices to £1,000.  Make monetary amounts up to £20 efficiently given collections of coins and notes.  Discuss and model how to pay for items using cash. For example, if a game costs £18, what different combinations of notes and coins could be used? Which is the most efficient way to pay? Select items from a price list within a given limit. For example, choosing items from a grocery price list to create a lunch with £5 to spend, calculating the total, checking there is enough money and justifying choices.
	Cash is valuable and it is important that it is kept safe.	Discuss examples of ways to store physical cash safely, for example, wallets, money boxes, safes. Discuss examples of ways to store digital money safely, for example,	Banks are safe places where people can store and keep track of their money. This money is held in bank accounts. People can have more than one bank account.	Explain the main benefits of using a bank to store money.	Banks provide payment cards which electronically transfer payment from an individual's account to a seller or service provider or can be used to withdraw cash.	Identify and discuss the key features of a bank card, for example, customer name, card number, expiry date, logo.

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	pocket money apps and prepaid cards.			Bank card details can be stored on digital devices which can then be used to make contactless payments.	 Describe scenarios where bank cards can be used instead of cash. Compare and discuss the advantages and disadvantages of making payments using bank cards versus using cash.

Notes

When first introduced to money, learners may find it difficult to distinguish between the value of a pile of coins and the number of coins in the pile.

Learners may revert to counting in ones rather than seeing £2, £5, £10 as a single unit - pre-money counters can be a useful tool to help understand the value of money and develop counting and unitising skills before using real coins.

Take time to develop unitising by making links to skip counting.

A common misconception can be that the bigger the physical size of the coin, the bigger the value, for example, a 2p coin is physically larger than a 5p coin, but the value is less.

This is the first encounter with the decimal point - a more formal introduction to decimal fractions is included at Second Level, but it is recognised that seeing prices displayed as decimal fractions is a common everyday experience.

Read and say amounts to £100 then £1,000.

Some learners may write 6£ instead of £6 because this mirrors the way amounts are spoken ("six pounds") - model connecting the spoken form with the written notation.

Make connections to partitioning numbers in different ways in Number systems and structures.

Represent real-life purchasing situations by using contexts, such as a classroom shop, café or ticket office to support the understanding of money to make purchasing decisions, calculate totals and change and justify different payment strategies.

Make connections to careers in banking and finance, including a visit to a branch, mobile bank or from workers within the local community.

An awareness of where cash and banking services can be obtained locally may also be helpful, for example, Post Office, cash machines.

Excludes

A formal understanding of decimal fractions.

Calculating and making amount beyond £20.

Examples where zero is needed as placeholder, for example £3·05.

New key mathematical language (Learners)

pound, pence, notes, change, valuable, price, secure, bank, account, bank card, electronic transfer, withdraw, digital

Numeracy and Mathematics Milestones

Money

Matches coins or notes that are the same

Sorts some coins from other coins

Identifies some coins

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<table>
<tr><td>Strand</td><td colspan="6">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.</td></tr>
<tr><td></td><td colspan="6">Position and movement</td></tr>
<tr><td rowspan="2">First Level</td><td colspan="6">Understand: The language of location, movement and direction describes where objects are and how they move in relation to other objects, people or spaces.</td></tr>
<tr>
<td>Know:
On the left and on the right are phrases that can be used to describe position.

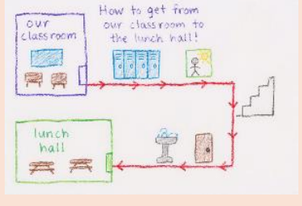
To the left and to the right are phrases that can be used to describe turns and movements.

Maps can be used to describe routes.</td>
<td>Do:
Explore left and right through real-life contexts and games, for example, copying actions in songs and movements in games.

Describe the position of objects in relation to another object using left and right, for example, ‘The door is on the left of the sink.’

Follow instructions in movement games and practical activities which use the language of full turn, half turn, to the left and to the right.

Input instructions into programmable toys using the language of left and right, for example, forward, left, forward, forward, go.

Create maps that show familiar routes and use these to describe location and position. For example, ‘To get to the lunch hall we go along the corridor and turn right. Once we pass the stairs to the library turn right. Go past the book cupboard and the water fountain and then you are at the lunch hall.’
</td>
<td>Know:
Clockwise and anticlockwise are words that can be used to describe the direction of turn.

Four quarter turns in the same direction make a full turn.</td>
<td>Do:
Plan, record and follow routes using half, quarter, left, right, full, clockwise and anticlockwise turns.

Follow instructions in movement games and practical activities which use the language of full, half and quarter turns.

Visualise then rotate objects full, half and quarter turns, to the left (anticlockwise) and to the right (clockwise), describing these rotations using appropriate language.</td>
<td>Know:
The four compass points (north, south, east and west) can be used to describe direction.</td>
<td>Do:
Locate examples of places and areas, locally and nationally, on a map using the language of north, south, east and west. For example, the fire station is to the west of our school, Shetland is in the north of Scotland.

Plan, record and follow directions and routes on maps which include the four compass points. For example, ‘Start at the gate. Walk 5 steps north. Walk 3 steps east. Walk 4 steps south. Walk 2 steps east. Where do you end up?’</td>
</tr>
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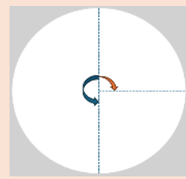
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	A full turn is a rotation all the way around to face the original direction. Two half turns in the same direction make a full turn.	Rotate objects full turns, half turns, to the left and to the right.				

Notes
Position and movement learning should include physical movement and practical experiences both outdoors and indoors.
Language should be explicitly modelled and emphasised.
Encourage predicting the location that directions will lead to. Use questioning approaches to encourage justification, for example, Sarah predicts that we will end up at the gate at the end of the playground, do you agree and why?
Reinforcement of halves and quarters may be required.
Make connections to using maps within Enquiry in Social Studies.
Excludes
Maps do not need to be drawn to scale.
New key mathematical language (Learners)
left, right, rotation, full turn, half turn, quarter turn, clockwise, anticlockwise, compass points, north, south, east, west

First Level

Understand: Angles quantify rotation and enable changes in orientation to be described.

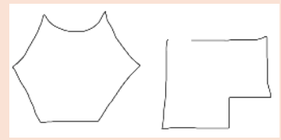
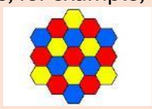
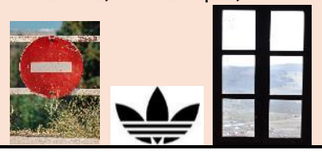
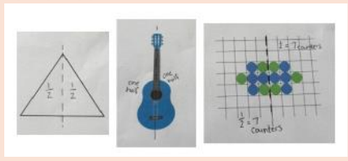
Know:	Do:	Know:	Do:	Know:	Do:
		The orientation of an object describes the direction it is pointing or facing. When an object is rotated, its orientation is changed. The orientation of lines and surfaces can be described using the words horizontal, vertical, diagonal or sloping. Angles are formed when two straight lines meet. Angles are a measure of a turn. The angle of turn from horizonal to vertical and vice versa, is a quarter turn and this is called a right angle.	Describe the orientation of lines and surfaces within the environment, for example, 'The roof is sloping', 'The drainpipe is vertical.' Identify non-right angles and right angles within the environment using a template. For example, the corner of the window is a right angle. The join in the fence is not a right angle, it looks bigger.	The size of angles can be measured in degrees. Degrees split a full turn into 360 equal parts. The mathematical symbol for degrees is °. A full turn measures 360°. A half turn measures 180°. A quarter turn (right angle) measures 90°.	Follow given instructions which use the language of 90°, 180° or 360° turns in movement games and practical activities, for example, turning 180° and running to the end of the hall. Label quarter, half and full turns as 90°, 180° and 360° respectively, using a paper-based angle wheel.  Plan, record and follow routes with 90°, 180° and 360° turns, using technology as appropriate. Compare the size of angles to that of a right angle using a right-angle

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				 		tester, for example, ‘The corner of the wall is equal to 90°’, ‘Janie thinks the angle of this part of the blue gate is less than 90°, doyou agree and why?’  
	Notes A common misconception is that angles change in size when rotated. Technology that could be used to plan, record and follow routes could include programmable toys, digital maps or coding software. **Excludes** Measuring angles with a protractor. Classifying angles as acute or obtuse. **New key mathematical language (Learners)** orientation, horizontal, vertical, diagonal, sloping, right angle, degrees					

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	Properties of shapes and solids					
	Understand: The defining properties of 2D shapes and 3D objects determine how they are recognised and classified.					
First Level	**Know:** Semi-circle is the name of a two-dimensional (2D) shape. Two straight sides on a 2D shape meet at a corner. The correct mathematical term for this is vertex.	**Do:** Recognise and name 2D shapes in different orientations and sizes, including semi-circles, using one or more of their key features, for example, the number of sides and vertices, the number and position of equal sides. Partition 2D shapes into smaller 2D shapes by folding, cutting or drawing lines. For example, the green rectangle has been cut into two smaller triangles and two smaller rectangles. 	**Know:** Kite and rhombus are names of 2D shapes. A square has all the key features of a rectangle, four straight sides and four right angles. A square has four equal straight sides.	**Do:** Recognise and name 2D shapes in different orientations and sizes, including kites and rhombuses, using one or more of their key features. Recognise and explain why a square can also be classified as a rectangle, based on its key features. Explain why a rectangle is not a square, based on its key features.	**Know:** A polygon is a 2D shape which has only straight sides. Pentagons are polygons with five sides and hexagons are polygons with six sides. A right-angled triangle has a 90° angle at one of its vertices. Some 2D shapes can be placed together to cover a surface with no overlaps and no gaps. This is called tessellation.	**Do:** Recognise and name 2D shapes in different orientations and sizes, including pentagons and hexagons, using one or more of their key features, for example, recognising that these are hexagons:  But these are not:  Draw squares, rectangles and right-angled triangles using a ruler and centimetre squared paper when given the length of their sides, for example, a rectangle that measures 4 cm by 3 cm. Create tessellated patterns using 2D shapes, for example, 
	A shape is symmetrical if it can be folded along a line so that the shape fits exactly onto itself. Some everyday objects, signs and logos are symmetrical.	Identify if a shape is symmetrical when it has been cut or folded, for example, the red rectangle has been cut into two symmetrical rectangles.  Find examples of symmetrical objects, signs or logos outdoors and indoors, for example, 	A line of symmetry is a line which divides a 2D shape, image or design into two halves that mirror each other. Some 2D shapes, designs and images have one line of symmetry. Symmetry can be checked using a mirror.	Find and mark one line of symmetry on 2D shapes, images and designs, making connections to halves.  Create symmetrical designs with one vertical or horizontal line of symmetry using a variety of media or technology and a mirror to check.		Recognise examples and non-examples of 2D shapes, designs or images with one line of symmetry, checking with a mirror as required, for example, 'This design is not symmetrical because the triangles are facing the same direction.' 

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A three-dimensional (3D) object has length, width(breadth) and height. Cube, cone and sphere are names of 3D objects.	Recognise and name 3D objects in different orientations and sizes, including cubes, cones and spheres, using one or more of their key features. Sort and label a mixed set of physical 3D objects into different categories, for example, spheres and non-spheres, rolling and non-rolling. Match 3D objects to photos and pictures.	Cuboid and cylinder are names of 3D objects. 3D objects can have flat or curved surfaces. A flat surface is called a 'face'. 2D shapes can be found on the surfaces of everyday objects. 3D objects can be represented as 2D drawings. In a 2D representation of a 3D object, some parts of the 3D object may not be visible.	Recognise and name 3D objects in different orientations and sizes, including cuboids and cylinders, using one or more of their key features. Identify 2D shapes on the faces of a range of 3D objects. Identify 3D objects from 2D drawings. For example, the robot has a sphere antenna and cubes for hands. 	A line or curve on a 3D object where surfaces or faces meet is called an 'edge'. A point on a 3D object where 2 or more edges meet is called a vertex.	Describe 3D objects using the language of faces, edges, curved surfaces and vertices.

Notes
When introducing new shapes, compare examples and non-examples of that shape as well as identifying those shapes from a wider collection.
Show 2D shapes in a range of sizes and orientations to avoid fixed perceptions of shapes.
Show both regular (equal sides and angles) and irregular 2D shapes (sizes and angles of different lengths and sizes) to avoid fixed perceptions of particular shapes.
When marking one line of symmetry attention could to drawn to the fact that some shapes have more than one line of symmetry.
Make connections to terms horizontal and vertical in angles.
Make connections to halves and quarters in Quantity, Number and Algebraic Properties of Number.
Make connections, when classifying shapes, to using classification tools such as Venn and Carroll diagrams in Information, Data and Uncertainty.
Use 3D objects in a range of sizes and orientations to avoid fixed perceptions of 3D objects.
Discuss why everyday items take the form of particular 3D objects based on their purpose, for example, a tennis ball being a sphere.

Includes but is not limited to
Measurements in whole centimetres only.

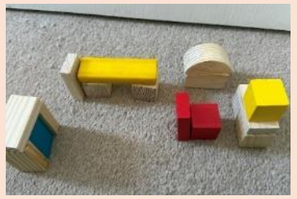
Excludes
Identifying 2D shapes using the language of 'regular' / 'irregular'.
Naming equilateral, scalene or isosceles triangles.

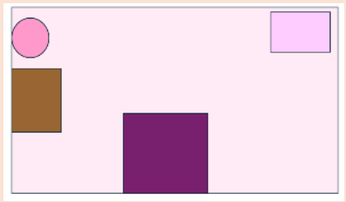
New key mathematical language (Learners)
semi-circle, kite, rhombus, polygon, pentagon, hexagon, vertex, tessellation
symmetrical, symmetry, line of symmetry, vertical, horizontal
three-dimensional, breadth, width, cube, cone, sphere, cuboid, cylinder
face, edge, vertex, vertices, flat, curved

Numeracy and Mathematics Milestones
Properties of 2D shapes and 3D objects
Matches real life 3D objects.

