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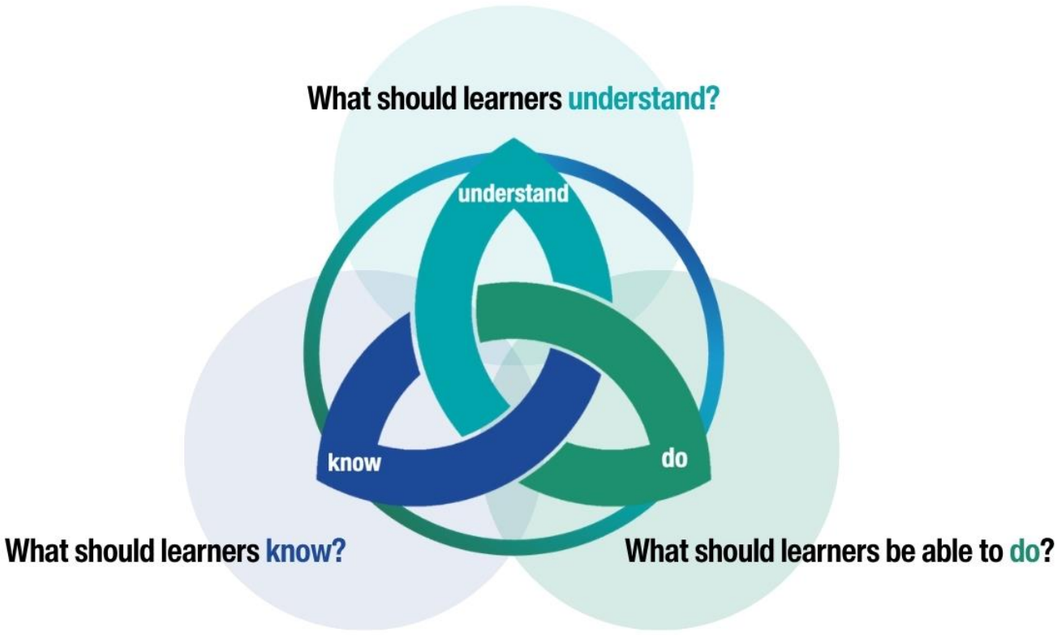
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The Know-Do-Understand (KDU) framework



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 Second Level Know-Do-Understand Framework

Second level builds on prior learning, enabling learners to deepen their knowledge, strengthen their skills and develop greater independence in applying their learning.

Across the technical frameworks, learners explore increasingly complex ideas, make connections between different areas of learning and apply their learning to meaningful challenges and real-world situations. They develop their ability to investigate, reason, evaluate information, communicate their thinking and work collaboratively.

The curriculum sets out what learners should know, do and understand, while recognising different starting points, needs and rates of progression. Learning supports the four capacities of Curriculum for Excellence, encouraging learners to become increasingly confident, informed and responsible in their decisions and actions.

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 develop deeper understanding, supporting continuity as learners move towards Third level.

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Summary of Second Level

Curricular Area	Strand	Sub-Strand	Sub-sub Strand	Second Level Understanding
Expressive Arts *(Art and Design, Dance, Drama, Film and Screen and Music and Music Technology)*	**Creative Process**			Taking creative risks and making informed choices shape the meaning and intention behind developing ideas.
	Perform, Present and Produce			The communication of ideas can shape how different audiences interpret and respond to creative work.
	Self-expression			Self-expression develops through experience and confidence in making creative choices, enabling people to communicate their ideas, feelings and identity with purpose and confidence.
	Reflect and Respond			Creative choices affect how work is experienced, understood and interpreted.
	Cultural Awareness and Understanding			Artistic choices, styles and forms of expression reflect the beliefs, traditions and ways of life of individuals, communities and cultures.
Health and Wellbeing *(Food and Health, Physical Education, Physical Activity and Sport, Personal and Social Education)*	**Communities in Action**			Opportunities and collective actions can influence how communities function.
	Relationships			Needs, expectations and boundaries can influence relationships between people.
	Habits for Health			Personal circumstances and external influences can affect how habits develop.
	Mental, Emotional, Social and Physical Health (MESP)			Decision making involves interactions between thoughts, emotions, physical responses and environments.
	Safety			The level of risk can depend on how likely an event is to occur, its possible consequences and the circumstances involved.
	The Growing Body			Growth and development can influence how body systems and structures function together.
Languages	**Understanding Language**			People use patterns and word order to help them understand language. When language is unfamiliar, people use context, time reference and prior knowledge to support understanding.
	Using Language			People select, organise and adapt language to make observations and describe experiences. People use different strategies and tools to support communication.
	Language for Interaction			People interact to share information and create meaning with others in predictable situations. People choose language to fit the situation when interacting.
	Identity and Belonging			Relationships, experiences, languages and communities shape identity and belonging.
	Perspectives and Worldviews			People's perspectives are shaped by their experiences, communities and cultures.
	Cultures and Traditions			People mark important events through festivals and celebrations in similar or different ways across places and communities where a language is used.
	Pattern and Structure			Basic language patterns help to organise meaning and can be adapted to support understanding and clear expression.
	Pronunciation and Writing Systems			Languages use pronunciation and writing systems to help people communicate meaning.
	Language Learning Strategies			People understand and use language using context, patterns and prior knowledge. Different strategies and tools support language learning.
Literacy and English	**Communicating and Interacting**			Discussion with others enables deeper learning and develops self-advocacy and communication.
	Story and Identity			Stories, real and imagined, build empathy by connecting readers to people's experiences and emotions.
				Selecting and creating texts for personal purpose and enjoyment empowers and enriches understanding of ourselves, others and the wider world.
	How Texts Work			People choose how they use language, style and other features according to the form, purpose and audience of the text they are creating.
	Information Literacy			Forming questions and using search strategies and tools helps find relevant information for different purposes
				Careful consideration of the source, purpose and context of information helps decide how reliable it is.
				Using information from different sources deepens understanding and helps draw well-informed conclusions.
				Background knowledge, topic/curricular knowledge and vocabulary support interpretation, inference and comprehension of written texts.

	Tools for Reading Comprehension			Skilled readers monitor understanding and deploy strategies when meaning breaks down.
				Grammar and punctuation observe rules and conventions and are used in written texts to communicate meaning clearly to readers.
				Reading with accuracy and automaticity bridges word recognition and reading comprehension of written texts, contributing the reader's overall understanding.
	Tools for Writing			Writers use the processes of generating ideas, planning, drafting, editing and revising to create and refine written texts that their intended audience will understand and engage with.
				Writers use the rules of grammar and punctuation in order to communicate meaning clearly to their readers.
				Knowledge of letter patterns and word roots support spelling and written communication across the curriculum.
Literacy and Gàidhlig	**Feartan na Gàidhlig/Features of the Gaelic Language**			A varied Gaelic vocabulary and an understanding of dialects aids communication and expression in a variety of contexts. Gaelic has grammar rules at word, phrase, sentence and text level, that guide accurate communication. Using idiomatic language enriches and improves the quality of spoken and written Gaelic.
	Feartan na Beurla/Features of the English language			A varied English vocabulary and an awareness of dialects aids communication and expression in a variety of contexts. English has grammar rules at word, phrase, sentence and text level, that guide accurate communication.
	Conaltradh agus Leasachadh Cànain/Communication and Language Development			Effective participation is achieved through positive social cues and focused, attentive listening. Clear speech, accurate pronunciation and appropriate intonation support successful communication. Speech is used to engage with others, share information, explain experiences, persuade and offer opinions. Independently exploring and reading Gaelic texts deepens appreciation and enjoyment. Gaelic spelling patterns and rules support accuracy and enhance engagement with texts. Exploring and applying reading strategies to Gaelic texts improves comprehension and fluency. Writing clearly and logically for different genres and purposes develops critical thinking.
	Compàirteachas agus Buintealas/Participation and Connecting with Others			Clear speech, accurate pronunciation and appropriate intonation support successful communication. Speech is used to engage with others, share information, explain experiences, persuade and offer opinions. Independently exploring and reading English texts deepens appreciation and enjoyment. English spelling patterns and rules support accuracy and enhance engagement with texts. Exploring and applying reading strategies to English texts improves comprehension and fluency. Writing clearly and logically in English for different genres and purposes develops critical thinking.
	Dualchas Cultarach agus Coimhearsnachd/Gaelic Cultural Heritage and Community			Gaelic identity strengthens social connections and fosters a sense of belonging. Gaelic is a living language that connects people and communities.
	Luachadh agus Tagrachd/Appreciation and Advocacy			Gaelic is recognised globally as culturally significant.
	Compàirteachas agus Buintealas/Participation and Connecting with Others			Gaelic speakers, as a minority language group, have rights that protect their language. Using Gaelic strengthens communities and supports the future of the language.
Numeracy and Mathematics	**Quantity, Numbers and the Algebraic Properties of Number**	Number Systems and Structures		Integers extend the number system to include values less than zero, enabling the representation of negative quantities. Rational numbers allow quantities between integers to be represented and compared. The base ten system extends to represent and partition increasingly large numbers and decimal fractions of increasing precision through a repeating place value pattern. Whole numbers greater than one have a multiplicative structure that can be described through factors, enabling flexible and efficient multiplication and division strategies.
		Number Relationships and Operations		Scaling by 10, 100 and 1,000 is enabled by the multiplicative relationship between places in the base-ten number system. Place value and operation properties allow whole-number calculations to be decomposed, transformed and checked across different magnitudes. Fractions represent proportions and can be used to describe, determine and compare relationships between quantities. Decimal calculations extend place-value relationships and operation properties from whole numbers to include smaller units.
		Proportional Reasoning		Percentages represent proportions on a common base of 100, allowing direct comparison between quantities.

		Patterns and Sequences		Some patterns in shapes and nature follow numerical rules that determine how they grow and change.
		Expressions, Equations and Relationships		Expressions, equations and functions represent relationships between quantities using symbols and variables, forming part of the language of mathematics.
		Finance		People can obtain, manage and spend money in different ways based on their circumstances, needs and wants
	Shape, Space and Measurement	Position and Movement		Major and minor compass points describe where places are, enabling accurate interpretation of maps and navigation of routes. The classification and measurement of angles enable the description of their properties and relationships. Positions in two-dimensional space can be described and communicated using coordinates.
		Properties of Shapes and Solids		Relationships between geometric properties of 2D shapes and 3D solids allow them to be classified, compared, represented and applied in meaningful real-life contexts.
		Proportional Reasoning		In proportional relationships, quantities scale together so that a change in one determines a corresponding change in another.
		Measures		The choice of units and level of precision determine how measurements are represented, interpreted and communicated. Measurement provides a common way to quantify attributes, supporting comparison, communication and decision-making.
				Hours can be partitioned into smaller units of time and these can be represented in equivalent ways using fractions, number relationships and standard time formats.
				Relationships between units of time allow durations to be measured, calculated, used to solve problems and make decisions.
	Information, Data and Uncertainty	Data Management		The reliability of data depends on the question type and wording used to collect it. Individual and related data sets require different forms of organisation and representation to reveal their patterns and key features.
		Data Analysis and Interpretation		Graphical representations reveal patterns visually and enable comparison within data. The manipulation or misinterpretation of graphical representations can create biased or misleading claims that appear credible. Statistical measures can be used to describe and compare the typical values and spread of numerical data sets.
		Probability		Probability quantifies the likelihood of outcomes and can be used to make predictions about patterns of outcomes over time, even though individual outcomes remain uncertain.
Religious Education Roman Catholic	**Seeking God's Presence in Our Lives**			God's precious gift of life through reflection on science and scripture. Our God given role to care for creation.
	Knowing we are made in God's Image			God invites each of us to grow physically, emotionally and spiritually according to His loving plan. Our God-given gifts are intended to build loving relationships and serve the common good.
	Believing in One God revealed to us			The nature of Holy Trinity is revealed through Scripture, prayer, and the life of the Church. Faith is a gift from God that deepens a personal relationship with Him, inspires choices, and transforms how to love and care for others.
	Encountering the life, death and resurrection of Jesus Christ			In His passion, death and resurrection Jesus, divine and human, offers us eternal life with Him. By exploring the social, political, and religious context of Jesus' world 2,000 years ago, we can better understand how His life and teachings continue to shape our own lives and transform the lives of others.
	Nurturing faith through Church and the Sacraments			The Sacraments strengthen and nourish Christians to share in Christ's life and mission. Christian communities have shaped faith, culture and learning throughout history and I can place my gifts and talents at the service of the Church.
	Exploring the Word of God			We treat the Bible with reverence because it is the inspired Word of God. Through the different parts of the Bible, God always reveals Himself and His everlasting faithfulness to His people.
	Responding through Prayer, devotion and Liturgy			Leading prayer, participating in Mass and the Sacraments, and following the example of Mary and the Saints helps me make prayer a part of daily life and grow closer to God.

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	Journeying to Holiness through Christian Living			Forgiveness and Reconciliation restore our relationship with God and others and ways in which this can be put into practice. God has given us freedom of conscience which can affect our relationship with Him and others. Why the Catholic community works for the good of all people and how this shapes Christian living. The teachings of Christ challenge us to transform the world.
	World Religions			Judaism and Islam are guided by a covenant relationship with God, influencing their actions, morals, and sacred celebrations.
Religious, Moral and Philosophical Studies	**Religion & Worldviews**			Sources shape the beliefs of adherents of religion and worldviews. Key figures shape the beliefs of adherents of religion and worldviews. Religion and worldviews engage in practices and traditions that express their beliefs, ideas and identities.
	Morality, Ethics and Values			Religion, worldviews and philosophical perspectives can support people to respond to moral issues. People's views about right and wrong can affect their responses to moral issues.
	Questions, Arguments and Sources			Religion, worldviews and philosophical perspectives ask, explore and reach conclusions about religious and philosophical questions.
Sciences	**Scientific Investigation**			Scientific experiments can control the things that might affect the results, helping to make results more trustworthy and allowing experiments to be repeated.
	Interpreting and Analysing			Processing findings supports the development of conclusions, helping to support or challenge scientific ideas.
	Evaluation in Science			Evaluating scientific practice allows sources of error to be identified and addressed, supporting more accurate and reliable outcomes in future investigations.
	Scientific Communication and Review			Scientists share and discuss findings in a variety of ways, which often follow standard structures to allow for findings to be communicated clearly and to inform further investigations.
	The Connected World	**Nature and Earth's resources**	**Nature**	Human activity can have an impact on the environment, affecting the ways living things and biodiversity are supported.
			Food and interdependence	All living things are interdependent, with plants forming the base of food chains to support survival.
			Materials and their properties	Materials vary in their properties and availability, affecting how they are used, conserved and managed responsibly.
		Energy in society	**Energy sources and security**	Society meets its energy needs through the use of renewable and non-renewable energy sources, with electricity transferring energy to support many aspects of daily life.
			Energy and climate change	The burning of fossil fuels contributes to global warming, so reducing the use of these energy resources can help limit climate change.
		Space		The movement of objects in the Solar System explains repeating patterns observed from Earth, supporting understanding of what
		Health and disease		Some microorganisms can affect the health of living organisms, and vaccines help prevent infections while antibiotics treat bacterial infections and can reduce their spread.
	The Living World	**Survival of living things**	**Concept of life**	Living things share characteristics and processes that distinguish them from non-living things, helping us identify, classify and understand living organisms.
			Genetic variation	Living things can be classified into groups based on features which can affect their survival in different environments.
		Systems for survival	**Nervous system and the senses**	The brain processes information from the senses, enabling organisms to respond to their environment and stay safe.
			Digestive, respiratory and circulatory systems	Body systems are made up of organs that work together to carry out essential functions and keep the body alive.
			Reproductive systems in humans and other animals	Puberty involves changes that mature the human body and make reproduction possible.
			Plant systems	Plants have different processes to help the plant function, stay alive and reproduce.
	The Chemical World	**Physical changes**	**States of matter**	Matter exists in three main states and can change state when temperature changes, helping to explain how matter behaves under different conditions.
			Mixtures	Some solids dissolve more easily than others, and this property affects how substances interact and how mixtures can be separated.

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		Chemical changes	**Chemical reactions**	Chemical reactions produce new substances and are often accompanied by observable signs, helping to explain changes in everyday life**.**
			Rates of reaction	Chemical reactions can occur at different rates, and the rate of a reaction affects how quickly changes happen in the environment**.**
	The Physical World	**Forces**	**Motion**	The motion of an object can be described in terms of distance covered in a time, which allows movement to be measured.
			Forces and interactions	Forces act between objects through contact or at a distance, allowing for a variety of practical uses in everyday life.
		Waves	**Sound**	Sound travels through materials differently, resulting in them being absorbed, reflected or changed by different surfaces and environments.
			Light	Light travels in straight lines and can be reflected, absorbed or transmitted when it meets materials.
	Taking Scientific Action			Using scientific evidence to solve problems helps make positive changes for people, other living things and the environment, and shows how solutions can be improved.
	Science Around Me			Science uses the ideas and innovations of people from diverse cultures and communities to improve people's lives, other living things and the environment, in the past, now and in the future.
	Informed and Responsible Decision-making			Scientific evidence can be evaluated, helping to make responsible decisions and informed choices.
Social Studies *(Geography, History, Modern Studies)*	**Causation**			Events and issues may have different causes and consequences.
	Conflict			Conflict can occur in different ways and can affect people and places differently.
	Cooperation			Cooperation can help people solve problems and respond to challenges.
	Enquiry			Enquiry uses different methods and sources to gather information.
	Environments			Environments influence how people live.
	Equality			Everyone should have equal rights, opportunities and access to participate in society.
	Evidence			Evidence from different sources may provide different information or give different accounts.
	Perspective			Different people and groups may have different perspectives on the same people, places, events or issues.
	Power			Power comes from different sources.
	Society			Societies are organised in different ways.
	Systems			Systems connect people, places and processes.
Technologies	**Identify, Define, Explore and Articulate**			Creativity and problem solving involve planning, creating, testing, refining and sharing ideas with others.
	Make It Happen			Specialist skills, tools and resources are required to create and improve high-quality solutions.
	Systems			Systems use interconnected parts to receive inputs, process information and produce outputs.
	People and Planet			Technological developments can create consequences for people, communities and the environment.
	Digital World			Digital skills support safe, effective and collaborative participation in an increasingly digital world

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Expressive Arts Know-Do-Understand Strands

Strand	**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.

	Art and Design		**Dance**		**Drama**	
Second Level	**Understand:** Taking creative risks and making informed choices shape the meaning and intention behind developing ideas.		**Understand:** Taking creative risks and making informed choices shape the meaning and intention behind developing ideas.		**Understand:** Taking creative risks and making informed choices shape the meaning and intention behind developing ideas.	
	Know: Creating art and design is a process where visual elements and design concepts, materials and techniques can be selected, explored and combined to develop and refine ideas in response to a stimulus/brief. Creative ideas can be generated and developed from observation, imagination, experience and a range of stimuli including 2D and 3D. Experimenting with materials supports creative development.	**Do:** Explore and experiment with materials, techniques and visual elements and design concepts, responding to a stimulus/brief. Generate and develop ideas by applying knowledge of visual and design concepts, materials and techniques to problem solve and create informed outcomes. Describe how creative choices influence the development of ideas, using relevant art and design vocabulary.	**Know:** Stimuli such as music, stories, popular culture, themes or experiences can generate ideas and inspire creative movement. Movement, rhythm and choreographic devices work together to create, structure and develop movement ideas. Movement choices such as space, levels, dynamics and relationships influence the creative process.	**Do:** Explore, experiment and improvise with movement and rhythm to create and refine an idea. Create and perform movement sequences using different levels, directions and formations. Use a range of choreographic devices to develop ideas.	**Know:** Drama skills include developing and sustaining characters through appropriate voice, movement and rehearsal techniques. Dramas can be structured to communicate a clear sequence of events and are developed through shared decision-making in the creative process. Production elements can enhance character, setting, mood and atmosphere.	**Do:** Generate ideas in response to a range of diverse stimuli. Experiment with and apply voice and movement skills to create and sustain a role. Use simple rehearsal techniques and dramatic conventions to develop ideas and character. Work in groups to create and rehearse dramas. Choose and apply production elements such as costume, props and sound to support ideas. Use appropriate drama vocabulary to describe and reflect on work.
	Includes, but not limited to • stimuli such as questions, images, texts, objects, artefacts, themes and music • research approaches such as investigating the work of artists, makers and designers and observational drawing from objects, artefacts, environments and images • design contexts such as fashion and textiles, jewellery, architecture, graphics and product design • visual elements such as line, colour, shape, form, pattern, texture and tone **Notes** The creative process in art and design typically involves stimulus or design brief → research and exploration → development and refinement → outcome. Stimuli, research and observation can be used to generate, investigate and develop creative ideas. A design brief identifies a purpose or challenge, considering what is being designed, who it is for and how it will meet a need.		**Includes, but not limited to** • dance experiences such as solo, partner and group work travelling, jumping, turning, gesturing, balancing and hopping • dance elements and spatial concepts such as levels, directions, pathways, positions, shapes and patterns • choreographic devices such as repetition, canon and mirroring **Notes** Dance sequences may be taught, created, adapted and refined independently and collaboratively. Movement ideas can be explored, selected and organised to communicate intention and structure dance sequences. Dance elements and spatial awareness support the creation and performance of dance. Choreographic devices can be used to develop, organise and extend movement material. Repetition involves repeating movements or sequences. Canon involves performing the same movement in succession. Mirroring involves matching and reflecting movement with others.		**Includes, but not limited to** • stimuli such as themes, issues, poetry, media and topical events. • drama techniques such as voice (clarity, accent, pace, pause and emphasis), movement (body language, posture, gesture and positioning) and rehearsal techniques (hot seating, writing in role and thought tracking). • production skills such as costume, sound, props and staging. • dramatic forms such as mime, spontaneous improvisation, rehearsed improvisation and scripted drama. • drama conventions such as narration and tableaux (freeze-frame). **Notes** Drama can be created, explored and developed using a range of stimuli to inspire ideas, themes, characters and situations. Voice, movement and rehearsal techniques support the creation, development and communication of dramatic ideas. Dramatic forms, conventions and production skills can be used to create meaning, structure performances and engage audiences.	

	Outcomes may take a range of forms and reflect creative and design thinking. Visual elements support the development, analysis and communication of ideas across art and design contexts.	Dance-making provides opportunities to experiment with, combine and refine movement choices.	Selecting and combining appropriate dramatic techniques, conventions and production elements supports effective and meaningful performances.

<table>
<tr><td></td><td colspan="2">Film and Screen</td><td colspan="2">Music and Music Technology</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Taking creative risks and making informed choices shape the meaning and intention behind developing ideas.</td><td colspan="2">Understand: Taking creative risks and making informed choices shape the meaning and intention behind developing ideas.</td></tr>
<tr><td>Know:
Film and screen products tell stories using images, sound and movement and can come from real-life or imagined experiences.

There are different types of products you can create, such as animation and live-action film, using different types of techniques.

The filmmaking process involves experimenting, adapting, communicating and collaborating.

Films have a planned structure.

There are different roles involved in making films.</td><td>Do:
Plan, create and present short film and screen products, inspired by a brief, that tell different types of stories.

Experiment with filmmaking approaches to explore creative choices as part of the production process.

Choose and use basic camera shots and add or select sound to match mood or action.

Demonstrate understanding of communication, collaboration and set etiquette during the production process.

Reflect on creative choices and suggest improvements.

Undertake a production role.</td><td>Know:
Voice, instruments and technology can be used to create and structure music.

Experimenting with musical elements is a key part of creating music.

Musical ideas can be developed and refined through listening, improvising, creating and responding to stimuli.

Different instruments (traditional and digital) and voices have unique sounds and characteristics.

Recording and playback can be used to capture, review and improve musical ideas.</td><td>Do:
Explore ways to create and develop music using various instruments and voices, technology and musical elements.

Inspired by a stimulus, work individually and/or in groups to create music to convey a feeling, character or sequence of events.

Evaluate own and others' creative choices.

Use appropriate digital tools to record and playback musical ideas to develop and refine creative work.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• planning tools such as story mountains, storyboards and shot lists
• story types such as factual and fictional narratives and stories told from different perspectives
• film techniques such as close-up, medium and wide shots, panning, lighting, music and sound effects
• filmmaking roles such as director, camera operator and editor

Notes
Film can be planned, created and shared to communicate ideas, information, stories and perspectives.

Story structure and planning processes support the development and organisation of visual and audio ideas and may include a beginning, middle and end.

Creative choices involving camera techniques, lighting and sound contribute to meaning, mood and audience engagement.

Filmmaking provides opportunities to collaborate, take on different roles and contribute to a shared creative outcome.

Safe, respectful and responsible working practices, including set etiquette, support effective teamwork during production.

Reflection and evaluation support the refinement of creative decisions and outcomes.

Live-action filmmaking involves recording real people, objects and environments.</td><td colspan="2">Includes, but not limited to
• music-making experiences such as singing, playing tuned and untuned instruments, using music technologies and apps and creating sounds by tapping, striking, rustling, shaking and plucking.
• instrument families such as strings, brass, woodwind and percussion.
• pattern-making approaches such as echo, call and response, repetition, step and leap and ascending and descending patterns.

Notes
Music can be created, performed and explored individually and collaboratively using vocal, instrumental and digital resources.

Musical elements support the creation, performance and understanding of music.

Listening, copying, repeating, responding to and creating patterns support the development of musical understanding and creativity.

Musical ideas may develop from joining in with others, to copying, responding to and creating original patterns and sequences.

Instruments can be grouped into families according to how sound is produced.

Creative choices involving sound, patterns and musical elements contribute to the character and purpose of music.

Musical elements at this level: pitch, rhythm, tempo and dynamics.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="4">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></td><td colspan="2">Art and Design</td><td colspan="2">Dance</td><td colspan="2">Drama</td></tr>
<tr><td rowspan="2">Second Level</td><td colspan="2">Understand: The communication of ideas can shape how different audiences interpret and respond to creative work.</td><td colspan="2">Understand: The communication of ideas can shape how different audiences interpret and respond to creative work.</td><td colspan="2">Understand: The communication of ideas can shape how different audiences interpret and respond to creative work.</td></tr>
<tr>
<td>Know:
Art and design works are created and presented for particular purposes and audiences.

Visual elements, materials, techniques and design concepts can influence how work is seen and understood.

Artists and designers make purposeful choices to communicate ideas and solve problems.

Composition, layout, scale and presentation affect how work is interpreted.</td>
<td>Do:
Plan, create and present artworks and design solutions in response to a purpose.

Select and apply visual elements, design concepts, materials and techniques to communicate an idea.

Explore and develop solutions to design problems.

Make informed decisions about presentation, including the selection, organisation and display of work.

Contribute to displays, exhibitions or portfolios.</td>
<td>Know:
Dance sequences are performed and organised to communicate ideas, themes and emotions.

Rehearsal, feedback and refinement support improvement in performance quality.

The importance of safe dance practise including effective warm up and cool down exercises and stretches to prevent injury.</td>
<td>Do:
Create a short dance sequence for an audience.

Use movement and structure to communicate ideas, feelings and themes.

Rehearse and refine movement to improve clarity and confidence.

Complete warm up, cool down and stretches to ensure the body is ready for dance.</td>
<td>Know:
Drama is presented through character, voice, movement and staging.

Scenes can be structured to communicate stories, ideas, themes and messages.

Production elements such as props, costume and sound contribute to meaning and atmosphere.

Audience and purpose influence performance and presentation choices.</td>
<td>Do:
Rehearse and present a short improvised or scripted drama for a specific audience and purpose.

Use voice and/or movement skills to communicate a character, ideas or stories.

Use simple staging and production skills to enhance meaning and atmosphere.

Rehearse and develop performance to improve confidence and communication.

Use appropriate drama vocabulary to describe and reflect on work.</td>
</tr>
<tr>
<td colspan="2">Includes, but not limited to
• creative outcomes such as drawings, paintings, prints, models, products, posters, architectural concepts, exhibitions, digital presentations and other 2D, 3D and digital formats
• presentation approaches such as individual and collaborative displays, exhibitions and digital showcases
• design concepts such as style, function and purpose
• curatorial practices such as selection, grouping, sequencing, layout, labelling and display
• visual elements such as line, colour, shape, form, pattern, texture and tone

Notes
Creative work can be realised and presented through a range of 2D, 3D and digital formats.

Presentation and display involve making informed decisions about purpose, audience and context.

Design concepts support the communication of ideas and influence creative and functional outcomes.</td>
<td colspan="2">Includes, but not limited to
• performance opportunities such as class sharing, assemblies, peer audiences and informal showcases
• dance experiences such as individual, paired and group performances
• rehearsal approaches such as feedback, repetition and refinement

Notes
Dance can be created, rehearsed and performed for a range of audiences and purposes.

Performance experiences support the development of confidence, communication and expressive skills.

Rehearsal processes provide opportunities to improve, adapt and refine movement material through feedback and reflection.

Consideration of audience and purpose can influence performance choices and the communication of artistic intention.

Safe dance practice includes appropriate preparation of the body, including warming up prior to stretching and performance activities.</td>
<td colspan="2">Includes, but not limited to
• voice techniques such as clarity, accent and pause
• movement techniques such as body language, posture and positioning
• production skills such as costume, sound and props.
• staging considerations such as stage areas and the use of performance space
• audiences such as peers, younger learners, community groups and wider public audiences

Notes
Drama can be created and performed to communicate ideas, tell stories and entertain audiences.

Voice and movement can be used purposefully to communicate character, mood, meaning and intention.

Production elements can enhance storytelling and support audience engagement.

Staging choices influence how performers, action and ideas are presented to an audience.</td>
</tr>
</table>

	Curatorial decisions can shape how work is organised, interpreted and experienced by an audience. Visual elements can be used individually and in combination to communicate meaning, create visual impact and support creative intentions. Creative work may be developed and presented individually or collaboratively, depending on the context and intended outcome.		Audience and purpose can influence creative, performance and production decisions. Target audience refers to the intended group for whom a performance is created and presented.

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<table>
<tr><td></td><td colspan="2">Film and Screen</td><td colspan="2">Music and Music Technology</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: The communication of ideas can shape how different audiences interpret and respond to creative work.</td><td colspan="2">Understand: The communication of ideas can shape how different audiences interpret and respond to creative work.</td></tr>
<tr><td>Know:
Film and screen content is planned, created and shared for a purpose or audience.

Camera, sound, lighting and editing are used to communicate ideas, stories and mood.

Film and screen products are created using elements such as shot size, sound effects, colour and lighting.

Different audiences may respond to film and screen content in different ways.</td><td>Do:
Produce and share a short film and/or screen product for an audience.

Select and use camera, sound and editing techniques to communicate an idea or story.

Contribute to the production of film and screen content, working individually and/or with others.</td><td>Know:
Regular rehearsal supports the development of accuracy, confidence and fluency in performance.

Music can be performed, recorded and shared individually and collaboratively for different audiences and purposes.

Music can be learned and performed using notation systems such as pictorial, graphic or basic stave notation.</td><td>Do:
Rehearse and perform music for a range of audiences and purposes.

Follow and use notation to support rehearsal and performance.

Perform individually and with others, refining performance through rehearsal, feedback and repeated practise.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• film formats such as animation, scripted productions, unscripted productions and live-action filmmaking
• planning tools such as storyboards, shot lists and sound selection
• shot types such as close-up, mid-shot and long shot
• sharing opportunities such as peer and class screenings, assemblies and digital platforms

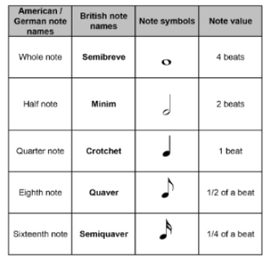
Notes
Film and screen content can be created and shared in a range of formats for different purposes and audiences.

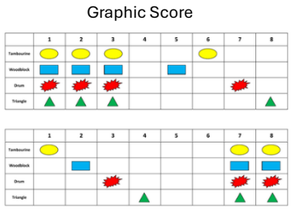
Planning processes support the organisation and development of visual, audio and narrative ideas prior to production.

Camera shots can be selected purposefully to focus attention, communicate character, convey emotion and support storytelling.

Film techniques can be used to create mood and atmosphere, develop narrative and influence audience response.

Sharing creative work provides opportunities for reflection, feedback and evaluation of the filmmaking process and final outcome.</td><td colspan="2">Includes, but not limited to
• performance experiences such as singing, body percussion, instrumental performance and digital music-making
• performance formats such as solo, paired and group performances. Rounds, ostinato, repeated melodic and rhythmic patterns and simple ensemble pieces
• performance contexts such as live and recorded performances
• notation systems such as standard notation, pictorial notation and graphic scores





Notes
Music can be performed and shared in a variety of ways using vocal, instrumental and digital resources.

Performance experiences provide opportunities to develop musicianship, confidence, communication and collaborative skills.

Repeated melodic and rhythmic patterns can be used to support ensemble playing and musical understanding.

Music may be represented using different notation systems to record, communicate and interpret musical ideas.

Graphic scores use symbols, images, shapes or visual cues to represent and organise sound.

The choice of performance format and notation can support the purpose, context and communication of musical ideas.</td></tr>
</table>

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<table>
<tr><td>Strand</td><td colspan="4">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="4">Second Level</td><td colspan="2">Art and Design</td><td colspan="2">Dance</td><td colspan="2">Drama</td></tr>
<tr><td colspan="2">Understand: Self-expression develops through experience and confidence in making creative choices, enabling people to communicate their ideas, feelings and identity with purpose and confidence.</td><td colspan="2">Understand: Self-expression develops through experience and confidence in making creative choices, enabling people to communicate their ideas, feelings and identity with purpose and confidence.</td><td colspan="2">Understand: Self-expression develops through experience and confidence in making creative choices, enabling people to communicate their ideas, feelings and identity with purpose and confidence.</td></tr>
<tr><td>Know:
Visual elements can communicate ideas, feelings and experiences.

Art and design can represent experiences, interests, memories or viewpoints.

Changing and refining materials, techniques and processes influence how ideas and feelings are expressed.

Artists and designers create work which can express their thoughts, feelings and ideas.</td><td>Do:
Develop an artwork or design that can express a personal experience, interest, belief, feeling, idea or viewpoint.

Select and combine visual elements, techniques and materials to support meaning.

Explain how visual choices can express something about the work.

Make purposeful changes to strengthen and refine the impact of the work.

Explore the ways artists and designers communicate choices to express their thoughts, feelings and ideas.</td><td>Know:
Dance can communicate and express feelings and ideas.

Dance can represent experiences and interests influencing how movement is understood.

Dance can contribute positively to mental and physical well-being.</td><td>Do:
Include short movement phrases that express a chosen feeling, memory or idea.

Select and use movement qualities to support expression.

Justify movement choices used to communicate feelings and ideas.

Contribute ideas to a group dance that expresses personal experiences and viewpoints.</td><td>Know:
Characters, situations and production skills can be used to explore feelings, experiences and ideas.

Drama skills can communicate meaning and emotion.

Different characters can represent different viewpoints and experiences.</td><td>Do:
Create short scenes inspired by personal or imagined experiences, interests or issues.

Use drama skills to communicate character, feelings and ideas.

Make choices about character and production elements to communicate meaning.

Work with others to explore different ideas and perspectives.

Use appropriate drama vocabulary to describe and reflect on work.</td></tr>
<tr><td colspan="2">Includes, but not limited to
creative approaches such as self-portraits, observational studies, imaginative responses, model making and design tasks
sources of inspiration such as personal experiences, interests, memories, people, places and viewpoints
visual elements such as line, colour, shape, form, pattern, texture and tone
techniques and materials selected to communicate ideas, feelings and personal responses
Notes
Art and design can provide opportunities for personal expression and the communication of individual ideas, experiences and perspectives.

Visual elements, techniques and materials can be selected and combined purposefully to convey meaning, feelings and creative intentions.

Personal experiences, interests and observations can be used as starting points for developing creative work.</td><td colspan="2">Includes, but not limited to
stimuli such as names, places, memories, stories and emotions
choreographic approaches such as individual, paired and group dance-making and the use of motifs to represent ideas or feelings
dance elements such as dynamics, levels, pathways and relationships
reflective activities such as observing, discussing and refining movement
Notes
Dance can be used to communicate personal experiences, ideas, feelings and imaginative responses through movement.

Stimuli can provide starting points for creating, exploring and developing movement material.

Motifs can be created, adapted and developed to represent and communicate meaning.</td><td colspan="2">Includes, but not limited to
role-play and drama based on everyday experiences, relationships, hopes, challenges, interests and imagined situations
role play, guided improvisation, storytelling and character-based activities
exploration of character, status, relationships, feelings and viewpoints
drama techniques such as voice, movement, use of space and simple production elements
Notes
Learners can draw on personal and imaginative experiences to create and develop dramatic work without the expectation of sharing personal information.

Exploration of character, relationships, status and viewpoints can support empathy, understanding and creative thinking.

Rehearsal, discussion and reflection support the development, refinement and communication of dramatic ideas.</td></tr>
</table>

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<table>
<tr><td></td><td>Creative choices can demonstrate how ideas, viewpoints and identity are represented visually.

Reflection throughout the creative process can support the development, refinement and communication of artistic intentions.</td><td>Dance elements can be selected and combined purposefully to enhance expression and artistic intention.

Observation, discussion and reflection support the development, refinement and evaluation of choreography and performance.

Collaborative and independent dance-making provide opportunities to share ideas, make creative decisions and respond to feedback.</td><td>Individual and collaborative drama activities can help build confidence in expressing ideas and responding to others.</td></tr>
<tr><td></td><td colspan="2">Film and Screen</td><td>Music and Music Technology</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Self-expression develops through experience and confidence in making creative choices, enabling people to communicate their ideas, feelings and identity with purpose and confidence.</td><td colspan="2">Understand: Self-expression develops through experience and confidence in making creative choices, enabling people to communicate their ideas, feelings and identity with purpose and confidence.</td></tr>
<tr><td>Know:
Ideas, thoughts and feelings can be expressed through film and screen products.