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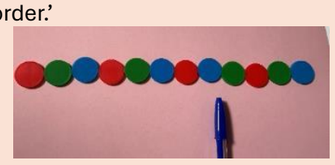
<table>
<tr><th></th><th colspan="6">Proportional reasoning</th></tr>
<tr><td rowspan="3">First Level</td><td colspan="6">Understand: Maps and plans represent spaces at a different scale, allowing the location and relationships of objects and places to be recreated.</td></tr>
<tr>
<td>Know:
Maps and plans can be created to represent, at a smaller size, familiar spaces and objects.</td>
<td>Do:
Create representations of familiar layouts and describe where objects are located. For example, ‘In my bedroom, my red chair is in front of the TV and the window is behind the chair.’

Apply approximate scale and proportion when creating drawings and plans. For example, fingers in an appropriate size compared to hands and arms, trees in an appropriate size compared to buildings.
</td>
<td>Know:</td>
<td>Do:
Recreate, at full size, physical models and layouts from plans or photographs, for example,
</td>
<td>Know:</td>
<td>Do:
Create drawings of room layouts or outdoor spaces which are approximately scaled down, for example,

</td>
</tr>
<tr><td colspan="6">Notes
Maps and plans do not need to be exactly to scale at this stage but should maintain relative position.
Digital tools such as drawing packages could be used to create plans.
A range of jobs that use scaled plans could be explored through role play and opportunities taken to visit or engage with workers from local businesses, for example, a building firm, a landscape gardener.
New key mathematical language (Learners)
map, plan, scale, location, position</td></tr>
</table>

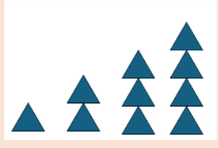
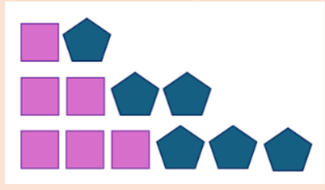
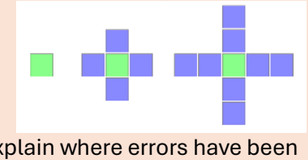
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<table>
<tr><th></th><th colspan="6">Patterns and sequences</th></tr>
<tr><td rowspan="3">First Level</td><td colspan="6">Understand: Sequences follow rules that determine how they repeat or grow, allowing what comes next to be predicted.</td></tr>
<tr><td>Know:</td><td>Do:
Identify a missing element in visual, movement or sound sequences which have a repeating AB pattern unit. For example, within the sound sequence, clap, tap, clap, tap, (?), tap, clap.

Copy, extend, describe, label and create repeating sequences using objects. For example, ‘This goes pen, pen, clip, pen, pen, clip.’ Or ‘This is AAB.’


Explain where an error has been made in repeating visual, movement or sound sequences. For example, ‘The third blue and green counters are in the wrong order.’
</td><td>Know:</td><td>Do:
Copy, extend, describe, label and create repeating sequences using objects, where two or more elements, such as colour, shape or size repeat.
For example,


Identify the missing element in visual, movement or sound sequences. For example, within a sound sequence with a repeating ABCCABCC… pattern, clap, tap, click, click / clap, tap, click, click / clap, tap, (?), click.</td><td>Know:</td><td>Do:
Copy, extend, describe, label and create repeating sequences using pictures, sounds or body movements, where two or more elements, such as colour, speed, direction or volume repeat. For example, in movement sequence with a repeating ABBCABBC… pattern, jump, clap, clap, spin / jump, clap, clap, (?).

Identify the missing element in sequences where two or more elements repeat. For example:
</td></tr>
<tr><td>Shapes, objects, sounds and movements can be arranged spatially in a growing pattern.</td><td>Build growing sequences by adding one element at a time using shapes, objects, sounds and movements, for example, clapping patterns (such as one clap, two claps, three claps, …), increasing the column by one triangle each time.
</td><td></td><td>Build and continue growing sequences in one direction, with one or two elements, using objects or pictures, for example,
</td><td></td><td>Build and continue growing sequences in more than one direction, with one or two elements, using objects or pictures, for example,

Explain where errors have been made in growing sequences. For example, the third picture has a block missing along the bottom.</td></tr>
</table>

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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 repeated patterns of physical objects before moving onto those using pictures, images or sounds.
Make connections to pattern in Quantity, Number and the Algebraic Properties of Number.
Make connections to patterns in other areas of the curriculum such as patterns in music and movements within Expressive Arts and the use of syllables, alliteration, rhythm and rhyme in Language Foundation within Literacy and English.
Describing a sequence is naming the elements, for example red, blue, green, red, blue, green.
Labelling a sequence is calling it an ABC/ABC pattern.

New key mathematical language (Learners)

element

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	Measures					
	Understand: Standard units of measure provide a commonly used and consistent way for measurable quantities to be estimated, measured, compared and described accurately.					
First Level	**Know:** Measuring devices allow objects and amounts to be measured using standard units. An estimate is a rough measure, close to the actual measurement.	**Do:** Notice and discuss the purpose of measuring devices and their use in everyday situations. In role play use the language of measure and measuring devices. For example, 'My tower is nearly one metre tall', 'I am the vet measuring out how much medicine to give the cat.' Reflect on how close estimates are to actual measurements during length, mass and volume activities.	**Know:**	**Do:**	**Know:** Measuring devices are marked in equal parts. This is called a scale. When reading the scales on measuring devices, measurements should start from the zero mark. When measuring length, mass or volume, some tasks require more accuracy than others. Specific measuring devices are more suitable depending on the item being measured and the level of accuracy required.	**Do:** Read measurements to the nearest major marked division on a range of measuring devices. Identify examples of where more accurate measurements need to be taken and justify the reasons for this. For example, it is more important to measure accurately when taking a dose of medicine than making a salad. Choose the most appropriate unit to use in different length, mass or measuring tasks. For example, 'Pierre thinks we should measure the mass of the strawberries in kilograms, Do you agree? Why (or why not)?' Choose the most appropriate measuring device, when measuring length, mass and volume for real and relevant purposes. For example, selecting a ruler to measure the length of a book, selecting kitchen scales to measure the mass of the flour.
	Length can be compared directly by laying items side by side.	Compare items directly and order these by length. For example, 'I compared the length of the items in my pencil case and put them in order from longest to shortest.' 	Metre (m) is a standard unit of measurement of length. The length in metres can be measured using a metre stick, tape measure or trundle wheel.	Compare items against a metre stick and describe them as measuring less than, more than or about the same as one metre. For example, 'The lunch trolley is shorter than one metre.' Estimate the length of items in whole metres and use an appropriate measuring device to check. For example, 'Sam thought the length of the path was about 6 metres, but when we measured it	Centimetre (cm) is a metric unit of measurement of length. The dimensions of items are often described as length, height and width.	Explore the need for smaller sized units when measuring the length of items smaller than one metre. Estimate the length of items in centimetres, then a ruler to measure their length to the nearest centimetre. Measure the length, height and width of familiar items, for example, the width and height of

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	Length of items can be compared indirectly using a non-standard tool. Units of measure need to be uniform and lined up correctly to measure and compare the length accurately. Items can be measured using a uniform non-standard unit, such as cubes, then compared and ordered by length. Lengths of items remain unchanged when they are moved or rearranged (conservation of measurement).	Measure the length of an item against a piece of string or ribbon, then use this piece to compare against other items. For example, 'My book is shorter than the basket.'   Explore the need for uniform measurements. For example, explaining why when two people measure the length of the classroom in strides their results may be different or why Sophie and Alfie got different results when they measured the packet of pens.   Measure a range of items by lining up uniform non-standard units then discuss, compare and order these. For example, 'My book is 12 cubes long, but yours is shorter as it is only 8 cubes long.' Investigate and describe the conservation of length. For example, when unwinding a ribbon, the length stays the same even when its shape changes. 		using a tape measure, we found that it measured about 4 metres.' Compare and order items measured in whole metres. For example, 'The shelf is one metre long, which is shorter than the bench which three metres long.' Develop a sense of size by estimating the length and height of items in metres by considering a known measure. For example, 'Our classroom door is about two metres tall, so I think the tree outside will be about six metres tall.'	One metre is equal to 100 centimetres. Half a metre is equal to 50 centimetres.	the door or the width and length of the tabletop. Compare and order the length, width or height of items measured in centimetres. Develop a sense of size by estimating the length and height of items in centimetres by considering a known measure. For example, 'My ruler is 30 centimetres long, so I think the computer screen is about 40 centimetres.' Find everyday items that are approximately a given number of centimetres by referring to familiar measurements. For example, finding something approximately 20cm long by referring to the length of a 30cm ruler. Represent measurements given in centimetres and metres in total number of centimetres and vice versa, for example, 2m 50cm as two and a half metres or as 250cm. Measure items then use the relationship between metres and centimetres to express these in different ways. For example, 'my teacher is 163 centimetres tall so that is the same as 1 metre and 63 centimetres.'

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		Compare and order the mass of three or more objects using a pan balance or by handling. For example, 'The whiteboard pen is the lightest, then the glue stick, so the roll of tape is the heaviest.'  	Uniform non-standard units can be used to provide rough measurement of mass.	Estimate then compare the mass of different objects using a two-pan balance and uniform non-standard units. For example, 'I think the mass of my pencil case is about the same as nine cubes.'  Measure the mass of a range of items using uniform non-standard units then discuss, compare and order these. For example, 'My pencil case is four cubes heavier than yours.'	Kilogram (kg) is a metric unit of measurement of mass. Gram (g) is a metric unit of measurement of mass. One kilogram is equal to 1,000 grams. Digital scales can be used to measure the mass in grams.	Develop a sense of size by estimating the mass of items in kilograms by considering a known measure. For example, 'The bag of sugar is 1 kilogram and I think my school bag is lighter than that.' Estimate then check the mass of items in grams and use a digital scale to check. Compare and order items measured in grams. For example, 'The bag of sugar is 500 grams which is heavier than the butter which is 250 grams.' Measure out amounts in grams during practical activities such as baking or cooking. Investigate a range of scales and discuss what they are used for, for example, baby or pet scales, luggage scales, analogue kitchen scales.
	Containers can hold different amounts of liquid depending on their shape and size. This is known as their capacity. Half full (or half empty) are phrases that can describe how much space inside a container has been used up.	Pour amounts from one container to another then compare and discuss what happens. For example, 'The jug holds more water than the cup as it spilled out when I poured it in', 'The egg cup holds less than the jug as there was still water left over.' Compare and order identical containers using the language of full, half full and empty. 		Estimate and then measure how much/many would be needed to fill up a container. For example, 'I think five jugs of water will fill up this bucket', 'I think ten spoons of sand will fill up this tub.' Compare and order three or more containers by the amount they hold. For example, 'The smallest container needed two cups to fill it, the next needed four and the largest needed six.' Explain that different sized containers can hold the same amount. For example, 'The tall, thin bottle fills up with 4 cups of	Litre (l) is a metric unit of measurement of volume and capacity. Millilitre (ml) is a metric unit of measurement of volume and capacity. One litre is equal to 1,000 millilitres. Measuring jugs and containers with markings can be used to measure in litres and millilitres.	Compare the capacity of different sized familiar containers, for example, milk cartons, juice bottles, drinks cans, tins of paint, handwash, shampoo. Develop a sense of size by pouring liquid or sand into measuring jugs of different sizes. Describe the volume to the nearest marked amount, for example, 700ml. 

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	Volume is a word used to describe the amount of liquid in a container. Volume can remain unchanged despite changes in shape (conservation of measurement).	Investigate and describe the conservation of volume, for example, pouring one litre of liquid from a tall narrow container into a shorter but wider container. 		water and so does the short, wide tub.' 		Measure out amounts in millilitres during practical activities such as baking or cooking.

Notes
A range of jobs that use measuring devices could be explored through role play and having opportunities to visit or engage with workers from local businesses, for example, a building firm, a chef, an environmental scientist.
Regular non-standard units may include counters, cubes or paperclips of the same size.
Meaningful and relevant contexts for measuring should be used, for example, measuring items or distances in the school grounds, during cooking or when carrying out experiments.
Encourage justification of choice of measuring instrument.
Conservation of measurement is important because it is a foundational cognitive milestone where a measure remains the same, despite changes in appearance or spatial arrangement. It supports the development of mathematical skills such as fluency, problem-solving and reasoning.
Length
Appropriate measuring devices for length include metre sticks, measuring tapes and trundle wheels.
When using rulers to measure in centimetres highlight that measuring should start from the marked zero.
Height and its associated language, refers to length measured vertically. This can be explored through measuring things vertically then horizontally.
Mass
Appropriate devices for measuring mass include balance scales, bathroom scales and kitchen scales.
The term weight is commonly used in everyday language. However, mass is the correct mathematical term.
Mass is a measure of how much matter there is in an object and is often measured using grams and kilograms, while weight is a measure of the size of the pull of gravity on the object and is measured in newtons.
Volume and Capacity
Appropriate devices for measuring the volume of liquids include measuring jugs, cups and spoons.
Excludes
Conversions involving decimal fractions, for example, 158cm to 1·58m.
Conversions of kilograms to grams or litres to millilitres as this exceeds the number range for this level.
Measurements in millimetres.
Measuring to the nearest gram on an analogue scale.
New key mathematical language (Learners)
metre, centimetre
digital scale, analogue scale, kilogram, gram
half-full, litre, millilitre, volume, capacity

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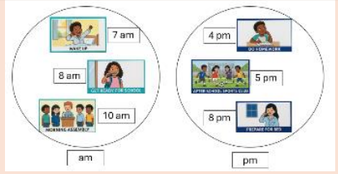
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First Level

Understand: The passing of time can be noted, represented and standardised, allowing events to be ordered, planned and coordinated.