Personal experiences, interests and emotions can provide inspiration for film and screen work.

Creative choices can influence meaning.

Film and screen products can be created independently or collaboratively.</td><td>Do:
Plan and create a short film that explores a personal idea, interest or feeling.

Use film and screen techniques to communicate and express ideas, feelings and identity.</td><td>Know:
Musical elements can express feelings and ideas.

Choice of instrument, style, pattern or sound can reflect personal experiences and interests.

Improvisation and composition can be used to explore and express thoughts, feelings and mood.</td><td>Do:
Improvise or compose short musical ideas that express a chosen feeling, place or memory.

Use changes in dynamics, tempo, pitch or texture to communicate intention.

Perform own or others' music with awareness of feeling or meaning.

Explain how musical decisions contribute to expression and meaning.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• film and screen projects such as short films exploring likes and dislikes, personal experiences, emotional responses, interests and everyday life
• creative approaches such as independent filmmaking and collaborative film production

Notes
Film and screen production can provide opportunities to communicate personal ideas, experiences, interests and perspectives.

Creative work may be developed independently or collaboratively, depending on the purpose, audience and context.

Film can be used to explore and express thoughts, feelings and experiences through visual and audio storytelling.

Creative choices relating to image, sound, structure and performance can help communicate meaning and engage audiences.

Reflection and discussion can support the development, refinement and evaluation of film and screen work.</td><td colspan="2">Includes, but not limited to
• musical ideas such as mood pieces, soundscapes, riffs, ostinato, crescendo and motif
• music from a range of styles, genres and contexts that can inspire creative work

Notes
Exploring and creating musical ideas can support the communication of mood, meaning and creative intention.

Musical elements can be identified, explored and combined through practical music-making.

Listening to and understanding a range of music can inform composition, improvisation and performance decisions.

Musical elements such as pitch, rhythm, tempo and dynamics contribute to the character and expression of music.

Reflection on listening and creative experiences can support the development and refinement of musical ideas.

Musical elements at this level: pitch, rhythm, tempo, dynamics and texture.</td></tr>
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Strand	**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.

<table>
<tr><th></th><th colspan="2">Art and Design</th><th colspan="2">Dance</th><th colspan="2">Drama</th></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Creative choices affect how work is experienced, understood and interpreted.</td><td colspan="2">Understand: Creative choices affect how work is experienced, understood and interpreted.</td><td colspan="2">Understand: Creative choices affect how work is experienced, understood and interpreted.</td></tr>
<tr>
<td>Know:
Visual elements influence meaning.

Design concepts such as style, function and purpose influence appearance and success.

Artists and designers use materials and techniques intentionally.

Purpose, audience and context can influence creative choices.

Reflection helps refine creative work.

Artists and designers communicate work in different ways.</td>
<td>Do:
Identify and describe visual elements and design concepts used in art and design work.

Explain how creative work communicates mood, ideas or messages.

Describe creative choices using art and design vocabulary.

Reflect on strengths and next steps in personal work and use feedback to refine work.</td>
<td>Know:
Choreographers make choices to express themes, feelings or emotions.

Interpretations can vary depending on perspective and opinion.

Feedback is an ongoing process that can shape and improve creative work.</td>
<td>Do
Identify the themes, ideas or intention in a dance piece.

Reflect on choreography and performance choices.

Give and accept constructive feedback using appropriate dance vocabulary to improve quality.

Share opinions on an observed piece of dance.</td>
<td>Know:
Voice, movement and characterisation can be used to communicate meaning.

Production skills can support meaning and dramatic impact.

Different audiences may respond to drama in different ways.</td>
<td>Do:
Describe how drama choices communicate meaning and create impact.

Ask questions and reflect on creative choices to improve own work.

Give and respond to feedback using appropriate drama vocabulary.</td>
</tr>
<tr>
<td colspan="2">Includes, but not limited to
• art and design vocabulary such as composition, focal point, contrast, balance, texture, line, colour, shape, form, pattern and tone
• design concepts such as style, function and purpose
• contextual exploration such as the artist or designer, time period, purpose, audience and context

Notes
Appropriate art and design vocabulary supports the description, discussion and evaluation of creative work.

Justified responses can be supported by reference to visual evidence, such as, "I think this because I can see...".

Exploring who created a work, when it was created and why can support understanding of purpose, audience and context.

Visual elements can be identified, discussed and analysed individually and in combination to understand how meaning and visual impact are communicated.

Design concepts can support the interpretation, creation and evaluation of creative outcomes.</td>
<td colspan="2">Includes, but not limited to
• dance vocabulary such as levels, pathways, direction, dynamics, canon and unison
• dance experiences such as observing, discussing and responding to a range of dance styles, genres and performances

Notes
Appropriate dance vocabulary supports the description, discussion and evaluation of movement, choreography and performance.

Observing and responding to a variety of dance styles and performances can support understanding of different choreographic approaches, purposes and cultural contexts.

Discussion and reflection can support the development of informed responses, critical thinking and appreciation of dance as an art form.

Analysing how dance elements and choreographic devices are used can support understanding of meaning, intention and audience impact.</td>
<td colspan="2">Includes, but not limited to
• individual, paired and group discussion and spoken, written and practical responses
• areas for discussion and reflection such as character and relationships, voice and movement, space and positioning and production elements such as set, props, sound and costume

Notes
Drama responses can be communicated in a variety of ways to share ideas, interpretations and evaluations.

Responses should be supported by evidence from performances, dramatic choices and production elements.

Discussion and reflection support the development of understanding, analysis and evaluation of drama.

Feedback can be used to develop, refine and improve dramatic work and performance.

Viewing and responding to a range of performances can broaden understanding of different dramatic approaches, styles and contexts.</td>
</tr>
</table>

<table>
<tr><td></td><td>Reflecting on the work of artists and designers can support observation, critical thinking and informed creative decision-making.</td><td></td><td>Individuals may respond differently to the same performance and these perspectives should be explored and communicated respectfully.

Asking questions, offering feedback and reflecting on responses support the development of critical thinking and informed artistic judgement.</td></tr>
<tr><td rowspan="4">Second Level</td><td colspan="2">Film and Screen</td><td colspan="2">Music and Music Technology</td></tr>
<tr><td colspan="2">Understand: Creative choices affect how work is experienced, understood and interpreted.</td><td colspan="2">Understand: Creative choices affect how work is experienced, understood and interpreted.</td></tr>
<tr><td>Know:
Reflection can support all stages of production planning, creating and improving film and screen work.

Elements such as camera, sound and editing can be discussed when reflecting on and/or responding to a film and screen product.

Responding to the work of others helps to inform creative choices.</td><td>Do:
Reflect on own film and screen products using personal opinions and observations.

Give a personal response to film and screen techniques.

Review what has been planned or filmed, solve problems and adapt throughout production.

Reflect on strengths to identify next steps.

Provide feedback for others using success criteria.</td><td>Know:
Performers and composers make intentional choices using music elements which are combined to create mood, atmosphere and communicate ideas.

Musical directions and notation provide information about how music should be performed and interpreted.

Different listeners may interpret the same music in different ways.

Reflection and feedback can support improvement.</td><td>Do:
Listen to a range of music and identify and describe musical elements using appropriate vocabulary.

Explain how musical elements are used to create mood, character and effect.

Identify signs, symbols and musical features in both written and performed music.

Compare pieces of music, describing similarities and differences in use of elements.

Reflect on own and others' work, identifying strengths and areas for development.

Express opinions about music, giving reasons linked to musical features.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• film and screen content such as peer-created films, professional productions, excerpts and short films
• review activities such as viewing completed films, analysing excerpts and revisiting footage captured during the creative process
• film techniques such as camera shots, camera angles, movement, sound, editing and visual storytelling

Notes
Film and screen content can be viewed, discussed and evaluated to support understanding of creative and technical choices.

Examples created by peers and professionals can provide insights into different approaches, styles and techniques.

Excerpts and short films can be used to identify, analyse and discuss how film and screen techniques communicate meaning and engage audiences.

Reviewing footage throughout the creative process can support reflection, evaluation and the refinement of ideas and outcomes.

Discussion and analysis can support the development of informed responses, critical thinking and appropriate film and screen vocabulary.</td><td colspan="2">Includes, but not limited to
• reflection approaches such as individual, paired and group discussion. Verbal, written and creative responses
• musical experiences such as listening to, discussing, performing and reflecting on music from a range of genres, cultures and time periods
• listening experiences such as live and recorded music

Notes
Appropriate music vocabulary supports the description, discussion and evaluation of musical features and experiences.

Listening to and performing music from a range of genres, cultures and time periods can support musical understanding and appreciation.

Reflection can support the development of listening skills, musical awareness and informed responses to music.

Comparing live and recorded music can support understanding of performance, interpretation and audience experience.

Responses to music may vary and should be supported through observation, discussion and reflection.

Sharing and discussing ideas with others can support the development of musical understanding and critical thinking.

Musical elements at this level: pitch, rhythm, tempo and dynamics.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="5">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="4">Second Level</td><td colspan="2">Art and Design</td><td colspan="2">Dance</td><td colspan="2">Drama</td></tr>
<tr><td colspan="2">Understand: Artistic choices, styles and forms of expression reflect the beliefs, traditions and ways of life of individuals, communities and cultures.</td><td colspan="2">Understand: Artistic choices, styles and forms of expression reflect the beliefs, traditions and ways of life of individuals, communities and cultures.</td><td colspan="2">Understand: Artistic choices, styles and forms of expression reflect the beliefs, traditions and ways of life of individuals, communities and cultures.</td></tr>
<tr><td>Know:
Art and design work can communicate and reflect cultural identity and traditions through visual elements and materials.

Cultures have distinctive visual traditions, similarities and differences across people and places.

Artists reflect cultural awareness and understanding through people, places and traditions with artwork located within historical and contemporary contexts.</td><td>Do:
Develop and refine art and design work that communicates viewpoints and cultural identity, with justified visual and material choices.

Describe how art and design works reflect people, culture and place using relevant art and design vocabulary.

Develop an awareness of connections between artists/designers, artistic/design movements and cultural developments across changing historical contexts.

Use visual elements and design concepts, materials, media, techniques and processes to communicate cultural identity, beliefs and meaning.</td><td>Know:
Dances from different cultures and traditions have distinctive movements, patterns, music and costumes used for social or ceremonial purposes.

Scotland has its own unique and historical dance culture.</td><td>Do:
Describe features of dances from different cultures using dance vocabulary and perform a short, simple dance or sequence.

Learn and perform a traditional Scottish dance.</td><td>Know:
Stories, characters, settings and performance choices can communicate ideas about people, place, traditions and ways of life.</td><td>Do:
Describe how choices in drama help to communicate culture, people or place, using appropriate drama vocabulary.</td></tr>
<tr><td colspan="2">Includes, but not limited to
2D, 3D, digital and design-based contexts
artistic and design influences such as historical and contemporary artists, designers, movements and cultural traditions from local, national and global contexts
cultural global exploration such as Aboriginal art, ancient Chinese art, African art and Japanese prints
media such as drawing, painting, digital technologies and 3D modelling
materials such as pencils, oil pastels, charcoal and watercolours
visual elements such as line, colour, shape, form, pattern, texture and tone
Notes
Art and design provide opportunities to explore, reflect upon and express cultures, values, identities and lived experiences.</td><td colspan="2">Includes, but not limited to
dance experiences such as taught, adapted and self-created dances. Solo, partner and group work
cultural dance traditions such as local, Scottish and global dance forms, explored in traditional and contemporary contexts
dance vocabulary such as movement, rhythm, level, direction, formation and structure
Scottish dance traditions such as ceilidh, Highland dancing and Scottish country dancing
Notes
Dance can be created, adapted and refined through individual and collaborative processes.</td><td colspan="2">Includes, but not limited to
stimuli such as stories, local events, traditions, issues, places, Robert Burns, Scots and Gaelic stories, myths and legends, Glasgow Girls and Divided City
Scottish theatre experiences such as local theatres, the National Theatre of Scotland, touring companies, Scottish playwrights and theatre-makers
cultural experiences such as festivals, theatre visits, performances and community events
partnerships such as community artists, cultural organisations, families and community contributors
Notes</td></tr>
</table>

	Engagement with historical and contemporary artists, designers, movements and cultural traditions supports understanding of creativity across different times, places and contexts. Media, materials, techniques and processes can be selected and applied to communicate ideas and realise creative intentions. Visual elements can be used individually and in combination to create visual impact, communicate meaning and support creative decision-making. Understanding connections across art, design, culture and society can inform the development of personal responses and creative outcomes.	Exploring dance from a range of cultural contexts supports an understanding of traditions, identities and diverse forms of expression. Engagement with local, Scottish and wider-world dance practices can help develop awareness of cultural heritage and contemporary influences. Appropriate dance vocabulary supports the description, discussion and evaluation of dance features, ideas and performances. Understanding movement, rhythm, space and structure supports the creation, performance and appreciation of dance. Dance provides opportunities to explore and communicate ideas, cultures and experiences through movement.	Drama can provide opportunities to explore culture, identity, belonging and diverse perspectives through a range of stimuli and creative experiences. Engagement with Scottish, local and wider cultural contexts can support understanding of heritage, traditions and contemporary society. Exploration of cultures and traditions should encourage curiosity, respect and appreciation of different perspectives while challenging stereotypes. Partnerships with artists, cultural organisations, families and communities can enrich learning and broaden cultural understanding. Discussion, interpretation and performance can support informed responses to cultural themes, issues and experiences.

	Film and Screen		**Music and Music Technology**	
Second Level	**Understand:** Artistic choices, styles and forms of expression reflect the beliefs, traditions and ways of life of individuals, communities and cultures.		**Understand:** Artistic choices, styles and forms of expression reflect the beliefs, traditions and ways of life of individuals, communities and cultures.	
	Know: Film and screen products from diverse cultures and traditions have distinctive stories and settings.	**Do:** Plan and create a film and screen product using simple creative choices to communicate an idea about people, place or culture.	**Know:** Music from a variety of cultures and traditions uses distinctive instruments, sounds, songs and styles of performance to reflect cultural identity.	**Do:** Listen to music from a variety of cultures and traditions and identify distinctive instruments and sounds. Sing or play short, pieces of music from local, Scottish and wider-world contexts.
	Includes, but not limited to • film and screen content such as animation, documentary, advertisements and live-action productions from local, Scottish and wider-world contexts • creative opportunities such as storytelling, exploring identity and culture, expressing viewpoints and sharing personal experiences, beliefs and interests **Notes** Viewing and creating film and screen content can support understanding of different cultures, perspectives and ways of communicating ideas. Film and screen products provide opportunities to explore and express identity, culture, experiences and viewpoints. Engagement with local, Scottish and wider-world screen content can support appreciation of diverse stories, traditions and contemporary issues. Creative choices in film and screen production can be used to communicate meaning, purpose and audience awareness. Reflection on a range of film and screen texts can support critical thinking, discussion and informed creative decision-making.		**Includes, but not limited to** • musical experiences such as live and recorded music, visiting musicians, performances, audio recordings and video examples from local, Scottish and global contexts **Notes** Engaging with live and recorded music can support listening, appreciation and understanding of different musical styles, cultures and traditions. Exposure to a range of musicians, performances and musical traditions can broaden musical awareness and inform creative and performance decisions. Listening to music from diverse contexts provides opportunities to explore different perspectives, identities and forms of musical expression.	

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Health and Wellbeing Know-Do-Understand Strands

<table>
<tr><td>Strand</td><td colspan="5">Communities in Action
How people participate in and contribute to communities, and how communities influence people's experiences and opportunities.</td></tr>
<tr><td rowspan="3">Second 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:
Opportunities and collective actions can influence how communities function.</td><td colspan="2">Understand:
Opportunities and collective actions can influence how communities function.</td><td>Understand:
Opportunities and collective actions can influence how communities function.</td></tr>
<tr><td>Know:
Geography, climate, culture and other factors influence the food and textiles produced.

Production, processing and distribution connect producers, communities and consumers.

The production and consumption of food and clothing have social and environmental consequences.

Different places specialise in producing foods and textiles.

Locality, seasonality and supply influence access to food and clothing.

Sustainable food and textile practices can help reduce waste and protect natural resources.

Consumers have rights and responsibilities.

Advertising, digital marketing and influencers seek to shape choices.</td><td>Do:
Investigate how geographical, cultural or environmental factors influence production.

Identify key stages in the production, processing and distribution of food or textiles.

Compare practices between communities and environments.

Compare access to fresh produce in communities and environments.

Analyse the impact of locality and seasonality on the supply of food and clothing.

Compare social or environmental implications on different food and clothing choices.

Identify relevant consumer rights and responsibilities.

Analyse how marketing seeks to influence choices.</td><td>Know:
Resources, provision, environments and individual circumstances can create or reduce barriers to participation.

Reducing or removing barriers can increase opportunities to participate.

Individual and collective contributions can support physical activity and participation within communities.</td><td>Do:
Explain how environmental or community factors affect participation.

Identify factors that can enable participation or create barriers to participation.

Adapt role, movement or strategies to support effective group participation.

Adapt a feature of a group activity and evaluate its effect on access and participation.</td><td>Know:
Diverse identities contribute to the make-up of communities.

People and groups can respond differently to shared challenges.

Individual and collective contributions can influence how communities function.

People and groups can have different levels of power and influence within communities.

Rights and laws can protect against discrimination, harassment and victimisation.

Prejudice and discrimination can affect opportunity and community health and wellbeing.</td><td>Do:
Compare different responses to a community issue.

Explain how individual or collective action can contribute to change within a community.

Identify examples of power within communities.

Identify ways to advocate for change in a community.</td></tr>
<tr><td></td><td colspan="2">Includes, but not limited to:
Production
• farming
• growing
• production of raw materials
Textile practices
• fast fashion
• online platforms for buying, selling or exchanging clothing
• preloved clothing

Notes
Food processing turns raw materials into safe, edible and stable products.</td><td colspan="2">Notes</td><td>Includes, but not limited to:
Individual and collective contributions
• community events
• local initiatives
• rallies
• protests
Community challenges
• gang activity
• knife crime
• extremism</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">Second 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:
Needs, expectations and boundaries can influence relationships between people.</td><td colspan="2">Understand:
Needs, expectations and boundaries can influence relationships between people.</td><td colspan="2">Understand:
Needs, expectations and boundaries can influence relationships between people.</td></tr>
<tr><td>Know:
Food practices can involve different ingredients, preparation methods and ways of serving or sharing food.</td><td>Do:
Plan a shared food experience that takes account of different food practices.</td><td>Know:
Cooperation, opposition and competition involve responsibilities towards other participants.

Agreed rules and appropriate conduct can support fairness during physical activity and sport.

Disagreement and conflict can affect relationships and participation.</td><td>Do:
Adapt an aspect of participation to support fairness within a group.

Apply agreed rules and communication strategies during cooperative and competitive physical activity.

Respond constructively to disagreement or conflict during physical activity.</td><td>Know:
Families, friendships and other loving relationships can take different forms and can involve care, trust, respect and affection.

Families and relationships may include people of diverse sexual orientation and gender identities.

Identity and perspective influence relationships.

Consent means freely agreeing and can be given, withheld or withdrawn. Consent applies to physical and digital interactions.

Peer and social pressure can influence decisions within relationships.

Gender expectations and assumptions can influence people's experiences, opportunities and relationships.

Gender based violence involves harmful behaviour and can be linked to gender inequality.

Abuse can take different forms and is never acceptable.

Support is available when relationships are unsafe, abusive or cause concern.</td><td>Do:
Describe different characteristics of positive loving relationships.

Explain how diversity in sexual orientation and gender identity contribute to different experiences of families and relationships.

Compare how different perspectives can influence relationships.

Explain how consent applies to physical and digital interactions.

Explain how peer and social pressures can influence relationship decisions.

Examine how gender expectations and assumptions can affect people’s experiences, opportunities and relationships.

Recognise characteristics and behaviours associated with abusive relationships.

Identify behaviours that may contribute to gender-based violence, including gender-based bullying, harassment and unwanted behaviour.

Identify appropriate sources of support for relationship concerns.</td></tr>
<tr><td colspan="2">Includes, but not limited to:
Planning shared food experiences
menu planning
planning food for celebrations
planning food preparation</td><td colspan="2">Includes, but not limited to:
Aspects of participation
roles
rules
groupings
space</td><td colspan="2">Includes, but not limited to:
Family relationships
parents and children
carers and children
siblings
extended family members</td></tr>
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	Notes Plans take account of the resources and facilities available.	• equipment **Notes** Fairness may require different adaptations for different participants or contexts.	

Strand	**Habits for Health** How repeated behaviours and routines develop into habits, what sustains and changes them and how these influence health and wellbeing.					
Second Level	**Food and Health**		**Physical Education, Physical Activity and Sport**		**Personal and Social Education**	
	Understand: Personal circumstances and external influences can affect how habits develop.		**Understand:** Personal circumstances and external influences can affect how habits develop.		**Understand:** Personal circumstances and external influences can affect how habits develop.	
	Know: Needs, preferences and accessibility can influence food choices. Marketing and food environments can influence consumer choices. Food requirements and appropriate portion sizes vary according to individual factors. Repeated food choices contribute to dietary patterns over time.	**Do:** Compare food choices and explain how different factors influence them. Analyse how marketing or food environments can influence consumer choices. Select food and portion amounts in response to specified individual needs.	**Know:** Physical activity habits vary in their type, frequency, duration and setting. Enjoyment, confidence, movement competence and choice can influence continued participation. Repeated patterns of physical activity and rest can affect health and wellbeing over time. Opportunities for physical activity are available in different settings.	**Do:** Describe and compare different physical activity habits. Explain how enjoyment, confidence, competence or choice can affect participation. Describe how a repeated pattern of physical activity and rest can affect health and wellbeing. Identify opportunities for physical activity at school, home or in the community. Develop or adapt a physical activity routine for an identified need or preference.	**Know:** Relationships, environments and digital experiences can influence habits. Changes to routines can affect established habits. Significant life events can impact habits. Behaviours repeated over time can become automatic. Repeated substance use can become an established habit and for some substances, can lead to dependence. Some repeated behaviours can become compulsive and difficult to change.	**Do:** Analyse how internal and external factors can influence a habit. Analyse how changes in circumstances can disrupt established habits. Explain why repeated behaviours can become automatic. Identify reliable sources of information and appropriate support relating to substance use or compulsive behaviours.
	Notes		**Notes** Learning to move involves developing movement skills, control, confidence and competence. Moving to learn uses movement to support attention, decision-making, problem-solving and other aspects of learning. These processes can interact.		**Includes, but not limited to:** Substance use • alcohol use • nicotine use, including vaping • use of other drugs Repeated behaviours • exercise • gaming and online activities **Notes** Repeated behaviours are not necessarily compulsive. Substance use does not necessarily involve dependence.	

<table>
<tr><td>Strand</td><td colspan="5">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">Second 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:
Decision making involves interactions between thoughts, emotions, physical responses and environments.</td><td colspan="2">Understand:
Decision making involves interactions between thoughts, emotions, physical responses and environments.</td><td colspan="2">Understand:
Decision making involves interactions between thoughts, emotions, physical responses and environments.</td></tr>
<tr><td>Know:
Thoughts, emotions, relationships and social environments influence food choices.

Emotional responses to food can differ between people and across situations.

Media and social influences can affect perceptions of food and bodies.</td><td>Do:
Compare how food preferences and responses vary across people and situations.

Analyse factors that can influence food and drink decisions.

Explain how media or social influences can affect perceptions of food or bodies.</td><td>Know:
Thoughts, emotions, physical responses and social interactions influence movement decisions.

Motivation, confidence and concentration can influence learning and performance.

Physical and emotional responses can interact during activity.

Movement and physical activity can support mental, emotional, social and physical health.</td><td>Do:
Make and adapt movement decisions in response to body signals, emotions, other people and environmental cues.

Analyse how motivation, confidence or concentration can influence performance.

Evaluate a strategy used in response to a movement or performance challenge.

Use feedback to refine and improve movement.</td><td>Know:
Thoughts, feelings, physical responses and actions can influence one another.

Personal responses can vary when circumstances, relationships or environments change.

Regulation strategies have different purposes and effects.

Conflict can affect mental, emotional, social and physical health.

Decisions can have short or long term consequences.

Success, challenge and feedback can create different emotional and physical responses.

Sources of support can meet different needs.

Responses to mistakes and setbacks can affect learning, focus and participation.</td><td>Do:
Explain relationships between thoughts, feelings, physical responses and actions.

Compare strategies for responding to different situations.

Analyse different perspectives within a conflict.

Recognise emotional responses and use them to inform decisions.

Identify appropriate sources of support for different situations.

Adapt strategies when faced with challenges or setbacks.</td></tr>
<tr><td colspan="2">Notes</td><td colspan="2">Notes</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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<table>
<tr><td>Strand</td><td colspan="5">Safety
How people recognise, assess, manage and evaluate risk to make informed decisions about safety.</td></tr>
<tr><td rowspan="4">Second Level</td><td colspan="2">Food and Health</td><td colspan="2">Physical Education, Physical Activity and Sport</td><td colspan="2">Personal and Social Education</td></tr>
<tr><td colspan="2">Understand:
The level of risk can depend on how likely an event is to occur, its possible consequences and the circumstances involved.</td><td colspan="2">Understand:
The level of risk can depend on how likely an event is to occur, its possible consequences and the circumstances involved.</td><td colspan="2">Understand:
The level of risk can depend on how likely an event is to occur, its possible consequences and the circumstances involved.</td></tr>
<tr><td>Know:
Harmful microorganisms or allergens can contaminate food and cause food poisoning.

Cross contamination can transfer microorganisms or allergens between foods, surfaces, utensils or equipment.

Food labels provide information that can support safe storage, preparation and allergen management.</td><td>Do:
Select and apply appropriate food safety and hygiene controls.

Explain how cross-contamination occurs and how food safety practices can reduce it.

Use food labelling and allergen information to identify and manage a food safety risk.</td><td>Know:
Managed risk can be part of movement and physical activity.

Interactions between environment, task, equipment and people affect risk.

Fatigue, confidence, attention and changing conditions can affect risk.</td><td>Do:
Assess risk within changing activity contexts.

Adapt movement, strategy or equipment in response to identified risk.

Explain the reasoning behind a safety decision.</td><td>Know:
Health information varies in reliability.

Risk taking behaviours take many forms.

Digital interactions can create risks relating to privacy, relationships and safety.

Substances can affect judgement, decision-making and health with consequences for individuals, families or communities.</td><td>Do:
Compare sources of health information for reliability.

Assess risk across environments by considering hazards, likelihood and possible consequence.

Explain how digital behaviour can impact people.

Explain how substances can affect a decision and describe possible consequences for individuals, families or communities.</td></tr>
<tr><td colspan="2">Includes, but not limited to:
Food-labelling information
• date marks
• storage instructions
• allergen information
• assurance marks, such as the British Lion mark

Notes
Food businesses must provide information about the 14 regulated allergens when they occur as ingredients.
Some microorganisms can cause illness. Others contribute to digestion or food production.</td><td colspan="2">Notes</td><td colspan="2">Includes, but not limited to:
Situations involving risk
• substance use that affects health or judgement
• sexual interactions involving pressure or absent consent
• sharing personal information online
• unsafe online relationships or interactions
• accessing or sharing harmful or illegal content
• online challenges involving possible harm
• unsafe use of bikes or vehicles in public spaces

Notes
The nature and level of risk depend on the circumstances.</td></tr>
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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="3">Second 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:
Growth and development can influence how body systems and structures function together.</td><td colspan="2">Understand:
Growth and development can influence how body systems and structures function together.</td><td colspan="2">Understand:
Growth and development can influence how body systems and structures function together.</td></tr>
<tr><td>Know:
Nutritional requirements change during growth and development.

During digestion, nutrients are released from food, absorbed and used by the body for growth, energy, repair and body function.

Carbohydrates, proteins, fats, vitamins, minerals, fibre and water have different functions.

Dietary patterns can affect body function and health.</td><td>Do:
Explain how selected nutrients contribute to growth, development or body function.

Plan and/or prepare food in response to specified nutritional requirements.

Compare foods using relevant nutritional information.

Describe how the body processes different nutrients during digestion and their role in supporting growth.</td><td>Know:
Fluency, control, rhythm and timing contribute to movement and skill development.

Growth and physical changes can affect balance and control.

Muscles, bones and joints can work together to create movement.

Physical activity can be made more or less demanding by changing how often, how hard or how long people are active.

Movement skills can be practised as a whole or in smaller parts, and through repetition or varied activities.

Regular physical activity can support physical health, emotional wellbeing and cognitive functions.</td><td>Do:
Combine movement skills with increasing fluency and control, adjusting rhythm and timing for different activities.

Describe how growth and physical changes affect balance and control and adapt movement when needed.

Use or observe whole body and/or isolated movements to explain the role of muscles, bones and joints in producing movement.

Vary or observe changes in the frequency, intensity or duration of physical activity and compare the resulting body responses.

Select and use a suitable way to practise a movement skill.

Notice and describe how being active can affect the body, feelings, concentration and thinking.</td><td>Know:
The brain continues to develop during puberty and adolescence.

Puberty involves physical changes associated with hormonal activity.

Puberty occurs at different times and rates.

Puberty can affect emotions, thoughts and relationships.

Reproductive changes occur during puberty.

Human reproduction can result in pregnancy and birth.</td><td>Do:
Describe how brain development continues alongside other changes during puberty and adolescence.

Explain key physical and hormonal changes associated with puberty.

Use accurate anatomical and reproductive terminology.

Interpret reliable information about growth and puberty.

Describe basic human reproduction, pregnancy and birth.</td></tr>
<tr><td colspan="2">Notes
“Plan and/or prepare” allows for differences in available resources and facilities across educational settings.</td><td colspan="2">Includes, but not limited to:
Methods of practice
practising a whole skill
practising parts of a skill
repeating a skill in the same way
practising a skill in different activities or situations
Cognitive functions
attention
memory
decision-making
problem-solving</td><td colspan="2">Includes, but not limited to:
Changes associated with puberty
menstruation
hair growth
changes in body shape
body odour</td></tr>
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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">Second Level</td><td colspan="2">Understand: People use patterns and word order to help them understand language.</td><td colspan="2">Understand: When language is unfamiliar, people use context, time reference and prior knowledge to support understanding.</td></tr>
<tr><td>Know:
Words, characters or symbols have different roles within a sentence.

Words and sentence patterns work together to create meaning.

Arrangement of words, characters or symbols can change meaning.

Meaning develops across more than one sentence using linking features.

Some words change form to show meaning, such as time, person, number or gender.</td><td>Do:
Understand short spoken or written texts on familiar topics using basic language.

Identify the main idea and key details in texts, such as opinions, preferences or experiences.

Recognise familiar patterns in verbs or key language structures.

Understand structures indicating person, number or gender.</td><td>Know:
Context and prior knowledge support understanding new language in less predictable contexts.

Visual or written cues can support understanding of unfamiliar language.

Time reference indicates when something happens.</td><td>Do:
Use context and prior knowledge to support understanding new language in less predictable contexts.

Use familiar cues to interpret basic language.

Recognise basic time expressions, such as today, yesterday or tomorrow.</td></tr>
<tr><td colspan="2">Notes
Linking features are connectives or punctuation that join ideas or information in texts.

Key details are specific pieces of information or facts that support the main idea.

Sentence patterns refer to the structure of a sentence and can involve aspects such as word order and parts of speech.</td><td colspan="2">Notes
Time reference can be shown in different ways in different languages, such as time expressions and verb forms.</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">Second Level</td><td colspan="2">Understand: People select, organise and adapt language to make observations and describe experiences.</td><td colspan="2">Understand: People use different strategies and tools to support communication.</td></tr>
<tr><td>Know:
Basic language is used to describe people, places, activities, opinions and feelings.

Language, even if not complete or fully accurate, can be adapted for new but predictable situations.

Common linking features or sentence patterns help organise and sequence basic ideas.</td><td>Do:
Describe people, places and activities in familiar contexts using basic language.

Express preferences, opinions or feelings using basic language.

Link two or three ideas using basic language.

Select and adapt basic language patterns to express meaning.</td><td>Know:
Strategies and tools are used in different types of tasks to support understanding and expression.

Tools, such as dictionaries, word banks, templates or digital tools, support vocabulary choice and provide examples of sentence patterns.</td><td>Do:
Use tools, such as dictionaries, word banks, sentence frames or digital tools to support communication.</td></tr>
<tr><td colspan="2">Notes
Linking features can be connectives or punctuation used to connect clauses and ideas.</td><td colspan="2">Notes
Tools can be physical or digital resources used for reference or to support language choice and use.</td></tr>
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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">Second Level</td><td colspan="2">Understand: People interact to share information and create meaning with others in predictable situations.</td><td colspan="2">Understand: People choose language to fit the situation when interacting.</td></tr>
<tr><td>Know:
Exchanging information involves taking turns using basic language to form expressions and questions.

A range of familiar interaction and transaction patterns support communication in different situations.</td><td>Do:
Ask questions and respond appropriately to what others have said in predictable situations, using familiar language.</td><td>Know:
Basic language supports interaction in familiar situations.

Adding detail to responses extends interaction.</td><td>Do:
Choose basic language to ask for and give information, adding detail to extend responses.</td></tr>
<tr><td colspan="2">Notes
Interaction and transaction patterns are language sequences involving more than one participant, such as asking and answering questions, making a request, transactions or following instructions.</td><td colspan="2"></td></tr>
</table>

<table>
<tr><td>Strand</td><td colspan="3">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>Second Level</td><td colspan="3">Understand: Relationships, experiences, languages and communities shape identity and belonging.</td></tr>
<tr><td rowspan="2"></td><td colspan="2">Know:
People may belong to different groups and communities at the same time.

People may use different languages in different communities or situations.</td><td>Do:
Understand and describe identity and belonging through basic language in familiar contexts.

Compare different experiences of belonging.

Recognise how language and community contribute to identity.</td></tr>
<tr><td colspan="3">Notes
Experiences of belonging may include belonging to family, friends, school, clubs and other familiar groups or places that are part of learners' everyday lives.</td></tr>
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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.	
Second Level	**Understand:** People's perspectives are shaped by their experiences, communities and cultures.	
	Know: People and communities may hold similar or different perspectives about the same issue or experience. Similar experiences do not always lead to the same perspective.	**Do:** Understand and respond to other people's perspectives using basic language. Express and compare different perspectives using basic language.

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.	
Second Level	**Understand: People mark important events through festivals and celebrations in similar or different ways across places and communities where a language is used.**	
	Know: Places and communities value aspects of culture differently, such as food, music, clothing, sport or celebrations. Festivals and celebrations are linked to different times of the year, important events and/or religions. Similarities and differences exist across cultures and traditions.	**Do:** Identify and describe features of festivals and celebrations in places and communities where a language is used. Identify and describe when routines, celebrations or events take place in short texts or exchanges. Identify similarities and differences between familiar traditions or routines.
	Notes Places and communities can include countries, regions and areas where a language is used and which influence people's experiences, identities and cultures. Similarities and differences may include celebrations, routines, food, clothing or activities.	

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.	
Second Level	**Understand: Basic language patterns help to organise meaning and can be adapted to support understanding and clear expression.**	
	Know: Basic language patterns can be adapted for different situations. Order of words or written symbols can affect meaning. Linking features can combine or extend basic ideas and provide structure for texts and interactions.	**Do:** Recognise and use basic language patterns in texts and interactions. Use word or symbol order to interpret meaning. Adapt patterns to express different ideas in familiar contexts. Combine or extend basic ideas using linking features.
	Notes Written symbols can be letters, pictograms, characters, numbers or punctuation marks which represent language. Linking features can be connectives or punctuation that join ideas or information in texts.	

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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.	
Second Level	**Understand: Languages use pronunciation and writing systems to help people communicate meaning.**	
	Know: Different languages organise pronunciation and writing systems in different ways. Pronunciation and writing systems follow patterns which support understanding unfamiliar language. Features such as intonation, tone, stress or orthography affect meaning.	**Do:** Recognise patterns in pronunciation or writing systems to work out unfamiliar language. Use pronunciation or writing systems to understand and reproduce language. Use features such as intonation, tone, stress or orthography to support meaning and communication.
	Notes Intonation describes variation in pitch particular to a language, for example a rising intonation can indicate a question in some languages. Tone changes the pronunciation and meaning of a word or phrase. Orthography is the way a language is represented in written form, including spelling and punctuation.	

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.			
Second Level	**Understand:** People understand and use language using context, patterns and prior knowledge.		**Understand:** Different strategies and tools support language learning.	
	Know: Context and prior knowledge help people to work out meaning and express their ideas. Recognising patterns helps people share meaning across topics and contexts. Similarities between languages we know and the language we are learning can support understanding.	**Do:** Use context, such as images, tone and prior knowledge, to work out meaning in texts containing familiar language. Identify and use language patterns in familiar topics and contexts. Identify cognates to support understanding language.	**Know:** Strategies and tools are used in different types of tasks to support understanding and express meaning. Support, such as dictionaries or digital tools, can be used to review and check meaning. Talking about what helps people learn is an important part of language learning.	**Do:** Use dictionaries, word banks, sentence frames or digital tools to check meaning or form. Practise and recall language using familiar strategies. Try out and reflect on strategies that help us understand and use language.
	Notes Context (see other strands). Language patterns (see other strands). Cognates are words that look or sound similar in different languages and have the same or a related meaning.		**Notes** Digital tools are resources such as online dictionaries, translators, and grammar checkers. Sentence frames (see other strands).	

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Literacy and English Know-Do-Understand Strands

<table>
<tr><th>Strand</th><th colspan="2">Communicating and Interacting</th></tr>
<tr><td rowspan="4">Second Level</td><td colspan="2">Understand: Discussion with others enables deeper learning and develops self-advocacy and communication.</td></tr>
<tr><td>Know:
Contexts across learning that can be supported by working with others. These include, but are not limited to:
-finding solutions to a problem or challenge
-sharing ideas about a topic or question
-problem solving
-creating something with others
-planning a presentation or assembly.

Different roles within group discussion.

Ways of responding appropriately to others, such as clarifying, agreeing, disagreeing/challenging and extending discussion.

Ways to come to a simple decision as a group, such as taking a vote.</td><td>Do:
Discuss with others in different contexts for learning, such as problem solving, sharing ideas, researching together, planning a group presentation.

Adopt a range of roles within a group task, such as initiator, clarifier, note taker, summariser.

Support discussions and self-advocate in a range of ways, including:
-when needed, clarifying meaning by asking questions
-agreeing with others when appropriate to context
-expressing disagreement/challenge
-inviting others to contribute when appropriate
-contributing to a decision/outcome.</td></tr>
<tr><td>Know:
Disagreement and challenge within interactions can be expressed and responded to respectfully.

Discussions can support reaching conclusions and finding solutions.</td><td>Do:
Express disagreement/challenge with supporting detail, such as ‘I disagree with that because’…/’Have you thought about . . .?’

Acknowledge challenge or disagreement, such as ‘I understand but I disagree…’ or ‘I see what you mean…/I hadn’t thought about that…/I’ll need to think about that…’

Support conclusions within a group by helping to:
-reach a decision
-create a plan
-make a list of further questions.</td></tr>
<tr><td colspan="2">At First Level, knowledge, skill and understanding is built within Oral Language and Interaction.</td></tr>
<tr><td colspan="2">Notes
The variety of languages which children bring to the setting can be used as a resource to enrich development of communicating and interacting. 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.

Practitioners should support all children to develop knowledge and skills by enabling them to interact with others in ways that are best aligned to their individual strengths and needs. This can include the use of assistive technologies.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="4">Story and Identity</td></tr>
<tr><td rowspan="4">Second Level</td><td colspan="2">Understand: Stories, real and imagined, build empathy by connecting readers to people’s experiences and emotions.</td><td colspan="2">Understand: Selecting and creating texts for personal purpose and enjoyment empowers and enriches understanding of ourselves, others and the wider world.</td></tr>
<tr>
<td>Know
Stories in many forms, which reflect a variety of experiences, ideas and points of view, such as:
-biographies and autobiographies
-comics
-documentaries
-journalism (age-appropriate)
-graphic novels and picture books
-novels
-oral storytelling.

Stories can support understanding of self, others and the wider world.

Stories can explore different points of view.</td>
<td>Do:
Engaging with texts (reading, listening, watching)
Explore a variety of experiences, ideas and points of view in diverse texts.

Respond at a personal level to experiences, ideas and points of view in diverse texts.

Creating texts (writing, speaking, creating)
Create stories and other texts that reflect own identity in relation to interests, motivation, culture, background.

Explore own/others’ experiences, identity and/or perspectives, by creating texts such as:
-personal reflective
-persuasive
-poems, stories, plays
-speeches
-film shorts, animations, vlogs.</td>
<td>Know
Books, stories and other texts, aligned with personal interests, chosen by the learner for purpose and enjoyment.

Strategies for selecting books and other texts for own purposes and enjoyment, such as:
-connection to personal interests/identity
-engaging with front cover
-title and blurb
-familiar author
-peer recommendations
-preferred format.</td>
<td>Do:
Engaging with texts (reading, listening, watching)
Use strategies to select and engage with stories and other texts aligned with personal preferences and interests.

Share and discuss stories and other texts which are personally enjoyable and meaningful.

Creating texts (writing, speaking, creating)
Create stories and other texts alone and with others in ways which are personally enjoyable and meaningful.</td></tr>
<tr><td colspan="4">At First Level knowledge, skill and understanding is built within Enjoying, Engaging with and Creating Texts.

In planning learning and teaching, Story and Identity should be used alongside Tools for Reading Comprehension and Tools for Writing.</td></tr>
<tr><td colspan="4">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.

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.</td></tr>
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<table>
<tr><th>Strand</th><th colspan="3">How Texts Work</th></tr>
<tr><td rowspan="3">Second Level</td><td rowspan="2">Beginning of second level</td><td colspan="2">Understand: People choose how they use language, style and other features according to the form, purpose and audience of the text they are creating.</td></tr>
<tr><td>Know:
Texts in different forms created for a range of purposes and audiences which can include:
-imaginative and creative texts, such as novels, poems, plays
-informative texts such as news reports, reference books, instructions
-persuasive texts such as advertisements, trailers, leaflets, packaging
-texts in all forms created for a range of purposes and audiences.

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, conclusions, paragraphs, sequencing, topic sentences, linking words and phrases.

The main ideas and/or themes explored in texts.

Examples of text features used across forms such as:
-word choice
-similes and/or metaphors
-sound techniques e.g. alliteration or onomatopoeia
-narrative techniques e.g. characterisation, setting, plot
-persuasive techniques e.g. emotive language
-tone and register (spoken texts)
-a range of other language techniques and devices used in written, spoken and other types of texts.

In all forms of texts, language, structure and other features vary depending on the intended audience.</td><td>Do:
Engaging with texts (reading, listening, watching)
Identify purpose and audience for texts.

Identify text features and describe how they are used to contribute to the overall impact of a text.

Describe the main ideas and/or themes of texts.

Respond at a personal level to the main ideas and themes of texts.

Creating texts (writing, speaking, creating)
Create written, spoken and other texts.

Create texts which fulfil different purposes such as:
-imaginative/creative (e.g. stories, poems, scripts, personal experiences)
-informative (e.g. report, biography, oral presentation)
-persuasive (e.g. leaflets, posters, advertisements, persuasive talk or ‘pitch’)
-procedural (e.g. instructions, science investigations).

Vary language, structure and other features depending on the intended audience.

Play and experiment with techniques and other devices to contribute to overall impact of texts in written, spoken and other forms.</td></tr>
<tr><td>End of second level</td><td>Know:
Common genres and their associated genre conventions, such as ghost stories, comics or documentaries.</td><td>Do:
Engaging with texts (reading, listening, watching)
Identify text features, including genre conventions and describe how they are used to convey ideas and themes.

Creating texts (writing, speaking, creating)
Create texts which fulfil different purposes such as:
-imaginative/creative (e.g. stories, poems, scripts in different genres, personal experiences)
-informative (e.g. reports, news articles, biographies, talks)
-persuasive (e.g. posters, reviews)
-procedural (e.g. instructions, science investigations).

Play and experiment with genre conventions and style to contribute to overall impact of texts in written, spoken and other forms.</td></tr>
<tr><td></td><td colspan="3">At Second Level, knowledge, skill and understanding is built within Enjoying, Engaging with and Creating Texts. In planning learning and teaching, How Texts Work should be used alongside Tools for Reading Comprehension and Tools for Writing.</td></tr>
<tr><td></td><td colspan="3">Notes
As children move from the earlier to the later stages of the level, the curriculum should offer a sequence of fiction and nonfiction texts that ensures progression through increasing breadth and challenge.</td></tr>
</table>

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	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. Texts presented in written or print form are central to developing understanding, knowledge and skills. In addition, other forms, including those central to children's everyday lives, such as visual and digital texts, can be used to support development of conceptual understanding. Practitioners should support all children to both engage with and create developmentally appropriate text forms that are best aligned to their individual strengths, needs and interests. This can include the use of assistive technologies. Creating written and spoken texts, such as solo talks, for real-life audiences can be engaging and motivating for children. Audiences can include organisations in the local community, visitors to the setting/school or younger children. See glossary for definitions of the following terms: **alliteration, characterisation, emotive language, metaphor, onomatopoeia, plot, register, setting, simile, tone and word choice.**

Strand	**Information Literacy**					
Second Level	**Understand:** Forming questions and using search strategies and tools helps find relevant information for different purposes.		**Understand:** Careful consideration of the source, purpose and context of information helps decide how reliable it is.		**Understand:** Using information from different sources deepens understanding and helps draw well-informed conclusions.	
	Know: Forming inquiry questions helps identify required information. Keywords help identify and find relevant information effectively. Texts use a range of organisational features to help find needed information. Different sources can provide different types of information for a range of purposes. As well as being relevant, search results can sometimes be contradictory, irrelevant or inaccurate.	**Do:** **Engaging with texts (reading, listening, watching)** Create inquiry questions to help plan research. Identify and apply appropriate keywords for enquiries, including any useful synonyms. Find information in a text by using its index or search function and features such as contents, menu, headings, subheadings and diagrams. Consider different sources to ensure the selection of information that is accurate and relevant to an inquiry question.	**Know:** Information sources are created for different purposes, such as to inform, entertain or persuade and this can affect the content and how it is presented. The reliability and relevance of information can be checked by comparing it against other sources of information. Identifying the context of an information source helps decide if it is accurate and reliable. Misinformation is when false information is shared without the deliberate intention to deceive. Disinformation is when false information is deliberately created to manipulate or mislead.	**Do:** **Engaging with texts (reading, listening, watching)** Identify the purpose of an information source by considering how its content is conveyed, for example, through anecdotes or the presentation of particular facts and opinions. Apply strategies to check information for accuracy, reliability and relevance, such as comparing it to other sources or finding out how old the source is. Ask questions to determine the extent to which an information source can be believed, for example: Who created it? Are they an expert or trusted organisation? Is evidence given to support their point of view?	**Know:** Information from a range of sources provides different facts and perspectives to support understanding. Different formats for communicating information have particular strengths and limitations that influence how messages are conveyed to an audience, for example, labelled posters, diagrams, written reports, oral or digital presentations. Recording where information has come from when creating texts allows others to locate and check it. Information should be checked for factual accuracy before sharing with others.	**Do:** **Creating texts (writing, speaking, creating)** Identify similarities and differences from two or more sources and make notes to help draw conclusions, using own words as appropriate. Share information and conclusions in an appropriate format for their audience and purpose, such as mind maps, fact files, extended writing, podcasts. Acknowledge the sources of information used in the creation of texts. Describe the negative effects on people of sharing inaccurate information and some possible motivations behind misinformation and disinformation.
	At First Level knowledge, skill and understanding is built within Enjoying, Engaging with and Creating Texts. In planning learning and teaching, Information Literacy should be used alongside Tools for Reading Comprehension and Tools for Writing.					
	Notes 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. See glossary for definitions of the following terms**: inquiry question, keywords.**					

<table>
<tr><th>Strand</th><th colspan="4">Tools for Reading Comprehension</th></tr>
<tr><td rowspan="4">Second Level</td><td colspan="2">Understand: Background knowledge, topic/curricular knowledge and vocabulary support interpretation, inference and comprehension of written texts.</td><td colspan="2">Understand: Skilled readers monitor understanding and deploy strategies when meaning breaks down.</td></tr>
<tr><td>Know:
A range of existing and new knowledge across topics and curriculum areas.

Specific vocabulary associated with topics from across the curriculum.

Words with multiple meanings or uses across the curriculum, for example, the word ‘solution’ is used differently in Mathematics, Art and Design and Sciences.

A prefix is a part of a word which is added at the start to change its meaning, such as un-happy = unhappy.

A suffix is a part of a word which is added at the end to change its meaning, such as help - ful = helpful.

Word origins and roots support understanding of vocabulary used across the curriculum.

Glossaries and dictionaries provide concise definitions of specialised terms.</td><td>Do:
Draw upon own existing and new curricular/topic knowledge to support reading comprehension.

Explore words with multiple meanings or uses in different contexts, for example, how the words ‘volume’ or ‘table’ are used.

Use word roots (etymology), prefixes and suffixes (morphology) and their meanings in words to support reading comprehension.

Use a dictionary to find the definition of unknown or unfamiliar words.

Use glossaries to find definitions of specialised terms.</td><td>Know:
Strategies which support monitoring and repair of understanding of written texts, such as:
-activating background/topic/curricular knowledge
-making connections to own experiences
-making connections between texts
-predicting
-generating questions
-visualising
-summarising.</td><td>Do:
Make personal connections to text content.

Generate questions before, during and after reading to deepen understanding.

Make predictions and seek evidence/examples to justify.

Seek clues from across the text to support understanding.

Create graphic organisers or diagrams to visualise processes (e.g. the water cycle) or settings, characters and events outlined in written texts.

Recognise when meaning breaks down and use strategies to repair understanding, such as re-reading and the use of context clues.

Summarise main ideas and supporting details.</td></tr>
<tr><td colspan="4">How Texts Work, Story and Identity and Information Literacy provide the contexts in which young people should develop their Tools for Reading Comprehension.

All learning contexts and curriculum areas are also important contexts in which young people develop Tools for Reading Comprehension.</td></tr>
<tr><td colspan="4">Notes
Background knowledge, built across topics, curriculum areas and personal experience improves vocabulary and makes an important contribution to children’s reading comprehension.

See glossary for definitions of the following terms: etymology, morphology, prefix, suffix.</td></tr>
<tr><td rowspan="2">Second Level</td><td colspan="2">Understand: Grammar and punctuation observe rules and conventions and are used in written texts to communicate meaning clearly to readers.</td><td colspan="2">Understand: Reading with accuracy and automaticity bridges word recognition and reading comprehension of written texts, contributing to the reader’s overall understanding.</td></tr>
<tr><td>Know:
Capital letters, full stops, exclamation marks and question marks.

Paragraphs are used to group ideas together in a text.

Inverted commas (speech marks) are placed around the words directly spoken.

Commas are used to separate items in a list and after an opening phrase.</td><td>Do:
Recognise and use punctuation such as paragraphing, question marks, exclamation marks, commas and speech marks, to read with accuracy, automaticity and comprehension.

Recognise a range of sentence types, openers and lengths.

Recognise different verb tenses.

Recognise first person and third person point of view.</td><td>Know:
Readers change their tone, volume and or pace whilst reading aloud to express the meaning contained within texts.</td><td>Do:
Read unfamiliar words with accuracy and automaticity.

Read texts independently and with appropriate pace to develop understanding.

Show awareness of tone, volume or speed when reading aloud independently.

Notice and take account of punctuation including question marks, exclamation marks, commas and speech marks, whilst reading aloud.</td></tr>
</table>

	Apostrophes are used to indicate possession, such as ‘the girl’s football/the girls’ football’, ‘Today’s specials’. A range of sentence types, such as statements, commands and questions. A range of conjunctions to combine and extend ideas. Verb tenses (past, present or future): -Past: action happened in the past, for example, walked, played, jumped. -Present: action happening now, such as walk, play, jump. -Future: action is still to happen, for example, will walk, will play, will jump.			
	Know: Paragraphs are used to group ideas together in a text, indicate changes of subject, time or place or to indicate a change of speaker. Commas are used to separate items in a list, to separate extra information within a sentence (see parenthesis) or after an opening phrase. Ellipses (…) shows a pause or when some information has been left unsaid. Parenthesis is extra information added into the body of a sentence which can be removed without changing the meaning. It is shown using brackets, commas or dashes. Direct speech is indicated by use of speech marks. Commas, full stops/exclamation marks/questions marks should also be used accurately within direct speech. Colons are used in the middle of a sentence to signpost the introduction of additional information. They may be followed by a list, an explanation or an example. Semicolons are used: -between two sentences that are closely connected in meaning, for example, ‘The sun was shining; the children played outside’. -to separate items in a complex list (particularly when items are described with more than one word).	**Do:** Recognise and use punctuation such as commas, ellipses, parentheses, speech marks, colons and semicolons to read with accuracy, automaticity and comprehension. Recognise writers’ use of different sentence types in written texts. Recognise writers’ use of past, present and future tenses. Recognise and comment on the effect of first person and third person point of view.		

	A range of sentence types, for example, statements, commands, questions, lists. A range of sentence openings such as 'The dog barked…'; or 'Quickly,…Happily,…. Suddenly,….'; or 'On the table….'; 'At five o'clock…'. First person and third person point of view.			
	How Texts Work, Story and Identity and Information Literacy provide the contexts in which young people should develop their Tools for Reading Comprehension. All learning contexts and curriculum areas are also important contexts in which young people develop Tools for Reading Comprehension.			
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<table>
<tr><th>Strand</th><th colspan="4">Tools for Writing</th></tr>
<tr><td rowspan="3">Second Level</td><td colspan="4">Understand: Writers use the processes of generating ideas, planning, drafting, editing and revising to create and refine written texts that their intended audience will understand and engage with.</td></tr>
<tr><td colspan="2">Know:
Model texts in different forms created for a range of purposes and audiences which could include:
-imaginative and creative texts, such as short stories, poems, scripts
-informative texts such as news reports, instructions, biographies
-persuasive texts such as posters, advertisements, leaflets
-texts in all forms created for a range of purposes and audiences.

Features of layout for different forms of written texts, such as verses in poetry or headings, sub-headings and diagrams/illustrations in information texts.

Structural features of written texts, such as introductions, conclusions, paragraphs, sequencing, topic sentences, linking words and phrases.</td><td colspan="2">Do:
Observe examples of writing skills and techniques in model texts and experiment with these in own writing.

Generate ideas for own written texts in response to stimuli.

Experiment with a range of approaches to support planning for writing, such as storyboarding, graphic organisers or note making.

Draft own written texts, varying language, structure and other features depending on the purpose and intended audience.

Select written texts to edit, revise and publish/share.

Edit texts to improve content/ideas and structure, grammar, punctuation and spelling.

Publish/share selected written texts with real-life audiences.</td></tr>
<tr><td colspan="4">Notes</td></tr>
<tr><td rowspan="2">Second Level</td><td colspan="2">Understand: Writers use the rules of grammar and punctuation in order to communicate meaning clearly to their readers.</td><td colspan="2">Understand: Knowledge of letter patterns and word roots support spelling and written communication across the curriculum.</td></tr>
<tr><td>Know:
Capital letters, full stops, exclamation marks and question marks.

Paragraphs are used to group ideas together in a text.

Inverted commas (speech marks) are placed around the words directly spoken.

Commas are used to separate items in a list or after an opening phrase.

Apostrophes are used to indicate possession, such as ‘the girl’s football/the girls’ football’, ‘Today’s Specials’.

A range of sentence types, such as statements, commands, questions.

A range of conjunctions to combine and extend ideas.

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.</td><td>Do:
Use punctuation to support clear communication of meaning, including capital letters, full stops, exclamation marks and question marks.

Use a range of sentence types, lengths and openings in written texts.

Use a range of conjunctions, for example, and, but, because, although, yet.

Use accurate verb tenses for past, present and future tenses.</td><td>Know:
Specific vocabulary associated with topics from across the curriculum.

Words with multiple meanings or uses across the curriculum, such as the word ‘solution’ is used differently in Mathematics, Art and Design and Sciences.

A prefix is a part of a word which is added at the start to change its meaning, such as un-happy = unhappy.

A suffix is a part of a word which is added at the end to change its meaning, such as help - ful = helpful.

Word origins and roots support understanding of vocabulary used across the curriculum.

Glossaries and dictionaries provide concise definitions of specialised terms.

Thesauruses outline words that have the same/similar meanings.

Word roots and their families, such as sign/signal/signature, heal/health.</td><td>Do:
Use spelling knowledge to spell new words from across the curriculum.

Explore spellings of words which share a common root.

Use less common prefixes and suffixes, including those that require changes to the root words.

Apply spelling knowledge to a variety of word types, such as letter/sound (grapheme/phoneme) relationships, morphemes, spelling rules/patterns.</td></tr>
</table>

	-Future: action is still to happen, such as will walk, will play or will jump.		Prefixes and suffixes which require changes to the root word, such as explain/explanation, separate/separation, calf/calves.	
	Know: Paragraphs are used to group ideas together in a text, indicate changes of subject, time or place or to indicate a change of speaker. Commas are used to separate items in a list, to separate extra information within a sentence (see parenthesis) or after an opening phrase. Ellipses (...) shows a pause or when some information has been left unsaid. Parenthesis is extra information added into the body of a sentence which can be removed without changing the meaning. It is shown using brackets, commas or dashes. Direct speech is indicated by use of speech marks. Commas, full stops/exclamation marks/question marks should also be used accurately within direct speech. Colons are used in the middle of a sentence to signpost the introduction of additional information. They may be followed by a list, an explanation or an example. Semicolons are used: -between two sentences that are closely connected in meaning, for example, 'The sun was shining; the children played outside'. -to separate items in a complex list (particularly when items are described with more than one word). 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. A range of sentence types, such as statements, commands, questions, simple and complex. A range of sentence openings, such as 'The dog barked...'; or 'Quickly,...Happily,.... Suddenly,....'; or 'On the table....'; 'At five o'clock...'). First person and third person point of view.	**Do:** Use punctuation to support clear communication of meaning, including paragraphing, commas, apostrophes and inverted commas. Use a variety of sentence types, lengths and openings. Use past, present and future tenses accurately and as appropriate to purpose. Use first person and third person point of view accurately and as appropriate to purpose.		

	How Texts Work, Story and Identity and Information Literacy provide the contexts in which young people should develop their Tools for Writing. All learning contexts and curriculum areas are also important contexts in which young people develop Tools for Writing.
	Notes See glossary for definitions of the following terms**: etymology, grapheme, phoneme, prefix, suffix**

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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="4">Second Level</td><td colspan="2">Understand:
A varied Gaelic vocabulary and an understanding of dialects aids communication and expression in a variety of contexts.</td><td colspan="2">Understand:
Gaelic has grammar rules at word, phrase, sentence and text level, that guide accurate communication.</td><td colspan="2">Understand:
Using idiomatic language enriches and improves the quality of spoken and written Gaelic.</td></tr>
<tr><td rowspan="3">Know:
An increased range of Gaelic vocabulary to communicate across many contexts.

Examples of widely spoken Gaelic dialects, for example island and mainland.</td><td>Do:
Identify, process and use Gaelic vocabulary.

Recall and apply Gaelic vocabulary in increasing contexts.

Begin to show an awareness of how dialect affects Gaelic words and phrases.</td><td rowspan="3">Know:
Gaelic grammar rules at word, phrase, sentence and text level such as:

Direct objects with verbal nouns - gam, gad, ga, gur, gar, gan.

Inversion with modal and other verbs – Tha mi ag iarraidh sin a dhèanamh, ‘S urrainn dhomh Gàidhlig a thuigsinn.

Vocative case – a Dhòmhnaill, a Mhàiri…</td><td rowspan="3">Do:
Use new and familiar Gaelic grammatical rules.

Use new and familiar Gaelic grammatical rules with growing accuracy.

Use new and familiar Gaelic grammatical rules accurately.</td><td rowspan="3">Know:
A range of idiomatic language, for example:

Sìde nan seachd sian, aig a’ cheann thall, air an dàrna làimh.</td><td>Do:
With guidance, identify and use Gaelic idiomatic language orally and in written form.</td></tr>
<tr><td>Identify, process and use Gaelic vocabulary with growing independence.

Recall and apply Gaelic vocabulary with increasing accuracy in a variety of contexts.

Show an awareness of how dialect affects Gaelic words and phrases.</td><td>Identify and use Gaelic idiomatic language with growing confidence orally and in written form.</td></tr>
<tr><td>Identify, process and use Gaelic vocabulary independently.

Recall and apply Gaelic vocabulary accurately in a variety of contexts.

Show an understanding of how dialect affects Gaelic words and phrases.</td><td>Identify and use Gaelic idiomatic language orally and in written form independently.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Adult and peer modelling of high-quality Gaelic.
Contexts within and beyond the main learning environment.
Partner working.

Notes
NEW Stòrlann Gaelic Language Framework.
Advice on Gaelic Education – section eight.</td><td colspan="2">Includes, but not limited to
Appropriate Gaelic texts to highlight grammatical features.
Adult and peer modelling of high-quality Gaelic.
Gaelic apostrophe.

Notes
NEW Stòrlann Gaelic Grammar Framework.
Advice on Gaelic Education – section eight.
Sensitive error handling and use of corrective feedback.</td><td colspan="2">Includes, but not limited to
Adult and peer modelling of Gaelic idiom.

Notes
NEW Stòrlann Gaelic Language Framework.
Advice on Gaelic Education – section eight.</td></tr>
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<table>
<tr><th>Strand</th><th colspan="3">Feartan na Beurla / Features of the English language</th></tr>
<tr><td rowspan="4">Second Level</td><td colspan="2">Understand:
A varied English vocabulary and an awareness of dialects aids communication and expression in a variety of contexts.</td><td colspan="2">Understand:
English has grammar rules at word, phrase, sentence and text level, that guide accurate communication.</td></tr>
<tr><td>Know:
A range of English vocabulary to communicate across many contexts.</td><td>Do:
Identify, process and use English vocabulary.

Recall and apply English vocabulary in a variety of contexts.

Identify, process and use English vocabulary with increasing confidence.</td><td rowspan="3">Know:
English grammar rules at word, phrase, sentence and text level.</td><td>Do:
Use new and familiar English grammatical rules.</td></tr>
<tr><td rowspan="2">

Recall and apply English vocabulary with increasing accuracy in a variety of contexts.

Begin to show an understanding of how dialect affects English words and phrases.

Identify, process and use English vocabulary independently.</td><td>Use new and familiar English grammatical rules with growing accuracy and consistency.</td></tr>
<tr><td>

Recall and apply English vocabulary accurately in a variety of contexts.

Show an understanding of how dialect affects English words and phrases.</td><td>Use new and familiar English grammatical rules accurately and independently.</td></tr>
<tr><td colspan="2">Includes, but not limited to
English texts aligned with strengths and needs.
Contexts within and beyond the main learning environment.

Notes
Advice on Gaelic Education – section eight.
Scots language.</td><td colspan="2">Includes, but not limited to
English texts aligned with strengths and needs to highlight grammatical features.
Conjunctions, such as because, since, as, when, before, after, while, until, although or unless.
Prepositions, such as through, across, towards, between, before, after and during.
Nouns, such as collective and abstract.
Pronouns, such as possessive, relative and reflexive.
Singular/plural, for example, ends in consonant and a ‘y’– remove y and add 'ies' (cities, babies), some stay the same (sheep, fish) and in some, the vowel changes (man-men, foot-feet).
Verbs, such as, have/has/had, do/does/did, could/should/would, must/might/may and can/will/shall.
Adjectives, such as descriptive, comparative, superlative.
Adverbs, such as manner, place, time, frequency and intensity.
Contraction apostrophe.
Proverbs, for example, ‘Don’t judge a book by its cover’.
Homophones, such as accept/except, their/there/they’re and heal/heel/he’ll.
Antonyms, such as accept/reject. Also adding a prefix, for example, helpful/unhelpful, correct/incorrect.
Synonyms, such as happy = joyful, cheerful, glad or content.
Root words, such as bio = life (biology, biography).
Prefixes, such as un, dis, mis, re, sub, inter and anti.
Imagery using simile and metaphor.
Sound and rhythm using alliteration and onomatopoeia.

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="3">Conaltradh agus Leasachadh Cànain/Communication and Language Development</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand:
Effective participation is achieved through positive social cues and focused, attentive listening.</td><td>Understand:
Clear speech, accurate pronunciation and appropriate intonation support successful communication.</td></tr>
<tr><td>Know:
A range of social cues which influence interactions.</td><td>Do:
Identify and use social cues.

Identify and use social cues consistently.

Identify and use social cues across all contexts of learning.</td><td>Know:
A variety of Gaelic phrases for asking or responding to questions, giving instructions or directions.</td><td>Do:
Respond accurately to different types of questions.

Ask different types of questions.

Give relevant and accurate oral instructions.

Self-correct errors, with increasing independence.

Respond accurately to different types of challenging questions.

Ask different types of questions, with increasing independence.

Give relevant and accurate oral instructions consistently.

Self-correct errors independently.

Respond accurately to different types of increasingly complex questions.

Ask different types of questions independently.

Give relevant and accurate oral instructions independently.

Self-correct errors independently and consistently.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Facial expression, body language, sharing, tone, gesture and visuals/signs/symbols.
Group activity time.
Use of child support plans if necessary.
Use of games and drama activities.

Notes
Social stories.</td><td>Includes, but not limited to
Different types of questions – literal, inferential and evaluative.
Irregular verbs for example Am faca ? Chunnaic/Chan fhaca.
Individually and collaboratively.
Respectful participation.
Higher-order thinking skills.
Sensitive error handling and use of corrective feedback.
Opportunities to apply and develop digital skills.</td></tr>
<tr><td>Second Level</td><td>Know:
There are different features of attentive listening, such as curiosity, focus, concentration, empathy and respect.</td><td>Do:
Listen attentively to follow instructions and/or use information.

Listen attentively to respond by asking questions or clarifying points.</td><td></td></tr>
</table>

		Listen attentively in a variety of contexts to follow instructions and/or use information. Listen attentively in a variety of contexts to respond by asking questions, clarifying points or building on ideas.		
		Listen attentively in a wide variety of contexts to follow instructions and/or use information. Listen attentively in a wide variety of contexts to respond by asking questions, clarifying points or building on ideas.		
	Includes, but not limited to Positive attitudes to listening – participation, understanding, mindset and deferring judgement. Multi-step listening – a sequence of two or more actions – use visuals if necessary. Opportunities to apply and develop digital skills.			
	Understand: Speech is used to engage with others, share information, explain experiences, persuade and offer opinions.		**Understand:** Independently exploring and reading Gaelic texts deepens appreciation and enjoyment.	
	Know: Gaelic is used in both formal and informal ways with a variety of audiences.	**Do:** Use Gaelic in context during interactions with others. Use Gaelic to initiate and join conversations. Plan and deliver oral presentations.	**Know:** Gaelic literature exists in different forms and genres.	**Do:** Regularly choose and engage with a range of Gaelic texts. Describe preferences regarding Gaelic texts. Identify resources for specific purposes.
		Use Gaelic in context during interactions with others consistently. Use Gaelic across contexts to initiate and join conversations. Plan and deliver oral presentations and use feedback to make improvements.		Regularly choose and engage with a range of increasingly challenging Gaelic texts. Describe preferences regarding Gaelic texts, with some supporting detail. Select resources for a range purposes.
		Independently use Gaelic in context during interactions with others. Consistently use Gaelic across contexts to initiate and join conversations. Plan and deliver oral presentations, invite and respond to questions.		Select and read challenging Gaelic texts independently. Describe preferences and connections with Gaelic texts, using supporting detail independently. Select resources for a range of purposes independently.
	Includes, but not limited to Individual and collaborative opportunities. Different purposes – debates, group/class discussion, assemblies and social events. Conventions of speech – register, clarity, rhythm, stress, intonation, emphasis, pace and tone. Opportunities to apply and develop digital skills.		**Includes, but not limited to** Gaelic texts aligned with strengths and needs. Fiction and nonfiction. Read widely for different purposes. Understanding and enjoyment. Basic referencing and citation. Consider using coloured overlays to reduce visual stress (if needed).	

<table>
<tr><td rowspan="5">Second Level</td><td colspan="2"></td><td colspan="2">Opportunities to apply and develop digital skills.

Notes
See definition of a text.</td></tr>
<tr><td colspan="2">Understand:
Gaelic spelling patterns and rules support accuracy and enhance engagement with texts.</td><td colspan="2">Understand:
Exploring and applying reading strategies to Gaelic texts improves comprehension and fluency.</td></tr>
<tr><td rowspan="3">Know:
Gaelic spelling is based on patterns and rules.</td><td>Do:
Encode or decode an increasing range of Gaelic words.

Apply different spelling strategies to spell words.

Use a dictionary or spell checker.</td><td rowspan="3">Know:
Different reading strategies to help engage with Gaelic texts.</td><td>Do:
Begin to apply some reading strategies to Gaelic texts.</td></tr>
<tr><td>Encode or decode an increasing range of Gaelic words.

Select and apply spelling strategies, with increasing accuracy and independence.

Use a dictionary or spell checker consistently.</td><td>Select and apply most reading strategies to Gaelic texts consistently.</td></tr>
<tr><td>Encode or decode an increasing range of Gaelic words independently.

Select and apply spelling strategies with increasing independence to spell words.

Use a dictionary or spell checker independently.</td><td>Independently select and apply reading strategies to Gaelic texts.</td></tr>
<tr><td></td><td colspan="2">Includes, but not limited to
Gaelic words aligned with strengths and needs.
Increasing complexity - across the level.
Spelling strategies – look/cover/say/write/check, chunking, words within words, syllabification and dictation.
Phonology and orthography, for example caol ri caol, leathann ri leathann.
Word mats, dictionaries or spell checker.
Opportunities to apply and develop digital skills.

Notes
Gaelic Orthographic Conventions.</td><td colspan="2">Includes, but not limited to
Activating prior knowledge of reading strategies.
Reading comprehension, close reading, skimming/scanning and note-taking.
Analytical reading – structure, main arguments, purpose.
Visualising, sequencing and summarising.
Narrative elements - characterisation, setting, punctuation, sentence structure, theme, style and form.
Literary techniques - word choice, emotive language, rhetorical questions, repetition and imagery.
Criticality – fact, opinion and bias.
Higher-order thinking skills.
Thinking routines.</td></tr>
<tr><td></td><td colspan="2"></td><td>Know:
Word recognition and following punctuation are features of reading proficiency.</td><td>Do:
Read regularly with increasing accuracy, pace and expression.

Demonstrate the effect of punctuation on texts when reading.</td></tr>
<tr><td colspan="3"></td><td colspan="2">Read with increased accuracy, pace and expression consistently.</td></tr>
</table>

<table>
<tr><td rowspan="5">Second Level</td><td colspan="2" rowspan="2"></td><td></td><td>Demonstrate the effect of punctuation on texts consistently when reading.</td></tr>
<tr><td></td><td>Independently read with accuracy, pace and expression.

Independently demonstrate the effect of punctuation on texts when reading.</td></tr>
<tr><td colspan="3">Includes, but not limited to
A wide variety of Gaelic texts aligned with strengths and needs.
Created and published texts.
Decoding.
Word attack.
Phonology.
Consider using coloured reading overlays to reduce visual stress (if needed).

Notes
See definition of a text.</td></tr>
<tr><td colspan="4">Understand:
Writing clearly and logically for different genres and purposes develops critical thinking.</td></tr>
<tr><td>Know:
Different forms of Gaelic writing are used for a range of audiences.</td><td>Do:
Write freely to create Gaelic texts for different purposes.

Write regularly across genres and audiences.

With growing confidence, organise ideas logically.

Use genre specific vocabulary.

Select and organise information to achieve purpose and effect.</td><td>Know:
Accuracy and structure are key features of Gaelic writing.</td><td>Do:
Write with increasing independence for a range of purposes.

Use paragraphs to organise ideas and information.

Use a variety of punctuation, with increasing accuracy - capital letter, full stop, comma, speech marks, exclamation mark, question mark and Gaelic apostrophe (for omission).

Begin to proofread written texts.

Act on feedback to improve written texts.</td></tr>
<tr><td></td><td>Write freely to create Gaelic texts for different purposes.

Write regularly across genres and audiences.

With growing independence, organise ideas logically.

Use genre specific vocabulary consistently.

Select and organise information in different ways to achieve purpose and effect.</td><td></td><td>Write independently for a range of purposes.

Use paragraphs to organise ideas and information.

Use a variety of punctuation accurately - capital letter, full stop, comma, speech marks, exclamation mark, question mark, hyphen, semicolon and Gaelic apostrophe (for omission and other).

Proofread written texts with growing independence.

Act on feedback to improve written texts.</td></tr>
<tr><td></td><td></td><td></td><td>Write independently for a range of purposes.</td></tr>
</table>

Second Level		Write freely to create Gaelic texts for different purposes. Write regularly across genres and audiences. Independently organise ideas logically. Use genre specific vocabulary independently. Select and organise information in a variety of ways to achieve purpose and effect.		Use paragraphs to organise ideas and information. Use a variety of punctuation accurately - capital letter, full stop, comma, speech marks, exclamation mark, question mark, Gaelic apostrophe of omission, hyphen, semicolon, colon and ellipses. Proofread written texts with increasing accuracy. Act on feedback to improve written texts.
	Includes, but not limited to Writing expectations aligned with strengths and needs. Different purposes – inform, respond, argue, evaluate and persuade. Genre – structure and language features. Style – sentence variation, word choice and tone. Imagery -simile and metaphor. Sound and rhythm – alliteration and onomatopoeia. Opportunities to apply and develop digital skills.		**Includes, but not limited to** Writing expectations aligned with strengths and needs. Clear and logical paragraphs – organise relevant ideas or information. Cursive handwriting. Opportunities to apply and develop digital skills. Graphics/pictures (if appropriate). Apostrophe of omission, for example dh' fhalbh, bh' againn, a' coimhead. Proofreading, for example spelling, punctuation, grammar and structure. Editing, revising and redrafting. Feedback – self, peer and teacher. Consider using pencil grips, wide line/dark line jotters and a desk slope to support writing activities.	

Strand	**Conaltradh agus Leasachadh Beurla/Communication and English Language Development**			
Second Level	**Understand:** Clear speech, accurate pronunciation and appropriate intonation support successful communication.		**Understand:** Speech is used to engage with others, share information, explain experiences, persuade and offer opinions.	
	Know: A variety of English phrases for asking or responding to questions, giving instructions or directions.	**Do:** Respond accurately to different types of questions. Ask different types of questions. Give relevant and accurate oral instructions.	**Know:** English is used in both formal and informal ways with a variety of audiences.	**Do:** Use English in context during interactions with others. Plan and deliver oral presentations in English.
		Respond accurately to different types of challenging questions. Ask different types of questions with increasing consistency. Give relevant and accurate oral instructions consistently.		Use English in context during interactions with others. Plan and deliver oral presentations in English and use feedback to make improvements. Use English in context during interactions with others.

<table>
<tr><td rowspan="5">Second Level</td><td></td><td>Respond accurately to different types of increasingly complex questions.

Ask different types of questions independently.

Give relevant and accurate oral instructions independently.</td><td></td><td>Plan and deliver oral presentations in English, invite and respond to questions.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Individually and collaboratively.
Respectful participation.
Opportunities to apply and develop digital skills.