Know:	Do:	Know:	Do:	Know:	Do:
Dates can be recorded in different ways using words and numbers.	Order the days of the week and the months of the year. Identify the day before and after and the month before and after a given date. Read and record the date in different formats, for example, 10/04/28 is the 10th of April 2028.	The number of days in each month varies from month to month. Calendars can be used to record and keep track of events and activities.	Identify the number of days within each month. Record upcoming events and activities on a calendar. Order given dates within a context from earliest to latest, for example, birthdays, personal life events, wider celebrations and society events.	There are 52 weeks in a year, 365 days in a year and 366 days in a leap year. A leap year usually happens every four years. Different calendar systems are used across the world.	Explain the relationships between days, weeks, months and years, for example, there are 24 hours in a day, 52 weeks in a year. Explain why leap years occur. Investigate and identify the key features of different calendar systems used across the world and across history. Discuss how they are similar and how they are different.
The minute hand, on an analogue clock, tells us how many minutes have passed since the hour. When the minute hand has made a full rotation around the analogue clock, one hour has passed. There are 60 minutes in one hour. When the minute hand has made a half rotation around the analogue clock, half an hour has passed. There are 30 minutes in half an hour. The minute hand points directly at 6 when it is half past the hour. On a digital display, half past the hour is recorded as hh:30	Locate o'clock and half past times on a horizontal time line marked with whole and half hours.  Read, say and show o'clock and half past times on an analogue clock. Explain the link between fractions, the position of the hands on an analogue clock and the time displayed (o'clock and half past times only). For example, 'It is half past two because the hour hand is pointing halfway between two and three and the minute hand is pointing to the six', 'It is half past four because the minute hand has travelled halfway round the clock face since four o'clock.' Match analogue representations of o'clock and half past times to corresponding digital representations.	When the minute hand has made a quarter rotation around an analogue clock, quarter of an hour has passed. There are 15 minutes in a quarter of an hour. The minute hand points directly at 3 when it is quarter past the hour. On a digital display, quarter past the hour is recorded as hh:15 The 12 hours from midnight to before noon are 'am' times. The 12 hours from noon to before midnight are 'pm' times. The length of one day is equal to 24 hours.	Locate quarter past times on a horizontal time line marked in 15-minute sections.  Read, say and show o'clock, half past and quarter past times on an analogue clock. Explain the link between fractions, the position of the hands on an analogue clock and the time displayed (o'clock, half past and quarter past times only). For example, 'It is quarter past five because the minute hand has moved a quarter of the way round the clock face and the hour hand is just past the five.' Match analogue representations of o'clock, half past and quarter past times to corresponding digital representations. Sort day to day activities into *am* and *pm* categories and match to the specific hour.	On some analogue clocks there are small marks between the numbers. The minute hand moves one mark per minute. The mark pointed to by the minute hand represents the minutes past the hour. When the minute hand has moved between two consecutive numbers on an analogue clock, five minutes have passed. There are 45 minutes in three quarters of an hour.	Notice when one-minute and five-minute intervals have elapsed on an analogue clock. Skip count in fives to read the number of minutes past, indicated by the minute hand. Approximate the location of times in five-minute intervals on a horizontal time line marked in hours. For example, Callan (purple) and Grace (blue) have approximated where 35 minutes past 2 is, who do you agree with and why?  Read times on an analogue clock in five-minute intervals from five minutes past through to 55 minutes past. Match analogue representations of times in five-minute intervals from five minutes past through to 55 minutes past to corresponding digital representations. Express time durations of 15 minutes, 30 minutes and 45 minutes in terms of fractions of an hour and vice versa.

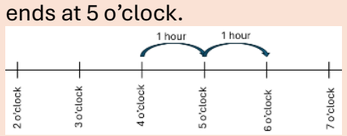
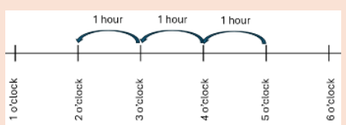
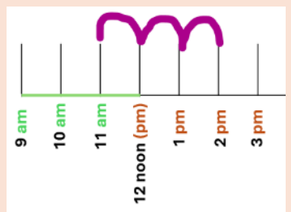
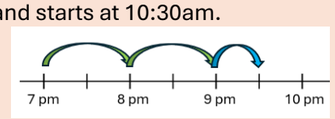
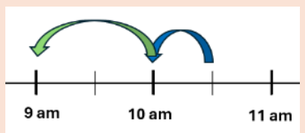
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				 Compare times of the same day, using am and pm times, for example, 7pm is later in the day than 7am.	

Notes
A range of paper and digital diaries and calendar in different layouts, should be accessed.
Celebrations and events will vary across contexts, ensure examples used are relevant.
Make connections between the time of year, calendar systems and cultures, customs and traditions (Religious, Moral and Philosophical Studies, Languages, Literacy and English/ Gaelic).
Make connections to historical periods of time which may be described in decades (10 years) and centuries (100 years).
Make connections to learning about the solar system and the movement of planets in Science when discussing the length of a day and the length of a year.
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.
Clocks (analogue and digital) should be displayed within learning spaces and the language of time should be reinforced through everyday interactions, for example, we will go outside at quarter past ten.
Make connections to representing halves and quarters in Number relationships and operations.
Excludes
Reading or telling the time using the language of 'quarter to' is not included at this level. This is to ensure a deeper understanding of minutes *past* the hour before moving onto minutes *to* the hour.
New key mathematical language (Learners)
leap year, half past, quarter past, minutes past, noon, midnight, am/pm

First Level

Understand: Time can be measured using standard units, allowing durations to be estimated, calculated and compared.

Know:	**Do:**	**Know:**	**Do:**	**Know:**	**Do:**
Time duration is a measure of how much time has passed from start to finish.	Make calculations in context, using a time line, involving the duration of time between o'clock times on the same day. For example, calculating the length of a film that starts at 4 o'clock and finishes at 6 o'clock, finding the finishing time of a party that is 3 hours long and ends at 5 o'clock.  		Make calculations in context, using a time line, involving the duration of time between o'clock times which bridge across noon on the same day. For example, calculating the length of a football festival that starts at 11am and finishes 2pm, finding the starting time of a fayre that lasts 4 hours and finishes at 1pm. 		Make calculations in context, using a time line marked in whole and half hours, involving the duration of time between o'clock and half past times on the same day. For example, calculating the length of a club that starts at 7pm and finishes at 9:30pm, finding the finishing time of a sports session that is one and a half hours long and starts at 10:30am.  
	Make comparisons about how long everyday activities last. For example, it takes less time for me		Begin to make number referents linked to time durations. For example, a football match is 90	On some analogue clocks there is an additional hand which represents the passing of time in	Identify and use the second hand on a clock or an appropriate timer to measure day to day activities

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		to brush my teeth than it does for me to walk to school, lunchtime lasts longer than break time.		minutes, it takes 10 minutes for me to walk to school, gran's tv show lasts one hour, my favourite song is 3 minutes long. Make comparisons using time referents. For example, a football match lasts longer than my favourite tv show, brushing my teeth takes about the same length of time as my favourite song.	seconds. When this hand has made a full rotation around the clock, one minute has passed. There are 60 seconds in a minute. Lengths of time in seconds can also be measured using digital timers. The number of seconds passing can be approximated by using a steady, counted rhythm.	using seconds. For example, measuring the time taken for a programmable toy to travel to the end of the room, how long it takes various items to reach the bottom of a slide, how long you can balance on one foot. Estimate the length of time it takes for a given number of seconds to pass by counting in a steady rhythm, for example, by saying one elephant, two elephants, ...
	Notes Appropriate devices for indicating fixed time durations include sand timers, voice activated timers, egg timers. Appropriate devices for measuring time intervals include second hands and digital or analogue stop watches. The use of time lines when calculating time durations creates a spatial representation of the passing of time and makes connections to strategies used in number, addition and subtraction. **Excludes** Timing in fractions of a second, for example if stopwatch use whole seconds only. Calculating durations that bridge across midnight. **New key mathematical language (Learners)** duration, seconds					

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Strand	**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.
	Data management

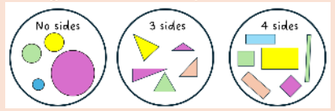
First Level

Understand: Classifying items by their properties reveals similarities and differences that support comparison.

Know:
Objects can be collected, sorted and matched into one or more categories based on their attributes.

Do:
Collect and sort a range of objects or pictures using their own or criteria and explain how they have been categorised. For example, 'I sorted the toy vehicles by colour and you have sorted them by how many wheels they have.'

Identify which given category an object belongs in, for example, sorting different shaped tiles.



Sort objects into categories using more than one attribute at the same time, for example, sorting pom-poms by colour and then by size.



Know:
A Carroll diagram is a way of organising objects, numbers and shapes by their attributes.

In a Caroll diagram, numbers or objects are either categorised as having an attribute or not having an attribute.

A Venn diagram shows the relationship between different sets of categorised items.

Each circle in a Venn diagram represents a set.

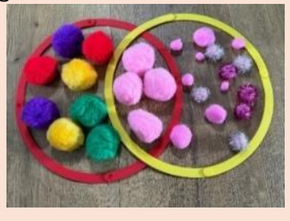
When items belong to more than one set, because they belong to more than one category, the circles in a Venn diagram overlap to create an intersection.

Do:
Place an object into the correct category on a physical one attribute Carroll diagram, for example, deciding where a pinecone should go.



Identify when objects can be placed into more than one category. For example, with a set of pom-poms sorted into big or pink, pom-poms which are big and pink could be placed into both categories.

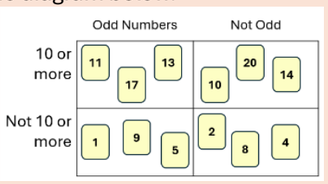
Create physical Venn diagrams, using hula hoops or sorting rings, where each hoop represents set and they overlap if the sets intersect. Sort objects into the correct place (region) within Venn diagrams. For example, placing a big pom-pom into the correct region in the physical Venn diagram below.



Know:
A Carroll diagram can sort data by two attributes.

When an object cannot be classified into one of the defined sets it should be placed outside of the Venn diagram circles.

Do:
Identify and explain which category items belong to on given two-attribute Carroll diagrams. For example, placing numbers to 20 in the diagram below.



Sort objects into the correct region on physical Venn diagrams, including within one set, in the intersection of two sets, or outside of the sets. For example, a small blue pom-pom is neither big nor pink.



Notes

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<table>
<tr><td></td><td colspan="6">Initially sort concrete objects, progressing on to sorting photographs, pictures or numbers.
An attribute is a property, characteristic, or feature that describes something such as colour, shape, type, size, texture and so on.
Make connections to classifying shapes in Shape, Space and Measurement.
Make connections, when sorting and categorising, to other strands within mathematics and to other areas of the curriculum, for example, classifying numbers by their properties, sorting animals by biological classification, sorting everyday materials or objects by their scientific properties.
Items should be sorted into both given categories (a closed task) and appropriate categories of choice (an open task). Encouraged re-sorting of items in a variety of ways.
New key mathematical language (Learners)
Venn diagram, sets, intersection, Carroll diagram</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="6">Understand: Questionnaires, surveys and observations can be used to collect information to answer questions and learn about the world.</td></tr>
<tr><td>Know:
A questionnaire is a set of questions designed to collect data.</td><td>Do:
Complete questionnaires for real and relevant purposes.</td><td>Know:</td><td>Do:
Contribute to the design of questionnaires for real and relevant purposes.</td><td>Know:
Questions can be closed (yes/no, multiple choice responses) or open (no pre-selected choices).

A survey is a structured process of collecting data (often through a questionnaire) then organising and analysing it to better understand a topic.

Digital tools can be used to collect and organise data.</td><td>Do:
Identify the benefits and disadvantages of using open and closed questions when collecting data. For example, ‘Do you like school?’ is likely to be answered with a yes or no, but ‘What do you like best about school?’ could have a wider range of answers.

Explain how the wording of a question can influence the responses given. For example, asking ‘My favourite flavour of crisps is salt and vinegar, Do you agree?’ compared to asking ‘What is your favourite flavour of crisps?’

Contribute to the creation of a questionnaire by considering the type and wording of questions, then conduct the survey by collecting responses and recording the information clearly.

Contribute to the design of an online questionnaire to be shared with and completed by others.</td></tr>
<tr><td></td><td></td><td>Observation involves watching or recording behaviour or events to collect data on the frequency of an event occurring over a set time period.

A table can be used to record and structure data gathered as part of an observation.</td><td>Conduct observations to collect data using given templates to record the results. For example, counting how many birds visit the feeder in ten minutes, noting the number of rainy days there are in a week.

Contribute to the creation of a table that records daily or weekly observations, for example, the amount of rain collected, the height of a sunflower over a number of weeks.</td><td></td><td>Collect data through observations, where more than one category is being observed, for example, the types of weather observed each day over a month.

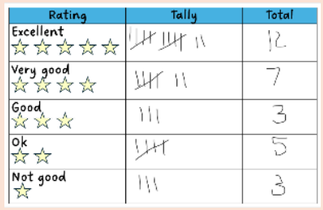
Consider the data being collected through observation and decide which categories to include in a table. For example, when collecting data about types of transport passing the school consider which categories (such as car, bus, bicycle) will be needed.</td></tr>
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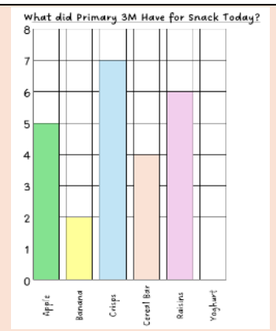
Notes
Digital tools which could be used to collect and organise data include online form creators.
Collecting data to gather opinions and preferences and active participation in questionnaires supports the development of the ideas of Perspective and Power (influence) in Social Studies and have direct links to the Enquiry strand.
Make connections to Forming Questions and Finding Information within Literacy and English as the structure of questions is important here.
New key mathematical language (Learners)
questionnaire, survey, observations, table, spreadsheet

First Level

Understand: Graphs and charts use agreed features to organise data so that information can be understood, compared and shared clearly.