Notes
Advice on Gaelic Education – section eight.</td><td colspan="2">Includes, but not limited to
Individual and collaborative opportunities.
Different purposes of speech, such as debates, group/class discussion, assemblies and social events.
Conventions of speech, such as register, clarity, rhythm, stress, intonation, emphasis, pace and tone.
Opportunities to apply and develop digital skills.

Notes
Advice on Gaelic Education – section eight.</td></tr>
<tr><td>Know:
Curiosity, focus, concentration, empathy and respect are features of attentive listening.</td><td>Do:
Listen attentively to follow instructions and/or use information in English.

Listen attentively in a variety of contexts to follow instructions and/or use information in English.

Listen attentively in a wide variety of contexts to follow instructions and/or use information in English.</td><td colspan="2" rowspan="2"></td></tr>
<tr><td colspan="2">Includes, but not limited to
Positive attitudes to listening, such as participation, understanding, mindset and deferring judgement.
Multi-step listening in a sequence of 2 or more actions, supported with visuals if necessary.
Opportunities to apply and develop digital skills.

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

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<table>
<tr><td rowspan="4">Second Level</td><td colspan="2">Understand:
Independently exploring and reading English texts deepens appreciation and enjoyment.</td><td colspan="2">Understand:
English spelling patterns and rules support accuracy and enhance engagement with texts.</td></tr>
<tr><td rowspan="3">Know:
English literature exists in different forms and genres.</td><td>Do:
Choose and engage with a range of English texts.

Describe preferences regarding English texts.

Identify English resources for specific purposes.</td><td rowspan="3">Know:
English spelling is based on patterns and rules.</td><td>Do:
Encode or decode an increasing range of English words.

Apply different spelling strategies to spell English words.

Use an English dictionary or spell checker with increasing confidence.</td></tr>
<tr><td>Choose and engage with a range of increasingly challenging English texts.

Describe preferences regarding English texts with some supporting detail.

Select English resources for a range purposes.</td><td>Encode or decode an increasing range of English words.

Select and apply spelling strategies to spell English words with increasing accuracy.

Use an English dictionary or spell checker consistently.</td></tr>
<tr><td>Select and read challenging English texts independently.

Describe preferences and connections with English texts, using supporting detail independently.

Select English resources for a range of purposes independently.</td><td>Encode or decode an increasing range of English words.

Select and apply spelling strategies to spell English words with increasing independence.

Use an English dictionary or spell checker independently.</td></tr>
<tr><td colspan="2">Includes, but not limited to
English texts aligned with strengths and needs.
Fiction and nonfiction.
Read widely for different purposes.
Basic referencing and citation.
Opportunities to apply and develop digital skills.

Notes
Advice on Gaelic Education – section eight.
See definition of a text.</td><td colspan="2">Includes, but not limited to
English words aligned with strengths and needs.
Complexity should increase across the level.
Spelling strategies.
English word mats, dictionaries or spell checker.
Opportunities to apply and develop digital skills.

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

DRAFT

<table>
<tr><td rowspan="4">Second Level</td><td colspan="2">Understand:
Exploring and applying reading strategies to English texts improves comprehension and fluency.</td><td colspan="2">Understand:
Writing clearly and logically in English for different genres and purposes develops critical thinking.</td></tr>
<tr><td>Know:
Different reading strategies to help engage with English texts.</td><td>Do:
Begin to apply some reading strategies to English texts.

Select and apply most reading strategies to English texts consistently.

Select and apply reading strategies to English texts independently.</td><td>Know:
Different forms of English writing are used for a range of audiences.</td><td>Do:
Write freely to create English texts for different purposes.

Write regularly across genres and audiences in English.

Use genre specific vocabulary.

Select and organise information to achieve purpose and effect.

Write freely to create English texts for different purposes.

Write regularly across genres and audiences in English.

Use genre specific vocabulary consistently.

Write freely to create English texts for different purposes.

Write regularly across genres and audiences in English.

Use genre specific vocabulary independently.

Select and organise information in a variety of ways to achieve purpose and effect.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Activating prior knowledge of reading strategies.
Reading comprehension, close reading and skimming/scanning, note-taking.
Analytical reading, such as structure, main arguments and purpose.
Visualising, sequencing and summarising.
Narrative elements, such as characterisation, setting, punctuation, sentence structure, theme, style and form.
Literary techniques, such as word choice, emotive language, rhetorical questions, repetition and imagery.
Criticality could include fact, opinion and bias.

Notes
Advice on Gaelic Education – section eight.</td><td colspan="2">Includes, but not limited to
Writing expectations aligned with strengths and needs.
Different purposes such as inform, respond, argue, evaluate and persuade.
Genre, for example structure and language features.
Style, for example sentence variation, word choice and tone.
Imagery could include simile and metaphor.
Idiom such as ‘under the weather’ or ‘break the ice’.
Sound and rhythm could include alliteration and onomatopoeia.
Opportunities to apply and develop digital skills.

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

		Know: Accuracy and structure are key features of English writing.	**Do:** Write in English with increasing independence for a range of purposes. Use a variety of punctuation, with increasing accuracy - capital letter, full stop, comma, speech marks, exclamation mark, question mark and English apostrophe.
			Write independently in English for a range of purposes. Use a variety of punctuation accurately - capital letter, full stop, comma, speech marks, exclamation mark, question mark, English apostrophe, hyphen and semicolon.
			Write independently in English for a range of purposes. Use a variety of punctuation accurately - capital letter, full stop, comma, speech marks, exclamation mark, question mark, English apostrophe, hyphen, semicolon, colon and ellipses.
		Includes, but not limited to Reinforce English name for punctuation - capital letter, full stop, comma, speech marks, exclamation mark, question mark, English apostrophe, hyphen, semicolon, colon and ellipses. Apostrophes and contractions such as I am = I'm, cannot = can't, and the difference between it's and its, you're and your, and they're and their. **Notes** Advice on Gaelic Education – section eight.	

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<table>
<tr><th>Strand</th><th colspan="3">Compàirteachas agus Buintealas/Participation and Connecting with Others</th></tr>
<tr><td rowspan="4">Second Level</td><td colspan="2">Understand:
Gaelic identity strengthens social connections and fosters a sense of belonging.</td><td>Understand:
Gaelic is a living language that connects people and communities.</td></tr>
<tr><td>Know:
People identify with Gaelic culture in different ways.</td><td>Do:
Connect with others to share and learn more about Gaelic identity.

Recognise and describe the rich diversity of Gaelic identities and communities across Scotland and beyond.</td><td>Know:
Communities and contexts in which Gaelic is used.</td><td>Do:
Use Gaelic outwith main learning setting.

Identify and meet people who use Gaelic in their lives.

Compile and use questions to find out how Gaelic is used for different purposes.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Gaelic identities - mainland, island, urban/city and rural.
Range of contexts – intergenerational, across cultures, globally, in person or online.
Ethos, life and culture of Scotland’s learning communities.
UNCRC and Global Goals.
Opportunities to apply and develop digital skills.
Opportunities to explore Gaelic language growth through Learning for Sustainability.</td><td colspan="2">Includes, but not limited to
Careers and Pathways such as careers fairs and conducting interviews.
Community links and partnership working.
Social enterprise.
Outdoor learning.
Opportunities to apply and develop digital skills.
Opportunities to explore Gaelic language growth through Learning for Sustainability.</td></tr>
</table>

<table>
<tr><th>Strand</th><th colspan="2">Dualchas Cultarach agus Coimhearsnachd/Gaelic Cultural Heritage and Community</th></tr>
<tr><td>Second Level</td><td colspan="2">Understand:
Gaelic is recognised globally as culturally significant.</td></tr>
<tr><td></td><td>Know:
Ways in which Gaelic language and cultural traditions are recognised and shared locally, nationally and globally.</td><td>Do:
Participate in activities that share Gaelic language and culture with others.

Collaborate with others to plan and participate in events that showcase Gaelic.</td></tr>
<tr><td></td><td colspan="2">Includes, but not limited to
Music, sport, festivals and nationally recognised celebrations.
Participation in Gaelic traditions, festivals and celebrations – including within the wider community.
Annual events such as local and national Mòds and participation in Seachdain na Gàidhlig events.
Partner agencies such as Fèisean nan Gàidheal or Comunn na Gàidhlig.
Opportunities to explore Gaelic language growth through Learning for Sustainability.
Opportunities to apply and develop digital skills.</td></tr>
</table>

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<table>
<tr><th>Strand</th><th colspan="3">Luachadh agus Tagrachd/Appreciation and Advocacy</th></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand:
Gaelic speakers, as a minority language group, have rights that protect their language.</td><td colspan="2">Understand:
Using Gaelic strengthens communities and supports the future of the language.</td></tr>
<tr><td>Know:
UNCRC rights that apply to minority language speakers, including rights related to language, identity and equality.</td><td>Do:
Find out about the rights of minority language speakers.

Talk about and share information about minority language rights with others.</td><td>Know:
The role of an ambassador for Gaelic, includes promoting Gaelic and supporting its use by others.</td><td>Do:
Contribute to roles and activities that promote the use of Gaelic.

Encourage others to use Gaelic in and beyond main learning setting.</td></tr>
<tr><td colspan="2">Includes, but not limited to
UNCRC articles relating to language, identity and equality – article 30, 2, 29 and 8.
Opportunities to explore Gaelic language growth through Learning for Sustainability.</td><td colspan="2">Includes, but not limited to
School committees, leadership roles, ‘buddying’ and school representation at external events.
Opportunities to explore Gaelic language growth through Learning for Sustainability.</td></tr>
</table>

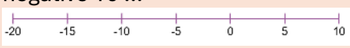
DRAFT

Numeracy and Mathematics Know-Do-Understand Strands

Strand	**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.
	Number systems and structures

Second Level

Understand: Integers extend the number system to include values less than zero, enabling the representation of negative quantities.

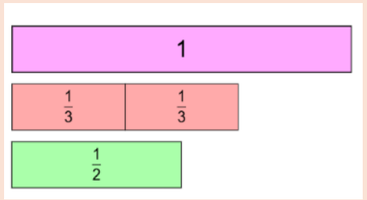
Know:	Do:	Know:	Do:	Know:	Do:
		The number line can be extended below zero. Numbers greater than zero are positive. Numbers less than zero are negative. A negative symbol (−) is placed before a number to show that it is less than zero. Integers is the name given to the set of numbers ..., -3, -2, -1, 0, 1, 2, 3, ...	Recognise, say and write numbers below zero, for example, -5 is negative five and not minus five. Place positive and negative numbers accurately on number lines. Identify missing numbers on a number line which extends below zero.  Count in integers forwards and backwards, across zero, using appropriate tools, for example, negative two, negative one, zero, one, two, ... Compare and order integer values, for example, 1 > -3, 70 707 < 77 000.		Skip count forwards and backwards across and below zero, for example, 10, 5, 0, negative 5, negative 10 ...  Compare and order integer values to solve problems in context such as comparing temperatures, for example, -5°C is colder than -2°C because -5 < -2. Notice, discuss and identify the additive pattern within an ordered list of integers and describe the rule, for example, the sequence 23,11, -1, -13, ... has the rule of subtracting 12. Identify the next number(s), missing numbers and errors in ascending and descending integer sequences based on additive rules.

Notes
When counting in integers, model counting backwards as well as forwards.
Identify and discuss contexts where negative numbers occur, for example, temperature, finance or game scoring.
Work with both horizontal and vertical number lines.
Appropriate tools could include counting sticks and drawn or digital number lines.
New key mathematical language (Learners)
integer, positive, negative

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Second Level

Understand: Rational numbers allow quantities between integers to be represented and compared.

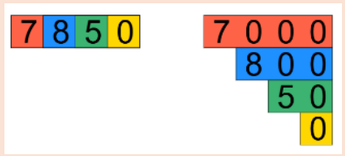
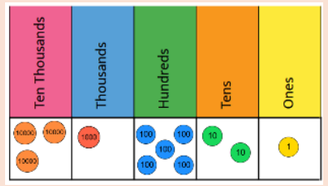
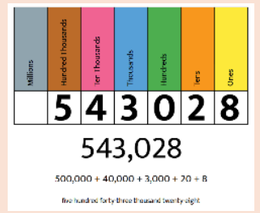
Know:	**Do:**	**Know:**	**Do:**	**Know:**	**Do:**
				The set of rational numbers includes all the integers and the fractions that lie between them.	Express integers as fractions, for example, five could be written as $\frac{5}{1}, \frac{15}{3}, \ldots$ Identify and place positive and negative rational numbers on a number line, for example, place -3, 4, 0, $\frac{1}{2}$ and $-1\frac{1}{2}$ onto a marked number line.
Fractions are numbers which can be ordered and compared. An equivalent fraction can be found by multiplying or dividing the numerator and denominator by the same number.	Place fractions to tenths in order, using spatial representations such as a fraction wall or a number line marked with whole numbers.  Compare the size of fractions using mathematical symbols, for example, $\frac{1}{2} < \frac{2}{3}$. Find equivalent fractions using multiplication and division, making connections to spatial representations. For example, $\frac{1}{2}$ is equivalent to $\frac{2}{4}, \frac{3}{6}, \frac{5}{10}$ ...	Fractions can be compared and ordered by expressing them with the same (common) denominator or numerator.	Compare the size of pairs of fractions with related denominators by expressing them with a common denominator. For example, $\frac{4}{25}$ and $\frac{1}{5}$ can be written as $\frac{4}{25}$ and $\frac{5}{25}$ and so $\frac{4}{25} < \frac{1}{5}$. Compare the size of pairs of fractions with related numerators by expressing them with a common numerator. For example, $\frac{2}{5}$ and $\frac{4}{9}$ can be written as $\frac{4}{10}$ and $\frac{4}{9}$ and so $\frac{2}{5} < \frac{4}{9}$.		Compare the size of pairs of fractions with unrelated denominators by expressing them with a common denominator or numerator. For example, $\frac{5}{6}$ and $\frac{3}{4}$ can be written as $\frac{10}{12}$ and $\frac{9}{12}$ and so $\frac{5}{6} > \frac{3}{4}$.

Notes
Related denominators are denominators that are connected because one is a multiple of the other - they can easily be changed to match.
Fraction walls which allow learners to visualise, compare and understand relationships between different fractional values.
Represent equivalence spatially to avoid over reliance on procedural approaches.
Includes but is not limited to
fractions to tenths.
New key mathematical language (Learners)
rational numbers, common denominator/numerator, pairs of fractions

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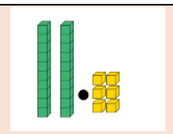
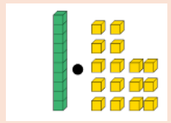
Understand: The base ten system extends to represent and partition increasingly large numbers and decimal fractions of increasing precision through a repeating place value pattern.

Know:	Do:	Know:	Do:	Know:	Do:
Four-digit whole numbers can be partitioned into thousands, hundreds, tens and ones. In a base ten number system each column, as we move left, has a place value ten times greater. These place values are 10, 100, 1000 and so on.	Represent whole numbers using concrete materials, within an extending number range, for example, 7850 could be shown as:  Skip count from any given whole number in thousands, for example, 2842, 3842, 4842, ...	Five-digit whole numbers can be partitioned into tens of thousands, thousands, hundreds, tens and ones.	Represent whole numbers using concrete materials, within an extending number range, for example, 31 521 could be shown as:  Counts forwards and backwards from any given number in steps of 10, 100, 1000, 10 000 crossing place value boundaries when necessary. For example, start at 4780 and count in 100s (4880, 4980, 5080, ...) then count back in tens (5070, 5060, ...).	Six-digit whole numbers can be partitioned into hundreds of thousands, tens of thousands, thousands, hundreds, tens and ones.	Represent whole numbers, within an extending number range, for example, 543 028 could be shown as:  Compare and order numbers to one million where the same digits are used in different place values. For example, ordering 108 808,180 080, 118 000 and 108 880.
A decimal fraction has a denominator of 10, 100, 1000, ... and can be written using a decimal point. The decimal point (·) separates the whole number part from the fractional number part in a decimal fraction. Decimal place value refers to the value of a digit based on its position to the right of the decimal point.	Identify and describe the value of digits in decimal fractions based on their place, For example, in the number 3·6 (which is equal to $3\frac{6}{10}$), the 3 represents three ones and the 6 represents six tenths. Represent decimal fractions to one decimal place partitioned in different ways. For example, 2·6 is two ones and six tenths, but it is also 1 one and 16 tenths.	The second digit after the decimal point represents hundredths.	Identify and describe the value of digits in decimal fractions based on their place. For example, in the number 4·65 (which is equal to $4\frac{65}{100}$), the 4 represents four ones, the 6 represents six tenths and the 5 represents five hundredths. Represent decimal fractions to two decimal places partitioned in different ways. For example, 2·63 is two ones and 63 hundredths but is also 1 one, 16 tenths and 3 hundredths.	The third digit after the decimal point represents thousandths.	Identify and describe the value of digits in decimal fractions based on their place. For example, in the number 3·206 (which is equal to $3\frac{206}{1000}$), the 3 represents three ones, the 2 represents two tenths and the 6 represents six thousandths. Explain how decimal fractions can be partitioned in different ways up to three decimal places.

Second Level

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	The first digit after the decimal point represents tenths. Decimal fractions to one decimal place can be placed on a number line between their neighbouring whole numbers.	  Place decimal fractions to one decimal place on marked then empty number lines.  Round decimal fractions to one decimal place to the nearest whole number, using a number line to support.	Decimal fractions to two decimal places can be placed on a number line between their neighbouring tenths. In some contexts, estimates and approximations must be more accurate than the nearest whole number.	Place decimal fractions to one and two decimal places on empty number lines. Round decimal fractions to two decimal places to the nearest whole number or tenth, using a number line to support.		Round decimal fractions of up to three decimal places to the nearest whole number, tenth or hundredth.

Notes

Skip counting in multiples of ten can strengthen the understanding of place value.

Model skip counting backwards as well as skip counting forwards.

Choral counting supports development of number sense through the recognition of patterns and connections.

Appropriate resources and tools may initially include arrow cards and Gattegno charts before progressing to place value counters and place value charts, fraction bars split into tenths, hundred squares, base ten materials and decimal place (dp) value charts and counters.

Gattegno charts support understanding of number structure and place value. Numbers are organised into rows representing ones, tens, hundreds and beyond, with columns for the digits 1 to 9. This structure helps learners understand multiplying and dividing by ten, decimals and the role of zero as a placeholder.

Within the extending number range

- identify and describe the value of a digit based on its place, for example, in the number 7850, the 8 represents eight hundreds and has a value of 800
- identify, say and write whole numbers
- compare and order numbers

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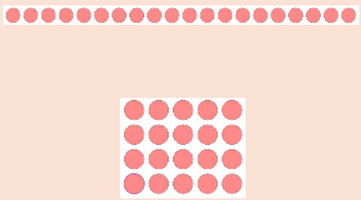
	Recognise, say and write decimal fractions within the extending number range (1 dp, 2 dp then 3 dp), for example, $\frac{7}{10}$ can be expressed as 0·7. Investigate the use of decimal fractions in real and relevant contexts, for example, for 1 dp - measurements of length and body temperature, for 2 dp - money and measurements, for 3 dp - measurements of distance and mass. Contexts which require more accuracy than the nearest whole number may include timings of runners in 100 metre races, ingredients in a recipe or doses of medicine. **Includes but is not limited to** Working within the range 0 to 10 000, progressing to 0 to 100 000, extending to 1 000 000 **New key mathematical language (Learners)** column, tens of thousands, hundreds of thousands, powers of ten, decimal fraction, decimal point, digit, tenths, hundredths, thousandths, degree of precision

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Second Level

Understand: Whole numbers greater than one have a multiplicative structure that can be described through factors, enabling flexible and efficient multiplication and division strategies.

Know:	Do:	Know:	Do:	Know:	Do:
		A factor is a whole number that divides into another whole number with no remainder. A number divided by one of its factors will give another factor and these two numbers are called a factor pair.	Describe numbers using the language of factors. For example, the factors of 18 are 1, 2, 3, 6, 9, 18. Represent a number in terms of its factors by identifying pairs of numbers that multiply to produce it. For example, 20 could be represented as 1 × 20, 2 × 10 or 4 × 5. 		

Notes

Concrete materials and spatial representations support the understanding of factor pairs. These include counters or multi-link cubes arranged as arrays, multiplication grids.

When working with factor pairs, certain categories of numbers have special or unusual factor pair patterns including square numbers, which have a repeated factor pair, for example, 16 = 1 × 16, 2 × 8 and 4 × 4.

Make connections, when discussing square numbers, to Patterns and Sequences.

New key mathematical language (Learners)
factor, whole number, divide, factor pair

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	Number relationships and operations					
	Understand: Scaling by 10, 100, and 1,000 is enabled by the multiplicative relationship between places in the base-ten number system.					
Second Level	**Know:** When numbers are multiplied by 10, their digits are moved one place to the left making the number 10 times larger. When numbers are multiplied by 100, their digits are moved two places to the left making the number 100 times larger. When numbers are divided by 10, their digits are moved one place to the right making the number 10 times smaller. When numbers are divided by 100, their digits are moved two places to the right making the number 100 times smaller. Strategies used when multiplying and dividing whole numbers by 10 and 100 can be used when working with decimal fractions.	**Do:** Multiply one-digit and two–digit whole numbers by 10. For example, 24 × 10 = 240. Multiply one-digit whole numbers by 100, for example, 5 × 100 = 500. Divide three-digit multiples of 10 or 100 by 10. For example, 410 ÷ 10 = 41. Divide three-digit multiples of 100 by 100, for example, 800 ÷ 100 = 8. Multiply decimal fractions to one decimal place by 10 using concrete materials and pictorial representations, for example, 3·2 × 10 = 32. Divide two and three-digit whole numbers by 10, using concrete materials and pictorial representations to find solutions which are decimal fractions, for example, 45 ÷ 10 = 4·5,	**Know:**	**Do:** Multiply one-digit and two-digit whole numbers by 10 or 100. Divide up to four-digit multiples of 100 by 10 or 100 (whole number answers only), for example, 9000 ÷ 100 = 90. Multiply decimal fractions to one and two decimal places by 10 and 100 using concrete materials and pictorial representations, for example, 58·26 × 10 = 582·6. Identify where zero is needed as a placeholder, for example, 1798·3 × 100 = 179 830. Divide whole numbers by 10 or 100, using concrete materials and pictorial representations to find solutions which are decimal fractions, for example, 256 ÷ 100 = 2·56.	**Know:** When numbers are multiplied by 1,000, their digits are moved three places to the left making the number 1,000 times larger. When numbers are divided by 1,000, their digits are moved three places to the right making the number 1,000 times smaller. Strategies used when multiplying dividing whole numbers by 10, 100 and 1,000 can be used when working with decimal fractions.	**Do:** Multiply one-digit, two-digit and three-digit whole numbers by 10, 100 or 1000. Divide up to six-digit multiples of ten by 10, 100 or 1000 (whole number answers only), for example, 180 000 ÷ 1000 = 180. Multiply decimal fractions of up to three decimal places by 10, 100 or 1000, identifying where zero is needed as a placeholder. Divide whole numbers and decimal fractions by 10, 100 or 1000, to find solutions which are

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		634 ÷ 10 = 63·4				decimal fractions of up to three decimal places.

Notes

Scaling means changing the size, value, or amount of something by multiplying or dividing it by a numerical value.

When multiplying a whole number by a multiple of ten, zero is used as a placeholder in empty columns.

Appropriate concrete materials or pictorial representations include place value counters and place value grids.

Make connections to metric conversions in Shape, Space and Measurement.

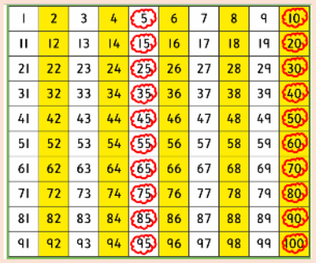
New key mathematical language (Learners)
scaling

Second Level

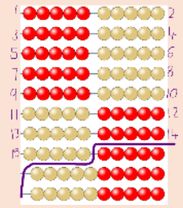
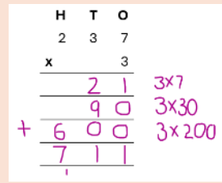
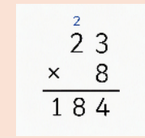
Understand: Place value and operation properties allow whole-number calculations to be decomposed, transformed and checked across different magnitudes.

Know:	Do:	Know:	Do:	Know:	Do:
Addition and subtraction strategies used for whole numbers up to 1,000 can also be applied to numbers greater than 1,000. Numbers can be rounded as an approximation to a required degree of precision. Different degrees of precision are required depending on the context.	Solve contextual and non-contextual addition and subtraction problems justifying choice of strategy based on efficiency. Round whole numbers to the nearest 10, 100, 1000 or 10 000 to estimate the solution to a given problem. Discuss and describe real and relevant contexts where estimation and rounding are used.	Technology can support efficiency and accuracy of calculations.	Solve addition and subtraction problems using known strategies and verify solution with a calculator. Solve addition and subtraction problems using spreadsheet, including using a formula, for example, =SUM(..)	Subtraction is not commutative.	Solve contextual and non-contextual addition and subtraction problems justifying choice of strategy from a range, including calculators or spreadsheets where appropriate. Explain and represent that changing the order of numbers in subtraction changes the result, for example, 12 – 5 ≠ 5 – 12.
A product is the result of multiplying two or more numbers together.	Identify products in given calculations using the 2, 3, 4, 5, 6 and 10 times tables, for example, as 3 × 2 = 6, the product of 3 and 2 is 6.		Carry out a range of multiplication and division calculations using known number facts and number patterns, for example, 5 × 13 could be calculated as 5 × 10 add 5 × 3. Find common multiples of two or more numbers by skip counting or listing the multiples. For example,		

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		Recognise connections between the two, four and eight times tables. Model the repeated addition of eight using arrays and spatial representations, identifying at least the first ten multiples, making connections between multiplication, skip counting and contextualised problems. Recognise connections between the three, six and nine times tables and apply the multiplication activities from the eight times tables to the nine times tables. Build the seven times table using concrete materials, spatial representations and by making connections to other tables. Recognise and read number sentences where mathematical symbols have been used to record multiplication or division by eight, nine or seven. Record multiplication or division calculations from given contextualised number stories using mathematical symbols. For example, six packs each containing nine individual toilet rolls can be recorded as 6 × 9 = 54. Tell a number story based on given multiplication or division facts	A common multiple is one that appears in two or more times tables. Smaller multiples can be combined to find a larger product (the distributive law). The grid method is a way of representing a partitioning approach to multi-digit	5, 10, 15, 20 … and 2, 4, 6, 8, 10, 12, 16,18, 20, therefore 10 and 20 are the first two common multiples of 2 and 5.  Give examples of the distributive law within the times tables, for example, 7 × 3 = 5 × 3 + 2 × 3 Multiply two-digit multiples of 10 by a single-digit whole number using known number facts, for example, 50 × 3 = 5 × 3 × 10 = 150. Multiply two-digit whole numbers by single-digit whole numbers using the grid method, for example, to find 75 × 3 × | 70 | 5 3 | 210 | 15 70 × 3 = 210 5 × 3 = 15 So, 75 × 3 = 210 + 15 = 225 Describe the solution to a division calculation using the term quotient, for example, when 12 toys are shared between 3 learners, the quotient (number in each share) is 4 as 12 ÷ 3 = 4.		

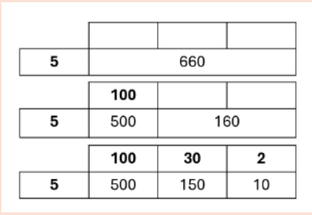
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		from the eight, nine or seven times table. For example, 20 ÷ 4 could be twenty balls shared equally between four baskets would give five balls in each basket. Find the product of given calculations using all times tables to ten. Identify division problems which do, or do not share or group equally when dividing by 8, 9 or 7. For example, 14 toys can be shared equally among 7 people because 14 is a multiple of 7, but 14 toys cannot be shared equally between 8 people because 14 is not a multiple of 8.	multiplication using the distributive law. In division calculations, dividend ÷ divisor = quotient. When sharing, the quotient represents the quantity of objects in each share. When grouping, the quotient represents the number equal of groups created.	When 15 toys are put into groups of 5, the quotient (number of groups) is 3 as 15 ÷ 5 = 3. Solve division of two-digit numbers by single-digit whole numbers which require both grouping and sharing and use a range of representations, including concrete materials and/or pictorial representations to explain solutions. For example, 75 ÷ 5 could be calculated using tally marks or a rekenrek to keep track.  Divide two-digit numbers by single-digit whole numbers through non-canonical partitioning (whole number quotients only), for example, 84 ÷ 6 can be partitioned as 60 ÷ 6 and 24 ÷ 6. | ÷	10	4
---	---	---
6	**60**	**24** | 60 ÷ 6 = 10 24 ÷ 6 = 4 So, 84 ÷ 6 = 10 + 4 = 14 Solve division problems which do not share or group equally and explain whether solutions should be expressed as a fraction or as a	The extended written algorithm and the written algorithm for multiplication can provide a more efficient way of recording calculations as they become more complex. The grid method and the written algorithms can be extended to multiply any whole number by a single-digit whole number.	Multiply three-digit and four-digit whole numbers by single-digit whole numbers using the grid method. For example, to find 174 × 5 | ×	100	70	4
---	---	---	---
5	500	350	20	 174 × 5 = 500 + 350 + 20 = 870 Make connections between the grid method and written representations of two-digit and three-digit multiplication by a single-digit whole number, for example, using the extended written algorithm  or the written algorithm.  Multiply larger whole numbers by single-digit whole numbers, using appropriate strategies. Perform multiplication calculations of three or more numbers efficiently by rearranging and reordering. For

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				quotient and remainder, for example, sharing apples versus sharing toy cars.	When three or more numbers are multiplied together, the way they are grouped has no effect on their product (associative law). Numbers can be rearranged and reordered to make multiplication calculations easier. Round bracket symbols ( ) can be used in mathematics to indicate how numbers in a calculation are being grouped.	example, when multiplying 4, 7 and 25, it is more efficient to multiply the 4 and 25 first, then multiply by 7. Indicate the grouping of numbers in multiplication calculations using round brackets, for example, 2 × 3 × 5 = (2 × 3) × 5 = 2 × (3 × 5). Choose from a range of approaches when multiplying whole numbers by a single-digit whole number, including a written algorithm and the use of a calculator, justifying choice based on efficiency. Solve division of three-digit whole numbers by single-digit whole numbers through partitioning (whole number quotients only). For example, 348 ÷ 3 could be partitioned as 300 ÷ 3, 30 ÷ 3 and 18 ÷ 3. **÷ | 100 | 10 | 6** **3 | 300 | 30 | 18** 300 ÷ 3 = 100 30 ÷ 3 = 10 18 ÷ 3 = 6 So, 348 ÷ 3 = 100 + 10 + 6 = 116
			A number is divisible by another if the quotient is a whole number. If the answer to a division problem is not a whole number, the answer could be given as a fraction, or as a whole number quotient with a remainder.			

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					The written algorithm for division can provide a more efficient way of recording calculations as they become more complex.	Make connections between the grid method and written representations of two-digit and three-digit division by a single-digit whole number and solve using the written algorithm, for example, to calculate 660 ÷ 5 :  Interpret and explain if solutions to contextualised division problems should be given as a fraction, or as a quotient and a remainder, for example, 84 cupcakes shared equally among eight plates gives each plate exactly ten and a half cupcakes, however, 84 tennis balls shared equally into eight bags would give each bag ten balls with four remaining as the tennis ball would not be halved.
		Identify the operation(s) required when listening to or reading two-step contextualised problems.		Solve two-step problems involving two of the four operations within 100. For example, given that Alex has £13 and Nanette has £25, calculate how much each person would receive if the money was shared equally.		Solve contextual and non-contextual problems using multiplication and division with whole number answers. Choose from a range of strategies, including the use of a calculator, justifying choice based on efficiency. Solve multi-step problems involving more than two of the four operations using concrete materials, pictorial

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						representations and informal jottings to keep track.

Notes

Encourage estimating before calculating and checking the reasonableness of solutions across all number ranges - draw on money and measurement to provide contexts for problems involving whole numbers.

Efficient calculation involves drawing on an understanding of number structure to select strategies that make calculations easier.

Appropriate strategies for addition and subtraction include partitioning, rounding, compensating and the written algorithm.

Appropriate strategies for multiplication and division include use of the commutative, associative and distributive properties, the grid method, the written algorithm and use of a calculator.

Arrays constructed using concrete materials can continue to support understanding of multiplicative relationships.

When calculators are first introduced, support will be required to ensure they are used effectively.

Revisit and make connections to work on multiplicative structures when working with fractions.

Revisit and make connections to work on multiplicative structures when introducing percentages.

Make connections to Expressions, equations and functions.

Excludes

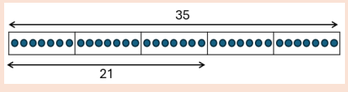
Calculations that require consideration of the order of operations

New key mathematical language (Learners)

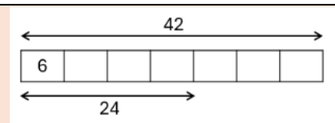
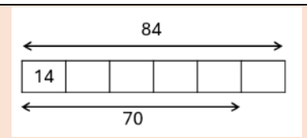
bracket, product, common multiple, distributive law, partitioning, dividend, divisor, quotient

Second Level

Understand: Fractions represent proportions and can be used to describe, determine and compare relationships between quantities.

Know:	Do:	Know:	Do:	Know:	Do:
A non-unit fraction can be found by first calculating the unit fraction and then combining equal parts.	Build fluency within multiplication facts to ten, by using division strategies to find unit fractions of whole numbers. For example, $\frac{1}{5}$ of 35 is the same as 35 ÷ 5. Find non-unit fractions of whole numbers using concrete materials and pictorial approaches, for example, finding $\frac{3}{5}$ of 35.  		Find unit fractions of any two-digit whole numbers by making connections to division by a single-digit whole number (whole number quotients only), for example, finding $\frac{1}{6}$ of 84. Build fluency by using known facts to find non-unit fractions of whole numbers, for example, finding $\frac{4}{7}$ of 42.		Find unit fractions of three-digit whole numbers by making connections to division by a single-digit whole number, for example, finding $\frac{1}{3}$ of 348. Find non-unit fractions of two-digit whole numbers by using pictorial representations and making connections to division and multiplication, for example, finding $\frac{5}{6}$ of 84.

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				 $\frac{1}{7}$ of 42 = 42 ÷ 7 = 6 $\frac{4}{7}$ of 42 = 6 × 4 = 24		 $\frac{1}{6}$ of 84 = 84 ÷ 6 = 14 $\frac{5}{6}$ of 84 = 14 × 5 = 70 Solve contextualised problems involving calculating and comparing proportions of quantities, for example, comparing $\frac{3}{4}$ of £120 and $\frac{2}{5}$ of £130.

Notes

Work within known times tables facts then move beyond times tables facts for unit fractions, but within times tables facts for non-unit fractions.

Appropriate concrete materials and pictorial representations include counters, base ten materials and bar models.

Make connections to known division.

Includes but is not limited to

Whole number solutions.

New key mathematical language (Learners)

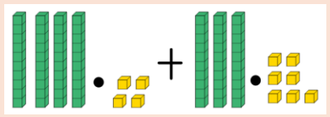
non-unit fraction, proportional

Second Level

Understand: Decimal calculations extend place-value relationships and operation properties from whole numbers to include smaller units.

Know:	Do:	Know:	Do:	Know:	Do:
The number sequence can be expressed in fractions and decimal fractions.	Count in tenths using a number line or a counting stick to keep track, for example, $\frac{11}{10}, \frac{10}{10,}, \frac{9}{10}, \ldots$ Count in decimal fractions (tenths) using a number line or a counting stick to keep track, for example, 1·8, 1·9, 2, 2·1, 2·2, …		Count in decimal fractions (hundredths) using a number line or counting stick to keep track, for example, 0·97, 0·98, 0·99, 1, 1·01, 1·02, … Order decimal fractions to one and two decimal places in ascending and descending order and compare using the correct		Order whole numbers and decimal fractions of up to three decimal places in ascending and descending order and compare using the correct mathematical symbols. For example, putting 1·375, 13, 1·37, 13·75, 1·075 in descending order and stating that 1·37 < 1·375.

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		Compare decimal fractions to one decimal place using the correct mathematical symbols, for example, 1·2 > 0·9. Order decimal fractions to one decimal place in ascending and descending order, for example, putting 0·2, 2·1, 1·2 in ascending order.		mathematical symbols. For example, putting 2·05, 0·25, 2·5 in descending order and stating that 2·05 < 2·5.		
			Strategies used when adding and subtracting whole numbers should be used when working with decimal fractions.	Add and subtract decimal fractions to one decimal place, progressing to two decimal places using concrete materials and pictorial representations, for example, 4·4 and 3·7.  Make connections between the concrete, pictorial and written forms of addition and subtraction calculations to two decimal places. Solve addition and subtraction problems to one or two decimal places in the contexts of money and measurement.		Solve addition and subtraction problems involving decimal fractions of up to three decimal places in the contexts of money and measurement.
					Strategies used when multiplying whole numbers by a single-digit whole number should be used when working with decimal fractions.	Multiply decimal fractions to one and two decimal places by a single-digit whole number using concrete materials and/or pictorial representations, for example, 69·35 × 6.

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					Division can result in decimal fractions when quantities do not divide into whole numbers.	Interpret and explain decimal fraction solutions to division problems in the context of money and measure. For example, when £47 is shared equally between two people, each person receives £23·50.

Notes

Model counting backwards as well as counting forwards.

Appropriate concrete materials pictorial representations to support addition and subtraction of decimal fractions include base 10 materials, place value counters, £1, 10p and 1p coins, place value charts and bar models.

Make connections to Shape, Space and Measurement and Finance.

Excludes

Decimal division at this stage should be restricted to problems in the context of money or measurement.

New key mathematical language (Learners)

operations

DRAFT

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<table>
<tr><th></th><th colspan="6">Proportional reasoning</th></tr>
<tr><td rowspan="4">Second Level</td><td colspan="6">Understand: Percentages represent proportions on a common base of 100, allowing direct comparison between quantities.</td></tr>
<tr><td>Know:</td><td>Do:</td><td>Know:

Percentages are fractions with a denominator of 100.

The mathematical symbol used to represent percentage is %.

Fractions, decimal fractions and percentages can be used as equivalent forms of an operator.</td><td>Do:

Convert and explain the equivalence of given percentages, fractions and decimal fractions, for example, 25% is 25 per 100, 0·25, $\frac{25}{100}$, $\frac{1}{4}$.

Find 10%, 20%, 25% and 50% of two-digit numbers using knowledge of equivalence with unit fractions and spatial approaches such as bar models (whole number quotients only), for example, finding 20% of 85 is the same as one fifth of 85.</td><td>Know:

Fractions, decimal fractions and percentages can be expressed in equivalent forms to be compared and ordered.

Known percentages can be scaled or combined to find other percentages of quantities.</td><td>Do:

Compare and order the size of fractions, decimal fractions and percentages of the same quantity by expressing them in equivalent forms, for example, ordering $\frac{1}{4}$, 0·2 and 30%.

Solve contextualised problems by finding 10%, 20%, 25% and 50% of two-digit numbers (whole number quotients only), for example, finding the cost of a £55 rucksack after a 20% discount has been applied.

Solve contextualised problems by scaling or combining known percentages, for example, using 10% to find 30%, using 50% and 25% to find 75%.</td></tr>
<tr><td colspan="6">Notes

Make connections to multiplication, division and fractions in Number relationships and operations.

Discuss and describe real and relevant contexts where percentages are used, for example, sale prices, finance and advertising.

Explore ideas such as, ‘Is 50% always more than 25%?’ to understand that this comparison can only be made if we are calculating percentages of the same quantity.

New key mathematical language (Learners)

percentage, operator, scale</td></tr>
</table>

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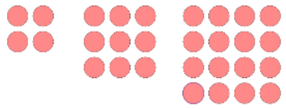
Patterns and sequences

Understand: Some patterns in shapes and nature follow numerical rules that determine how they grow and change.

Second Level

Know:

A square number of items can be arranged in an array with an equal number of rows and columns.



A square number is found by multiplying a whole number by itself.

The mathematical symbol for squared is ^{2} (superscript two).

Do:

Explain and model pictorially or with concrete materials what a square number is.

Find square numbers using arrays and known multiplication facts.

Justify and explain pictorially or with concrete materials whether a number is a square number.

Calculate and record a range of square numbers, for example,

$4 \times 4 = 4^2$ is read as four squared and is equal to 16.

Know:

A triangular number describes the number of items that can be arranged in a triangle. The first row contains one item, the second row has two items, the third row has three items and so on.



Do:

Create triangular patterns with everyday items and recognise where they appear in real contexts, for example, stacked cans, snooker balls and bowling pin formations.

Justify and explain pictorially or with concrete materials whether a number is triangular.

Investigate triangular numbers by exploring classic mathematical problems, for example, Pascal's Triangle, the handshake problem.

Know:

A cubic number of items can be arranged in a three-dimensional array with equal numbers of rows, columns and layers.



A cubic number is found by multiplying a number by itself and then by itself again.

The mathematical symbol for cubed is ^{3} (superscript three).

The next number in a Fibonacci sequence is found by adding together the previous two numbers in that sequence.

Do:

Explain and model pictorially or with concrete materials what a cubic number is.

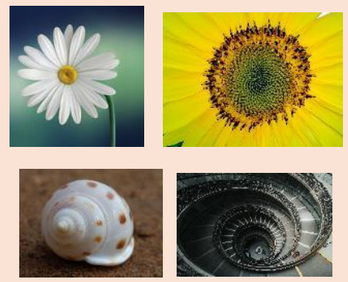
Find cubic numbers using physical objects and multiplication facts.

Justify and explain using number facts and concrete materials if a number is cubic.

Calculate and record a range of cubic numbers. For example,

$4 \times 4 \times 4 = 4^3$ is read as 'four cubed' and is equal to 64.

Develop an awareness of the history and application of Fibonacci sequences in the context of the natural world.



Notes

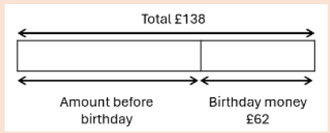
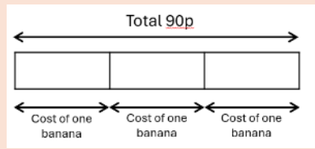
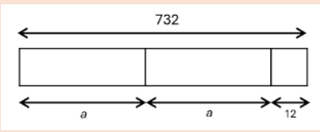
Appropriate concrete materials to explore square and triangular numbers spatially are counters, cubes or other objects of the same size.

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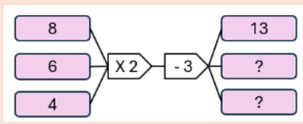
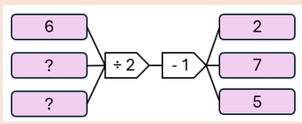
	Appropriate concrete materials to explore cubic numbers spatially are 3D stackable objects of the same size. Make connections to factor pairs when discussing square numbers. **New key mathematical language (Learners)** square/triangular/cubic number, Fibonacci

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	Expressions, equations and relationships					
	Understand: Expressions, equations and functions represent relationships between quantities using symbols and variables, forming part of the language of mathematics.					
	Know:	**Do:**	**Know:**	**Do:**	**Know:**	**Do:**
Second Level	Fact families and known facts can be used to identify the missing value in multiplication and division calculations	Find whole number missing values up to three-digits in addition and subtraction calculations using pictorial approaches when appropriate, for example, $124 = 200 - t$ Find whole number missing values up to two-digits in multiplication and division calculations, using pictorial approaches when appropriate, for example, 40 = □ × 10 or 6 ÷ ● = 3 or $b \div 5 = 7$	A variable is a quantity that can take on different values and is represented by a dedicated symbol or a letter. A term is a single number, a variable or a product of numbers and variables. An algebraic expression is a term or group of terms separated by operators and may contain more than one variable. An equation states that two expressions are equal in value. Equations can be solved by finding the unknown value for which the equation is true. Expressions and equations can be used to model situations and solve problems in context.	Identify quantities that vary in real-world contexts and represent them using variables, for example, a person's height, the number of green blocks in a tub, the cost of a banana. Build and interpret algebraic expressions to model relationships and calculations in real-world contexts, For example, the total cost of 3 bananas could be represented by the expression $3b$, the difference between the number of green bricks and blue bricks could be represented by the expression $g - b$. Model and solve addition and subtraction problems with one unknown by translating between real-world situations, spatial representations and algebraic notation. For example, 'I got £62 in birthday money and I now have £138, how much money did I have before my birthday?' can be modelled by $a + 62 = 138$ and using a bar model. 		Model and solve multiplication and division problems with one unknown and one solution by interpreting the context, representing it using algebraic notation and visual models and explaining the solution in relation to the original context. For example, three bananas cost 90 pence. What is the cost of each banana? This could be modelled by $3b = 90$ and using a bar model.  Model and solve problems with one unknown and one solution (one-step and two-step examples only) by representing relationships using algebraic notation, making connections to visual models and interpreting solutions in context. For example, 'I double a number and add 12 and I get 732. What number did I start with?' could be modelled by $732 = 2a + 12$ and by using a bar model. 

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					A function is a relationship between two sets of numbers, describing how each element in the first set (input) is mapped on to exactly one element in the second set (output). Functions can be represented pictorially and these are often called function machines.	Calculate outputs for given inputs of single-step and two-step functions represented pictorially as function machines, for example, 8, 6 and 4 are input.  Calculate inputs for given outputs of single-step and two-step functions represented pictorially as function machines by using inverse operations, for example, 2, 7 and 5 are outputs. 

Notes

Make explicit connections to addition, subtraction, multiplication and division within Number relationships and operations.

Use the mathematical modelling process when exploring algebraic situations: understand the context, plan a mathematical representation, do the mathematics, consider the reasonableness of solutions and communicate reasoning and conclusions.

Variables help create general rules and allow us to express relationships between quantities.

Focus on modelling and solving problems using equations rather than procedurally solving abstract equations.

The origin of algebra could be investigated, including how it developed across multiple cultures over time as a way of representing and solving problems involving unknown quantities and relationships, for example, Persian mathematician Al-Khwarizmi formalised systematic methods for solving equations and his work gave us the word ‘algebra’.

New key mathematical language (Learners)

variable, algebraic expression, equation, function, relationship, element

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	Finance					
	Understand: People can obtain, manage and spend money in different ways based on their circumstances, needs and wants.					
Second Level	**Know:** Different jobs and patterns of work attract different rates of pay.	**Do:** Investigate and provide examples of different employment opportunities and current rates of pay. For example, compare the amount of money earned by working more hours, working shifts, having a more highly skilled job or by managing more people.	**Know:** There are different types of bank accounts. Some accounts pay savers money, a percentage of the amount they have in their account (their bank balance). This is called interest. Borrowing money usually involves repayment over time and may include additional costs. Debt is a name given to money that has been borrowed and must be paid back. Loans from banks and other providers often require more money to be paid back than was borrowed. The extra is a percentage of what was borrowed. This is called interest.	**Do:** Find current examples of savings products, comparing their interest rates and any incentives offered to customers when opening these accounts. Identify and discuss common reasons for borrowing money. Identify and discuss different sources of lending. Find current examples of loan products, identifying their interest rates and any other charges payable.	**Know:** Benefits are payments, provided by the governments in the UK, which are designed to support living costs. These may be paid to individuals depending on their circumstances.	**Do:** Identify and describe some of the different types of benefits which can offer financial support to individuals and families.
	Financial management tools such as bank statements, personal finance diaries, or digital spreadsheets can be used to track spending and saving. A bank statement is a record of transactions made to and from a bank account over a period of time.	Complete a record of spending and/or saving using a digital budgeting tool or spreadsheet template. Interpret key information presented on bank statements and spending records.	A budget is a plan that outlines how an allocated amount of money will be spent or saved. Budgets can be adjusted when circumstances, priorities or costs change	Create a spending or saving plan using a digital budgeting tool or spreadsheet template. Create, test and revise a spending or savings plan to meet a specific goal or set of constraints. For example, planning an event, trip or enterprise activity within a given budget.	Debit cards are bank cards which are used to withdraw cash or make payments instantly from a bank account. If there is not enough money in the account to cover the transaction, the payment is likely to be declined.	Explain how debit cards work and give examples of how and when they can be used. Find information about debit cards currently available to learners and describe any associated costs or conditions, sharing personal experiences as appropriate.

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	Financial records can be used to identify patterns and inform future decisions.	Explain how keeping records of spending and saving can support budgeting and financial decision making. Analyse spending records to identify patterns and suggest changes that could help achieve a financial goal.	A receipt is a record of what was purchased, when and where it was purchased and how much it cost. Receipts can come in either paper or digital format.	Identify the key features and advantages/disadvantages of paper and digital receipts. Explain why businesses provide receipts and why a customer might need to check or keep a receipt.	A credit card is a payment card that allows money to be borrowed from a bank or provider to make purchases or withdraw cash. This money needs to be paid back and interest may be charged. Insurance can protect valuables against unexpected loss or damage by providing financial support in certain circumstances.	Explain how credit cards work and how and when they can be used. Identify and discuss the benefits and risks of using credit cards in different scenarios. Explain the differences between using debit and credit cards. Discuss examples of different types of insurance and explain the benefits and risks that this protection may bring.
	The price of an identical item may differ depending on the provider. Currency is a standardised form of money used in a country, region or online platform.	Compare purchase prices for single items across multiple vendors Identify examples of different currencies used in online platforms and across the world, sharing experiences as appropriate, for example, seeing online prices in dollars or Euros, buying items when on holiday, online gaming purchases.	There are many sources of influence when it comes to making financial decisions. Some celebrities and influencers are paid to promote products and services.	Identify examples of ways in which financial decisions can be influenced, for example, by current trends, family, friends, religious beliefs, advertising and by cost. Discuss the risks of being influenced to spend by celebrity marketing.	Value for money means getting the best possible benefit for money spent on items. Some items provide better value for money than others. Multibuy deals can sometimes offer better value for money. Some retailers provide discounted prices or offers for their members. Gambling means betting money or something valuable on an event with an uncertain outcome, hoping to win more money or prizes.	Compare prices of items and justify which offers provide best value for money in a given situation. Discuss how factors such as quantity, quality, sustainability and ethical trading can influence spending decisions. Compare discounts, loyalty rewards and promotional offers to determine potential savings and value for money. Give examples of real-life gambling situations and identify the risks involved.

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Notes

The methods used to acquire goods and services and to manage money, have changed over time and will continue to evolve as technology develops - this could be explored to provide context to current uses of digital technology.

Connections could be made to local industries or employers to explore local job opportunities.

Common reasons for borrowing could include paying for expensive items such as a car, furniture, home improvements and so on.

Current examples of loan products could include bank loans, car finance deals and credit agreements for purchases such as sofas.

Other sources of lending could include family or friends and credit cards.

Borrowers will need to meet certain criteria to have applications accepted for loans, credit cards and so on.

Comparisons should be made between interest charged on borrowing and interest paid on savings.

Current examples of benefits include state pensions, sick pay, parental benefits, disability allowances, carers support payments, education maintenance allowance (EMA).

A detailed knowledge of current job opportunities, benefits and financial products is not required, rather the focus is on developing awareness and identifying reliable sources of up-to-date information which can be accessed as the need arises. Sensitivity towards individual circumstances should always be exercised.

Spreadsheet templates for managing finances are readily available online.

Examples of types of insurance could include phone, device, car, holiday and pet insurance.

A number of online games popular with children and young people have inbuilt currencies which could be discussed.

Connections could be made to the use of persuasion within How Texts Work within Literacy and English - influence and persuasion will be revisited within ethical marketing in Business (Technologies) at third level.

Gambling examples for discussion could include raffles, mystery boxes, arcade and fairground games and tombolas. Discussions about gambling should be approached sensitively and respectfully, recognising that learners may hold diverse religious, cultural and personal views and experiences.

Make connections to Probability when discussing gambling.

Excludes

Interest calculations and calculated comparisons at this stage.

New key mathematical language (Learners)

pay rates, borrowing, repayment, interest, benefits, living costs record, budget, receipt, debit card, credit card, payment, insurance, risk currency, influence, decision making, value, gambling

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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="3">Second Level</td><td colspan="6">Understand: Major and minor compass points describe where places are, enabling accurate interpretation of maps and navigation of routes.</td></tr>
<tr><td>Know:

The minor compass points (north-east, north-west, south-east and south-west) points can be used to describe direction.</td><td>Do:

Identify physically and on a map, locations that lie in the direction of major and minor compass points from a given point, for example, Stranraer is to the south-west of Edinburgh, the park is to the north-west of our school.

Plan, record and follow directions and routes on maps using the major and minor compass points.</td><td>Know:</td><td>Do:</td><td>Know:</td><td>Do:</td></tr>
<tr><td colspan="6">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 lead to. Use questioning approaches to encourage justification, for example, Karolina predicts that the directions given will lead to a position approximately north-east, Do you agree and why?

The convenience and efficiency of digital mapping tools can be acknowledged, while emphasising the importance of being able to plan unfamiliar routes and develop a sense of distance and direction when such tools are unavailable due to signal, data, or battery limitations.

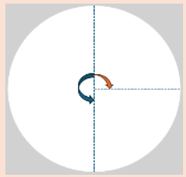
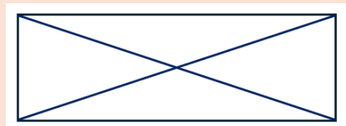
Make connections to using maps in Enquiry within Social Studies.

New key mathematical language (Learners)
north-east, north-west, south-east, south-west</td></tr>
</table>

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Second Level

Understand: The classification and measurement of angles enable the description of their properties and relationships.

Know:	Do:	Know:	Do:	Know:	Do:
Angles less than 90° are acute angles. Angles greater than 90° but less than 180° are obtuse angles. Angles of 180° are straight angles.	Identify acute, obtuse and straight angles from drawings in a range of orientations and in the environment, justifying classifications made using a paper-based angle wheel. 	Angles can be measured and drawn using a protractor. Angles which add to 90° are complementary. Angles which add to 180° are supplementary.	Estimate, measure and draw acute and obtuse angles, in a range of orientations. Identify pairs of complementary and supplementary angles within diagrams where straight lines intersect, justifying identifications made, for example, using the diagonals of a rectangle.  Calculate, when given appropriate information, the size of complementary and supplementary angles.	Angles greater than 180° but less 360° are reflex angles.	Identify reflex angles in the environment. Estimate, measure and draw reflex angles in a range of orientations.

Notes

Protractors can be used as a reference tool to help estimate the size of angles, as well as for more accurate measurement.

360-degree protractors are helpful, particularly when estimating and measuring the size of reflex angles.

The scale on a protractor is often misread, for example, measuring a 50° acute angles as 130° - to avoid this, estimate the size of angles and check the reasonableness of measurements ensuring they match the angles' classification.

Reflex angles in the environment could be made by the cover of a book, the hands of a clock, the turn between compass points, a door with a wall.

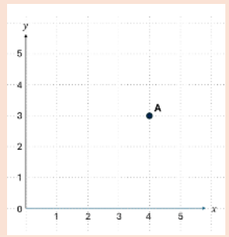
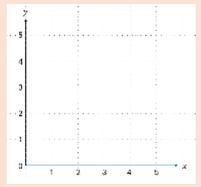
Includes but is not limited to

Aim to measure and draw angles to the nearest degree - initially angles should be multiples of 5 degrees.

New key mathematical language (Learners)
acute, obtuse, straight, protractor, reflex, complementary, supplementary

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Understand: Positions in two-dimensional space can be described and communicated using coordinates.

Know:	Do:	Know:	Do:	Know:	Do:
		A two-dimensional coordinate (Cartesian) grid has two axes. The horizontal axis is called the x-axis and the vertical axis is called the y-axis. Coordinates give the position of points plotted on a Cartesian grid and are presented as ordered pair of numbers (x, y). The point where the x-axis and y-axis intersect is called the origin and is represented by the coordinates (0, 0).	Describe, plot and record the position of points on given Cartesian grids using coordinate notation. For example, the coordinates of point A are (4, 3) because it lies 4 units horizontally and 3 units vertically from the origin. 		Construct Cartesian grids on squared paper with marked divisions in ones.  Describe, plot and record the position of points on Cartesian grids using coordinate notation.

Second Level

Notes

Includes but is not limited to

Whole number coordinates in the first quadrant only.

New key mathematical language (Learners)
Cartesian, coordinates, plot, x-axis, y-axis

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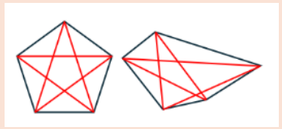
Properties of shapes and solids

Understand: Relationships between geometric properties of 2D shapes and 3D solids allow them to be classified, compared, represented and applied in meaningful real-life contexts.

Know:	Do:	Know:	Do:	Know:	Do:
Polygons can be regular or irregular. A polygon is regular if all its sides are equal in length and all its angles are equal in size.	Identify regular and irregular polygons and non-polygons from collections of drawn shapes and by looking at surfaces of 3D objects.	Equilateral, isosceles and scalene are types of triangles with distinct properties.	Describe the properties of equilateral, isosceles and scalene triangles considering equal sides and angles, types of angles and lines of symmetry.	Pairs of parallel lines are those which are always the same distance apart and will never meet, no matter how far they are extended.	Identify, from collections of drawn lines, which pairs of lines are parallel and which are not.

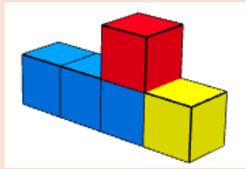
Second Level

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	A diagonal joins two non-adjacent vertices in a polygon.	Draw in the diagonals of regular and irregular polygons and investigate and describe their number, their intersection(s) and any notable patterns. 		Identify, using known properties, equilateral, isosceles and scalene triangles from a collection of drawn shapes and surfaces of 3D solids. Visualise, predict and check the appearance of triangles after rotations through a half turn and reflections (vertical and horizontal).	A quadrilateral is a four-sided polygon. Parallelogram and trapezium are names of quadrilaterals.	Describe the properties of known quadrilaterals, parallelograms and trapeziums, by considering parallel sides, equal sides and angles, types of angles and lines of symmetry. Identify, using known properties, the size of sides and angles in quadrilaterals. Identify, using known properties, a range of 2D shapes including parallelograms and trapeziums from a collection of drawn shapes and surfaces of 3D solids.
	2D shapes, designs and images can have more than one line of symmetry.	Find and mark lines of symmetry within regular and irregular polygons and non-polygons. Complete and create symmetrical designs with two lines of symmetry (vertical and horizontal) using a variety of media.		Identify and illustrate lines of symmetry in equilateral triangles and isosceles triangles. Complete and create symmetrical designs with two lines of symmetry (vertical and horizontal) which include triangles.		Identify and illustrate lines of symmetry in quadrilaterals. Complete and create symmetrical designs with two lines of symmetry (vertical and horizontal) which include triangles and quadrilaterals.
	Triangular prism is the name of a 3D solid.	Recognise, name and describe physical 3D solids in different orientations and sizes, including triangular prisms, using the language of faces, edges, curved surfaces and vertices.		Recognise, name and describe 3D solids, from 2D representations, in different orientations and sizes, including triangular prisms, using the language of faces, edges, curved surfaces and vertices. Visualise, predict and check (by building) the appearance of 3D objects when viewed from different directions. For example, visualising	The faces of 3D solids can be arranged into 2D nets.	Investigate and describe the nets of cubes and cuboids through folding activities. Investigate, through practical activities, deconstructed cones and cylinders, discussing the shape of their curved surfaces, for example, the label around this cylinder is rectangular.

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				what this model would look like from above, the right and the left. 	Particular shapes and solids are used in the design of everyday items because of their properties.	 Identify everyday objects which take the shape of known 3D solids. Discuss how the properties and the nets of these solids affect the design and usability of these objects.

Notes

2D shapes should be presented in different sizes and orientations to avoid fixed perceptions of shapes.

Make connections when classifying shapes, to using classification tools such as Venn and Carroll diagrams introduced in First Level Information, Data and Uncertainty.

Using a set of compasses is challenging and opportunities should be given to draw circles of any size, before those of a specified size, to develop motor control.

A 3D solid is a mathematical object such as a cube, cuboid, or cone.

A 3D object is an item which may take the form of one or more 3D solids such as a tin of soup, a cardboard box, an arrangement of coloured blocks.

Reasons why particular solids are used in the design of everyday objects could include ease of stacking and handling and the visual impact made.

There are opportunities to make connections between symmetry and geometric designs across history and cultures, for example, Islamic ceramic tiling patterns, textile designs, Mandala, Rangoli patterns and Celtic knotwork.

Includes but is not limited to

Measurement of dimensions to the nearest centimetre or millimetre as appropriate.

Excludes

The accurate drawing of triangles.

Knowledge of all possible nets of cubes and cuboids. The focus is on being able to recognise, through folding or visualising, examples and non-examples.

New key mathematical language (Learners)
quadrilateral, diagonal, regular, irregular, parallel, parallelogram, trapezium, equilateral, isosceles, scalene, circumference, diameter, radius, 3D solid, triangular prism, surface, 2D net, properties

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	Proportional reasoning					
Second Level	**Understand:** In proportional relationships, quantities scale together so that a change in one determines a corresponding change in another.					
	Know:	**Do:**	**Know:** A scale can be used to describe the proportional relationship between the real size of an object or measurement and the size of its representation on a map, model or diagram.	**Do:** Estimate, calculate and interpret real lengths or distances using measurements from a map, model or diagram with a scale such as 1cm:2km. Calculate scaled lengths or distances given actual measurements and a scale. For example, the length of the gym hall is 20m, work out the size it would be on a plan that is drawn to a scale of 1cm:5m.	**Know:** Many everyday measurements are in proportion to one another – they change together at a constant rate.	**Do:** Recognise whether two measurements are proportional. For example, the number of litres of petrol purchased and the total cost are proportional, the area of a banknote or coin and its value are not proportional. Use proportional relationships to model and solve practical problems involving cost, distance, time and quantity. For example, earnings at £10 per hour for six hours, the cost of four apples at 35 pence per apple, the distance travelled in three hours at 50 miles per hour.
	Notes Use contexts familiar to learners, for example, mapping local spaces. Make connections to multiplication and division. Connections could also be made to mathematical modelling through functions, for example, the number of items bought being the input to a function and their total cost being the output. A range of jobs that use scaled measurements could be explored and opportunities taken to visit or engage with workers from local businesses, for example, surveyors, architects, farmers. This is the first encounter with the ratio symbol (:). A more formal introduction to ratio is included at Third Level, but it is recognised that scales are displayed like this in everyday life. **Excludes** Scales described as a ratio without units, for example, 1:20,000. **New key mathematical language (Learners)** proportion					

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	Measures					
	Understand: The choice of units and level of precision determine how measurements are represented, interpreted and communicated.					
Second Level	**Know:** Measurements of length in centimetres can be given to one decimal place.	**Do:** Convert and represent small lengths using equivalent measurements in centimetres and millimetres, including measurements to one decimal place. For example, 12cm 3mm = 12·3cm = 123mm. Read and record mass, temperature and volume on a range of marked scales to the nearest division.	**Know:** Measurements of length in metres can be given to two decimal places.	**Do:** Convert and represent larger lengths using equivalent measurements in millimetres, centimetres and metres, including measurements to two decimal places. For example, 1m 23cm = 123cm = 1·23m = 1,230mm Read and record mass, temperature and volume on a range of marked scales when not every division is labelled. Estimate measurements that fall between marked values, for example, there is almost 300ml of juice. 	**Know:** Measurements of length, mass and volume can be given to three decimal places. The size of a measurement and degree of precision required determine the most appropriate units of measurement.	**Do:** Convert and represent measurements of length, mass and volume, in different ways, including measurements to three decimal places. For example, 2,764g = 2kg 764g = 2·764kg Choose appropriate units of measurement for a range of lengths, areas, volumes and masses when carrying out practical measurement activities. Estimate then measure, using appropriate measuring instruments, the mass of items in grams and kilograms and the volume of liquids in millilitres and litres. Give measurements in litres and kilograms using up to three decimal places where appropriate.
					Imperial units of measurement are used in some situations in everyday life but are not part of the metric system.	Develop an awareness of imperial units of measurement for length, area, mass and volume, identifying situations where they are commonly used and their approximate size.

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Notes

Encouraged the inclusion of appropriate metric units when estimating, measuring and calculating.

Make connections to decimal fractions in Quantity, Numbers and the Algebraic Properties of Number.
Make connections to other areas of the curriculum and situations from everyday life where specific types of measurements are made, for example, using weather instruments in Systems within Social Studies, taking experimental measurements in Science, measuring materials in practical Design and Engineering (Technologies), the role of measurement in creating and following recipes.
Examples of imperial units include the distance between towns given in miles, floor space given in square feet, the mass of a person given in stones, the volume of milk given in pints.

A range of jobs that use measurement could be explored and opportunities taken to visit or engage with workers from local businesses, for example, workers from the trade or construction industries, engineers, scientists, designers.

Excludes

Conversion from metric to imperial units (and vice versa).

Measuring in imperial units.

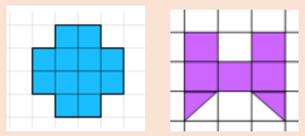
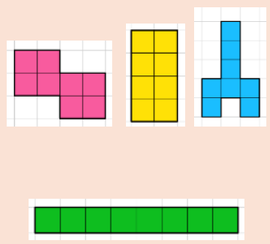
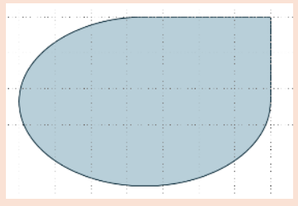
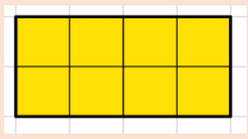
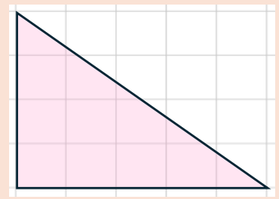
New key mathematical language (Learners)
precision, metric system, imperial units

Understand: Measurement provides a common way to quantify attributes, supporting comparison, communication and decision-making.

Second Level

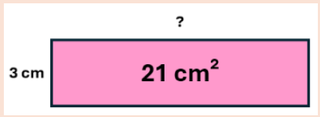
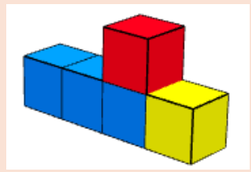
Know:	Do:	Know:	Do:	Know:	Do:
Metric system measures of length include millimetres (mm) and kilometres (km). One centimetre is equal to 10 millimetres. One metre is equal to 1,000 millimetres. One kilometre is equal to 1,000 metres. Perimeter is the total distance around the boundary of a 2D shape.	Discuss measurement in millimetres and kilometres in real-life contexts, for example, the use of millimetres in DIY and construction, the length of running events in kilometres. Estimate then measure, using appropriate measuring instruments, the length of items in millimetres, centimetres. Give measurements in cm to one decimal place where appropriate. Describe real-life situations where perimeter measurements apply, for example, frames, fences, skirting boards. Measure perimeters in familiar places, for example, measuring the		Estimate then measure, using appropriate measuring instruments, the length of items in millimetres, centimetres and metres. Give measurements in centimetres to one decimal place and measurements in metres to two decimal places where appropriate. Solve contextualised problems involving length to one or two decimal places, including calculating the perimeter of triangles, squares, rectangles and regular polygons, given appropriate information.		Solve contextualised problems involving length, including calculating the length of sides in triangles, squares, rectangles and regular polygons given their perimeter and other appropriate information.

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		edges of shapes within an indoor or outdoor court.				
	Area is a measurement of the two-dimensional space inside a closed boundary. It can be measured by counting how many equally sized square units fit inside. Different shapes can have the same area. This is called conservation of area. Enclosed areas can be approximated using square tiles or a square grid.	Find the area of shapes by counting how many equal squares each has been divided into, moving on to include half squares, for example,  Identify and create shapes which have the same area, for example, these all have an area of 8 squares.  Find the approximate area of unfamiliar and irregular shapes (polygons and non-polygons) drawn on a square grid to compare and order the shapes by area. For example, counting squares and part squares to find the approximate area of this shape: 	Metric system measures of area include square centimetres (cm^2) and square metres (m^2). Squares with sides 1 cm long have an area of one square centimetre ($1cm^2$) and squares with sides 1 m long have an area of one square metre ($1m^2$). Estimations of area can be made by comparing the area of familiar objects to other objects.	Estimate the area of 2D spaces, for example, by using a thumb nail as an approximation for a square centimetre or a door as an approximation for 2 square metres. Record estimates using appropriate units (square centimetres or square metres). Find the approximate area of unfamiliar and irregular shapes (polygons and non-polygons) drawn on a square grid to compare and order the shapes by area. Investigate and explain, using pictorial approaches, how multiplication can be used to calculate the area of squares and rectangles. For example, 2 rows of 4 square centimetres (2 × 4) has an area of 8 square centimetres altogether.  Calculate, using multiplication, the areas of squares and rectangles given their dimensions. Calculate, using division, the missing dimension of squares and	The area of a right-angled triangle is half the area of the surrounding rectangle.	Given the area of a rectangle, find examples of its possible dimensions. Compare the perimeters of the rectangles found. For example, a rectangle with area $15cm^2$ could measure 3cm by 5cm, 1·5cm by 10cm, ... Explain, using pictorial approaches, why the area of a right-angled triangle is half the area of the surrounding rectangle.  Calculate the area of right-angled triangles. Model and solve contextualised problems involving the calculated areas of squares, rectangles and triangles. For example, calculating how many planters can be fitted into the garden area.

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				rectangles, given their area and their other dimension. 		
			Volume is the measurement of the size of a three-dimensional space or object. It can be measured by counting equally sized cubes.	Find the volume of 3D models by counting cubes physically and by looking at their 2D representations. For example, the volume of this model is five cubes, assuming none are hidden from view. 	Metric system measures of volume include cubic centimetres (cm^3) and cubic metres (m^3). A cube with edges 1cm long has a volume of one cubic centimetre ($1cm^3$).	Investigate and explain, using concrete materials and 2D representations, how multiplication can be used to calculate the volume of cubes and cuboids, for example, two layers of four cubes by three cubes.  Calculate, using multiplication, the volume of cubes and cuboids given their dimensions. Record calculated volumes using appropriate units (cubic centimetres or cubic metres).

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Notes

Make connections to decimal fractions in Quantity, Numbers and the Algebraic Properties of Number.
The importance of zero as a placeholder should be illustrated, for example, 2kg 46g is equal to 2·046kg, 4·21 litres is equal to 4210ml.

Length

Aim to measure length accurately to the nearest millimetre.

Make connections to measuring distances on maps and plans in Proportional reasoning and measuring the dimensions of 2D shapes in Properties of shapes and solids.

Any internal marked lines or diagonals do not form part of the perimeter of a shape.

Make estimates first, to check the reasonableness of measured and calculated lengths.

Area

Initially record answers as the number of counted squares before the mathematical notation (cm^2) is introduced.

$10cm^2$ is read as 'ten square centimetres' not '10 centimetres squared'. The same is true for other units of area.

The dimensions of rectangles and squares can be described as the length and breadth, length and height or length and width.

Mass and Volume

In contextualised problems, masses and volumes should initially be given as whole numbers of grams or kilograms, millilitres or litres, or as a combination such as 2kg 355g before moving on to expressing these in kilograms or litres to three decimal places (2·355l).

Examples of practical measurement activities could include measuring the mass of boxes or luggage, ingredients for recipes and measuring the volume of ingredients for recipes, materials in science experiments.

Make connections to working with 3D objects in Properties of shapes and solids.

It should be noted that parts of 3D solids may be hidden from view in 2D representations.

$10cm^3$ is read as 'ten cubic centimetres' not 'ten centimetres cubed'. This is also true for all units of volume.

Includes but is not limited to

Whole number dimensions initially, moving on dimensions given to one decimal place only in area calculations.

Excludes

Using the square root to find the dimensions of a square.

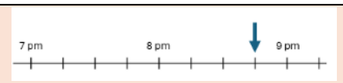
New key mathematical language (Learners)
millimetres, kilometres, perimeter**,** area, square centimetres (cm^2), square metres (m^2)**,** volume, cubic centimetres (cm^3), cubic metres (m^3)

Second Level

Understand: Hours can be partitioned into smaller units of time and these can be represented in equivalent ways using fractions, number relationships and standard time formats.

Know:	Do:	Know:	Do:	Know:	Do:
The minute hand points directly at 9 when it is quarter to the hour. On a digital display, quarter to the hour is recorded as hh:45.	Place quarter to times on a horizontal time line marked in quarters, for example, quarter to 9 in the evening.	Times can be described as minutes past the hour and minutes to (before) the hour. Minutes to the hour is generally	Approximate the position of times in one-minute intervals on a horizontal time line marked in hours, for example, 12 minutes past 8 in the morning.	Times of the day can be written or shown on digital displays as am / pm time or 24-hour time.	Explain what the time of day is using a 24-hour digital display. For example, 16:23 is 23 minutes past 4 in the afternoon.

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		 Read, say and show o'clock, half past, quarter past and quarter to times on an analogue clock. Explain the connection between fractions, the position of the hands on an analogue clock and the time displayed (o'clock, half past, quarter past and quarter to). For example, it is quarter to 5 because the minute hand has a quarter turn to make before it reaches 5 o'clock. Match analogue representations of o'clock, half past, quarter past and quarter to times to corresponding digital representations.	used for times in the second half of each hour of the day.	 Identify equivalent minutes to and minutes past times using number bonds to 60 (12-hour clock times in five-minute intervals). For example, 35 + 25 = 60 so 35 minutes past the hour is the same as 25 minutes to the next hour. This could be 7:35am, 35 minutes past 7 or 25 minutes to 8.	The 24-hour format shows the number of hours and minutes elapsed since midnight.	Interpret 24-hour times in context, for example, from transport timetables, digital diaries and planners. Identify equivalent minutes to and minutes past times using number bonds to 60 (12-hour clock times in one-minute intervals). For example, 47 + 13 = 60 so 47 minutes past the hour is the same as 13 minutes to the next hour. This could be 11:47am, 47 minutes past 11 or 13 minutes to 12.

Notes

Analogue clocks may be less familiar, but they provide a vital 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. Exploring multiple representations of the time of day is key to developing understanding.

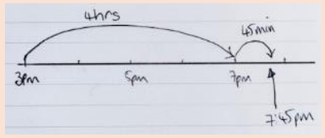
Make connections to fractions within Quantity, Numbers and the Algebraic Properties of Number.

New key mathematical language (Learners)
quarter to, minutes to, 24-hour time

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Second Level

Understand: relationships between units of time allow durations to be measured, calculated and used to solve problems and make decisions.

Know:	Do:	Know:	Do:	Know:	Do:
Time durations can be expressed in minutes or in fractions of hours.	Express time durations given in whole and half hours in total number of minutes and vice versa. For example, identifying that 2½ hours is equivalent to 150 minutes and that 90 minutes is equivalent to 1½ hours. Make calculations in context involving the length of time between o'clock, half past, quarter past and quarter to times on the same day using a time line. For example, calculating the length of a concert that starts at 3 pm and finishes at 7:45pm. 		Express time durations given in whole hours and fractions of hours in total number of minutes and vice versa. For example, one and three quarter hours is equal to 105 minutes. Make calculations in context involving the length of time between times in five-minute intervals on the same day using a time line. For example, finding the time that is 3 hours and 15 minutes before 2:20pm to decide when to start a car journey.	Lengths of time that lie between whole seconds can be measured in tenths and hundredths of seconds. A stopwatch can be used to measure to the nearest hundredth of a second.	Time events using a stopwatch and discuss factors that might affect or improve the accuracy of these measurements, for example, in sports races, science experiments.
				The length of time a journey will take depends on the distance covered and the approximate speed of travel.	Estimate how long familiar journeys might take using different modes of transport, explaining any assumptions made. Compare these estimates with those given by a digital mapping tool.