Know:	**Do:**	**Know:**	**Do:**	**Know:**	**Do:**
The objects, pictures or symbols in a pictograph represent how many are in each category.	Construct and contribute to pictographs using pictures or symbols with a range of categories and values.	Symbols in a pictograph should be equal in size. Pictures or symbols in a pictograph should be aligned.	Create pictographs accurately ensuring that symbols within a category are equal in size and aligned.	Each symbol in a pictograph can represent one or more items. A key tells you how many items each picture represents in a pictogram.	Create pictographs, with a key, where a symbol represents more than one item. 
A tally chart can be used to record data as it is collected and displays the total. Tally marks keep a count by drawing lines with each mark representing one item. Four vertical tally marks crossed through with a diagonal line represent a group of five. Tally marks can be totalled by counting fives and ones.	Contribute to the creation of tally charts, showing tallies grouped in fives, to represent collected data, for example, a tally chart which shows the type of transport used to travel to school. Count in fives and ones to total categories in tally charts. For example, thirteen people are having a school dinner today. 		Contribute to the creation of tally charts to represent collected data, for example, a tally chart which shows the number of pets owned by those in a class. Construct tally charts using given templates for relevant purposes.		Collect and organise data describing experiences, opinions and observations, using a tally chart template, for example, collecting opinions about the latest class novel. 
		A bar graph uses rectangular bars to show and compare how much or how many there are in different categories. The bars can be horizontal or vertical and should have equal width and equal gaps between them. Each bar represents a value and the height or length of each bar links directly to its value.	Construct vertical and horizontal bar graphs using given templates which have a scale ascending from 0 in ones. Present data accurately by labelling the axes with the correct categories and values. Present data accurately by adding a title to show what the graph represents.	The axis showing how much or how many is marked at equal intervals. This is called the scale, used to measure, organise and indicate each category's value.	Construct vertical and horizontal bar graphs using given templates which have a scale ascending in twos, fives or tens.

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			The vertical and horizontal lines on a graph are called axes. Axes are labelled to show the categories and the values.			

Notes
Make connections, when working with tally marks to skip counting in fives in Quantities, Numbers and Algebraic Properties of Number.
The different ways quantities as marks are recorded across history, diverse cultures and number systems could be explored, for example Chinese character tally marks, the Ishango bone, Roman numerals.
When the scale is ascending in twos, fives or tens, make connections to skip counting in Quantity, Numbers and the Algebraic Properties of Number.
Aligning data ensures information is clear and accurate.
Includes but is not limited to
Use scales which ascend in ones but demonstrate that as the quantity of collected data increases, the scale may need to be adapted to ensure that the graph remains manageable and readable.
New key mathematical language (Learners)
symbols, tally chart/mark, key, bar graph, axes, intervals

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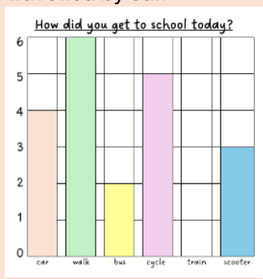
<table>
<tr><th></th><th colspan="6">Data analysis and interpretation</th></tr>
<tr><td rowspan="2">First Level</td><td colspan="6">Understand: Graphical representations enable visual analysis and interpretation of data sets.</td></tr>
<tr>
<td>Know:
More than, less than and the same as, are used to compare values in a data display.

Conclusions, findings and outcomes can be drawn from displayed data.

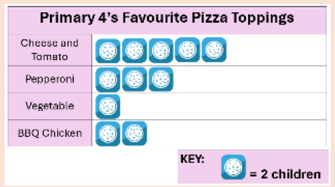
Conclusions, findings and outcomes drawn from data can inform choices and decisions.</td>
<td>Do:
Calculate and compare the total of two or more categories in pictographs, tally charts or block graphs and identify which is most, least or if they are the same value. For example, identifying the most common snack.

Answer questions and describe the data displayed in a range of graphs, charts and tables, for example, ‘Most people walk to school’, ‘Three people get the bus’, ‘No-one comes by train.’

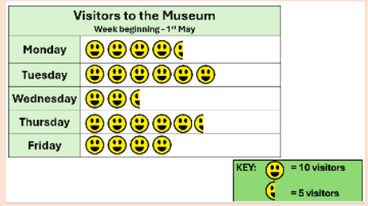
Discuss how collected data impacts decisions and choices, for example, ‘Most people voted for an outdoor activity so we should go outside this afternoon.’</td>
<td>Know:
Conclusions, findings and outcomes drawn from data can inform predictions.

Each symbol in a pictograph can represent one or more items.</td>
<td>Do:
Compare the total of two or more categories in a range of data displays and calculate how many more or less there are, for example, finding out how many more learners walked to school than travelled by car.


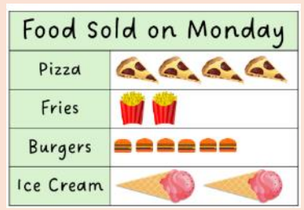
Discuss how collected data can be used to inform predictions. For example, ‘It has rained three days in a row so it might rain tomorrow and I will wear my wellies.’

Interpret the total in pictograph categories where an object or symbol represents a value more than one, for example, calculating how many learners voted for pepperoni.

</td>
<td>Know:
Conclusions, findings and outcomes can be drawn from data collected over time.

In a pictograph the key is used when calculating the totals.</td>
<td>Do:
Analyse data collected over a period of time. For example, in our weeklong traffic survey, the road was quietest between 1pm and 2pm each day.

Calculate the totals in pictograph categories using the key, where part symbols or symbols representing more than one are used. For example, ‘Michael thinks there was 15 visitors on Wednesday, but Yvonne thinks there was 25, who do you agree with and why?’

</td>
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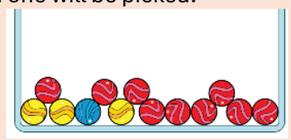
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			The way that data is displayed can lead to incorrect interpretations.	Begin to develop an awareness of the importance of displaying data accurately and the impact that misleading data can have, for example, 'Jaclyn thinks this pictograph shows the sales of pizza and ice-cream are the same. Is she correct? Why (or why not)?'  		Discuss data displays where a lack of accuracy could lead to incorrect interpretations. Explain how these could be improved, for example, 'In this pictograph Iona thinks more learners have a cat as a family pet. Is she correct? Why (or why not?)' 
	Notes **Includes but is not limited to** When working with half symbols in pictographs each symbol should represent even numbers only. Errors in recording or displaying data could lead to misinformation, affecting decisions based on that data, for example, the preference chosen may not be the most popular one. Analysis and interpretation of represented data provide opportunities to create and answer open ended questions which can lead to deeper understanding and support the development of critical thinking. A range of workplace contexts and real-life situations where managing, analysing and interpretating data could be explored. Visits could be arranged from those working in roles such as marketing, sales, science or medicine. **New key mathematical language (Learners)** interpretation, comparison, conclusions, findings, outcomes, choices, decisions, misleading					

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<table>
<tr><th></th><th colspan="6">Probability</th></tr>
<tr><td rowspan="3">First Level</td><td colspan="6">Understand: The likelihood of events can be described and predicted to guide actions and choices.</td></tr>
<tr>
<td>Know:
The likelihood of events in everyday situations can be described using mathematical language and can influence our actions and choices.</td>
<td>Do:
Discuss and describe everyday situations using the language of likelihood: possible, impossible, likely, unlikely, probable, certain and uncertain. For example, ‘When we go to the lunch hall it is unlikely we will meet a celebrity, but it is possible that pasta will be on today’s menu.’

Discuss how the likelihood of everyday events might influence choices and actions. For example, ‘I am in Scotland in February and it is likely to be cold, so I will bring my hat and gloves.’</td>
<td>Know:
An outcome can be predicted based on known information.</td>
<td>Do:
Describe the likelihood of an item or object being selected from a given collection. For example, ‘It is impossible to pick a green ball from this pot, but is likely that a red one will be picked.’

Through games and everyday experiences, discuss the link between the likelihood of events and their fairness. For example, one player starting the game with more cards would be unfair as the likelihood of winning could be different for that player.</td>
<td>Know:
Data gathered through real-life experiences can be used to make predictions of the likelihood of an event occurring.</td>
<td>Do:
Compare the likelihoods of items or objects being selected from a given collection. For example, ‘Jakub thinks the most likely colour to be picked from this pot is yellow. Explain why you agree or disagree.’

Analyse gathered data and make predictions of the likelihood of an event occurring, for example, based on a traffic survey, predicting the most likely vehicle to pass by next.</td>
</tr>
<tr><td colspan="6">Notes
Make connections to identifying hazards and risks in Being Scientific within Science.
Fairness in relation to probability means that each possible outcome has an equal chance of happening. In the context of games, each player should have an equal (fair) chance of winning.
Ways in which games might be made unfair could be discussed, for example, in fairground games, where players are unlikely to be able to be carry out the game successfully (hooking the duck, knocking down the tower), or where the chances of winning are particularly low.
New key mathematical language (Learners)
likelihood, events, outcomes</td></tr>
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Religious Education Roman Catholic Know-Do-Understand Strands

<table>
<tr><td>Strand</td><td colspan="2">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.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: God's gift of life reveals His love for us.</td></tr>
<tr><td>Know: God created each of us uniquely out of love.

We need the support of others to grow and develop into the person God created us to be.

God shares some of His truth, beauty, goodness and glory with us through creation, including things we cannot see.

God rested and rejoiced in His creation on the 7th Day which is called the Sabbath.

The Sabbath is Sunday and Christians keep this day holy.

The Church has seasons in the liturgical year.

St Francis is the patron of ecology.</td><td>Do:
Identify my own and others' gifts and talents.

Describe the help God and others give us, and the way we can help each other grow.

Observe the natural world and identify moments of wonder and awe.

Recall Scripture passages about God's creation. *

Connect our need to rest, pray and play, with God resting.

Describe ways that rest helps us to see God in creation, including those around us.

Name the seasons of the liturgical year.

Pray the Canticle of the Creatures.

Praise God through my own writing, music, dance, drama or art.

Identify ways that we can care for creation.</td></tr>
<tr><td colspan="2">Notes

* See First Level Scripture texts.</td></tr>
</table>

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<table>
<tr><td>Strand</td><td colspan="2">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.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: God created each person in His image and calls us to live in relationship with others.</td></tr>
<tr><td>Know: God created us, male and female, in His own image.

Everything created by God including us, begins life, grows, develops and dies naturally.

God's plan is for people to live in relationship, within the community of the Church.

Baptism is the beginning of our faith journey where we discover God's plan for us.

God gives us the gift of free will and this is a sign of His never-ending love for us.

Christians are called to forgive as Jesus forgives.

Explain how saying sorry and being forgiven can strengthen our relationships.

Reflect on forgiveness in the Our Father.</td><td>Do:
Describe how we have been created body, mind and soul.

Recognise that although people die, they can live forever with God in heaven.

Listen and respond to Scripture* narratives where Jesus called people to follow Him into the community of faith.

Explain how we can live out our journey of faith and life in the community of the Church.

Explain how we can respond to God's love by becoming more like Jesus: loving, compassionate, merciful, caring and sharing.

Pray for God's help to make good choices.</td></tr>
<tr><td colspan="2">Notes
See learning related to SCES/Diocesan Relationships and moral education resources.

* See First Level Scripture texts.

There is a direct link with this learning and Sacramental Preparation.</td></tr>
</table>

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<table>
<tr><td>Strand</td><td colspan="3">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.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: The Holy Trinity means God the Father, God the Son and God the Holy Spirit as made known through scripture, prayer and the liturgical year.</td><td>Understand: God as the source of love and life who reveals his love to us and calls us to share that love with others.</td></tr>
<tr><td>Know: God is Father, Son and Holy Spirit.

Certain prayers**, scripture passages*, sacraments and times of the liturgical year help us learn about the Holy Trinity.</td><td>Do:
Read and respond to scripture passages* that help us learn about the Holy Trinity.

Participate in prayer and reflection across the liturgical year that help us learn about and encounter the Trinity.</td><td>Know: God the Father communicates with us by revealing Himself and His love.

Scripture passages* and prayers** that teach us that God is our Father.

New Testament Scripture passages* that show God is merciful, just, compassionate and forgiving.

Mary and the Apostles encountered the Holy Spirit and sought his help for strength and courage.

That people continue to encounter the Holy Spirit today.</td><td>Do:
Give examples of how God communicates his love to us and others.

Express the ways in which we have each been made uniquely by God.

Put into action God’s love through caring for creation, praying or care for others.

Pray the Our Father.

Respond to these Scripture passages* by explaining how the words and actions of Jesus teach us about the mystery of God.

Identify ways in which we can follow Jesus.

Connect the ways that the Apostles encountered the Holy Spirit and how these can relate to our own lives, prayer and actions.

Listen and respond to others as they talk about God in their lives.</td></tr>
<tr><td colspan="2">Notes
*See First Level Scripture texts
** See First Level Prayer Grid</td><td>Notes
*See First Level Scripture texts
** See First Level Prayer Grid</td></tr>
</table>

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<table>
<tr><td>Strand</td><td colspan="3">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.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: Jesus is the Son of God and Son of Mary who lived within a human family, died, and rose from the dead so that we too may share in eternal life in Heaven.</td><td>Understand: The life and ministry of Jesus and its relevance for our own lives and the lives of the others.</td></tr>
<tr><td>Know:
The Angel Gabriel brought a special message to Mary, asking her to be the mother of God’s Son.

Mary said yes to God when asked and this is an example to us.

The baby Jesus was part of a human family: the Holy Family.

Heaven and Earth rejoiced at Jesus’ birth.

Jesus died on a cross out of love for God his Father and for us.

Jesus celebrated the Last Supper on Good Friday. This was the first Eucharist.

God raised Him from the dead and many of His followers saw Him and talked to Him.

When people die, they can live forever with God in heaven.</td><td>Do:
Recount the story of the Annunciation*.

Pray the Hail Mary (reflecting on the Annunciation and Visitation*).

Reflect on the preparations Mary and Joseph made for the Baby Jesus’ birth*.

Recognise we sing the angels’ song, the Gloria at mass.

Explore the events of the passion, death and resurrection of Jesus*.

Read and reflect on The Last Supper and how this links to the Mass*.

Reflect on Scripture* accounts of Jesus and his followers.

Reflect on eternal life as a message of hope.</td><td>Know: Jesus was Jewish and had an ordinary Jewish upbringing.

Jesus celebrated the Passover, which commemorates the Jewish people being freed from slavery.

Jesus was a healer and a teacher.

Jesus chose 12 special friends, the Apostles.</td><td>Do:
Hear, read and recall Scripture* about Jesus’ life as a boy.

Listen and respond to Scripture* passages that tell this story.

Hear, read and recall the healing actions of Jesus’ miracles*.