Notes

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.

Encourage the use of estimates first to check the reasonableness of measurements and calculations.

When estimating journey times, consider the relative speeds (faster or slower) of different modes of transport, for example, a person walking will move more slowly than a person cycling.

Excludes

Calculations involving speed, distance and time. However simple proportional reasoning might be explored in this context, for example, if we travel twice as far, it will take twice as long if we move at the same speed.

New key mathematical language (Learners)
tenths and hundredths of seconds, distance, speed

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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

Understand: The reliability of data depends on the question type and wording used to collect it.

Know:	Do:	Know:	Do:	Know:	Do:
Categorical data falls into distinct groups. Numerical data can be quantified and is expressed as numbers. In surveys, the choice of question type is based on the type of data being collected. Technology can support efficient data collection and organisation	Investigate a range of types of questions used in questionnaires and digital survey tools and discuss their purpose, for example, multiple choice, open text, numerical text, ratings. Construct and test questions of different types designed to collect data for relevant purposes. Justify the choices of question type.	In questionnaires, the design of a question can affect the reliability of the data collected.	Investigate the types of categories used in multiple choice questions and discuss how the choice of categories affects the reliability of the data collected. For example, having too many or too few categories, having subjective labels (such as very often, often, sometimes), having categories that overlap (such as ages 10 to 20, 20 to 30, 30 to 40). Construct and test a range of multiple-choice questions designed to collect data for relevant purposes. Justify the choice of categories used and explain any measures taken to maximise the reliability of the data collected.	Bad survey questions can influence responses and in turn, affect the reliability of the data collected.	Examine a range of questionnaires identifying any questions whose wording or design could affect the reliability of the data collected. Design questionnaires for relevant purposes, making efforts to maximise the fairness and reliability of the data collected. Justify decisions made in the wording and design of questions.

econd Level

Notes

Some categories have a natural order e.g. small, medium, large. Others do not, e.g. blue, green, brown.

Any digital survey or polling tool could be explored, based on ease of access and appropriateness.

Examples of poorly worded questions could include ones which lead towards a particular response, ones which include subjective wording, or ones which are confusing or difficult to answer.

Relevant purposes for data collection should be linked to wider learning and could be connected to sustainability, careers and pathways, democratic values, for example, investigating recycling habits, the local job market, or collecting opinions on local issues.

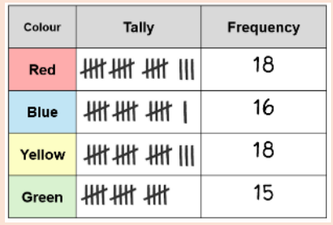
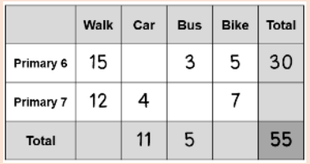
Make connections to Forming Questions and Finding Information within Literacy and English and to Enquiry within Social Studies when considering the choices made in wording questions.

New key mathematical language (Learners)
categorical data, numerical data

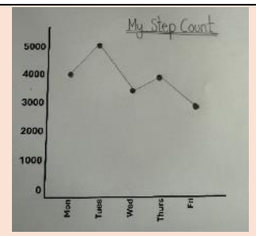
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Second Level

Understand: Individual and related data sets require different form of organisation and representation to reveal their patterns and key features.

Know:	Do:	Know:	Do:	Know:	Do:
Frequency tables organise data by recording how often values or categories occur.	Collect and organise data in frequency tables. For example, carrying out a probability experiment by spinning a coloured spinner and recording each outcome using a given table.  **Colour** / **Tally** / **Frequency** Red — 18 Blue — 16 Yellow — 18 Green — 15			Two-way frequency tables are used to organise data involving two categories to show how often different combinations occur.	Interpret data sets organised into two-way frequency tables, for example, totalling the sales of apples, totalling the sales for shop B, identifying the most commonly sold fruit.  Shop A / Shop B / Shop C / Total Apples 78 86 75 Bananas 59 64 67 Pears 29 32 25 Pineapples 14 11 18 Total Calculate the missing figures in a partially completed two-way frequency tables, for example, calculating how many P6 children travelled by car, calculating how many P7 children completed the travel survey.  Walk / Car / Bus / Bike / Total Primary 6 15 3 5 30 Primary 7 12 4 7 Total 11 5 55
A scale marked on a graph's axis uses marked intervals to measure and represent data accurately. Scales should be chosen so that all the data fits on the graph and that the data is easy to read.	Create bar graphs, choosing appropriate scales, to represent given and collected sets of categorical data. Mark and label each axis.	Digital survey tools and spreadsheets can be used to create a range of graphs, charts and tables.	Organise sets of categorical data in a spreadsheet to create bar graphs. Ensure that the scale and presentation of the data is appropriate.	Compound bar graphs can be used to represent related sets of categorical data.	Create, using a spreadsheet, compound bar graphs to represent 2 or 3 given sets of related categorical data. 
		Line graphs can be used to track how a numerical value varies over time.	Create line graphs by plotting data points from given data sets on given axes.		Choose appropriate scales when creating line graphs to represent sets of numerical data collected over a period of time, for example,

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			Individual data points are plotted and each point is joined to the next by a line.			recording the height of a sunflower each week over a period of weeks.
					The choice of graphical representation should be informed by the type of data collected.	Justify choices of graphical representations based on the types of data in datasets and their intended purpose, for example, choosing a bar graph to highlight sales of different items, choosing a line graph to show how a country's population has changed.

Notes

The amount of data collected could determine whether or not a graphical representation is of benefit. The relative merits of a bar graph compared to a pictograph could form part of justifying choices of graphical representations.

The collection of data could relate to sustainability, or understanding the local community, for example, creating a representation of the school's energy use from energy smart metre data, exploring the use of local leisure or transport facilities.

Includes but is not limited to

Scales with equal marked intervals only.

Excludes

Creating line graphs with truncated axes.

Compound bar graphs with stacked bars.

New key mathematical language (Learners)
frequency tables, line graph, compound bar graph

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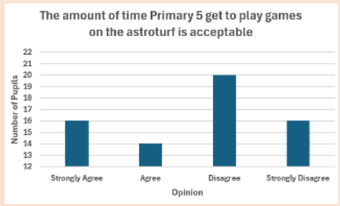
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	Data analysis and interpretation					
Second Level	**Understand:** Graphical representations reveal patterns visually and enable comparisons within data.					
	Know: The heights or lengths of bars on bar charts show the frequencies of categorical data.	**Do:** Describe the key features of categorical data sets represented by given and created bar graphs.	**Know:** The size of slices on pie charts shows the relative proportions of categorical data.	**Do:** Interpret pie charts in familiar contexts, for example, the most common hair colour was brown, over half of the sample had brown hair. Identify the benefits of bar charts and pie charts by comparing their representation of the same data sets.	**Know:** Compound bar graphs can be used to compare related sets of categorical data.	**Do:** Compare pairs of related sets of data represented by bar graphs and discuss the challenges of comparing separate graphs, for example, the tuck shop sales over two different weeks. Interpret compound bar charts to compare data sets, identifying similarities and differences, for example, creating and interpreting a compound bar graph to show the relative sales of different fruits for 4 shops.  In all four shops, the fruit with the highest sales was apples, and the shop with the lowest sales overall was shop 3.
					Line graphs can be used to identify trends in numerical variables.	Describe, using appropriate mathematical language, trends shown by line graphs, for example, sales figures increasing over a four-year period.
	Notes Key features of data could include the most frequent and least frequent categories, empty categories, categories of equal frequency, the similarities and differences between categories. Make connections between pie charts and fractions, decimals and percentages in Quantities, Numbers and Algebraic Properties of Number emphasising that pie charts are graphical representations of these proportions. Graphs representing appropriate local, national and international data could be interpreted in relevant contexts such as Social Studies, Learning for Sustainability, Science and Social Justice, for example, describing the proportions of types of environments in a particular country, noticing trends in the populations of species or in data collected in a science experiment, representing the way profits are distributed in fair trade and non-fair trade food production. **New key mathematical language (Learners)** pie chart, trends					

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Second Level

Understand: The manipulation or misinterpretation of graphical representations can create biased or misleading claims that appear credible.

Know:	Do:	Know:	Do:	Know:	Do:
Graphs with inconsistent or inappropriate scales are more difficult to interpret accurately.	Compare two representations of the same data with different scales and explain the effect this has on the interpretation.	Data representations can be misleading through truncated axes or unequal intervals.	For given and created bar and line graphs, explain why a graph with a truncated axis may, or may not be misleading, for example, where an axis on a graph does not start from zero.  For given and created bar and line graphs, explain how unequal intervals could mislead.	Some graphs or charts may be deliberately misleading.	Identify ways in which examples of graphs and charts may have been manipulated and explain any impact on the reliability of claims made from them. Begin to develop an awareness of why data might be displayed in misleading ways and how this could influence opinions and decisions, for example, considering the author of the graph and its purpose.

Notes

Make connections to Evidence within Social Studies (misinformation, disinformation and bias) and to Science in Action within Science (using science to make informed decisions).

In general, the y-axis of bar charts should start at zero to ensure bar lengths are proportional to the values they represent.

Line graphs may need a truncated y-axis so that trends, particularly in high values, can be seen. Truncating the y-axis can over-exaggerate these trends.

The source of the data represented by any graph should always be taken into consideration when assessing its reliability.

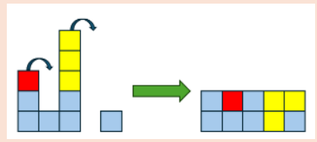
New key mathematical language (Learners)
truncated axis, misleading, manipulated

Second Level

Understand: Statistical measures can be used to describe and compare the typical values and spread of numerical data.

Know:	Do:	Know:	Do:	Know:	Do:
The range is a measure of spread of a set of numerical data.	Predict and then find the range of numerical data sets by calculating the difference between the highest and lowest values. Use range to compare and interpret, in context, the variability of pairs of data sets. For example, the ages of our teachers are more varied than the ages of the	Averages are measures used to represent the centre point or typical value in a data set. The mode is the most common data item in a data set.	Estimate what the typical value of the data set is likely to be before calculating averages. Find the mode (or modal value) in categorical and non-categorical data sets and use it to describe the most frequently occurring data item. For example, the modal shoe size is 4.	The median is the value lying at the midpoint of an ordered data set. It separates the upper and lower halves of the data set.	For numerical data sets with an odd number of data items, find the median by ordering the data and identifying the middle value. 3 4 7 7 **8** 10 11 12 17

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		learners in our class. The range in their ages is 43 years, but the range of our ages is 1 year and 5 months.	The mean is the sum of the numerical data in a set divided equally across the number of data items.	Visualise the mean of small data sets by modelling them with concrete materials and redistributing unequal shares evenly. For example, the number of goals scored in five games were 3, 1, 5, 0 and 1. The mean number of goals per match was 2.  For numerical data sets, calculate the mean by sharing the total of the data equally.		
	The spread of two or more data sets can be compared using the calculated range.	Compare pairs of numerical data sets using the range. Discuss whether this is surprising or as expected. For example, the pupil age range in our school is 7 years but the teacher age range is 31 years. As expected, the teachers' ages are much more widely spread.			The typical values of two or more data sets can be compared using the same calculated average.	Compare pairs of sets of numerical data using calculated averages. For example, on average, the Primary 6 pupils had more pets than the Primary 4 pupils.

Notes

The mean is often what is calculated when the word 'average' is used.

The mode of a data set is easily identified during data collection or from a given frequency table or bar chart. Some data sets may have more than one mode.

Make connections to Careers and Pathways in which statistics are used heavily, for example, sports analysis, journalism, public services, healthcare.

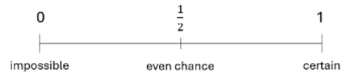
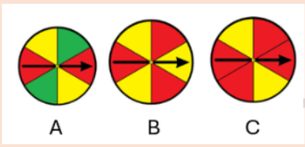
Excludes

Calculated means which are decimal fractions.

Calculating the median for a data set with an even number of data items.

New key mathematical language (Learners)
range, numerical data, averages, mode, mean. modal value, median

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	Probability					
Second Level	**Understand:** Probability quantifies the likelihood of outcomes and can be used to make predictions about patterns of outcomes over time, even though individual outcomes remain uncertain.					
	Know: If there are only two possible outcomes and they are equally likely, the chance of each one occurring is often called fifty-fifty or an even chance.	**Do:** Identify situations with two equally likely outcomes and describe them as an even chance, for example, there is an even chance of a coin landing on heads or tails. Describe events that are not equally likely using terms such as unlikely and likely, for example, it is unlikely you will roll a 6 first time on a fair, regular dice.	**Know:** Probability is measured on a scale of 0 (impossible) to 1 (certain).  Known information about possible outcomes can be used to quantify the probability of a particular outcome.	**Do:** Describe how likely different events are using the probability scale from 0 to 1. For example, estimating or identifying the location of events on a probability line to show how likely or unlikely they are, determining how likely it is that it will snow tomorrow or that a coin will land on heads. Express, as a fraction, the probability of an event happening, explaining the role of the numerator and denominator. For example, on a fair, regular, six-sided dice, the probability of rolling a three is one in six, or $\frac{1}{6}$ as there is only one three on the six faces.	**Know:** Known information about possible outcomes can be used to describe and compare the probabilities of events.	**Do:** Match scenarios with given probabilities, justifying the matches made. For example, the probability of spinner C landing on red is $\frac{2}{3}$ because each slice is equal in size and four out of the six slices are red (two out of every three). 
	Known information about possible outcomes can be used to predict the outcome of future events.	Identify and list all possible outcomes for probability experiments. For example, a card drawn at random will either be hearts, clubs, diamonds or spades. Make predictions about how likely different outcomes are using known information. For example, there is an equal chance of rolling each number on a fair dice. Carry out experiments with repeated trials where each outcome is equally likely. Compare actual results with expected		Carry out experiments with repeated trials where each outcome is not equally likely. Compare actual results with expected outcomes and discuss why they might be different. For example, the probability of selecting a yellow ball is $\frac{1}{10}$ but was a yellow ball drawn one tenth of the time? 	The more times an experiment is repeated, the more likely it is that the outcomes will be closer to theoretical probabilities.	Repeat probability experiments many times and determine if increasing the number of trials brought the results closer to the theoretical probability, for example, comparing the results of flipping a coin 100 times to flipping a coin 10 times.

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	The outcomes of probability experiments may not match calculated (theoretical) probabilities.	outcomes and discuss why they might be different, for example, rolling a dice a number of times, recording the outcomes and considering if they matched expectation.				

Notes

Probabilities can be expressed as proper fractions, decimal fractions or percentages.

Language such as *a one in three chance* will help develop understanding.

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

Make connections to gambling in Finance when discussing Probability.

Simple probability experiments are those which have a known, limited number of outcomes.

Probability experiments with equally likely outcomes could include those involving spinners with equally sized sectors, fair dice and full packs of playing cards.

Results of probability experiments could be recorded within a spreadsheet and represented graphically to illustrate explanations.

Probability experiments can be modelled using digital tools. These tools can recreate multiple trials in a short space of time.

A regular dice is a regular polyhedron, for example a cube.

Each face on a fair dice has an equal probability of landing face up.

New key mathematical language (Learners)
fifty-fifty, even chance, probability, impossible, probability scale, theoretical probabilities, equal chance, repeated trials, fair

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Religious Education Roman Catholic Know-Do-Understand Strands

<table>
<tr><td>Strand</td><td colspan="3">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="4">Second Level</td><td colspan="2">Understand: God's precious gift of life through reflection on science and scripture.</td><td colspan="2">Understand: Our God given role to care for creation.</td></tr>
<tr><td>Know:
Science and Scripture are complementary in teaching us about the wonder of creation.</td><td>Do:
Explain the difference between literal and figurative ways to tell truths.

Describe how science and faith are complementary.

Recall scripture passages* and explain in your own words the truth they talk about including:

God creating out of nothing and creation being good.

Men and women being created and their relationship with each other and God.

The Fall and Original Sin.

The Naming of the Animals.</td><td>Know:
Creation is ongoing and we are called to be stewards of creation, protecting nature and promoting life.

Life is sacred from conception to natural death.

Examples from Scripture*, the lives of the saints and Church teachings about the mystery of suffering.

Celtic ancestors, like the Psalmists and Saint Francis, have praised God for creation.</td><td>Do:
Explain the sacredness and life-giving nature of water.

Recognise the beauty and variety of plants and animals within creation.

Describe the ways that we can use water, plants and animals responsibly.

Describe ways we can cherish life and protect it when it is vulnerable.

Explain how Christians use faith, hope, love, forgiveness, and grace to respond to suffering in the world.

Explore and pray using prayers** and hymns from the Celtic Tradition (e.g. Carmina Gadelica; St Patrick's breastplate).</td></tr>
<tr><td colspan="2">Notes:</td><td colspan="2">Notes
* See Second Level Scripture texts.
**See Second Level Prayer Grid</td></tr>
</table>

<table>
<tr><td>Strand</td><td colspan="3">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">Second Level</td><td colspan="2">Understand: God invites each of us to grow physically, emotionally and spiritually according to His loving plan.</td><td colspan="2">Understand: Our God-given gifts are intended to build loving relationships and serve the common good.</td></tr>
<tr><td>Know:
My body is the temple of the Holy Spirit*.

God has a plan for me, and I will change physically, emotionally and spiritually.</td><td>Do:
Demonstrate respect for myself, body and soul, and show respect for others.

Recognise that the changes in my body at puberty are part of God's plan.</td><td>Know:
Men and women are equal and complement each other.

We can use our many gifts and talents to give witness to Jesus, build relationships and to serve others.</td><td>Do:
Describe some ways that men and women can work together for the common good.

Hear, read and recall the parable of the talents*.</td></tr>
</table>

	It is part of God's plan that sexual intercourse between a man and a woman is an act of love within marriage. God calls all men and women to vocation: marriage, single life, priesthood or religious life. Life is precious and God given from the moment of conception.	Recognise that sexuality is a precious gift from God and is something to be cherished. Explain and compare the different ways people live out their vocation. Recognise that when parents welcome the precious gift of life they are sharing in God's creative work. See, think and wonder about the beginning of life and the development of a child in its mother's womb. Give thanks and praise to God for my life. *	Although sin damages relationships, God invites us to forgiveness, responsibility and reconciliation. Everyone faces different barriers and challenges, and it is important to respect differing perspectives and beliefs.	Explain how using my gifts can help me live in harmony with God, others and creation. Investigate ways that others and I can give their time and talents to serve their parish through ministries. Hear, read and recall narratives in Scripture which show the importance of friendship*. Hear, read and recall the story of the first sin*. Describe how original sin disturbed the harmony between man and woman and between them and God. Recognise the importance of accepting responsibility for our actions and seeking forgiveness. Recognise that when we respond in kindness, compassion and service to others' needs, we are following Jesus' way.
	Notes See learning related to SCES/Diocesan Relationships and moral education resources. *See Second Level Scripture texts		**Notes** *See Second Level Scripture texts	

Strand	**Believing in One God revealed to us** ***Faith is to believe what you do not yet see; the reward for this faith is to see what you believe." – St Augustine*** God reveals Himself throughout history as Father, Son and Holy Spirit, inviting humanity into relationship with Him. This revelation reaches its fullness in Jesus Christ, and the Church, guided by the Holy Spirit, continues to proclaim and deepen our understanding of God's truth.			
Second Level	**Understand:** The nature of Holy Trinity is revealed through Scripture, prayer, and the life of the Church.		**Understand:** Faith is a gift from God that deepens a personal relationship with Him, inspires choices, and transforms how to love and care for others.	
	Know: God reveals Himself as the Trinity throughout Salvation History. * The Creed expresses faith in a Trinitarian God. The Trinity is the central mystery of the Christian faith. Celtic prayers** and Icons can help us learn about the Trinity.	**Do:** Discuss and compare Scriptural* examples of God as Trinity. Say The Creed. Reflect on the profession of faith made by others. Explain in my own words some ways this mystery is revealed to us by God through Jesus and the Holy Spirit. Research and pray** Celtic prayers which honour God as Creator and Trinity. Identify the symbols of the three persons the Trinity, in scripture, images and music.	**Know:** God reveals Himself throughout history, in the Covenant and ultimately in Jesus. * Saints and prophets are Holy people who respond to God's call. * The Holy Spirit strengthens faith and guides our decisions and life. * Examination of conscience and discernment are important before making important decisions. Jesus prayed in different ways and for different reasons. *	**Do:** Discuss and explain scriptural* examples of Jesus as the New Covenant. Describe the ways in which prophets and saints are examples of the relationship God seeks with us. Use the gifts and fruits of the Holy Spirit when making personal choices and actions in daily life. Explain how faith develops our relationship with God and others. Participate in opportunities to examine your conscience and share experience of how the Holy Spirit helps in discernment. Read and explain different Scriptural* examples of Jesus praying to His Father.
	Notes *See Second Level Scripture texts ** See Second Level Prayer Grid		**Notes** *See Second Level Scripture texts ** See Second Level Prayer Grid	

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Strand	**Encountering the life, death and resurrection of Jesus Christ** ***"The Cross is the school of love"- St Maximillian Kolbe*** Jesus Christ is fully divine and fully human, revealing God's love through His life, death and resurrection. Through Baptism, believers enter into God's life and share in Christ's mission. In raising Jesus from the dead, God conquers sin and death, offering humanity redemption and the hope of eternal life as His sons and daughters.			
Second Level	**Understand:** In His passion, death and resurrection Jesus, divine and human, offers us eternal life with Him.		**Understand:** By exploring the social, political, and religious context of Jesus' world 2,000 years ago, we can better understand how His life and teachings continue to shape our own lives and transform the lives of others.	
	Know: Jesus became man through the Incarnation. Mary had a special role to play in God's plan for salvation, making her different from the beginning to the end of her life. Jesus was fully human. John the Baptist recognised and proclaimed Jesus as Saviour. Jewish people expected the saviour to suffer for the many and Jesus fulfilled this in His passion and death. Jesus died on the cross for me and that is the greatest demonstration of God's love for me. We are offered the promise of eternal life. Some of those who have died are at the threshold of heaven in a state of purgatory. During Lent and Holy Week, we reflect on the Passion and Death of Jesus (Paschal Mystery) Jesus sent His disciples to tell the Good News to everyone. Jesus forgave those who crucified him. Jesus offers us a model of service and humility when washing His disciples' feet.	**Do:** Recognize Gospel passages* that show Jesus was fully divine. Explain what is meant by the Immaculate Conception and the Assumption of the Blessed Virgin Mary. Hear, read and recount Gospel* passages that illustrate this. Recognise that we too are called to proclaim Jesus as Saviour and witness to his message. Read and respond to the readings from Isaiah* that tell of the "suffering servant". Recognise the significance of these readings in the Holy Week liturgy. Read and recall the events of the Passion, Death and Resurrection of Jesus in Scripture* passages. Recognise the Paschal Mystery in our celebration of the Eucharist each Sunday. Describe how free will allows us to live with or without God. Pray the Sorrowful Mysteries of the Rosary recounting the story of Jesus death prayerfully. Identify, list and describe the post resurrection appearances of Jesus. Learn and pray the Nicene Creed**. Consider how we share in this mission of sharing the Good News. Forgive those who hurt us like Jesus did. Reflect on the ways in which all Christians are called to be of service to the world.	**Know:** Jesus performed miracles and actions that revealed he was the Son of God. Jesus proclaimed the Good News and called people to repent. Jesus teaches us how to pray. Jesus encourages fasting and almsgiving. Jesus showed the love of God and His divine power through miracles of healing. Jesus calls people to discipleship. Jesus reached out to all and acknowledged their human dignity. Geographical locations that were associated with Jesus Including Judea, Galilee, Bethlehem and Nazareth. There were two groups of Jewish authorities Pharisees and Scribes. The role of women in the time of Jesus.	**Do:** Read and explore portrayals of Jesus from different Gospel* passages. Describe the ways in which we can experience repentance and forgiveness. Read and discuss scriptural* examples of prayer. Identify times in the liturgical year when we fast and give alms. Examine and discuss what Jesus said and did in these scriptural* accounts. Reflect on the ways that we can be a disciple of Jesus. Identify ways that we can acknowledge the human dignity of others. Identify those who are treated unfairly today. Recognise that Christians are called to affirm the dignity of all. Explain how this links to Jesus' ministry. Describe the difference between these authorities. Examine how Jesus treated women publicly and how his interactions with them reflected their equal worth and dignity before God.
	Notes *See Second Level Scripture texts ** See Second Level Prayer Grid		**Notes** *See Second Level Scripture texts	

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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="2">Second Level</td><td colspan="2">Understand: The Sacraments strengthen and nourish Christians to share in Christ's life and mission.</td><td colspan="2">Understand: Christian communities have shaped faith, culture and learning throughout history and I can place my gifts and talents at the service of the Church.</td></tr>
<tr><td>Know:
All Sacraments are efficacious encounters with Christ who makes us holy through the different grace of each sacrament.

The Eucharist is the source and summit of the Christian life, nourishing Christians for their mission and celebrating Christ's death and resurrection. *

During the Eucharistic Prayer, the priest calls upon the Holy Spirit to transform the bread and wine into the Body and Blood of Christ and to unite God's people in love as one Body in Christ.

The word Mass comes from the Latin missa, meaning "sent", and that Christians are sent to live the Gospel in their daily lives.

Through the Sacrament of Confirmation, the Holy Spirit makes me more like Jesus, binding me closer to his Church and strengthening me for witness to the Gospel.

Jesus was anointed Priest, Prophet and King at his Baptism, and we too are anointed (at Baptism and Confirmation) to continue his priestly, prophetic and kingly mission.

A prophet is empowered by the Holy Spirit to speak out for truth and justice.</td><td>Do:
Name the Seven Sacraments.

Describe the effect and grace received in each sacrament**.

Recognise that in celebrating the Eucharist, Christ's saving sacrifice is made present, and the Risen Jesus is truly present under the appearances of bread and wine.

Explain what is meant by ‘source’ and ‘summit’.

Reflect on the significance of the Eucharist as an encounter with Christ, exploring how it nourishes faith, strengthens discipleship, and unites believers as members of the Church, the Body of Christ.
Analyse the story of the Road to Emmaus, identifying its Eucharistic themes and explaining what it reveals about the Risen Christ in the Eucharist*.

Make connections between participation in the Eucharist and living Gospel values such as love, unity, peace, service, holiness and justice.

Describe the effects of the Gifts and Fruits of the Holy Spirit in our lives. *

Explore aspects of Christian living in other strands and recognise and describe the influence of the Holy Spirit in our lives. ^

Explain the significance of aspects of the Confirmation rite: sponsor, name, laying on of hands, anointing with Chrism, seal of the Holy Spirit, renewal of Baptismal Promises.

Interpret the narrative of Jesus in the Synagogue at Nazareth* and explain how the Holy Spirit strengthens Christians to continue His mission through witness, love and service.

Identify and investigate the ways in which the Church works for justice and peace. ^

Explain the Church's prophetic role in safeguarding creation, promoting family life and upholding the sanctity of life.</td><td>Know:
The Christian faith has influenced Scotland's heritage through its art, language, places of learning and places of pilgrimage.

Scotland and the wider Church has been enriched culturally and spiritually by new migrant communities.

Some Latin phrases: Ave Maria, Gloria in Excelsis Deo, Corpus Christi.

Our gifts and talents can be used to help others and placed at the service of the Church.

Our gifts and perspectives enrich relationships and enable communities to flourish.

Scripture passages which show co-operation and mutual support between men and women.</td><td>Do:
Investigate Christian imagery in the history and art of Scotland*.

Explore the Christian origin of some Scottish place names*.

Investigate the role of the Church in the foundation and development of Scotland’s ancient universities*.

Research one or more ancient Scottish abbey and the monks who lived there.

Investigate Scottish and international places of pilgrimage, explaining how and why they became places of pilgrimage.

Recognise the importance of openness and welcome to new members of our parishes and society.

Reflect on the heritage of the Latin language in Catholic faith life.

Research some of the contributions of monastic communities around the world to scientific inventions.

Reflect on how I can generously use my talents in my parish community, my daily actions and for the common good.

Respond to these scripture passages by making connections with your own life.</td></tr>
</table>

		Research the work of some modern contemporary Christian witnesses. ^ Reflect on how I can contribute to the prophetic missionary work of the Church.		
	Notes * See Second Level Scripture Texts ^See further detail in the core learning in This is Our Faith **See stage specific core learning relating to the Seven Sacraments: P5: Detailed focus on Sacraments of Healing P6: Detailed focus on Sacraments of Service		**Notes** * See Second Level Scripture Texts ^See further detail in the core learning in This is Our Faith **See stage specific core learning relating to the Seven Sacraments: P5: Detailed focus on Sacraments of Healing P6: Detailed focus on Sacraments of Service The learning outlined above assumes that Sacramental Preparation for Confirmation will take place in P7. Where this is not the case, please refer directly to This is Our Faith for alternative learning.	

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.	
Second Level	**Understand:** We treat the Bible with reverence because it is the inspired Word of God.	**Understand:** Through the different parts of the Bible, God always reveals Himself and His everlasting faithfulness to His people.

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	Know: When I listen to a passage from the Bible, this is the Word of God. When I read the Bible and Sacred Scriptures, it can help me to pray and to deepen my relationship with God. The Bible is the sacred text of all Christians. Sacred Scripture was written under the inspiration of the Holy Spirit*. There are two principal senses to Scripture – the literal (what the words say) and the spiritual (what God intends to teach us by these words).	**Do:** Prepare to listen intently to each reading (especially the Liturgy of the Word at Mass) by being still and quiet. Develop the ability to read aloud from Sacred Scripture in such a way that I am proclaiming the Word of God. Treat the Bible with the utmost care, respect and reverence. Explain why the Bible and Sacred Scripture are given a prominent and visible place in the classroom, the Church and during all liturgical services and processions, and especially at Mass. Identify actions of the priest/deacon which afford special marks of honour to the reading of the Gospel. Recognise the intention of the scriptures is to lead and to guide us in the Christian life.	**Know:** The Old Testament tells us of God's relationship with his people, prior to the birth of Jesus. The book of Genesis tells us about people who encountered God and responded to His call. God journeyed with His people and continues to journey with me. God is faithful to His promises and will be faithful to me. The meaning of the term covenant. Some people called by God became prophets and kings. The Book of Exodus recounts the story of the journey of God's Chosen People from slavery to freedom. Moses entered a relationship of Covenant with God. God's covenant always reveals His faithfulness to His people and is fulfilled in Jesus Christ. The New Testament contains letters (Epistles) written to Christian Communities. The Acts of the Apostles tells us about the life of the early Christian communities and of the missionary journeys of St Paul. The Church seeks to interpret the Scriptures and to guide its members in their action. Sacred Scripture guides Christians in living a life of faith through the story of salvation, God's teaching and His promises for the future. At Mass, after the first reading, one of the Psalms is prayed, either spoken or in song.	**Do:** Hear, read and recall the story of Creation from the Book of Genesis. Locate Scriptural references using chapter and verse. Recall these encounters with God*. Examine the narratives of Abraham, Isaac, Jacob and Joseph that talk of faithfulness to God. Explore the narrative* of God's covenant with Abraham. Name some of the key Prophets and Kings. Locate, read and recount key passages* that describe their calling and mission. Identify some key moments in the narrative. * Explain Moses' covenant with God through key Scripture passages*. Explain in your own words Jesus' fulfilment of God's promises made in the Old Covenant and through the prophets. Locate these letters (Epistles) and other key Scripture texts* Name the authors of the Epistles. Reflect on the ways that Paul taught the Early Christians through these letters. Study some of the missionary journeys of St Paul in the Acts of the Apostles. Locate on a map some of the places St Paul visited. Explain how the early Christian community continued the ministry of Jesus by their witness and we too join in this mission. Use the Scriptures to help me pray. Apply what I've learned through Scripture to guide my actions. Locate 3 or more Psalms. * Identify how the psalms are used in personal and communal prayer. Recognise the importance of readers in my parish and school.

	Notes Special marks of honour when reading of Gospel might include bowing, elevation of the Gospel, veneration of the book of the Gospels, incensing of Scripture on special occasions and feasts.	**Notes** *See Second Level Scripture Texts. Key Scriptural focus: In Primary 5: Old Testament: The Book of Genesis and the Prophets and Kings. New Testament: Letters to Christian communities (Epistles) written by Paul, Peter, James and John In Primary 6: Old Testament: The Book of Exodus New Testament: The Acts of the Apostles Link to scripture passages in Son of God strand In Primary 7: Old Testament: The Psalms New Testament: St Paul (Missionary journeys, Epistles)

Strand	**Responding through Prayer, devotion and Liturgy** ***You have made us for yourself O Lord and our heart is restless until it rests in you"-St Augustine*** Prayer, sacred spaces and liturgy nurture our relationship with God and enable us to respond in praise and worship to the Father, Son and Holy Spirit. Through the Liturgy, Christ's saving work is made present, most fully in the Eucharist, where Christ's sacrifice unites the prayer, work and lives of the faithful.	
Second Level	**Understand:** Leading prayer, participating in Mass and the Sacraments, and following the example of Mary and the Saints helps me make prayer a part daily life and grow closer to God.	
	Know: Personal and communal prayer deepens my relationship with God. Why we have a pattern of prayers throughout the day, and that all my work, words, action and play can be a form of prayer. Some of the Scripture*, titles and feast days connected to Mary and the messages from where she has appeared to believers. The structure of the Rosary and the link to the Gospels. Mass on a Sunday and Holy days of obligation is a privilege and an important duty. The parts of the Mass and their importance. The ministries and opportunities open to me at Mass. The symbols, artefacts, vestments, actions and rituals found in Church and used for prayer and liturgies help strengthen my relationship with God and the Church. The stories of lives and deaths of certain saints, including Scottish saints, and how their witness can help me to live a Christian life.	**Do:** Know certain prayers**, their meaning and why I should pray them frequently. Compose prayers for different reasons and liturgical occasions. Use my imagination to be creative in prayer. Pray and begin to lead prayer, with certain words, gestures, movements, icons, art and silence, on my own and with others. Participate in and lead traditional Marian devotions. Honour Mary as the first believer who can intercede on our behalf. Act and respond prayerfully with all the correct words, prayers and gestures in Mass, including fasting beforehand. Explain the significance of the Consecration. Organise, lead and participate fully in liturgies, prayer, worship, the Sacrament of Reconciliation, Eucharistic adoration and Masses in school and in the parish to celebrate different times of the year and themes. Explain in own words the liturgical seasons, their colours, special Holy days and feasts, and prayerfully reflect on their significance for myself and others using sacramentals, words and postures. Research the saint chosen as Confirmation name and justify your choice.
	Notes **See Second Level Prayer Grid	

Strand	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.							
Second Level	**Understand:** Ways that our learning about the Kingdom of God shapes our response to loving God, the world and others.		**Understand:** Forgiveness and Reconciliation restore our relationship with God and others and ways in which this can be put into practice.		**Understand:** God has given us freedom of conscience which can affect our relationship with Him and others.		**Understand:** Why the Catholic community works for the good of all people and how this shapes Christian living.	
	Know: Jesus' life is a model for how we should act in daily life. The Beatitudes are a map for Christian living. The meaning of justice and link this to learning about peace through studying Scripture* and the lives of virtuous people including Saints and Holy people. The Kingdom of God is also called "The Kingdom of Heaven" or "The Reign of God". The importance of prayer for Jesus, through studying Scripture. * Poverty exists in our world and can take many forms such as economic, spiritual and emotional.	**Do:** Pray using and explain what Christian values are, as expressed in the Beatitudes. Explain what charisms are and identify the charisms of someone you have studied. Ask meaningful questions about what it means to follow Jesus and why this sometimes requires being courageous and making sacrifices to do what is good and just. Interpret the Last Judgement* considering learning about God's Kingdom. Respond through prayer, discussion and action to the God's call to grow in love in St Paul's hymn to love*. Describe the ways in which we can all be peacemakers. Connect the Our Father and the Memorial Acclamation at Mass to learning about the Kingdom of God. Compare Kingdom parables* in the Gospels. Learn from and about how other Christian	**Know**: What Original, mortal and venial sin mean. That we are tempted to sin and that we can resist temptation. We can look to Jesus' life as an example to strengthen our response to God's call to forgiveness and reconciliation. Christians have shown forgiveness in the face of violence and what this means for our lives. There are situations of global conflict.	Do: Recall and connect learning about sin, repentance, forgiveness, reconciliation and how these impact on my relationship with God and others. Reflect prayerfully on Scripture* passages that teach about accepting responsibility for actions, repentance, seeking reconciliation and forgiveness. Participate in prayer, liturgy and Sacraments to restore our relationship with God and others. Connect examples of forgiveness from saints and Holy men and women to our own lives and express why forgiveness can be challenging. Participate in prayer to find peaceful solutions.	Know: That my conscience needs to be informed to discern choices and make good decisions. That the 10 commandments were revealed by God to teach how to live in right relationship with God and others. What the importance of the 10 commandments are for Christian living today.	Do: Reflect prayerfully, on my own and with the wider Church, to have strength and courage to be faithful to Church Teaching. Connect our understanding about developing our conscience through Church teaching, prayer, Sacraments and liturgy and apply this to our faith and moral life. Retell and explain the importance of the 10 commandments using Scripture from the Old and New Testament*. Connect Jesus teaching about keeping the commandments with Catholic belief about eternal life*, Pray the Our Father, asking for God's help in resisting temptation and being delivered from evil which is the absence or opposite of good.	Know: Christ's church cares for us through service. My parish is part of a diocesan and the Universal Church. The Pope and Bishops guide and direct us with teaching authority. That because of the Catholic nature of our school we are called to care for the world and others. About Religious Orders and Congregations and what it means to have a vocation to religious life.	Do: Develop my understanding of my involvement in the community of the Catholic Church by exploring the role of the lay organisations in my diocese that work to show care for the world and the needs of all people. Respond through prayer, discussion and action to learning about the part which contemplative prayer plays in the active and missionary life of the Church. Compare and contrast contemplative faith life with active faith life by prayerfully reflecting on the narrative of Martha and Mary (Luke 10: 38-42) and the life of St Therese of Lisieux. Engage in faith witness activities to demonstrate the Catholic identity of our school. Research the founders of a religious order; identify the charisms of these religious orders; apply this research to inspire and identify ways we can respond to God's call to care for the poor.

		denominations make the Kingdom of God present in this world. Explain in own words how prayer strengthens our relationship with God and can enable us to relate to others in a disposition of love, service, compassion and dignity. Put justice and peace into action to serve those in poverty by challenging unjust trading and being fair in our use of the earth's resources. Respond to opportunities to reflect on Micah 6: 8 and apply this to learning about justice and peace.						Respond through prayer, discussion and action to learning about the part which contemplative prayer plays in the active and missionary life of the Church.
	Notes *See Second Level Scripture Texts **See Second Level Prayer Grid		**Notes** *See Second Level Scripture Texts **See Second Level Prayer Grid		**Notes** *See Second Level Scripture Texts **See Second Level Prayer Grid		**Notes** *See Second Level Scripture Texts **See Second Level Prayer Grid	

Strand	**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.	
Second Level	**Understand:** Judaism and Islam are guided by a covenant relationship with God, influencing their actions, morals, and sacred celebrations.	
	Know: Jewish people live in a Covenant relationship with God, guided by the 10 Commandments and keeping the Sabbath holy. Muslims follow Allah's will through the Five Pillars of Islam and hold the Prophet Muhammad (PBUH) in great esteem. Major festivals (Passover, Hanukkah, Ramadan, Eid ul-Fitr) commemorate key historical events and spiritual duties.	**Do:** Explain the importance of key figures (e.g., Abraham, Moses, Prophet Muhammad (PBUH) and scripture in forming faith traditions. Identify and describe sacred artefacts and rituals associated with the Synagogue. Research and outline the practices of key religious festivals.
	Notes	

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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">Second Level</td><td colspan="2">Understanding: Sources shape the beliefs of adherents of religion and worldviews.</td><td colspan="2">Understanding: Key figures shape the beliefs of adherents of religion and worldviews.</td><td colspan="2">Understanding: Religion and worldviews engage in practices and traditions that express their beliefs, ideas and identities.</td></tr>
<tr><td>Know:
A selection of beliefs held by adherents of religion and the sources these link to.