Hear, read and recall the parables Jesus taught us*.
Research one or more of the apostles in depth.</td></tr>
<tr><td colspan="2">Notes
* See First Level Scripture Texts.</td><td>Notes
* See First Level Scripture Texts.</td></tr>
</table>

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<table>
<tr><td>Strand</td><td colspan="4">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.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: Through the community of the Church, we experience God’s love and celebrate as one family.</td><td colspan="2">Understand: God strengthens His people and makes them holy through the Sacraments.</td><td>Understand: The Holy Spirit brings us closer to Christ and strengthens us to live as followers of Jesus.</td></tr>
<tr><td>Know:
The Church offers God’s love and care to all.

Jesus entrusted Peter with leading His Church and the Pope (as Peter’s successor) continues to teach and guide the Church today.

The word ‘pastoral’ comes from the Latin word pastor, meaning ‘shepherd’.

As members of God’s family, we gather to celebrate special occasions, Sunday Mass, baptisms, weddings, funerals, feasts and seasons.</td><td>Do:
Investigate how the Church offers God’s love and care in my parish and the wider world. ^

Explain how the Sacraments of Healing continue Jesus’ forgiving and healing actions in the Church today.

Interpret Scripture* to explain the commissioning of Peter and its significance for the leadership of the Church.

Explain what is meant by the ‘Primacy of the Pope’.

Investigate how the Pope and clergy exercise their pastoral care^ ^.

Explain how priests follow the example of Jesus, the Good Shepherd*.

Name some feasts and season in the liturgical year.

Name the sacramental celebrations which involve home, school and parish.

Participate in class, school or parish celebrations.</td><td>Know: There are seven sacraments that make us holy and strengthen us in our journey of faith.

In Baptism, through God’s grace, we become God’s cherished children.

The importance of my regular participation in the Sacrament of Reconciliation and that through it I am cleansed from sin, given healing and prepared to receive the Eucharist more worthily.

We are spiritually nourished in Eucharist as the bread and wine are changed into the Body and Blood of Christ at the consecration.

When I receive the Eucharist in First Holy Communion, this will be the centre and high point of my Christian initiation.</td><td>Do:
Name the Sacraments of Initiation and recognise their significance.

Recognise and explain the significance of the symbols of Baptism.

Explore the themes of reconciliation and forgiveness in other strands.

Participate in the Sacrament of Reconciliation in my school and parish communities.

Recognise that just as God has forgiven me, so I must forgive others.

Hear, read and recall narratives from the Old* and New Testament* that tell of how God nourished people on their faith journey.

Explain how Jesus' choice of bread and wine at the Last Supper points to the spiritual nourishment of the Eucharist.

Explore the Sacrament of the Eucharist in other strands.

Recognise and explain the significance of the different names for the Eucharist.

Explain the significance of some Mass parts: Entrance Rite, Liturgy of the Word, Liturgy of the Eucharist, Dismissal.

Describe how we are united to Jesus and nourished by Him when we receive the Eucharist.</td><td>Know:
The Holy Spirit helped Mary and the saints to say ‘Yes’ to God in their lives and can help me to do the same.

The Holy Spirit guides me and helps me to grow closer to God.</td><td>Do:
Examine the role of the Holy Spirit in the lives of Mary and the saints*.

Reflect on how the Holy Spirit can help me in my life.

Reflect on how the Holy Spirit speaks to me through Scripture*.

Pray to the Holy Spirit.</td></tr>
<tr><td colspan="2">Notes
* See First Level Scripture Texts</td><td colspan="2">Notes
* See First Level Scripture Texts</td><td>Notes
* See First Level Scripture Texts</td></tr>
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	^Investigate how the Church offers love and care: P2: People in my life who care for me P3: People in my parish who care for others P4: Through the work of MISSIO and other charities ^^Investigate the Pastoral care of Pope and Clergy: P3: learners investigate the pastoral work of priests in the parish P4: investigate the pastoral visit of the Pope to countries around the world	Sacramental Preparation for the Sacraments of Reconciliation, First Eucharist and Confirmation is determined by each diocese. Please ensure you are using the appropriate diocesan resources while continuing to refer to the detail of the core learning as set out in This is Our Faith. The learning outlined above assumes that Confirmation will be celebrated at Second Level. Where it is celebrated earlier, please refer directly to This is Our Faith.	See learning in other strands relating to the role of the Holy Spirit in the lives of the saints (p4).

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.			
First Level	**Understand:** The Bible is the most precious and sacred book for all Christians because it is the inspired Word of God.		**Understand:** God speaks to us through the stories of the Bible and helps us to live a Christian life.	
	Know: At Mass we hear, read and respond to the Word of God. The Holy Spirit guided the people who wrote the books of the Bible.	**Do:** Listen prayerfully and attentively to God's Word. Read aloud from Sacred Scripture in such a way that I am Proclaiming the Word of God. Make the following responses to the Word of God at Mass: *Thanks be to God, Praise to you Lord Jesus Christ*. Recognise the Holy Spirit opens our ears and hearts to listen to God's Word.	**Know:** In the Bible there are different types of stories/narratives about God. About people in the Old and New Testament* who listened to God's Word and responded to it. The Saints listened to the Word of God and responded to it by witnessing to God in their lives.	**Do:** Explain why the Bible is important for Christians. Read and recall Bible stories*. Reflect on how these stories can help me lead a Christan life, to forgive and be forgiven. * Reflect on how I might give witness to God in my life with the help of the Holy Spirit.
	Notes By the end of First Level, learners should be able to recall scripture passages present in other strands particularly those used in preparation for First Communion (See Scripture Texts for First Level – Nurturing Faith with the Church and Sacraments).		**Notes** *See First Level Scripture Texts See Scripture Texts for First Level for People in the Bible who responded to God's word. Saints' response to God's word: • St Francis • St Margaret • St Columba • St Ignatius • St Therese See Scripture Texts for First Level for Stories of Reconciliation and Forgiveness in Old and New Testaments.	

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<table>
<tr><td>Strand</td><td colspan="2">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.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: Respond to God's love by encountering Christ in prayer, the Mass, the Sacraments, and the liturgical life of the Church, growing in holiness and communion with God and others.</td></tr>
<tr><td>Know:
We can be with God by talking to and listening to Him in prayer.

Mary is Jesus’ mother and mother of us all and should be honoured.

Mass is important for Catholics and a duty on a Sunday.

There are two parts to the Mass: Liturgy of the Word and Liturgy of the Eucharist.

At the consecration bread and wine are changed to the Body and Blood of Jesus.

The seasons and celebrations of the liturgical year.

Certain symbols, artefacts, vestments, actions and rituals found in Church and used for prayer and liturgies.

We need to say sorry to God and others sometimes.

The Sacrament of Reconciliation and certain prayers** during Mass help me say sorry to God and build relationship with others.

Angels are used as God’s messengers, and they guide and protect us.

With the help of the Holy Spirit, we are called to be Saints and live a Christian life.</td><td>Do:
Participate in different experiences of prayer and worship and say certain prayers by heart**.

Pray**with certain words, gestures, movements and silence, on my own and with others.

Participate in a variety of different liturgies, Eucharistic Adoration and Masses in school and in the parish.

Honour Mary, especially in Advent, May and October through prayer, the rosary, images, icons, processions and with a prayer space.

Explain in own words the importance of Mary’s “Yes” to God.

Act and respond appropriately with correct words, prayers and gestures in Mass, including fasting beforehand.

Participate in Sacramental preparation for First Holy Communion.

Identify the liturgical seasons, their colours, special Holy days and feasts, and prayerfully reflect on their significance using sacramentals, words and postures.

Visit our local Catholic Church and identify key items used for prayer, liturgy and celebration of Sacraments.

Connect my preparation for Mass with my preparation for Reconciliation and marking the season of Lent.

Recall Scripture* passages about angels.

Reflect on the lives of the saints, including or school patron.</td></tr>
<tr><td colspan="2">Notes
*See First Level Scripture Texts.

**See First Level Prayer Grid</td></tr>
</table>

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<table>
<tr><td>Strand</td><td colspan="4">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">First Level</td><td colspan="2">Understand: Jesus commanded that we love God and love our neighbour.</td><td colspan="2">Understand: Forgiveness and Reconciliation restore our relationship with God and others.</td><td colspan="2">Understand: Reasons why the Catholic community cares for the world and the needs of all people.</td></tr>
<tr><td>Know:
We are called to love God, the world and others.

“Neighbour” means more than people that we know or live near us.

Jesus’s life* is a model of love, fairness, justice and peace in action.

Scripture* and Church teaching about love, justice, peace, and fairness.

The Sacraments help us to love and be just especially when it is difficult.

What the 10 commandments, and Jesus’ commandment to love God and our neighbour, mean for Christian living.</td><td>Do:
Faith witness activities to demonstrate love of God, the world and others.

Make connections between Jesus’ life and our own.

Give examples of ways we can put Jesus’ example into action in our own lives when we live, work and play.

Participate in prayer**, liturgy and Sacraments on the theme of love, justice and peace.

Respond to learning by showing love for God and others by praying, doing acts of kindness and respecting others.

Identify the value of rules and discuss how they keep us safe and secure when we follow them.

Reflect on the peace and happiness that is felt when we act justly, love God, our world and others.</td><td>Know:
God has given me a conscience to inform my actions and choices. When I fail to show love, I can start again.

Prayer can strengthen me when I need to forgive others and that this forgiveness deepens my relationship with God.

Scripture* passages that teach us about forgiveness, acceptance and relationship with God.</td><td>Do:
Recall and explore what sin is, repentance, the call to forgiveness and reconciliation and the effect these all have on my relationship with God, myself and others.

Identify ways we make good choices in school, play, family and parish.

Demonstrate that I have forgiven others by the ways in which I build relationships with them again.

Explain, using Scripture*, what we have learned about God’s call to forgive and be forgiven.

Participate in prayers and Sacraments that help me forgive and be forgiven and build my relationship with God and others.</td><td>Know:
God invites us to be part of his family through our own family, school and parish
Saint Vincent De Paul modelled his life on Jesus.</td><td>Do:
Name some of the groups to which I belong, such as family, school, clubs, parish and the people who are part of these.

Listen to and explain the reasons why members of the local Catholic Church in school and the parish, have shown care for the world and the needs of all people.

Actively participate in the liturgical life of the Church in school and parish.

Identify and participate in practical ways to care for the world, the school and others, particularly during Lent and Advent.

Reflect prayerfully on the life of St Vincent De Paul and apply my learning to my own life.</td></tr>
<tr><td colspan="2">Notes
*See First Level Scripture Texts

**See First Level Prayer Grid</td><td colspan="2">Notes
*See First Level Scripture Texts

**See First Level Prayer Grid</td><td colspan="2">Notes
*See First Level Scripture Texts

**See First Level Prayer Grid</td></tr>
</table>

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<table>
<tr><td>Strand</td><td colspan="2">World Religions
(To explore the principles and theology guiding the teaching of world religions, please consult This Is Our Faith, which outlines our Catholic approach to interfaith understanding.)
Fosters an understanding of major world religions through the lens of Catholic teaching on interreligious dialogue. Encouraging pupils to recognise and respect the sincere search for truth that takes place in other faith communities, it promotes constructive dialogue, mutual trust, and shared understanding.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: People of the Jewish and Muslim faiths believe in one God as Creator and express this through family life, sacred texts, and places of worship.</td></tr>
<tr><td>Know: Muslims and Jewish people share a belief in one God.

Jesus grew up in a Jewish family and prayed in the synagogue.

Holy books (the Qur'an for Muslims; the Torah for Jewish people) and places of worship (Mosque for Muslims; Synagogue for Jewish people) keep faith communities connected to God.</td><td>Do:
Recognise Muslims call God Allah and Jewish people recognize God as Creator.

Identify key visual features and a Synagogue.

Recall how Jesus engaged with Jewish scripture (Psalms and Prophets) and prayer in the synagogue.

Demonstrate respect for the sacred beliefs and family values of other faith communities.</td></tr>
<tr><td colspan="2">Notes</td></tr>
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Religious, Moral and Philosophical Studies Know-Do-Understand Strands

<table>
<tr><th>Strand</th><th colspan="4">Religion & Worldviews</th></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understanding: Religion and worldviews draw upon stories to understand and express their beliefs.</td><td colspan="2">Understanding: Religion and worldviews draw upon the teachings and examples of their key figures to understand and express their beliefs.</td><td colspan="2">Understanding: Religion and worldviews celebrate special times and days of the year in different ways for a range of reasons.</td></tr>
<tr><td>Know:
There is a diversity of religion and worldviews.

Some of the stories from religion and worldviews that describe their beliefs and where these stories come from.

Religion and worldviews use their stories to help them understand and develop their beliefs.</td><td>Do:
Name some examples of religion and worldviews.

Summarise some stories from religion and worldviews and recognise where the stories come from.

Describe what adherents of religion and worldviews learn from their stories.

Ask questions and communicate views about stories from religion and worldviews.</td><td>Know:
There is a diversity of religion and worldviews.

Some of the key figures from religion and worldviews and their teachings and/or examples.

Religion and worldviews use their key figures to help them understand and develop their beliefs.</td><td>Do:
Name some examples of religion and worldviews.

Name some key figures from religion and worldviews.

Describe what adherents of religion and worldviews can learn from their key figures.

Ask questions and communicate views about key figures from religion and worldviews.</td><td>Know:
Examples of special days and times of the year celebrated by adherents of religion and worldviews.

Examples of the different activities and practices that religion and worldviews engage in to celebrate special days and times of the year.</td><td>Do:
Make connections between special days and times of year and why they matter to people.

Make connections between activities and practices that religion and worldviews engage in and why they matter to people.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Organised religion: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism.

Diverse spiritual approaches to life e.g. Paganism.

Organised worldviews e.g. Humanism.

Organised religion and worldviews that may resonate with children’s own experiences, their families and wider community experiences.

Some of their stories which may be expressed in sacred texts or other writings e.g. Bible, Torah, Qur’an, Dhammapada, classical or contemporary writings.</td><td colspan="2">Includes, but not limited to
Organised religion: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism.

Diverse spiritual approaches to life e.g. Paganism.
Organised worldviews e.g. Humanism.

Some of the teachings and examples of key figures they draw upon.

These key figures may be classical or contemporary and may sometimes be considered as divine or human.</td><td colspan="2">Includes, but not limited to
Organised religion: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism.