A selection of beliefs held by adherents of worldviews and the sources these link to.</td><td>Do:
Make connections between sources and some of the beliefs and ideas of religion and worldviews.</td><td>Know:
A selection of beliefs held by adherents of religion and the teachings and/or examples of the key figures these link to.

A selection of beliefs held by adherents of worldviews and the teachings and/or examples of the key figures these link to.</td><td>Do:
Make connections between key figures and some of the beliefs and ideas of religion and worldviews.</td><td>Know:
Festivals, celebrations and special days/times of year are ways in which religion and worldviews build and express their identity.

Religion and worldviews engage in practices such as ritual, worship, prayer and service to others which can shape and express their beliefs, ideas and identity.</td><td>Do:
Describe how celebrations and special days/times of year support adherents of religion and worldviews to express their belief, ideas and identity.

Describe how practices such as ritual, worship, prayer and service to others support religion and worldviews to express their beliefs, ideas and identity.</td></tr>
<tr><td colspan="2">Includes, but not limited to

Organised religion: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism.

Diverse spiritual approaches to life, for example, Paganism; Indigenous religions and belief systems.

Organised worldviews e.g. Humanism, philosophical perspectives and traditions.

Some sources from religion/worldviews, for example sacred texts or other writings (classical or contemporary).

Some beliefs which are expressed in these sources, such as belief in divine beings, the nature of human beings or ways of living.</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; Indigenous religions and belief systems.

Organised worldviews e.g. Humanism, philosophical perspectives and traditions.

Some of the key figures from religion e.g. Jesus, Buddha, Muhammed, Moses, Guru Nanak, figures from spiritual traditions.

For worldviews key figures may include classic or contemporary teachers/leaders e.g. philosophers, founders of movements, and important thinkers.
Some of the teachings/ideas of the key figures.

Some of the beliefs and ideas held about key figures and how they influenced and continue to influence beliefs.

These key figures may be classical or contemporary and may be considered divine figures.</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; Indigenous religions and belief systems.

Organised worldviews e.g. Humanism, philosophical perspectives and traditions.

Celebrations/festivals/rites of passage and other traditions; food choices, clothing, communal and individual actions.

Rituals such as singing, prayer, meditation, ceremonies.

Recognising religious and cultural diversity and ways in which these practices support adherents to express their identity.</td></tr>
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<table>
<tr><th>Strand</th><th colspan="4">Morality, Ethics and Values</th></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understanding: Religion, worldviews, and philosophical perspectives can support people to respond to moral issues.</td><td colspan="2">Understanding: People’s views about right and wrong can affect their responses to moral issues.</td></tr>
<tr><td>Know:
Moral issues are topics and situations where people hold different views about what is right and wrong.

Some examples of ethical frameworks and how they support people to make choices about moral issues.

A religious, worldview and philosophical perspective on a contemporary moral issue.</td><td>Do:
Identify ethical frameworks and how they might influence choices about moral issues.

Describe religious, worldview and philosophical perspectives on a contemporary moral issue and how these perspectives might influence personal choices about moral issues.</td><td>Know:
There can be different ways to respond to moral issues leading to different consequences.</td><td>Do:
Share views on moral issues and explain individuals’ choices about what is right and wrong.

Describe the possible consequences of a moral decision.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Ethical views refer to the underlying reasons that people might come to decisions about right and wrong.

These views might develop from what is found in philosophical ideas, and stories and teacshings from religion and worldviews as well as ethical principles and codes linked to religion, worldviews and philosophical perspectives.

Ethical views can be generalisations from religion, worldviews and philosophical perspectives. For example, the importance of not killing or the importance of taking care of those in need.

At least one religious, worldview and philosophical perspective on a least one moral issue.</td><td colspan="2">Includes, but not limited to
Different views about what is right and wrong and the reasons for these different views. How these views originated, developed and may be adapted.

How learners might make choices about what is right and wrong in relation to moral issues, contemporary or otherwise.</td></tr>
</table>

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<table>
<tr><th>Strand</th><th colspan="2">Questions, Arguments and Sources</th></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understanding: Religion, worldviews and philosophical perspectives ask, explore and reach conclusions about religious and philosophical questions.</td></tr>
<tr><td>Know:
Examples of religious and philosophical questions that religion, worldviews and philosophical perspectives try to reach conclusions on.

Examples of conclusions reached on religious and philosophical questions by religion, worldviews and philosophical perspectives and the sources used to reach these conclusions.</td><td>Do:
Describe some responses of religion, worldviews and philosophical perspectives to religious and philosophical questions and how they use sources to reach these responses.

Express personal views on religious and philosophical questions.</td></tr>
<tr><td colspan="2">Includes, but not limited to

Different ways in which religion, worldviews (including scientific approaches) and philosophical perspectives explore and reach conclusions about questions e.g. revelation; faith; reason; teachings/scriptures; scientific method/evidence.

A variety of religious and philosophical questions and how religion, worldviews and philosophical perspectives respond to these questions, drawing upon a variety of methods (e.g. faith, reason, evidence).</td></tr>
</table>

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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">Second Level</td><td colspan="2">Understand: Scientific experiments can control the things that might affect the results, helping to make results more trustworthy and allowing experiments to be repeated.</td><td colspan="2">Understand: Processing findings supports the development of conclusions, helping to support or challenge scientific ideas.</td><td colspan="2">Understand: Evaluating scientific practice allows sources of error to be identified and addressed, supporting more accurate and reliable outcomes in future investigations.</td><td colspan="2">Understand: Scientists share and discuss findings in a variety of ways, which often follow standard structures to allow for findings to be communicated clearly and to inform further investigations.</td></tr>
<tr>
<td>Know:
An aim sets out what has to be investigated.

In science, a hypothesis is a testable idea about what might happen and why.

A fair test is a scientific experiment where one thing (variable) is changed, other things are kept the same, and what happens is observed or measured (result).

A method describes the steps taken in an experiment so that it is fair and can be repeated.</td>
<td>Do:
Identify what makes something a fair test within science investigations.

Formulate hypotheses, based on what is already known or observed.

Identify risks and hazards and use appropriate safety measures.

Carry out practical hands-on science investigations using a scientific method.

Make accurate observations and measurements using standard units.

Use scientific vocabulary: aim, method, hypothesis, fair test.</td>
<td>Know:
Processing information
Where appropriate, a mean average can be calculated from a set of numerical results to help identify a typical result.

A conclusion states what was found out in an investigation and answers the aim of the investigation.

Findings can support or challenge scientific ideas.

Systems thinking
The parts of a system depend on one another. Changes to one part can affect other parts and the way the whole system works.</td>
<td>Do:
Processing information
Calculate mean averages from data and findings.

Use evidence to form conclusions.

Use scientific vocabulary: system, conclusion.

Systems thinking
Identify connections within a system and how a change to one part can affect other parts.</td>
<td>Know:
Evaluating scientific practice involves checking methods and results to identify improvements for future investigations.</td>
<td>Do:
Evaluate scientific practice and suggest improvements.

Use scientific vocabulary: evaluate.</td>
<td>Know:
Scientists engage with people to share and discuss findings. This is done through a variety of methods and helps to advance knowledge.

Scientific reports follow a common structure, for example title, aim, method, results, conclusion) so findings can be communicated clearly.

Tables and graphs follow rules (conventions) to present data clearly, making information easy to understand and share.

Referencing helps track the scientific evidence used.</td>
<td>Do:
Share scientific findings in a variety of ways.

Construct tables and graphs using headings, scales and units.

Reference sources of scientific evidence.

Draw and label diagrams for the method using scientific vocabulary.</td>
</tr>
<tr>
<td colspan="2">Includes, but not limited to
• Changes can include temperature, time, distance.
• Standard units include metres (m) for distance, seconds (s) for time and degrees Celsius (°C) for temperature.

Excludes
• At Second Level, learners are only expected to know the purpose of an aim in an investigation. Writing aims independently is introduced at Third Level.
• The term ‘variables’ may be used in discussions with learners where appropriate, however, it is introduced more formally at Third Level.</td>
<td colspan="2">Includes, but not limited to
• Examples of factors affecting systems:
- removal of a species from the environment
- force of friction affecting the motion of objects
- light, water, temperature affecting plant growth
- temperature, stirring, size of particles affecting time taken for a substance to dissolve

Notes
•The word ‘mean’ has a difference scientific meaning to its everyday use.</td>
<td colspan="2">Includes, but not limited to
• Evaluating scientific practice can be done by checking:
- the method was followed
- the equipment was working correctly
- the data collected and/or the source was reliable
- if there was human error
- if it was a fair test whether any external factors affected results, for example, noise, weather</td>
<td colspan="2">Includes, but not limited to
• Ways scientists share findings include:
- writing, posters, books, reports, emails, websites, digital platforms
- speaking: discussion, debate, presentations, videos, social media
- visual representations: models, tables, charts, graphs, labelled diagrams
• Referencing at this level may include: title of resource, name of author, type of resource.(webpage, book, newspaper) and page number if relevant.

Notes
• Line graphs are taught at Second Level in Mathematics and applied at Third Level in Sciences.</td>
</tr>
</table>

	Notes • A testable question is one that can be answered by collecting and using evidence, such as observations or measurements. • A hazard is a source of potential harm. • A risk is the likelihood of harm from that hazard.			• Models are simplified representations that help us explain, test or predict how something works, for example, model of the Solar System or human body. • Diagrams are visual representations with labels that help us identify, describe or show relationships between parts of something, for example, plant parts. • Table and scale have different scientific meanings to their everyday use.

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Our Scientific Knowledge: What We Understand So Far

<table>
<tr><td>Strand</td><td colspan="5">The Connected World</td></tr>
<tr><td></td><td colspan="5">Nature and Earth’s resources</td></tr>
<tr><td></td><td colspan="2">Nature</td><td colspan="2">Food and interdependence</td><td colspan="2">Materials and their properties</td></tr>
<tr><td rowspan="4">Second Level</td><td colspan="2">Understand: Human activity can have an impact on the environment, affecting the ways living things and biodiversity are supported.</td><td colspan="2">Understand: All living things are interdependent, with plants forming the base of food chains to support survival.</td><td colspan="2">Understand: Materials vary in their properties and availability, affecting how they are used, conserved and managed responsibly.</td></tr>
<tr><td>Know:
The environment
Living things need habitats and resources, and at times those resources can be limited.

Biodiversity is the variety of life on Earth.

Human activity affects biodiversity.</td><td>Do:
Analyse the positive and negative impacts of human activity on biodiversity.

Evaluate possible solutions to reduce environmental impact.

Use scientific vocabulary: biodiversity.</td><td>Know:
Food sources
Climate change is altering seasonal patterns and increasing some types of extreme weather. This is affecting plant growth and food production.</td><td>Do:
Compare the growth of plants in different environments.</td><td>Know:</td><td>Do:</td></tr>
<tr><td colspan="2">Includes, but not limited to
• Different environments include school grounds, woodland, coastal etc.

Notes
• Progression from First Level on human activity:
- climate change and human activities, such as pollution of land, water and air, can have negative impacts on the environment and decrease biodiversity
- human activities can have positive impacts on the environment and increase biodiversity such as planting wildflowers
• Link to Our Scientific Knowledge: The Living World - Concept of life; The connected world - Energy and climate change.
• Link to Science in Action: Taking scientific action.
- Caring for places and living things.</td><td colspan="2">Includes, but not limited to
• Extreme and unusual weather patterns include floods, droughts and cold snaps.</td><td colspan="2"></td></tr>
<tr><td>Know:</td><td>Do:</td><td>Know:
Food sources
Plants grown for food are called crops and they can grow in different environments, not just soil.

Fertilisers provide nutrients that plants need for healthy growth. Food security is when people have access to enough safe and nutritious food to meet their needs.</td><td>Do:
Identify how human actions impact on food availability.

Interpret and construct simple food chains.

Use scientific vocabulary: food security, fertilisers, interdependence, producer, consumer, predator, prey.</td><td>Know:</td><td>Do:</td></tr>
</table>

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			Human activities can affect food security by changing the availability of, or access to, food. **Interdependence** Interdependence refers to the way living things rely on each other for survival. Animals and plants are linked through simple food chains. Food chains represent the feeding relationship between organisms. Plants are producers because they make their own food and form the start of food chains. Humans and other animals get their food by eating other organisms and are referred to as consumers. Energy is transferred from plants to animals when animals eat plants. A predator is an animal that hunts and eats other animals to survive. Prey are animals that are hunted and eaten by predators. An animal can be a predator, prey, or both, depending on its place in a food chain.			
			Includes, but not limited to • Plants can be grown in polytunnels, green houses and artificial environments. • Predict what might happen to other organisms in a food chain if the number of one type of organism changes. • Positive impacts such as sustainable farming, reducing waste, farming technology and innovation etc. • Negative impacts such as pollution (contaminating soil and water), climate change, misuse of water resources, overfishing, deforestation etc. **Notes** • Link to Our Scientific Knowledge: The Connected World - Energy and climate change. • Link to Science in Action: Taking Scientific Action. • The word ‘consumer’ has a different scientific meaning to its everyday use. • The word ‘prey’ sounds like ‘pray’ but has a different scientific meaning.		

Know:	Do:	Know:	Do:	Know: **Properties and uses of materials** Materials can bend, stretch, compress or break when forces are applied. Some materials are used because they float or sink. Floating and sinking depends on material and shape. Some materials help keep heat in or out and are used in buildings and clothing. Materials which let heat pass through them easily are called conductors. Materials which do not let heat pass through easily are called insulators. **Responsible use of materials** Some materials are at risk of running out. Ways to reduce the use of raw materials include rethinking, reducing, re-using/re-purposing, repairing and recycling.	Do: Evaluate and justify which materials are best suited for specific uses, based on their properties. Justify responsible choices about the use and reuse of materials. Evaluate the environmental impact of material use and disposal. Use scientific vocabulary: float, sink, conductor, insulator.
				Includes • At this level, properties of materials could extend to flexibility, elasticity, waterproofness, strength, durability, biodegradability. **Notes** • Materials can become at risk of running out either because they are scarce or being used up quickly. Examples include copper, coal, oil. • Ways to reduce the use of materials introduces some principles of the circular economy, but this vocabulary is not required. Composting may also be discussed. • ‘Sink’ has a different scientific meaning to its everyday use.	

<table>
<tr><td>Strand</td><td colspan="4">The Connected World</td></tr>
<tr><td>Sub-strand</td><td colspan="4">Energy in society</td></tr>
<tr><td></td><td colspan="2">Energy sources and security</td><td colspan="2">Energy and climate change</td></tr>
<tr><td rowspan="6">Second Level</td><td colspan="2">Understand: Society meets its energy needs through the use of renewable and non-renewable energy sources, with electricity transferring energy to support many aspects of daily life.</td><td colspan="2">Understand: The burning of fossil fuels contributes to global warming, so reducing the use of these energy resources can help limit climate change.</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:
Energy sources
A fuel is a source of stored energy that can be used when needed.

Renewable energy comes from sources that are naturally replaced and can be used again and again.

Non-renewable energy comes from sources that take a very long time to form and will eventually run out.

Meeting society’s energy needs has led to the burning of fossil fuels, which are non-renewable and took millions of years to form.
Electricity can be produced using a range of renewable energy sources.
The use of energy resources in homes, schools and transport can be measured.</td><td>Do:
Classify energy sources as renewable or non-renewable.

Compare the advantages and disadvantages of different energy sources.

Compare information about the use of energy resources in everyday life.

Use scientific vocabulary: finite, renewable, non-renewable, fuel, fossil fuel</td><td>Know:</td><td>Do:</td></tr>
<tr><td colspan="2">Includes, but not limited to
• Non-renewable fossil fuels include coal, oil and gas.
• Range of ways to generate electricity: renewable sources such as wind, solar, hydroelectric, geothermal, wave/tidal and biomass.

Notes
• Link to Being Scientific: Interpreting and Analysing.
- comparing information about energy use might include discussion about smart meter data, appliance ratings, transport comparisons, school energy audits</td><td colspan="2"></td></tr>
<tr><td>Know:</td><td>Do:</td><td>Know:
Climate change
The Earth’s natural Greenhouse Effect helps keep the Earth warm enough for life to survive, but changes to this natural balance can affect the Earth’s climate.

Burning fossil fuels releases more greenhouse gases into the atmosphere, which leads to an increase in the Earth’s temperature. This is called global warming.</td><td>Do:
Evaluate how different energy sources contribute to climate change.

Identify the impact of human activity on climate systems over time.

Use scientific vocabulary: Greenhouse Effect, greenhouse gases, climate change.</td></tr>
</table>

			Global warming leads to climate change, causing weather, seasons and climate systems to change. This has consequences for nature and communities both locally and globally.	
			Includes, but not limited to • Impacts of climate change include extreme weather (storms, flooding, droughts), loss of habitats, decline in food security. **Excludes** • Specific naming of greenhouse gases (such as carbon dioxide, methane) is not expected at this level but may naturally occur during discussion. **Notes** • Link to Being Scientific: Interpreting and Analysing. - identify impact of human activity may include interpreting evidence such as temperature change data, polar ice cap sizes, number of extreme weather events	

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Strand	The Connected World
	Space

Second Level

Understand: The movement of objects in the Solar System explains repeating patterns observed from Earth, supporting understanding of what makes Earth suitable for life.

Know:	Do:
Solar System An orbit is the path an object follows around another object in space. The Earth orbits the Sun once each year. The Moon orbits the Earth approximately every 27 days. Some planets in the Solar System are rocky, and some are gas or ice giants. **Stars and galaxies** Space is the vast region beyond Earth's atmosphere where planets, stars, and galaxies exist. A star is a very large, hot object in space that produces its own light and heat. Planets are large, rounded objects that orbit a star. Constellations are recognised patterns of stars that appear to form shapes when viewed from Earth, even though the stars are not actually close together in space. **Conditions for life** Planet Earth has the ideal conditions needed to support life. The Sun provides the energy that drives weather on Earth and makes life possible. **Exploring space** Satellites are used to communicate, navigate and monitor Earth. Space exploration helps us learn more about Earth and space. Conditions in space can affect the health of humans working in space	Identify and compare the planets and features of the Solar System. Identify some constellations. Identify the ways the Sun sustains life on Earth. Use scientific vocabulary: orbit, rocky, ice and gas giant planets, space, constellations.

Notes

- Rocky planets (Mercury, Venus, Earth and Mars).
- Gas planets (Jupiter, Saturn) and Ice planets (Uranus and Neptune) are the furthest planets from the Sun and are much bigger than the rocky planets.
- Leap year – The Earth takes about 365¼ days to orbit the Sun, so an extra day (29 February) is added every four years.
- It takes about 27.3 days for the Moon to orbit the Earth – not 28 days as commonly thought.
- Stars in the same constellation may be very far apart in space and are different distances from Earth.
- Link to Science in Action: Science Around Me.
  - Observing the night sky has been important to many cultures over time.

Know:	Do:

Know:	Do:

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<table>
<tr><td>Strand</td><td colspan="2">The Connected World</td></tr>
<tr><td></td><td colspan="2">Health and disease</td></tr>
<tr><td rowspan="6">Second Level</td><td colspan="2">Understand: Some microorganisms can affect the health of living organisms, and vaccines help prevent infections while antibiotics treat bacterial infections and can reduce their spread.</td></tr>
<tr><td>Know:</td><td>Do:</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td>Know:</td><td>Do:</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td>Know:
Health and disease
Germs are microorganisms.

Most microorganisms, including bacteria, can only be seen using a microscope.

Microorganisms can affect the health of plants, humans and other animals, and some can cause infectious diseases.

Some bacteria are helpful, while others can cause disease.

Infectious diseases, such as chickenpox, flu and the common cold, are passed on by spreading.

Some are common and easily transmitted, while others are less common but more serious.

Non-infectious diseases, such as diabetes, cancer and asthma, are not passed on by spreading.

Vaccinations can prevent the spread of some diseases by helping the body to fight against them.

Antibiotics are medicines used to treat infections caused by bacteria; they do not work against viruses.

Allergies
A food allergy is when the body reacts unusually to specific foods. Although allergic reactions are often mild, they can be very serious.

Other common allergies include hay fever (where the body reacts to pollen), pets (where the body reacts to skin and fur), insect stings and medication.</td><td>Do:
Identify a variety of infectious and non-infectious diseases.

Identify the ways in which infectious diseases can spread.

Investigate common childhood antibiotics and vaccines and the diseases they help to treat and prevent.

Use scientific vocabulary: microorganism, bacteria, virus, vaccination.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• Investigation of vaccines might include common childhood vaccines such as the flu vaccine.
• Investigation of antibiotics might include common antibiotics such as penicillin.
• Antibiotics don’t work on viruses like the common cold or flu but do work on bacterial infections like tonsilitis.
• Recognise infectious diseases such as common cold, flu, malaria, chickenpox. Non-infectious disease can include diabetes, cancer, asthma, heart disease.

Excludes
• Detailed information about vaccines and how they work.</td></tr>
</table>

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	• Practical investigation involving antibiotics and vaccines. **Notes** • Microorganisms play an important role in keeping organisms and the environment healthy; they are not all disease-causing. • Microorganisms are not animals or plants but are their own separate group. • There is no expectation that microscopes must be used, but they can be if they are available and relevant. • Learning about diseases may need to be handled sensitively depending on the class context. • Link to Our Scientific Knowledge: The Living World – Concept of life; Genetic variation.

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The Living World

<table>
<tr><td>Strand</td><td colspan="4">The Living World</td></tr>
<tr><td>Sub-strand</td><td colspan="4">Survival of living things</td></tr>
<tr><td></td><td colspan="2">Concept of life</td><td colspan="2">Genetic variation</td></tr>
<tr><td rowspan="5">Second Level</td><td colspan="2">Understand: Living things share characteristics and processes that distinguish them from non-living things, helping us identify, classify and understand living organisms.</td><td colspan="2">Understand: Living things can be classified into groups based on features which can affect their survival in different environments.</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:
Living things
The term ‘organism’ is used to describe living things, such as plants, animals, and microorganisms.
Microorganisms are tiny living organisms, such as bacteria and viruses, that are found almost everywhere on Earth.

Characteristics of living things
• There are seven characteristics that determine if something is living.
- movement: organisms can move or show movement
- respiration: organisms release energy from their food
- sensitivity: organisms detect and respond to changes in their environment
- growth: organisms grow and develop over time
- reproduction: organisms can produce offspring of the same kind
- excretion: organisms remove waste products that are produced
- nutrition: processes by which living things obtain and use essential nutrients</td><td>Do:
Identify the seven characteristics of living things.

Apply knowledge of seven characteristics of living things to classify living, non-living and once-living things.

Use scientific vocabulary: organism, movement, respiration, sensitivity, growth, reproduction, excretion, nutrition.</td><td>Know:
Classification
Animals can be divided into vertebrate and invertebrate groups.

Vertebrates are animals with a backbone, such as mammals and reptiles.

Vertebrate animals can be classed as:
- mammals
- birds
- amphibians
- fish
- reptiles

Invertebrates are animals without a backbone, such as crustaceans, molluscs and insects.</td><td>Do:
Classify living things based on characteristics and justify the groupings.

Use scientific vocabulary: vertebrate and invertebrate.</td></tr>
<tr><td colspan="2">Includes, but not limited to
• Not everything that moves or responds is alive such as vehicles, machines and robots.
• Plants do not move from place to place but they grow and respond to stimuli such as light.
• Microorganisms such as fungi and bacteria.

Excludes
• The mechanism of how respiration works does not need to be covered at this level.

Notes
• The mnemonic MRS GREN can be used to remember the seven characteristics of living things.</td><td colspan="2">Includes, but not limited to
• Classify organisms into vertebrate and invertebrate groups, and further classify vertebrates into mammals, birds, amphibians, fish and reptiles.

Notes
• Characteristics of the main vertebrate groups:
- mammals: hair/fur, live young, produce milk
- birds: feathers, beaks
- fish: gills, fins
- amphibians: moist skin</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">• Link to Our Scientific Knowledge – The Living World - Plant systems; The Connected World – Health and disease.</td><td colspan="2">- reptiles: dry scaly skin
• Link to Our Scientific Knowledge: The Connected World - Nature.</td></tr>
<tr><td></td><td>Know:</td><td>Do:</td><td>Know:</td><td>Do:</td></tr>
<tr><td></td><td colspan="2"></td><td colspan="2"></td></tr>
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<table>
<tr><td>Strand</td><td colspan="4">The Living World</td></tr>
<tr><td>Sub strand</td><td colspan="4">Systems for survival</td></tr>
<tr><td></td><td colspan="2">Animal bodies and skeletons</td><td colspan="2">Nervous system and the senses</td></tr>
<tr><td rowspan="8">Second Level</td><td colspan="2">Understand:</td><td colspan="2">Understand: The brain processes information from the senses, enabling organisms to respond to their environment and stay safe.</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:
Processing sensory information
Senses work individually or together to help us understand what is happening around us and to keep us safe from harm.

The brain is an organ that receives and processes information from the sense organs.

The brain processes information from the senses and sends messages to different parts of the body to produce a response, such as movement.

Reaction time is the time it takes to respond to something detected by the senses.</td><td>Do:
Identify and measure reaction time.

Relate sensory information to body responses.

Use scientific vocabulary: brain.</td></tr>
<tr><td colspan="2"></td><td colspan="2">Includes, but not limited to
• Reaction time can be affected by factors such as tiredness.</td></tr>
<tr><td>Know:</td><td>Do:</td><td>Know:</td><td>Do:</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td></tr>
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<table>
<tr><td>Strand</td><td colspan="5">The Living World</td></tr>
<tr><td>Sub-strand</td><td colspan="5">Systems for survival</td></tr>
<tr><td></td><td colspan="2">Digestive, respiratory and circulatory systems</td><td colspan="2">Reproductive systems in humans and other animals</td><td>Plant systems</td></tr>
<tr><td rowspan="4">Second Level</td><td colspan="2">Understand: Body systems are made up of organs that work together to carry out essential functions and keep the body alive.</td><td colspan="2">Understand: Puberty involves changes that mature the human body and make reproduction possible.</td><td colspan="2">Understand: Plants have different processes to help the plant function, stay alive and reproduce.</td></tr>
<tr><td>Know:</td><td>Do:</td><td>Know:</td><td>Do:</td><td>Know:
Plant processes
Pollen is a fine powder produced by flowers that is needed for plants to reproduce.

Pollination is the transfer of pollen from one flower to another flower, or within the same flower, so that seeds can be produced.

Pollination is essential for plants to produce fruit and set seed.

Pollination can occur with the help of wind or animals, including insects such as bees.</td><td>Do:
Identify the different methods of plant pollination.

Use scientific vocabulary: pollen, pollination.</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td><td colspan="2">Notes
• Link to Our Scientific Knowledge: The Connected World - Food production.</td></tr>
<tr><td>Know:
Body systems
Body systems are groups of organs that work together to perform specific functions.

The digestive, respiratory and circulatory systems work together to keep the body functioning and alive.

Some of the main organs involved in digesting foods are:
- mouth
- oesophagus
- stomach
- small intestine
- large intestine
- rectum
- anus

The main organs involved in the respiratory system are the:
- nose and mouth
- trachea (windpipe)</td><td>Do:
Use models to describe the digestion, respiration and circulation systems.

Use scientific vocabulary: digestive, respiratory, circulatory, oesophagus, intestine, trachea, vessels.</td><td>Know:
Puberty
Puberty is the stage of physiological development during which the body undergoes changes and becomes sexually mature and capable of reproduction.</td><td>Do:
Identify changes that happen in both males and females during puberty.</td><td>Know:</td><td>Do:</td></tr>
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<tr><td></td><td colspan="2">- lungs

The main organs involved in the circulatory system are the:
- heart
- blood vessels</td><td></td><td colspan="2"></td><td colspan="2"></td><td></td></tr>
<tr><td></td><td colspan="3">Notes
• Breathing and respiration are not the same process. Respiration is a cellular process that is introduced at Fourth Level. Oxygen is breathed in and used by cells for respiration.</td><td colspan="3">Excludes
• Sexual reproduction is Third Level content. At Second Level, the focus is on understanding the physical changes that occur during puberty.

Notes
• ‘Physiological’ relates to the physical, chemical and biological functions of living things.</td><td colspan="2"></td><td></td></tr>
<tr><td></td><td>Know:</td><td>Do:</td><td>Know:
Menstruation
The internal human reproductive organs in females include:
- ovary (plural: ovaries)
- oviduct(s)
- uterus
- vagina

Menstruation is the process by which the uterus lining is shed and leaves the body as part of the menstrual cycle. This takes place approximately every 28 days and is commonly known as a ‘period’.</td><td>Do:
Identify the internal reproductive organs of a human female.

Use scientific vocabulary: ovary, oviduct, uterus, vagina, menstruation.</td><td>Know:</td><td>Do:</td><td></td></tr>
<tr><td></td><td colspan="2"></td><td colspan="2">Excludes
• Sexual reproduction is Third Level content. At Second Level, the focus is on understanding the physical changes that occur during puberty.

Notes
• ‘Physiological’ relates to the physical, chemical and biological functions of living things.
• Oviducts may also be called fallopian tubes in humans.</td><td colspan="2"></td><td></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="3">Second Level</td><td colspan="2">Understand: Matter exists in three main states and can change state when temperature changes, helping to explain how matter behaves under different conditions.</td><td colspan="2">Understand: Some solids dissolve more easily than others, and this property affects how substances interact and how mixtures can be separated.</td></tr>
<tr><td>Know:
Matter
Everything is made of matter.

Matter exists in three main states: solids, liquids, or gases.

Properties of matter
Solids have a fixed shape and volume, which means they keep their shape.

Liquids have a fixed volume but no fixed shape.

Gases have no fixed shape or volume. They spread out to fill any space available.

Changes of state
Matter can change state by heating or cooling. This is a physical change.

When energy is transferred to or from an object, its temperature can increase or decrease.

A liquid can change into a gas by evaporation or boiling. Evaporation can happen at temperatures below the boiling point. Boiling happens when a liquid reaches its boiling point.

Gases can become liquids by cooling. This is known as condensation.

Changes of state are physical changes and are reversible.</td><td>Do:
Observe changes in state and explain what causes them.

Measure changes in temperature.

Compare how different materials behave when they are moved, poured or shaped.

Use scientific vocabulary: matter, state, solid, liquid, gas, boiling, evaporation, condensation, reversible.</td><td>Know:</td><td>Do:</td></tr>
<tr><td colspan="2">Includes, but not limited to
• Water is the most familiar example of a substance that changes state, but the concept extends to other substances.
• Activities to demonstrate changes of state.
• Measuring temperature changes using a thermometer (Link to Being scientific: scientific investigation)
• The water cycle may be used as a context.

Excludes</td><td colspan="2"></td></tr>
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<tr><td colspan="2">

• Particle model, specific melting and boiling points, explanations of what happens during boiling.

Notes
• The term ‘water vapour’ is most accurate but ‘steam’ may be used to support understanding.
• Condensation is not the water seen on windows but the process which causes the water to collect.
• Evaporation doesn’t only occur when water is boiling, for example, puddles evaporate even though the temperature of the water is much lower than boiling point.
• The word ‘matter’ has a different scientific meaning to its everyday use.
• Link to Our Scientific Knowledge: The Connected World – Materials and their properties.
• Link to Science in Action: Taking Scientific Action; Science Around Me.
– investigate substances that have properties of both solids and liquids. How can boiling help keep things sterile? What helps clothes dry quicker? How is salt made?

</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>
<tr><td>Know:</td><td>Do:</td><td>Know:
Making mixtures (solutions)
When a solid dissolves in a liquid, a mixture called a solution forms.

When a solution forms, the solid which dissolves in the liquid is said to be soluble.

A solid which does not dissolve in a liquid is said to be insoluble.

Different factors can affect the time taken for a substance to dissolve.

Separating mixtures
If a solid doesn’t dissolve it can be separated from a liquid by filtering.</td><td>Do:
Classify substances as soluble or insoluble.

Investigate factors that affect the time taken for substances to dissolve.

Separate solids from liquids using filtration.

Use scientific vocabulary: solution, soluble, insoluble, dissolving, filtering.</td></tr>
<tr><td colspan="2"></td><td colspan="2">

Includes, but not limited to
• Different substances to test for solubility might include: sand, sugar, salt, flour, baking soda.
• Variables to change when dissolving substances could include: temperature, stirring, mass of substance, size of particles, for example, sugar cubes vs sugar granules.

Excludes
• The following learning does not need to be covered at this level:
- rate at which something dissolves
- separating or observing mixtures of two liquids
• Evaporation as a separation technique is covered at Third Level.

Notes
• ‘Sugar melts in tea’ is a common misconception. When a substance has dissolved it hasn’t disappeared or melted – one substance has spread amongst the other.
• The word ‘solution’ has a different scientific meaning to its everyday use.
• Link to Our Scientific Knowledge: The Connected World – Materials and their properties.
• Link to Science in Action: Taking Scientific Action; Science Around Me.
- Exploring filtration in everyday life, for example, waste management, water purification, swimming pools, fish tanks.

</td></tr>
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<table>
<tr><td>Strand</td><td colspan="5">The Chemical World</td></tr>
<tr><td>Sub-strand</td><td colspan="5">Chemical changes</td></tr>
<tr><td></td><td colspan="2">Chemical reactions</td><td colspan="2">Rates of reaction</td><td>Acids and bases</td></tr>
<tr><td rowspan="8">Second Level</td><td colspan="2">Understand: Chemical reactions produce new substances and are often accompanied by observable signs, helping to explain changes in everyday life.</td><td colspan="2">Understand: Chemical reactions can occur at different rates, and the rate of a reaction affects how quickly changes happen in the environment.</td><td>Understand:</td></tr>
<tr><td>Know:</td><td>Do:</td><td>Know:</td><td>Do:</td><td>Know:</td><td>Do:</td></tr>
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<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></td></tr>
<tr><td>Know:
Signs of a chemical reaction
In a chemical reaction, one or more new substances are formed. Chemical reactions can be difficult to reverse.

Signs that a chemical reaction may have taken place include a change in appearance, gas being produced or a change in temperature.

An example of a chemical reaction is burning. For something to burn, oxygen, fuel and heat are required.

Putting out a fire requires different approaches depending on the type of fire.</td><td>Do:
Observe and identify signs of a chemical reaction.

Identify hazards associated with different substances by their symbols.

Differentiate between physical and chemical changes.

Identify the ways in which different fire extinguishers work to put out fires.

Use scientific vocabulary: new substance, irreversible.</td><td>Know:
Rate of chemical reactions
Chemical reactions can be observed or measured.

Everyday chemical reactions can happen quickly or slowly.

How quickly a chemical reaction takes place is called the rate.

Different factors can affect the rate of a reaction.</td><td>Do:
Measure the time a reaction takes using observable signs.

Identify how different variables can affect the rate of reaction.