Diverse spiritual approaches to life e.g. Paganism.
Organised worldviews e.g. Humanism.

Special days and times of the year which could include festivals, celebrations, rites of passage.

Examples of different activities and practices could include prayer, worship, community activities, among others.</td></tr>
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<table>
<tr><th>Strand</th><th colspan="3">Morality, Ethics and Values</th></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understanding: Teachings and ideas from religion and worldviews can support people to think about what is right and wrong.</td><td colspan="2">Understanding: People’s choices about right and wrong can change depending on the situation and can have immediate and/or long-term consequences.</td></tr>
<tr><td>Know:
People have different ideas about what is right and wrong, and these can be shaped by religion and worldviews.

Some stories and ideas from religion and worldviews that explore choices about what is right and wrong.</td><td>Do:
Make connections between teachings and stories from religion and worldviews and people’s choices about right and wrong.

Share views on stories from religion and worldviews about what is right and wrong.</td><td>Know:
People can have fixed views about what is right and wrong.

People’s views on what is right and wrong can change depending on the situation.

People might disagree with or not follow rules for reasons that they think are important.

Different choices can have different consequences.</td><td>Do:
Describe the choices people make about what is right and wrong in different situations.

Identify what people agree and disagree about in situations where they are making choices about what is right and wrong.

Describe some of the possible consequences of people’s choices about what is right and wrong.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Teachings and ideas about right and wrong from religion and worldviews found in their stories.

Teachings and ideas about right and wrong from religion and worldviews might focus on the importance of, for example, human life and the natural world and taking care of those in need.

Teachings and ideas could also come from codes (e.g. the Ten Commandments, The Amsterdam Declaration, UNCRC, the Noble Eightfold Path), rules, guiding ideas.</td><td colspan="2">Includes, but not limited to
Examples could include taking things which do not belong to you which some would consider to be always wrong while others might have less fixed views and base their decision on the circumstances. This could also apply in relation to telling the truth, saying what you think, or exercising your free speech.

External factors may be religion, worldviews, philosophical perspectives, family, peers, friends, local community, social media.

Awareness that right and wrong can be connected to fixed principles and ideas or more flexible views in response to a range of different situations and so consequences of choices can be varied.

Times when following rules is the right thing to do and other times when challenging those rules is appropriate.</td></tr>
</table>

<table>
<tr><th>Strand</th><th colspan="2">Questions, Arguments and Sources</th></tr>
<tr><td rowspan="3">First 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:
Religion and worldviews ask questions and suggest answers about life, what is true and untrue, the universe, and being human.

Some of the answers that religion and worldviews provide about questions about life, truth, the universe and being human and where these answers can be found.</td><td>Do:
Outline the responses of religion and worldviews to questions about life, truth, the universe and being human.

Compare own views about these questions with answers from religion and worldviews.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Encouraging exploration of the questions and answers religion and worldviews have about life, truth, the world and being human.</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">First Level</td><td colspan="2">Understand: Scientific investigations involve observations and measurements and allow questions to be answered and new things to be discovered.</td><td colspan="2">Understand: Observing similarities, differences and patterns shows how things work together or affect one another.</td><td colspan="2">Understand: Checking what was done, and the results, helps find errors and identify improvements for next time.</td><td colspan="2">Understand: Scientists engage with people to share findings in a range of ways, so that knowledge can be communicated and built upon by others.</td></tr>
<tr><td>Know:
A prediction is an idea about what might happen next.

An investigation is a process used to help find answers to questions.

Observations and measurements help to show what is happening.</td><td>Do:
Make predictions about what might happen.

Carry out practical hands-on science investigations safely using appropriate steps and equipment.

Identify likelihood of risks and take precautions.

Make observations and measurements.

Use scientific vocabulary: prediction, scientific investigation.</td><td>Know:
Processing information
Information can show similarities, differences and patterns which help explain what happened.

Systems thinking
Systems are made up of connected parts that work together.</td><td>Do:
Processing information
Identify similarities, differences and patterns to explain what happened.

Systems thinking
Identify the parts of a simple system and how they work together.</td><td>Know:
Scientific practices should be checked for accuracy to identify possible mistakes.</td><td>Do:
Compare different ways of carrying out scientific activities and suggest improvements.</td><td>Know:
Scientists engage with people to share findings and to generate knowledge.</td><td>Do:
Share findings in a range of ways.

Use simple models or drawings to explain ideas.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• A hazard is something that can cause harm in an activity.
• A risk is how likely it is that the hazard will cause harm.</td><td colspan="2">Includes, but not limited to
• There are many different types of systems. These feature in content in Our Scientific Knowledge, for example:
- A plant-growing system includes plant, water, sunlight, soil.
- A body system has different organs to keep us alive.
- Solar system including the Sun and planets.
Notes
• A system is a group of connected parts that work together to achieve a specific purpose.</td><td colspan="2">Includes, but not limited to
• Making 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
• Sharing findings in a range of ways might include: drawings, tally tables or pictographs.</td></tr>
</table>

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Our Scientific Knowledge: What We Understand So Far

<table>
<tr><td>Strand</td><td colspan="6">The Connected World</td></tr>
<tr><td></td><td colspan="6">Nature and Earth’s resources</td></tr>
<tr><td rowspan="8">First Level</td><td colspan="2">Nature</td><td colspan="2">Food and interdependence</td><td colspan="2">Materials and their properties</td></tr>
<tr><td colspan="2">Understand: The environment provides habitats and resources for living things, enabling them to stay alive.</td><td colspan="2">Understand: Living things depend on one another for food, enabling them to stay alive.</td><td colspan="2">Understand: Materials have different properties which determines how they are used and recycled.</td></tr>
<tr><td>Know:
The environment
The environment includes all the living and non-living things in the surroundings.</td><td>Do:
Explore and observe the local environment.</td><td>Know:</td><td>Do:</td><td>Know:
Properties and uses of materials
The properties of a material determine its use.</td><td>Do:
Sort materials into different groups.

Select and justify materials for different uses based on their properties.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• Living things – plants, animals and humans.
• Non-living things – air, water, and rocks.</td><td colspan="2"></td><td colspan="2">Includes, but not limited to
Observable properties of materials include: shape, texture, colour, heaviness, hardness, whether it floats or sinks.

Notes
• Progression from Early Level is that some materials may have multiple properties, making sorting more complex.</td></tr>
<tr><td>Know:
The environment
Habitats are part of an environment.

A habitat is a place where a living thing lives.

Habitats can provide living things with the resources they need.</td><td>Do:
Identify and compare different habitats and the resources they provide.

Use scientific vocabulary: habitat.</td><td>Know:
Food sources
Seasons affect which plants grow and when they grow.</td><td>Do:
Identify plants grown for food in different seasons.</td><td>Know:</td><td>Do:</td></tr>
<tr><td colspan="2">Includes, but not limited to
• Different habitats include desert, tree, pond.</td><td colspan="2">Includes, but not limited to
• Seasonal plants, in Scotland, include new potatoes (spring), strawberries (summer), carrots (autumn) and leeks (winter). This will be different in other parts of the world.</td><td colspan="2"></td></tr>
<tr><td>Know:
The environment
Human activity affects habitats.</td><td>Do:
Identify how human activity can positively and negatively affect habitats.</td><td>Know:
Interdependence
Humans and other animals depend on living things for food to allow them to move and grow.

Herbivores are animals that eat plants.

Carnivores are animals that eat other animals.

Omnivores are animals that eat both plant and other animals.</td><td>Do:
Identify the ways that living things depend on each other for food and survival.

Use scientific vocabulary: herbivore, omnivore and carnivore.</td><td>Know:
Responsible use of materials
Materials can be reused and recycled to reduce waste and pollution.</td><td>Do:
Sort materials into groups based on their recyclable properties.</td></tr>
</table>

	Includes, but not limited to • Human activities can have positive impacts (such as creating a bug hotel) or negative impacts (such as littering) on the environment. **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.		**Notes** • Humans and other animals need to eat other living things – this may lead to discussion about food chains, but learners don't need to know this until Second Level.		**Notes** • Link to Science in Action: Taking scientific action. - Sorting of waste materials for recycling	

Strand	**The Connected World**			
Sub-strand	**Energy in society**			
	Energy sources and security		**Energy and climate change**	
	Understand: Electricity powers our devices, homes and transport, supporting many aspects of daily life.		**Understand:** Energy resources support daily life but can harm the environment, so using less helps protect our planet.	
	Know: **Electricity** Electricity transfers energy from one place to another, to make things work. Electricity can come from the mains via sockets or stored in batteries. Batteries store energy that powers devices when required. Electricity can make things light up, move, make sound or become warmer.	**Do:** Identify safe ways to use plugs, sockets and electrical devices. Observe how electricity makes things light up, move or make sound.	**Know:**	**Do:**
First Level	**Includes, but not limited to** • Electricity stays within safe pathways in plugs, sockets and wires. • Focus on observable electrical effects only. • Electricity can make things light up, move or make sound: could cover small devices, everyday appliances or transport.			
	Know:	**Do:**	**Know:**	**Do:**
	Know: **Electricity** Electricity provides energy that can make everyday things work, for example, enabling them to produce heat, light, sound or movement.	**Do:** Match electrical devices to the effects they produce, such as heat, light, sound or movement. Identify wires and their protective coverings in familiar electrical devices.	**Know:** **Climate change** People can make choices to minimise the use of energy resources and protect the environment.	**Do:** Identify and apply ways to reduce unnecessary use of energy resources. Compare how different activities use energy resources.

	Wires carry electricity inside devices. Damaged or exposed wires can cause electric shock. Wires have a protective coating (usually plastic or rubber) around them to prevent against electric shock.	Recognise potential electrical hazards, such as damaged or exposed wires.		
	Notes • Electricity can make some devices warmer. However, for safety reasons, hot electrical devices should not be touched to test their temperature. • Damaged or exposed electrical wires should not be touched or used when connected to an electrical supply.		**Includes, but not limited to** • Examples of choices made to minimise the use of energy resources would be turning off devices, using public transport etc. **Notes** • Link to Our Scientific Knowledge: the connected world - Nature. • At this level, learners may talk about 'using energy'. Avoid suggesting that energy itself is used up. Where appropriate, make clear that it is energy resources, such as fuels, that can be used up. • Link to Science in Action: Taking Scientific Action. - reduce the use of energy resources	

Strand	**The Connected World**	
	Space	
First Level	**Understand:** Repeating patterns can be observed in the sky and across the seasons, helping to develop understanding of Earth and its place in space.	
	Know:	**Do:**
	Know: **Solar System** Planet Earth is shaped like a sphere. The Earth spins once every day (24 hours), causing day and night. Observations of the Sun, daylight and weather can be used to identify seasonal patterns. It is unsafe to look directly at the Sun because it can damage the eyes. The Solar System is made up of the Sun, eight planets and other objects that move around the Sun. Some planets can be observed in the night sky without a telescope. The moon goes through eight major phases. **Stars and galaxies** Stars appear as small points of light in the sky, often in recognisable patterns. The Sun is one of many stars in our Milky Way galaxy. **Conditions for life** The Sun provides the light and warmth needed by living things. **Exploring space** Humans use technology to observe and explore space to learn about Earth, the Solar System and beyond.	**Do:** Observe changes in the sky and seasonal change. Relate the Earth's movements to the length of a day, the seasons and a year. Use scientific vocabulary: seasons, Earth, planets, Solar System, galaxies, Milky Way.

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	Includes, but not limited to • Relating the Earth's movements might include discussion about days being shorter in winter, longer in summer, how long it takes to orbit the Sun (a year), differences in northern and southern hemisphere, the Equator. **Notes** • The planets in the Solar System are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. • Other objects in the solar system include asteroids, meteors and moons. • Changes in the sky can include day, night, sunrise and sunset and in the appearance of the Moon. • The eight major phases of the Moon: new Moon, waxing crescent, first quarter, waxing gibbous, full moon, waning gibbous, last quarter, waning crescent. • The Sun only appears to move across the day because the Earth is turning, not because the Sun itself is moving. • Learners are not expected to memorise all moon phases in sequence at First Level.

	Know:	**Do:**

Strand	**The Connected World**
	Health and disease
First Level	**Understand:** Some germs can affect health, and good hygiene and medicines can be used to prevent the spread of, and treat, infections.

Know:	**Do:**
Know:	**Do:**
Know: **Health and disease** Germs can spread between living things, and some can cause disease. An infection can happen when harmful germs enter the body and multiply. Some infections can cause disease and make a person feel unwell. Good hygiene can reduce the spread of some infections and diseases. This includes washing hands and covering the mouth and nose when coughing or sneezing. Medicines can come in different forms.	**Do:** Recognise the symptoms of different diseases and potential prevention methods.
Includes, but not limited to • Recognising symptoms of common infectious diseases such as common cold, flu and chickenpox. **Excludes** • Vaccinations may be discussed as part of disease prevention, but this is not essential knowledge until Second Level. **Notes** • Medicines come in forms such as liquids, pills or nasal sprays. • Good hygiene can reduce the spread of some infectious diseases, including colds and flu. However, it cannot prevent all infectious diseases from spreading.	

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="8">First Level</td><td colspan="2">Understand: Living things have needs that must be met for them to grow and survive, although plants and animals meet these needs in different ways to live successfully.</td><td colspan="2">Understand: Living things have similarities and differences that can be used to group and identify them.</td></tr>
<tr><td>Know:
Needs
Humans and other animals have needs to help them grow and stay alive, including food, water and air.</td><td>Do:
Identify the needs of humans and other animals.</td><td>Know:
Variation
Variation exists between plants, humans and other animals.

Plants, humans and other animals have physical similarities and differences between them, such as eye colour or leaf shape.</td><td>Do:
Observe and compare similarities and differences within groups of plants and within groups of humans and other animals.

Use scientific vocabulary: variation.</td></tr>
<tr><td colspan="2">Includes
• Humans are animals.
• Opportunities to care for living things.</td><td colspan="2"></td></tr>
<tr><td>Know:
Needs
Plants have needs to help them grow and stay alive including air, water, light, nutrients and a suitable temperature.</td><td>Do:
Identify the needs of plants.</td><td>Know:
Classification
Biological classification sorts living things into groups based on similar characteristics.</td><td>Do:
Classify living things using observable characteristics and justify the groupings.

Use scientific vocabulary: classification.</td></tr>
<tr><td colspan="2">Notes
• Opportunities to care for living things.
• Link to Our Scientific Knowledge: The Connected World - Nature; Food and interdependence.</td><td colspan="2">Notes
Excludes
• Classifying animals into vertebrate and invertebrate groups is not required at this level.</td></tr>
<tr><td>Know:
Needs
If the needs of living things are not met then it can affect whether plants, humans and other animals can survive and thrive.</td><td>Do:
Compare the needs of living things.

Justify how different conditions affect the needs of plant, humans and other animals.</td><td>Know:</td><td>Do:</td></tr>
<tr><td colspan="2">Notes</td><td colspan="2">Notes</td></tr>
</table>

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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="8">First Level</td><td colspan="2">Understand: Skeletons support and protect the body and enable movement, helping animals survive and carry out essential life activities.</td><td colspan="2">Understand: Humans and other animals use their senses to find out about their surroundings, helping them respond to changes and stay safe.</td></tr>
<tr><td>Know:
Skeleton
Humans and some other animals have a skeleton.

The skeleton is made up of bones.

Bones are living parts of the body that can grow and repair themselves.</td><td>Do:
Identify and justify the main functions of a skeleton.

Compare skeletons of different animals.

Use scientific vocabulary: skeleton.</td><td>Know:
Senses
Sensory abilities can vary between humans and other animals and can also change over time.

Humans and other animals can use more than one sense at a time to gather information about their environment.</td><td>Do:
Compare how senses help humans and other animals respond to their environment.</td></tr>
<tr><td colspan="2">Include, but not limited to
• Comparing skeletons of different animals (X-rays, models).
Excludes
• Names of bones do not need to be covered at this level.
Notes
• Support – the skeleton gives the body structure and shape.
• Protection – the skeleton protects vital organs such as:
- the skull protects the brain
- the ribcage protects the heart and lungs
• Movement – the skeleton works with muscles to allow the body to move.</td><td colspan="2">Includes, but not limited to
• Some animals have enhanced senses such as dogs, owls.
• If one sense is impaired, people can use information from their other senses to help them. Aids can also support some senses, for example, glasses and hearing aids.</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>
<tr><td>Know:</td><td>Do:</td><td>Know:</td><td>Do:</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td></tr>
</table>

<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 colspan="2">Plant systems</td></tr>
<tr><td rowspan="5">First Level</td><td colspan="2">Understand: The heart and lungs are organs with different jobs that work together to keep the body alive.</td><td colspan="2">Understand: Humans and other animals can reproduce, allowing their species to continue over time.</td><td colspan="2">Understand: Different parts of a plant (plant organs) have different jobs that help the plant grow, survive and reproduce.</td></tr>
<tr><td>Know:</td><td>Do:</td><td>Know:</td><td>Do:</td><td>Know:</td><td>Do:</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td>Know:
Organs
The heart and lungs are internal organs.

The lungs take in air when we breathe in and out through the nose and mouth.

Breathing rate is the number of breaths taken in one minute.

Breathing rate can change in different situations.</td><td>Do:
Observe, compare and identify reasons for changes in breathing rates in different situations.</td><td>Know:
Organs
Humans and other animals can reproduce to make new life.

Some animals have their young in different ways such as giving birth to live young or laying eggs.

The external human reproductive organ in females is the vulva.

The external human reproductive organs in males are the penis and the testicles (testes).</td><td>Do:
Explore how some animals have their young in different ways.

Identify the external reproductive organs of a human male and female.

Use scientific vocabulary: penis, vulva, reproduce, testicles, testes.</td><td>Know:
Organs
Plant parts, such as flowers and leaves, are also known as organs.

These organs work together to help the plant carry out important life processes such as making food and transporting substances like water.

Roots hold the plant in the ground and take in water and minerals from where the plant is growing.

The root system is made up of roots and root hairs.

Stems hold the plant up and move water and food to other parts.

Leaves make food for the plant.

Flowers help the plant make seeds to grow new plants.

The shoot system is made up of stems, leaves and flowers.

A seed contains a young plant and a food store to help it start growing.

Fruits protect the seed.</td><td>Do:
Identify the roles of different parts of a plant.

Use scientific vocabulary: flowers, leaves, roots, stem, seeds, fruit.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• Measuring breathing rate before and after exercise.</td><td colspan="2">Includes, but not limited to
• Explore how some animals have their young in different ways such as giving birth to live young or laying eggs.
• The testicles (plural: testes) are contained within the scrotum and are considered external reproductive organs.</td><td colspan="2">Includes, but not limited to
• Through practical work, grow a flowering plant from a seed.
• Most plants grow from seeds in soil.
• Seeds do not need light to grow.
• Plants can grow under artificial light.</td></tr>
</table>

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<table>
<tr><td></td><td colspan="2"></td><td colspan="2">Excludes
The learning below does not need to be covered at this level.
• Internal human female reproductive organs such as the vagina, uterus and ovaries.
• Sexual reproduction (Third Level content). This content is focused on knowing self and the young that animals produce, not the process of reproduction.

Notes
• The science of external human reproductive organs may have been covered at Early Level through Health and Wellbeing and Relationships, Sexual Health and Parenthood (RSHP) education through a child protection lens.</td><td colspan="2">Notes
• For consistency with animal systems, the term ‘organ’ is being introduced at First Level.
• The word ‘leaves’ has a different scientific meaning to its everyday use.
• 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></td><td>Know:
Organs
The heart pumps blood around the body in blood vessels.

Heart rate is the number of heart beats taken in one minute.

Breathing rate and heart rate can change in different situations.</td><td>Do:
Observe, compare and identify reasons for changes to heart rates in different situations.</td><td>Know:</td><td>Do:</td><td>Know:</td><td>Do:</td></tr>
<tr><td></td><td colspan="2">Notes
• Measuring heart rate before and after exercise.</td><td colspan="2"></td><td colspan="2"></td></tr>
</table>

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The Chemical World

<table>
<tr><td>Strand</td><td colspan="4">The Chemical World</td></tr>
<tr><td>Sub-strand</td><td colspan="4">Physical changes</td></tr>
<tr><td></td><td colspan="2">States of matter</td><td colspan="2">Mixtures</td></tr>
<tr><td rowspan="8">First Level</td><td colspan="2">Understand: Solids and liquids can change forms through the processes of melting and freezing helping to explain how substances behave at different temperatures.</td><td colspan="2">Understand: Substances can be separated based on their properties, allowing them to be sorted and used effectively.</td></tr>
<tr><td>Know:
Changes of state
Liquids can become solids by cooling. This is known as freezing.

Solids can become liquids by heating. This is known as melting.

Temperature is a measure of how hot or cold something is.</td><td>Do:
Observe changes in state.

Use scientific vocabulary: melting, freezing, solid, liquid.</td><td>Know:
Separating mixtures
Sieving separates solids of different sizes.

Sieving can separate some solids from liquids.</td><td>Do:
Separate mixtures using the appropriate equipment.

Use scientific vocabulary: mixture, separate.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• Melting and freezing of water and other substances, for example, foods.
Excludes
• Learners would not be expected to use the word ‘state’.
• The word ‘temperature’ to describe why changes of state happen.
• The more abstract concept of boiling, evaporation and gases which cannot be seen is covered at Second Level.
Notes
• When puddles dry, it is a misconception that they disappear. Correct understanding: the water is changing to water vapour in the air; it has not disappeared.
• Link to Science in Action: Taking Scientific Action; Science Around Me.
– how can we stop ice cream melting so quickly? How can we stop water freezing in the winter so animals can still drink it?</td><td colspan="2">Excludes
• Filtering – sieving is sufficient at this level.</td></tr>
<tr><td>Know:</td><td>Do:</td><td>Know:</td><td>Do:</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>Know:</td><td>Do:</td><td>Know:
Separating mixtures
Magnetic solids can be separated from non-magnetic solids using magnets.</td><td>Do:
Separate mixtures using the appropriate equipment.
Use scientific vocabulary: mixture, separate, magnetic.</td></tr>
</table>

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		Notes • Link to Science in action: taking scientific action; Science around me. - Exploring the use of magnets in everyday life for recycling. • Link to Our Scientific Knowledge: The Connected World – Materials and their properties; The Physical World - Static electricity and electromagnetism.

Strand	**The Chemical World**					
Sub-strand	**Chemical changes**					
	Chemical reactions		**Rates of reaction**		**Acids and bases**	
First Level	**Understand:** Some chemicals are useful while others can be harmful, highlighting the importance of handling materials safely.		**Understand:**		**Understand:**	
	Know: **Safe use of chemicals** Some chemicals are dangerous and should be handled with care. These are usually marked with a red diamond warning symbol.	**Do:** Identify common everyday chemicals and observe hazard warnings.	**Know:**	**Do:**	**Know:**	**Do:**
	Notes • Red diamond warning signs appear on safety labels of common household chemicals.					
	Know:	**Do:**	**Know:**	**Do:**	**Know:**	**Do:**
	Know: **Safe use of chemicals** Everything in the world is made of chemicals. Many chemicals are useful and help make things smell, taste, look and work the way they do. Different chemicals have different hazards associated with them.	**Do:** Explore everyday uses of chemicals and associated hazards.	**Know:**	**Do:**	**Know:**	**Do:**
	Includes, but not limited to • Common everyday chemicals might include bleach, vinegar, medicines, washing powder, nail-polish remover, alcohol gel, e-liquid.					

	Notes • Link to Science in Action: Taking scientific action; Science around me. - chemicals are added to make things smell, for example, perfumes and fragrances, cleaning products - chemicals are added to make things taste, for example, food flavourings, preservatives - chemicals are added to make things look good, for example, colours and dyes. - chemicals are added to make things work, for example, batteries, electronics, soap, detergent.		

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 rowspan="6">First Level</td><td colspan="2">Motion</td><td colspan="2">Forces and interactions</td></tr>
<tr><td colspan="2">Understand: Changes in how objects move allow similarities and differences in their movement to be recognised and compared.</td><td colspan="2">Understand: Forces affect how objects move and change shape, making many everyday activities possible.</td></tr>
<tr><td>Know:
Comparing motion
Objects can move in straight lines or curved paths.

Objects can change direction when they move.

Objects can move faster or slower than other objects.</td><td>Do:
Compare the movement of different objects.

Use scientific vocabulary: fast, slow, straight lines, curved paths.</td><td>Know:
Effects of forces
A force is a push or pull between objects.

Forces can make objects move faster, slower, stop or change direction.

Pushes and pulls can change the shape of some objects, causing them to stretch or squash.

Magnetism
Magnets can attract and repel.</td><td>Do:
Identify push and pull forces.

Relate forces to their impact on the shape, direction and speed of objects.

Identify ways in which magnets interact and affect objects.

Use scientific vocabulary: force, lighter, heavier, attract, repel.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• Comparing movement using words such as faster, slower, straight and curved.
• Measurement of distance.
• Measurement of time.
Excludes
• Scientific units of measurement for speed do not need to be covered at this level.
Notes
• Focus on describing and comparing movement rather than measuring speed.</td><td colspan="2">Includes, but not limited to
• Pushes and pulls as interactions between objects.
Excludes
• Measuring forces or introducing units is not required at this level.
Notes
• Emphasise that forces are interactions between objects.
• Magnets can attract or repel depending on how they are positioned.
• Learners may think magnets always attract. Reinforce that magnets can also repel.
• The word ‘force’ has a different scientific meaning to its everyday use.</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>
</table>

	Know:	Do:	Know:	Do:

Strand	**The Physical World**			
Sub-strand	**Waves**			
	Sound		**Light**	
First Level	**Understand:** Sounds are produced by vibrations, meaning they can change as they travel further from the source and as they travel through different materials.		**Understand:** Light comes from different sources and travels from the source to the viewer, allowing people and animals to see objects.	
	Know:	**Do:**	**Know:**	**Do:**
	Know: **How sound is made and travels** Sounds are produced when objects vibrate, for example, musical instruments and vocal chords. Sound travels from a source (where it starts) through materials such as air and water. A sound becomes quieter as the distance from the source increases. **Describing sounds** Sounds can be described as loud or quiet (volume). Sounds can also be described as high or low (pitch). **Sound in everyday life** Some sounds are used as warnings to help keep people safe.	**Do:** Identify ways in which vibrations produce sound. Compare sounds produced by different materials or objects. Relate how sound changes with distance from the source and as it travels through different materials. Recognise natural and human-made sounds in everyday environments. Use scientific vocabulary: volume, pitch and vibrations.	**Know:** **Light sources and seeing** Light is produced by a source. A light source can be natural (e.g. Sun) or artificial (e.g. torch). Darkness is the absence of light.	**Do:** Identify different light sources. Use scientific vocabulary: light as source.
	Notes • Vibrations can be observed when objects produce sound. • Pitch refers to how high or low a sound is. Volume refers to how loud or quiet a sound is. • Learners may think all movement produces sound. Reinforce that sound is produced when objects vibrate. • Some people cannot hear sounds but may still experience sounds through vibrations.		**Notes** • A light source is something that produces its own light, for example the Sun, a lamp or a torch. • The word ‘light’ has a different scientific meaning to its everyday use, for example, light blue. It also has a different meaning when used to describe weight, for example, heavy or light.	
	Know:	**Do:**	**Know:**	**Do:**

Science in Action: Be the Change

<table>
<tr><th>Strands</th><th colspan="2">Taking Scientific Action</th><th colspan="2">Science Around Me</th><th colspan="2">Informed and Responsible Decision-making</th></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: Using scientific knowledge and skills helps to identify actions that can make a positive difference in the school or wider community.</td><td colspan="2">Understand: Science uses the scientific knowledge and skills of people from diverse cultures and communities to innovate and improve everyday lives.</td><td colspan="2">Understand: Scientific evidence is based on observations and information, helping to distinguish between fact and opinion.</td></tr>
<tr>
<td>Know:
Identify and plan
Investigations provide information that help people decide on appropriate action to take.

Setting goals helps to focus scientific action, and measure impact.

Take scientific action
Using science learning to take action can bring positive change to a school or community.

Collaborate and communicate
People may have differing views about an issue or solution.

Evaluate and improve
Identifying if an action has resulted in change allows for improvements next time.</td>
<td>Do:
Identify and plan
Investigate science-related problems and opportunities in the school community.

Gather information to help make choices between possible actions.

Develop a simple plan to take action.

Take scientific action
Apply science learning to carry out actions in the school community.

Generate, test and improve simple solutions.

Collaborate and communicate
Contribute ideas and support and challenge group decisions.

Work with others to achieve a goal, taking on different roles where appropriate.

Evaluate and improve
Identify if anything has changed from taking action and suggest improvements.</td>
<td>Know:
Science in our lives
Respecting and including diverse views can help develop better ideas to solve problems.

People from diverse cultures and communities across the world contribute scientific ideas, inventions and innovations.

Scientific innovation and invention is a creative process which helps to solve problems and test solutions.

Science at work
Science skills and knowledge are used in many jobs.

People from diverse backgrounds use and apply science in their jobs.</td>
<td>Do:
Science in our lives
Respect diverse views.

Creatively solve problems.

Identify a variety of scientific ideas, inventions and innovations in our lives and community.

Science at work
Recognise scientific knowledge and skills used in jobs.</td>
<td>Know:
Scientific evidence is based on observations and measurements rather than personal opinions or feelings.</td>
<td>Do:
Identify the difference between a fact and opinion.</td>
</tr>
<tr>
<td colspan="2">Include, but not limited to
• Taking on different roles - learners should have the opportunity to build skills of working in project teams. However, not all activities need to include this approach.
Notes
• Taking scientific action is an essential component of the Sciences curriculum at all levels.</td>
<td colspan="2">Includes, but not limited to
• Scientific ideas, inventions and innovations originating from the Global South and indigenous communities.
Notes
• It is important to challenge stereotypes and biases and to recognise and celebrate the diverse range of people who engage with and work in science. Stereotypes can shape attitudes, future interests, skills development and subsequently participation in jobs.</td>
<td colspan="2"></td>
</tr>
</table>

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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.	
First Level	**Understand:** Actions and events have causes and consequences.	
	Know: Actions and events can have more than one cause and consequence. Some actions and events have a single cause, while others have several. Events may have more than one consequence.	**Do:** Describe the cause(s) of an action or event. Describe the consequence(s) of an action or event. Identify the sequence of what happened.
	Notes • Causes and consequences can be identified in everyday experiences, stories, actions and events. • Stories, timelines and sequencing can support understanding of how actions and events develop and what happens as a result. • Consequences may happen immediately or after a period of time. • Consequences may affect places ad environments as well as people.	

Strand	Conflict Conflict is a disagreement, tension or struggle within or between people, groups, societies, ideas or environments.	
First Level	**Understand:** Conflict arises when people have different needs, wants and opinions.	
	Know: Conflict happens when people or groups have different needs, wants or opinions, which can lead to disagreements, arguments or disputes.	**Do:** Identify different needs, wants or opinions leading to conflict. Describe the conflict and its consequence(s). Identify how the conflict might be addressed.
	Notes • Conflict can take many forms and may relate to fairness, rules, rights, decisions, power, access to land or resources, or sustainability. • Not all conflict is violent. • A disagreement is when people or groups do not agree about something or want different things. • An argument is when people strongly disagree about something. • A dispute is a serious disagreement between people, groups or countries. • Ways of addressing conflict may include discussion, negotiation, compromise, agreements or support from others, although some conflicts may continue or remain unresolved. • 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.	

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Strand	**Cooperation** Cooperation is the process of working together to achieve goals or address challenges.	
First Level	**Understand:** Cooperation can help people achieve goals.	
	Know: People work together in groups, communities and organisations to achieve goals and help others.	**Do:** Identify a goal of the group, community or organisation. Describe how people work together to achieve a goal or help others.
	Notes • Cooperation can take place at various levels such as pupil councils or eco groups, charities or groups like the United Nations Children's Fund (UNICEF). • Different people may contribute in different ways when working towards a goal. • Cooperation may involve sharing ideas, listening to others, taking on roles and making decisions together.	

Strand	**Enquiry** Enquiry is the process of asking questions, gathering information and using findings to develop knowledge and understanding and reach conclusions.	
First Level	**Understand:** Enquiry involves finding things out by asking questions.	
	Know: Questions and information can be used to find out about people, places, events and experiences.	**Do:** Ask questions. Find information about people, places, events and experiences.
	Notes • Enquiry questions could use who, what, where, when and why to find out more. • Finding things out could be through observation, discussion, play or first-hand experiences. • Information may come from books, photos, maps and atlases, objects, data, digital media, people or surroundings.	

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Strand	**Environments** Environments are the natural and human-made conditions and surroundings that shape, and are shaped by, people's lives and actions.	
First Level	**Understand:** Environments can be changed by the ways people use them.	
	Know: People use, change and sustain environments in different ways.	**Do:** Identify different environments. Describe how people live in different environments. Identify ways people change environments. Describe actions people can take to sustain environments.
	Notes • Different environments may include home, school, playground, parks or other environments such as woodlands, beaches, rainforests or deserts. • People can change environments in many ways, such as building, farming, transporting materials and creating new spaces. • Changes made by people can affect environments in different ways, such as making places cleaner or more polluted, or affecting plants, animals and people. • People can sustain environments in different ways. Sustainable practices may include actions that help keep spaces clean, safe and healthy for people and other living things, such as tidying litter, caring for plants and animals and looking after shared spaces.	

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.	
First Level	**Understand:** Rights help protect fairness and equality.	
	Know: Rights are protections and freedoms to which people are entitled. They set out the entitlements that every person should have to help them to be treated equally and fairly.	**Do:** Identify rights that people have. Describe how rights help people to be treated fairly and equally.
	Notes • Rights help everyone to be treated fairly and equally, regardless of who they are. • Children's rights in Scotland are set out in the United Nations Convention on the Rights of the Child (UNCRC). • Equity recognises that people may need different support to access their rights and opportunities fairly.	

Strand	**Evidence** Evidence is information used to answer questions and support, challenge or develop explanations and conclusions.	
First Level	**Understand:** Evidence helps makes sense of people, places and events.	
	Know: Evidence is information from sources that shows or tells what is happening or what has happened.	**Do:** Identify a source. Describe what evidence the source shows or tells.
	Notes Sources may include people, pictures, photographs, stories, books, videos, maps and atlases, objects or experiences.	

Strand	**Perspective** Perspective is the way people understand and interpret the world based on who they are and where they come from.	
First Level	**Understand:** People may have different opinions or points of view.	
	Know: People can have different opinions and points of view about people, places, events and experiences.	**Do:** Identify different opinions and/or points of view. Describe different opinions and/or points of view.
	Notes • An opinion is how a person feels or what they believe about something. • A point of view is the position or way of seeing something that is shaped by who they are, where they live and what matters to them.	

Strand	**Power** Power is the ability to influence, control or cause change.	
First Level	**Understand:** Power can come from people and nature.	
	Know: People can use power to make decisions, set rules and take action. Natural power can affect people and places.	**Do:** Identify examples of people using power. Describe how decisions, rules and actions can affect other people. Identify examples of natural power.
	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). • Different people have different levels of influence and decision-making in different situations. For example, school leaders, parents, councils, emergency services and political leaders can make decisions that affect other people. • Natural power comes from forces and processes found in the natural world. They can shape places, change environments and affect people's lives. Examples of natural power may include wind, water, waves, rivers, volcanoes and earthquakes.	

Strand	**Society** Society is how people organise themselves and share ways of life.	
First Level	**Understand:** People belong to different societies.	
	Know: Societies are groups of people who are connected and share ways of life.	**Do:** Identify different societies. Describe how people live in different societies. Describe similarities and differences in ways of life.
	Notes • Societies may have similar or different customs, traditions, languages, beliefs and cultures. • People within a society often share places, services, rules and responsibilities, while recognising that individuals and groups may have different experiences. • People within societies often have different roles and responsibilities. • Ways of life include how people live, learn, work, communicate, celebrate, travel and spend their free time.	

<table>
<tr><td>Strand</td><td colspan="2">Systems

Systems are ways in which people, places and natural processes are connected and interact with each other.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: Systems have different parts that work together.</td></tr>
<tr><td>Know:
Weather is a natural system made up of different elements, including temperature, precipitation and wind, that interact to create different weather conditions.

People organise and use systems in everyday life.</td><td>Do:
Describe how weather elements interact to create different weather conditions.

Identify and describe systems people use in everyday life.</td></tr>
<tr><td colspan="2">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).
• Weather elements include:
  ○ Temperature – describes how hot or cold the air is.
  ○ Precipitation – includes rain, snow, sleet and hail.
  ○ Wind – moving air which can vary in strength and direction.
• Systems people use in everyday life may include:
  ○ Routines – organised sequences of activities that help people carry out everyday life at home and school.
  ○ Transport systems – roads, vehicles, routes and stops or stations work together to move people and goods and connect places.
  ○ Services – people, places and organisations work together to provide services including education, healthcare, libraries, recycling and emergency services.
  ○ Food systems – different stages connect how food is grown or made, transported, sold and used.</td></tr>
</table>

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Technologies Know-Do-Understand Strands

Strand	Identify, Define, Explore and Articulate (IDEAs)	
First Level	**Understand:** Creativity, curiosity and open-minded thinking help people identify problems and generate new ideas.	
	Know: Curiosity is being interested, asking questions and trying to find answers. Open-mindedness involves listening to others, considering different perspectives and exploring different ways of doing things. Needs are things people must have to live and wants are things that makes life more enjoyable but are not essential. Strategies can be used to solve problems, such as failing and fixing, working systematically, pattern spotting, working backwards, reasoning logically and visualising and conjecturing.	**Do:** Identify a problem or opportunity and predict what might solve it. Generate a range of potential solutions to challenges or problems. Test a solution or idea against predictions. Identify what is working and what is not working in a solution or idea. Make changes and improve the design. Identify and explore real people who invent new things such as designers, entrepreneurs and engineers.
	Includes, but not limited to	

Strand	Make It Happen			
First Level	Digital Media		Crafting	
	Understand: The selection of resources, tools and techniques affects the quality and effectiveness of digital and physical products.			
	Know: Digital media includes audio, images, graphics, video, text and games. Digital devices can be used to capture media. Digital media can be edited and stored on a device or remotely.	**Do:** Capture media using a device. Copy text and images from one application to another. Use software to edit media by cropping, trimming and applying filters.	**Know:** Tools and techniques can be used to shape, separate or join materials. Tools, fixings and adhesives are usually suited to particular materials, such as wood, metal, plastic or fabrics. Cutting, tearing and unpicking can be used to separate materials. Glueing, sewing, knitting, nailing, screwing can be used to join materials. Measuring materials can reduce waste.	**Do:** Explore a range of tools and materials. Measure materials to the correct size when shaping and joining. Use tools and fixings to join materials, such as screws to join wood. Use tools and techniques to separate materials, such as sawing wood or cutting fabrics.
	Notes A making and fixing things mindset can be developed through a range of crafts, including the use of textiles, wood or paper. Working with hands supports fine and gross motor skills, hand-eye coordination and other skills, such as proprioception and spatial reasoning.			

<table>
<tr><th>Strand</th><th colspan="4">Systems</th></tr>
<tr><td rowspan="4">First Level</td><td colspan="2">Engineering</td><td colspan="2">Computing</td></tr>
<tr><td colspan="4">Understand: Systems rely on people, processes and parts working together to achieve a purpose.</td></tr>
<tr><td>Know:
Engineers design and improve things to help people.

A mechanism is a system of moving parts that performs a specific task.

Simple machines such as levers, pulleys, wheels and axles make tasks easier.

Strength and stability are key features of structures.

The materials used in construction affect the strength of a structure.</td><td>Do:
Explore and build simple mechanisms.

Build a simple structure or engineered product, such as a tower, bridge or vehicle.

Identify structures in the local environment, for example, famous landmarks that have key structural features and common shapes.</td><td>Know:
Physical computing systems, such as robots or drones, use information collected from real-world inputs to control outputs.

Inputs, such as buttons, switches or light and temperature sensors capture external data.

Outputs, such as LED displays, buzzers, speakers or motors perform physical actions based on instructions.

Computers and devices can be connected in networks, allowing them to communicate and share information.</td><td>Do:
Experiment with controlling devices that respond to inputs and produce outputs.</td></tr>
<tr><td colspan="2">Notes
There are six simple machines and mechanisms that multiply forces or multiply speed or distance, or change the direction of a force: levers, wheels and axles, pulleys, inclined planes (ramps), wedges and screws.</td><td colspan="2"></td></tr>
</table>

<table>
<tr><th>Strand</th><th colspan="2">People and Planet</th></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: Making and using products requires resources and energy, which can affect the environment.</td></tr>
<tr><td>Know:
The manufacture and use of products and technology can damage the environment.

The ways we produce, buy, use and dispose of products can help to protect the natural world.

Upcycling and repurposing can transform waste into useful materials.</td><td>Do:
Identify the materials used in products or devices.

Design a product that uses sustainable or recycled materials.

Repair items, reuse materials or repurpose materials into new items.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Materials used in products and packaging could include glass, plastic, metal, wood and paper.

Notes
This may complement enterprise and Learning for Sustainability.</td></tr>
</table>

Strand	Digital World			
	Digital Skills		**Information Skills**	
	Understand: Digital skills enable people to participate effectively by accessing, creating and sharing information using technology.			
First Level	**Know:** Devices use software to perform tasks. A software application, or app, is a tool on a digital device the user carry out tasks, such as drawing, writing, learning, playing or creating. Personal data is information about an individual and is sometimes stored on a device or online. Devices can be secured to reduce the risk of data being accessed, damaged or lost.	**Do:** Control a device using an input, such as a mouse or touchscreen. Open, close and switch between applications. Copy text and images from one application to another. Access saved files and media such as images, video or audio. Use accessibility features to make a device or app easier to use. Use passwords or other details to log in to or unlock a device. Recognise examples of personal data.	**Know:** Anyone can create and share information, media or content online. Misinformation is information that is inaccurate, false or misleading. Oline and offline information should be checked for reliability and accuracy.	**Do:** Use a web browser to access reliable information, media or content online. Identify examples of misinformation.

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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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