Use scientific vocabulary: rate, variables.</td><td>Know:</td><td>Do:</td></tr>
<tr><td colspan="2">Includes, but not limited to
• Chemical reactions might include baking soda and vinegar, cooking, striking a match, burning or rusting.
• Common hazard symbols include flammable, irritant, corrosive and harmful to environment.

Excludes
• Use of fire extinguishers – the content refers to knowing which fire extinguishers can be used safely with which type of fires and is likely to involve a matching activity.

Notes</td><td colspan="2">Includes, but not limited to
• Variables affecting reaction rate include temperature, particle size and concentration of reactants – these could be investigated practically.

Excludes
• While the variables above can be explored, there is no expectation for learners to know these, or why they affect reaction rate.

Notes
• Rate of reaction is: the speed at which what you start with (reactants) are converted into what you end up with (products) in a chemical reaction.</td><td colspan="2"></td></tr>
</table>

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	• An example of a physical change would be melting or freezing, while a chemical change results in a new substance, for example, baking a cake. • Bubbles when water is boiling is a physical change, not a sign of a gas forming (which is a chemical change). • Only iron can rust - no other metals form rust. It is known as corrosion in other metals. • Link to Our Scientific Knowledge: The Living World - Systems for survival. • Link to Science in Action: Taking Scientific Action; Science Around Me. - which batteries last the longest? - what are the best fuels to use in the home? - how can chemical reactions be used to power rockets?	• An example of a fast reaction would be an explosion. An example of a slow reaction would be rusting. • Link to Science in Action: Taking Scientific Action; Science Around Me. - how can rust be prevented outdoors? - how can you make your dinner more quickly?	

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The Physical World

<table>
<tr><td>Strand</td><td colspan="4">The Physical World</td></tr>
<tr><td>Sub-strand</td><td colspan="4">Forces</td></tr>
<tr><td></td><td colspan="2">Motion</td><td colspan="2">Forces and interactions</td></tr>
<tr><td rowspan="2">Second Level</td><td colspan="2">Understand: The motion of an object can be described in terms of distance covered in a time, which allows movement to be measured.</td><td colspan="2">Understand: Forces act between objects through contact or at a distance, allowing for a variety of practical uses in everyday life.</td></tr>
<tr>
<td>Know:
Describing motion
Distance describes how far something has moved and can be measured in metres.

Time is the duration of movement and can be measured in seconds.

Both distance and time are needed to describe motion.</td>
<td>Do:
Relate the changing of distance or time to effects on motion.

Compare motion using measurements of distance and time.

Use scientific vocabulary: distance, time, motion.</td>
<td>Know:
Forces
Forces act between objects and can be contact forces or non-contact forces.

Contact forces happen when objects touch each other.

Non-contact forces act between objects without touching. Examples of non-contact forces include magnetic forces and gravitational forces.

Changes in motion
Forces can change the speed, direction or shape of objects.

Some objects are heavier or lighter than others.

Heavier objects may need more force to make them start moving.

Friction and air resistance
Friction is a contact force that occurs when surfaces are in contact with each other.

Friction opposes the relative motion of objects in contact with each other.

Different surfaces create different amounts of friction.

Rough surfaces usually produce more friction than smooth surfaces.

Air resistance opposes the motion of an object as it moves in relation to the air.

Changes in shape of materials
Changes in shape are temporary or permanent.

Applications
Friction can be useful, for example, vehicle braking.

Wheels can help reduce friction making it easier to move objects.</td>
<td>Do:
Relate how objects move on different surfaces to the effects of friction.

Identify practical examples of friction being used, or reduced, in everyday life.

Relate magnetic interactions to poles, distance and forces.

Use scientific vocabulary: speed, friction, air resistance.</td>
</tr>
</table>

<table>
<tr><td></td><td></td><td></td><td>Friction can be reduced with lubrication.

Magnetism
Magnets have poles. Like poles repel and unlike poles attract. (North-North or South-South poles repel. Unlike poles attract, for example, South-North.)

Magnetic forces can act at a distance.

Magnetic forces are stronger closer to the magnet.</td><td></td></tr>
<tr><td colspan="2">Includes, but not limited to
• Measurements of distance and time using metres and seconds.

Excludes
• The following points do not need to be covered at this level:
- formal speed calculations
- state units for speed

Notes
• Use practical measurements of motion in familiar contexts.
• Learners may think speed depends only on distance. Compare journeys to show that time also matters.</td><td colspan="2">Includes, but not limited to
• Static electricity is an example of a non-contact force.

Excludes
• Explaining motion using balanced and unbalanced forces is not required at this level.

Notes
• Learners may think forces only happen when objects touch. This comes from everyday experiences of pushing and pulling.
• Learners may think magnetic forces only happen when objects touch. Reinforce that magnetic forces act at a distance.
• The words ‘force’ and ‘pole’ have a different scientific meaning to their everyday use.</td></tr>
<tr><td>Know:</td><td>Do:</td><td>Know:</td><td></td></tr>
<tr><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td>Know:</td><td>Do:</td><td>Know:</td><td></td></tr>
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<table>
<tr><td>Strand</td><td colspan="4">The Physical World</td></tr>
<tr><td>Sub-strand</td><td colspan="4">Waves</td></tr>
<tr><td></td><td colspan="2">Sound</td><td colspan="2">Light</td></tr>
<tr><td rowspan="8">Second Level</td><td colspan="2">Understand: Sound travels through materials differently, resulting in them being absorbed, reflected or changed by different surfaces and environments.</td><td colspan="2">Understand: Light travels in straight lines and can be reflected, absorbed or transmitted when it meets materials.</td></tr>
<tr><td>Know:
How sound is made and moves
Sound travels from a source through solids, liquids and gases.

Sound spreads out from a source in all directions.

Sound can reflect from surfaces to produce echoes.

Vibrations transfer sound through materials.

Sound in everyday life
Sound is heard by humans when sound waves make the ear drum vibrate.

Sounds can affect people and animals, for example, by helping communication or causing disturbance and stress when they are too loud.

Very loud or background sounds (noise pollution) can have negative effects, such as disturbing sleep, causing hearing loss, or causing stress in animals.</td><td>Do:
Compare sounds with different pitch and loudness.

Identify ways that sound can affect people, animals and environments.
Use scientific vocabulary: reflects, echoes, noise pollution.</td><td>Know:
How light behaves
Light travels in straight lines from a source.

Shadows form when light is blocked by objects that absorb the light.</td><td>Do:
Investigate how shadows are made when light is blocked.

Investigate and compare how moving the light source or object changes the shadow.

Identify everyday uses and applications of light.

Use scientific vocabulary: light, shadow.</td></tr>
<tr><td colspan="2">Notes
• Sound requires a material to travel through. Reflection of sound can produce echoes.
• Learners may think, mistakenly, that sound travels instantly or equally well through all materials.
• The word ‘reflect’ has a different scientific meaning to its everyday use.</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>
<tr><td>Know:</td><td>Do:</td><td>Know:</td><td>Do:</td></tr>
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Strands	Taking Scientific Action		Science Around Me		Informed and Responsible Decision-making	
	Understand: Using scientific evidence to solve problems helps make positive changes for people, other living things and the environment, and shows how solutions can be improved.		**Understand:** Science uses the ideas and innovations of people from diverse cultures and communities to improve people's lives, other living things and the environment, in the past, now and in the future.		**Understand:** Scientific evidence can be evaluated, helping to make responsible decisions and informed choices.	
Second Level	**Know:** **Identify and plan** Scientific evidence helps to identify causes of problems and compare possible solutions. Problems can often be made easier to solve by breaking them into smaller parts. **Take scientific action** Applying scientific knowledge and skills can make a positive difference to people, other living things and the environment. Problems often have more than one possible solution. Different solutions have different advantages and disadvantages. **Collaborate and communicate** A variety of roles are required for effective team-work and diverse perspectives strengthen group decisions. **Evaluate and improve** Observations and evidence help to evaluate if an action has made a difference. Learning from mistakes, unexpected outcomes and failures can help improve solutions.	**Do:** **Identify and plan** Investigate science-related issues affecting people and other living things in the local community and environment. Generate creative ideas to address science-related problems or opportunities. Collect and use data to compare options. Identify who or what is affected by a problem and listen to people's views. Develop an action plan to solve problems. **Take scientific action** Apply scientific knowledge and skills by taking evidence-informed action in local community contexts. Design, prototype, test and refine solutions using evidence and feedback. Be resilient when faced with unexpected situations and know when to ask for help. Recognise that actions can affect people differently. **Collaborate and communicate** Respond to feedback when working with groups, adapting approaches where required. Take responsibility for agreed tasks within a team.	**Know:** **Science in our lives** Contributions from people from diverse cultures and communities shape the development of scientific ideas, inventions and innovations over time. Scientific innovations should be developed responsibly, considering the needs of a wide range of people, other living things and the environment. Scientific ideas and innovations can change how people may live and work in the future. **Science at work** Scientific knowledge and skills are transferrable into a wide variety of jobs. Scientific workplaces benefit from a diverse workforce. Engineers use science and creativity to design solutions that help people and make everyday life better. STEM jobs use knowledge and skills from science, technology, engineering and mathematics.	**Do:** **Science in our lives** Recognise the value and contribution of diverse scientists and how they impacted on people, living things and the environment. Recognise how scientific developments affect diverse people or communities. Use imagination to generate ideas for scientific solutions that could improve life for people, other living things and the environment. **Science at work** Identify ways in which scientific knowledge and skills are used in a wide variety of jobs, such as engineering.	**Know:** Scientific evidence can help people make responsible decisions and informed choices. Misinformation is false or misleading information shared by mistake. Disinformation is false information spread deliberately to deceive or influence people.	**Do:** Evaluate the evidence used to support a scientific claim. Use relevant scientific evidence to make and justify an informed decision. Use scientific vocabulary: misinformation, disinformation.

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		Communicate with others by sharing, explaining and justifying views respectfully. Support and encourage others to complete actions. **Evaluate and improve** Use observations or evidence to evaluate whether an action has made a difference and to suggest improvements.				
	Include, but not limited to • Taking responsibility for agreed tasks in a team – 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 • Design, prototyping, testing and refining etc. is aligned with the Engineering Design Process.		**Includes, but not limited to** • Scientific ideas, inventions and innovations originating from the Global South and indigenous communities. **Excludes** • Career pathways – Learners are not expected to know about these in depth, just that there are many pathways that exist and that not all science-related jobs require an academic degree. **Notes** • Scientific ideas and discoveries are modern and historical and can be linked to colonial legacies. Decolonising the Sciences curriculum requires exploration of: - which knowledge is valued? - how is it assessed? - how was it produced? - by whom? - at what cost? • Jobs that use science are typically, but not always, part of the Science, Technology, Engineering and Maths (STEM) industries. • The phrase 'diverse backgrounds' refers to people from a variety of ethnic, socio-economic, and cultural backgrounds, and includes diversity in gender and other protected characteristics.		**Includes, but not limited to** • Examples of evidence or sources to look at may include social media posts, manipulated graphs, artificial intelligence-generated content, climate misinformation or false health claims. **Notes** • Misinformation could be someone passing on a story they think is true.	

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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.					
Sub-strand	**Geography**		**History**		**Modern Studies**	
Second Level	**Understand:** Events and issues may have different causes and consequences.		**Understand:** Events and issues may have different causes and consequences.		**Understand:** Events and issues may have different causes and consequences.	
	Know: Geographical events and changes often have different causes and consequences that can affect people, places and environments in different ways.	**Do:** Describe how different causes lead to geographical events and changes. Describe different consequences for people, places and environments.	**Know:** Historical events and issues often had different causes and consequences that affected people and societies in different ways.	**Do:** Describe how different causes contributed to historical events and issues. Describe different consequences for people and societies.	**Know:** Contemporary events and issues often have different causes and consequences that can affect people, communities and societies in different ways.	**Do:** Describe how different causes contribute to contemporary events and issues. Describe different consequences for people, communities and societies.
	Notes • Causes may be natural (such as heavy rainfall, earthquakes or volcanic eruptions), human (such as building, farming or pollution), or a combination of both. • Consequences may be positive or negative. • Consequences may be immediate or longer term. • Sequencing and chronology can help explain how events are connected and how causes and consequences develop over time, with some happening sequentially and others simultaneously.		**Notes** • Consequences may be positive or negative. • Consequences may be immediate or longer term. • Sequencing and chronology can help explain how events are connected and how causes and consequences develop over time, with some happening sequentially and others simultaneously.		**Notes** • Consequences may be positive or negative. • Consequences may be immediate or longer term. • Sequencing and chronology can help explain how events are connected and how causes and consequences develop over time, with some happening sequentially and others simultaneously.	

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<table>
<tr><td>Strand</td><td colspan="4">Conflict

Conflict is a disagreement, tension or struggle within or between people, groups, societies, ideas or environments.</td></tr>
<tr><td>Sub-strand</td><td colspan="2">Geography</td><td colspan="2">History</td><td colspan="2">Modern Studies</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Conflict can occur in different ways and can affect people and places differently.</td><td colspan="2">Understand: Conflict can occur in different ways and can affect people and places differently.</td><td colspan="2">Understand: Conflict can occur in different ways and can affect people and places differently.</td></tr>
<tr><td>Know:
Conflict, including land-use or environmental conflicts, occurs when land or resources are used in various ways, leading to different impacts on people and/or places.</td><td>Do:
Identify the conflict.

Describe how land or resources are used differently.

Describe how people and/or places are affected by the conflict.

Identify ways the conflict has been or could be addressed.</td><td>Know:
Conflict in the past, including disputes, uprisings and wars, had various causes and affected people, societies and/or countries in different ways.</td><td>Do:
Identify a conflict in the past.

Describe what the conflict was about and what happened.

Describe how people, societies and/or countries were affected by the conflict.

Identify how the conflict was addressed or resolved.</td><td>Know:
Conflict occurs when different views or interests lead to disagreements, disputes and wars, affecting people, groups and/or countries in different ways.</td><td>Do:
Identify the conflict.

Describe the conflict.

Describe how people, groups and/or countries are affected by the conflict.

Identify ways the conflict has been or could be addressed.</td></tr>
<tr><td colspan="2">Notes
• When identifying the conflict, children and young people should state what type of conflict it is, for example, land-use or environmental.
• Not all conflict is violent.
• Land-use conflicts happen when people or groups want to use the same land in different ways, and may include disagreements over housing, farming, tourism, transport, energy, industry or recreation.
• Environmental conflicts happen when people or groups disagree about how environments or natural resources should be used, protected or managed.
• Conflict may affect daily life, relationships, safety, access to resources, land use, wildlife or the environment.
• Ways of addressing conflict may include discussion, planning, rules, agreements or sustainable management approaches, although some conflicts may remain ongoing or 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.</td><td colspan="2">Notes
• When identifying a conflict, children and young people should state what type of conflict it is, for example, a dispute, uprising or war.
• Not all conflict is violent.
• A dispute is a serious disagreement between people, groups or countries.
• An uprising is an act of opposition or fighting against those in power.
• Wars are organised, armed conflicts between groups or countries and may include civil wars or international wars.
• Conflict may have affected daily life, relationships, safety, access to resources or the environment.
• Ways that conflicts were addressed or resolved may have included agreements, changes in leadership, negotiation or the ending of fighting. Some conflicts, however, were not resolved.
• 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.</td><td colspan="2">Notes
• When identifying the conflict, children and young people should state what type of conflict it is, for example, a disagreement, dispute or war.
• Not all conflict is violent.
• A disagreement is when people or groups do not agree about something or want different things.
• A dispute is a serious disagreement between people, groups or countries.
• Wars are organised, armed conflicts between groups or countries and may include civil wars, international wars or conflicts over territory, ideology or resources.
• Conflict may affect daily life, relationships, safety, access to resources or the environment.
• Ways of addressing or responding to conflict may include discussion, rules, agreements, strikes, protests or negotiations, although some conflicts may remain ongoing or 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.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="5">Cooperation

Cooperation is the process of working together to achieve goals or address challenges.</td></tr>
<tr><td>Sub-strand</td><td colspan="2">Geography</td><td colspan="2">History</td><td>Modern Studies</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Cooperation can help people solve problems and respond to challenges.</td><td colspan="2">Understand: Cooperation can help people solve problems and respond to challenges.</td><td>Understand: Cooperation can help people solve problems and respond to challenges.</td></tr>
<tr><td>Know:
People, groups and countries may have shared responsibilities for environments and resources.</td><td>Do:
Identify examples of shared responsibilities for environments and resources.

Describe how different people, groups or countries work together to care for or manage environments and resources.

Describe how working together met or could meet shared needs or address challenges.</td><td>Know:
People, groups and countries in the past often depended on one another to meet needs, respond to challenges and improve their lives.</td><td>Do:
Identify examples of people, groups or countries working together in the past.

Describe how people, groups or countries worked together to meet needs or respond to challenges.

Describe what was achieved through working together.</td><td>Know:
People, groups and countries work together to respond to issues that affect people, communities and societies.</td><td>Do:
Identify an issue affecting people, communities and societies.

Describe how people, groups or countries work together to respond to an issue.

Describe what was or could be achieved through working together.</td></tr>
<tr><td colspan="2">Notes
• Resources may include water, energy, land, food or natural resources.
• Different people, groups and countries may have different roles and responsibilities.
• Working together at local, national and global levels may involve sharing knowledge, responsibilities, resources or expertise.
• Examples of shared responsibilities may include:
○ protecting local green spaces.
○ managing shared water supplies.
○ conserving habitats and wildlife.
○ using resources sustainably.
• People can care for environments and manage resources in different ways: sustainable practices may include reducing waste, reusing and recycling materials, saving water and energy, reducing pollution, improving air and water quality, protecting habitats and wildlife and sharing resources fairly.</td><td colspan="2">Notes
• Cooperation in the past took place within and between communities, societies and countries, depending on needs and challenges.
• People often depended on one another to respond to challenges such as food shortages, scarcity of resources, unsafe living or working conditions, conflict or unfair treatment.
• Historical examples should show how people worked together to meet needs, respond to challenges or improve their lives. These may include:
○ communities supporting one another during periods of hardship.
○ workers cooperating to improve working conditions.
○ countries forming alliances or partnerships.
○ people cooperating through trade and exchange.
• Cooperation may have led to improved living conditions, increased security and social or economic change over time, although benefits were not always equal for all groups.</td><td>Notes
• Issues affecting people, communities and societies may relate to poverty, inequality, health, housing, community wellbeing, environmental concerns or human rights.
• People may work together to support others, improve services, raise awareness, influence decisions or bring about change.
• Groups involved may include community organisations, charities, campaign groups, pressure groups, trade unions, governments and organisations at local, national or international level.
• Different groups may have different roles, responsibilities, resources and expertise when responding to an issue.
• Examples may include:
○ charities supporting people experiencing hardship.
○ trade unions working to improve pay and working conditions.
○ pressure groups campaigning on environmental or social issues.
○ governments and international organisations responding to global challenges.
• Cooperation may involve sharing information, resources, expertise, responsibilities or decision-making.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="4">Enquiry

Enquiry is the process of asking questions, gathering information and using findings to develop knowledge and understanding and reach conclusions.</td></tr>
<tr><td>Sub-strand</td><td colspan="2">Geography</td><td colspan="2">History</td><td colspan="2">Modern Studies</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Enquiry uses different methods and sources to gather information.</td><td colspan="2">Understand: Enquiry uses different methods and sources to gather information.</td><td colspan="2">Understand: Enquiry uses different methods and sources to gather information.</td></tr>
<tr><td>Know:
Enquiry in Geography uses observations, maps and fieldwork to answer questions about people, places and environments.</td><td>Do:
Ask questions about people, places and environments and possible futures.

Use observations, maps and fieldwork to gather information.

Share findings.</td><td>Know:
Enquiry in History uses primary and secondary sources to answer questions about people, events and societies in the past.</td><td>Do:
Ask questions about people, events and societies in the past.

Use primary and secondary sources to gather information.

Share findings.</td><td>Know:
Enquiry in Modern Studies uses surveys, interviews and media sources to answer questions about contemporary issues, people and societies.</td><td>Do:
Ask questions about contemporary issues, people and societies and possible futures.

Use surveys, interviews and media sources to gather information.

Share findings.</td></tr>
<tr><td colspan="2">Notes
Questions about possible futures may consider what might happen, what could change or what people might do in response.
Observations involve gathering information by looking at populations, places and environments.
Maps and atlases can be used to locate places and identify geographical features.
Fieldwork involves gathering information and data directly from people, places and environments.
Other methods of enquiry that could be used may include surveys and interviews.
Findings could be shared through discussion, maps, pictures, diagrams, charts, reports, presentations or digital formats.</td><td colspan="2">Notes
Primary sources were created during the time being studied and may include artefacts, photographs, buildings, oral accounts and documents such as letters, diaries, speeches or newspaper articles.
Secondary sources were created after the time being studied and may include textbooks, documentaries, books, articles or digital sources.
Findings could be shared through discussion, timelines, pictures, diagrams, charts, reports, presentations or digital formats.</td><td colspan="2">Notes
Questions about possible futures may consider what might happen, what could change or what people might do in response.
A survey gathers information by asking questions to groups of people. This may include a survey that children and young people create or a survey from another source.
An interview gathers information through discussion with an individual or group. This may include an interview that children and young people conduct or an interview from another source.
Media sources may include print media, television, radio, websites and social media.
Findings could be shared through discussion, timelines, pictures, diagrams, charts, reports, presentations or digital formats.</td></tr>
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<tr><td>Strand</td><td colspan="4">Environments
Environments are the natural and human-made conditions and surroundings that shape, and are shaped by, people's lives and actions.</td></tr>
<tr><td>Sub-strand</td><td colspan="2">Geography</td><td colspan="2">History</td><td colspan="2">Modern Studies</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Environments influence how people live.</td><td colspan="2">Understand: Environments influence how people live.</td><td colspan="2">Understand: Environments influence how people live.</td></tr>
<tr><td>Know:
People use environments in different ways, creating different patterns of land use.</td><td>Do:
Identify and describe different environments and land uses using maps, atlases and digital tools.

Describe how people use and sustain different environments.</td><td>Know:
Different environments influenced where people in the past settled and how they lived and worked.</td><td>Do:
Describe how environments influenced where people settled.

Describe how environments affected how people lived and worked.</td><td>Know:
Different environments can influence how people live and meet their needs.</td><td>Do:
Describe how environments can influence people's daily lives.

Describe how environments can affect how people's needs are met.</td></tr>
<tr><td colspan="2">Notes
Land use refers to the ways land is used by people. This may include housing, farming, industry, commerce, transport, tourism, recreation and conservation.
Different environments can have different patterns of land use, and the same environment can be used for different purposes.
Urban environments may include land used for housing, services, commerce, industry, transport and recreation.
Rural environments may include land used for farming, forestry, settlements, recreation, tourism and conservation.
Coastal environments may include land used for settlements, transport, tourism, recreation and conservation.
People can sustain environments in different ways. Sustainable practices may include reducing waste, reusing and recycling materials, saving water and energy, reducing pollution, improving air and water quality, protecting habitats and wildlife and using resources responsibly.</td><td colspan="2">Notes
Access to resources, such as water, fertile land, food sources, fuel and building materials, often influenced where people chose to settle.
Environmental features, such as rivers, coastlines, mountains and climate, may have created opportunities and challenges for communities.
People adapted their homes, clothing, transport and ways of working to suit the environments in which they lived.
Different environments supported different ways of life, such as farming in fertile river valleys, fishing in coastal communities, crofting in rural areas, trading in urban areas or mining in areas rich in natural resources.
Environments influenced trade, travel and communication. For example, rivers, seas and natural routes could have connected people and places.
Changes to environments may have influenced how people lived and worked over time. For example, the growth of industrial towns near coalfields or the development of settlements around important natural resources.</td><td colspan="2">Notes
Environments in Modern Studies can refer to the social, economic and community settings in which people live, including their family circumstances, neighbourhoods, communities and access to resources and services.
Different environments may provide varying access to housing, education, healthcare, transport, employment and leisure opportunities. The availability of local services and facilities can influence how people's needs are met.
People may experience different opportunities and challenges depending on where they live.
People’s needs may include access to housing, food, healthcare, education, transport, safety and social support.</td></tr>
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<tr><td>Strand</td><td colspan="4">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.</td></tr>
<tr><td>Sub-strand</td><td colspan="2">Geography</td><td colspan="2">History</td><td colspan="2">Modern Studies</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Everyone should have equal rights, opportunities and access to participate in society.</td><td colspan="2">Understand: Everyone should have equal rights, opportunities and access to participate in society.</td><td colspan="2">Understand: Everyone should have equal rights, opportunities and access to participate in society.</td></tr>
<tr><td>Know:
People's access to services, resources and opportunities can vary between places.</td><td>Do:
Identify differences in access to services and resources.

Describe how access to services and resources differs between places.

Explain how differences in access to services and resources affect people’s opportunities and quality of life.</td><td>Know:
People and groups in the past did not always have equal rights and opportunities.</td><td>Do:
Identify people and groups in the past who did not have equal rights and opportunities.

Explain how differences in rights and opportunities affected people’s lives in the past.

Describe how people and groups in the past attempted to improve their rights and opportunities.</td><td>Know:
People’s rights can be protected by laws that promote equality, but people can experience differences in opportunities and access to participate in society.</td><td>Do:
Identify rights protected by law.

Describe differences in people’s opportunities and access to participate in society.

Explain how laws can help protect people’s rights and promote equality.</td></tr>
<tr><td colspan="2">Notes
• Access means being able to reach or use services and resources.
• Access, for example, may vary between urban and rural areas or within or between countries. This could create inequality.
• Services may include healthcare, education, transport, housing, leisure facilities and digital services.
• Resources may include water, energy, food and green space.
• Opportunities are the chances people have in life.
• Differences in access can create opportunities and challenges. These may include easier access to school, healthcare, transport or employment, which can improve people’s quality of life, whereas limited access may make it more difficult to meet people’s needs.
• Equity recognises that people may need different support, resources or opportunities to address barriers and achieve fair access.</td><td colspan="2">Notes
• Rights are freedoms and protections that people should have.
• Opportunities are the chances people have in life.
• People and groups in the past experienced differences in rights and opportunities due to factors such as age, disability, sex, gender, race, religion, sexual orientation, wealth or social status, which led to inequality.
• Differences in rights and opportunities affected how people lived, worked and participated in society.
• People and groups attempted to improve their rights and opportunities through actions such as campaigns, protests or reform movements.</td><td colspan="2">Notes
• Rights set out what people are entitled to, and laws help protect those rights and reduce discrimination.
• Laws can help protect equality by ensuring people are treated fairly and are protected from discrimination.
• Examples in Scotland and the UK include the UNCRC, which protects children's rights, and the Equality Act 2010, which protects people from discrimination and promotes equality.
• The Equality Act 2010 protects people from discrimination based on protected characteristics, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Hate Crime and Public Order (Scotland) Act 2021 extends protection against prejudice in Scotland.
• Rights and laws may vary between countries.
• Equity recognises that people may need different support, resources or opportunities to address barriers and achieve fair access.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="4">Evidence

Evidence is information used to answer questions and support, challenge or develop explanations and conclusions.</td></tr>
<tr><td>Sub-strand</td><td colspan="2">Geography</td><td colspan="2">History</td><td colspan="2">Modern Studies</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Evidence from different sources may provide different information or give different accounts.</td><td colspan="2">Understand: Evidence from different sources may provide different information or give different accounts.</td><td colspan="2">Understand: Evidence from different sources may provide different information or give different accounts.</td></tr>
<tr><td>Know:
Evidence in Geography comes from different sources and may show similar or different information about people, places and environments.</td><td>Do:
Identify different sources.

Describe what evidence the sources show or tell.

Describe similarities and/or differences in what the sources show or tell.</td><td>Know:
Evidence in History comes from different sources and may show similar or different information about people, events and societies in the past.</td><td>Do:
Identify primary and secondary sources.

Describe what evidence the sources show or tell.

Describe similarities and/or differences in what the sources show or tell.</td><td>Know:
Evidence in Modern Studies comes from different sources and may show similar or different information about contemporary issues, people and societies.</td><td>Do:
Identify different sources.

Describe what evidence the sources show or tell.

Describe similarities and/or differences in what the sources show or tell.</td></tr>
<tr><td colspan="2">Notes
• Evidence in Geography may come from observations, maps and atlases, photographs, fieldwork findings, surveys, measurements, statistical data or digital sources.
• Different sources may show varying features, patterns or perspectives of the same place or issue, and provide different information because they were created at different times, locations or scales.
• Some information may be inaccurate or misleading. This may happen by mistake (misinformation) or deliberately (disinformation).</td><td colspan="2">Notes
• Evidence in History comes from primary and secondary sources.
• Primary sources were created during the time being studied and may include artefacts, photographs, buildings, oral accounts and documents such as letters, diaries, speeches or newspaper articles.
• Secondary sources were created after the time being studied and may include textbooks, documentaries, books, articles or digital sources.
• Sources may provide different information because they were created at different times, for different purposes and from different perspectives.
• Some information may be inaccurate or misleading. This may happen by mistake (misinformation) or deliberately (disinformation).</td><td colspan="2">Notes
• Evidence in Modern Studies may come from surveys, interviews, statistics, reports, media sources and case studies. Media sources may include print media, television, radio, websites and social media.
• Sources may present issues differently and provide different information because they were created at different times and for different purposes, audiences or perspectives.
• Some information may be inaccurate or misleading. This may happen by mistake (misinformation) or deliberately (disinformation).</td></tr>
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<table>
<tr><td>Strand</td><td colspan="4">Perspective

Perspective is the way people understand and interpret the world based on who they are and where they come from.</td></tr>
<tr><td>Sub-strand</td><td colspan="2">Geography</td><td colspan="2">History</td><td colspan="2">Modern Studies</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Different people and groups may have different perspectives on the same people, places, events or issues.</td><td colspan="2">Understand: Different people and groups may have different perspectives on the same people, places, events or issues.</td><td colspan="2">Understand: Different people and groups may have different perspectives on the same people, places, events or issues.</td></tr>
<tr><td>Know:
Perspectives in Geography are different ways people and groups look at or understand the same people, places and environments.</td><td>Do:
Identify different perspectives.

Describe similarities and differences between perspectives.</td><td>Know:
Perspectives in History are different ways people and groups look at or understand the same people, events and societies in the past.</td><td>Do:
Identify different perspectives.

Describe similarities and differences between perspectives.</td><td>Know:
Perspectives in Modern Studies are different ways people and groups look at or understand the same contemporary issues, people and societies.</td><td>Do:
Identify different perspectives.

Describe similarities and differences between perspectives.</td></tr>
<tr><td colspan="2">Notes
Perspectives may differ because people have different needs, priorities, interests, beliefs or experiences.
Perspectives in Geography may include differences over:
How an area or land should be used.
Changes to a place.
Using and caring for environments.
Responses to weather or environmental events.
Prominent figures.</td><td colspan="2">Notes
Perspectives can come from people living at the time, while others come from people interpreting the past later. Past perspectives may differ from those held today.
Perspectives may differ because people have different needs, priorities, interests, beliefs or experiences.
Perspectives in History may include differences over:
Changes in the past.
Decisions made and actions taken in the past.
Historical issues and events.
Prominent figures in the past.</td><td colspan="2">Notes
Perspectives may differ because people have different needs, priorities, interests, beliefs or experiences.
Perspectives in Modern Studies may include differences over:
Decisions affecting communities.
Issues affecting people, including children and young people.
How money or resources should be used.
Contemporary issues or events.
Prominent figures.</td></tr>
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<tr><td>Strand</td><td colspan="4">Power

Power is the ability to influence, control or cause change.</td></tr>
<tr><td>Sub-strand</td><td colspan="2">Geography</td><td colspan="2">History</td><td colspan="2">Modern Studies</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Power comes from different sources.</td><td colspan="2">Understand: Power comes from different sources.</td><td colspan="2">Understand: Power comes from different sources.</td></tr>
<tr><td>Know:
Water, ice and tectonic activity, have the power to shape and change landscapes and environments.</td><td>Do:
Identify ways water, ice or tectonic activity shape and/or change landscapes and environments.

Describe how water, ice or tectonic activity shape and/or change landscapes and environments.</td><td>Know:
Power in the past was held by people and groups, including monarchs, governments, religious leaders and wealthy individuals, who controlled decisions, resources and people.</td><td>Do:
Identify people and/or groups who held power in the past.

Describe how people and/or groups used power in the past.</td><td>Know:
Power takes different forms and may be held by people, groups, institutions and countries which can influence decisions and change.</td><td>Do:
Identify people, groups, institutions and/or countries that hold power.

Describe how people, groups, institutions and/or countries use power.</td></tr>
<tr><td colspan="2">Notes
Children and young people do not need to study all of these contexts together. They may be explored through selected geographical examples.
Water can shape landscapes through erosion, transportation and deposition.
Ice can shape landscapes through the movement of glaciers.
Tectonic activity refers to the movement within the Earth's crust, which can result in earthquakes, volcanoes and mountain formation.
Landscape refers to the visible features of an area of land, including both natural and human features. Examples of landscape features shaped by natural processes may include valleys, mountains, cliffs, beaches and river channels.
Environments are the natural and human-made conditions and surroundings that shape, and are shaped by, people's lives and actions.
Natural processes may cause changes gradually over long periods of time or suddenly through events such as earthquakes and volcanic eruptions.</td><td colspan="2">Notes
Children and young people do not need to study all of these contexts together. They may be explored through selected historical examples.
Monarchs are kings, queens or emperors who rule a country or territory. They have power because they may be heads of state and symbols of authority, and in some times and places they may have made decisions about laws, leadership and the running of a country.
Governments make decisions, develop policies and implement laws that affect society. Parliaments make laws and hold governments to account.
Religious leaders hold authority within a religion. They may have power because they can guide beliefs, values and behaviour, influencing how people think, act and make decisions.
Wealthy individuals have power because they may control money, land, resources or businesses, allowing them to influence decisions, opportunities and outcomes for others.
Resources may have included land, food, money, materials or labour that people needed or valued.</td><td colspan="2">Notes
Children and young people do not need to study all of these contexts together. They may be explored through selected contemporary examples.
People may gain influence through voting, leadership, expertise or public support. Public support refers to backing from members of the public which can increase a person or group's influence. Some people may gain influence through ownership of money, resources, land or businesses.
Groups work together to achieve goals or influence change such as political parties, campaign groups, charities, community groups, pressure groups or trade unions.
Institutions are organisations or systems that have authority or responsibility within society such as governments, parliaments, police, courts, schools or the media.
Countries may have power through factors such as their wealth, resources, population, military strength, relationships with other countries or role in international organisations.
Parliaments make laws and hold governments to account.
Governments make decisions, develop policies and implement laws that affect society.
Police help enforce laws and maintain public safety.
The media can influence public awareness, opinions and discussions.</td></tr>
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<tr><td>Strand</td><td colspan="4">Society

Society is how people organise themselves and share ways of life.</td></tr>
<tr><td>Sub-strand</td><td colspan="2">Geography</td><td colspan="2">History</td><td colspan="2">Modern Studies</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Societies are organised in different ways.</td><td colspan="2">Understand: Societies are organised in different ways.</td><td colspan="2">Understand: Societies are organised in different ways.</td></tr>
<tr><td>Know:
Settlements develop in different ways and vary in size, function and population.</td><td>Do:
Identify different types of settlements.

Describe how settlements differ.

Explain how settlements influence people's daily lives.</td><td>Know:
Daily life in past societies varied between different people.</td><td>Do:
Identify a society in the past.

Describe daily life for people in the society.

Explain why daily life differed between people in the society.</td><td>Know:
People and groups have different roles and responsibilities that help society function.</td><td>Do:
Identify different roles within society.

Describe the rights and responsibilities of people and groups in society.

Explain how these roles contribute to society.</td></tr>
<tr><td colspan="2">Notes
Settlements are places where people live and may vary in size. For example, hamlets, villages, towns and cities.
Settlements can have different functions such as residential, industrial, commercial, tourist or port.
Settlements are not the only way societies can be organised. Nomadic communities organise themselves without a fixed settlement.
Settlements develop because of factors such as water, transport, resources, employment and landscape.
People's access to employment, transport, education and leisure can be influenced by the settlement in which they live.</td><td colspan="2">Notes
People living in different societies often had different ways of life because of where and when they lived, the resources available, beliefs and customs, technology and the type of work they did.
Nomadic communities in the past organised themselves without a fixed settlement.
Daily life refers to how people lived each day, including their homes, food, clothing, work, education, family life, leisure, religion and transport.
People within the same society did not always experience daily life in the same way. Differences could be influenced by age, gender, sex, sexual orientation, wealth, occupation or social class.
Sources such as artefacts, buildings, photographs, documents and archaeological evidence can be used to find out about daily life in the past.</td><td colspan="2">Notes
Roles and responsibilities refer to the different jobs, duties and contributions people and groups have within society. Examples may include emergency services, public sector workers, elected representatives and community organisations.
Different people and groups have different responsibilities, such as keeping people safe, making decisions, providing services, supporting communities and protecting rights.
Different roles and responsibilities help society function by meeting the needs of people and communities and supporting the organisation of society.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="4">Systems

Systems are ways in which people, places and natural processes are connected and interact with each other.</td></tr>
<tr><td>Sub-strand</td><td colspan="2">Geography</td><td colspan="2">History</td><td colspan="2">Modern Studies</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Systems connect people, places and processes.</td><td colspan="2">Understand: Systems connect people, places and processes.</td><td colspan="2">Understand: Systems connect people, places and processes.</td></tr>
<tr><td>Know:
Natural systems, including weather and the water cycle, involve processes that create patterns and changes.</td><td>Do:
Identify and use weather instruments to observe and record patterns of weather.

Describe the stages of the water cycle and how they are connected.</td><td>Know:
People in the past developed systems, including transport and communication systems, to enable the movement of people, goods and information.</td><td>Do:
Identify and describe a system used in the past.

Describe how the system enabled people, goods and/or information to move.</td><td>Know:
Government systems, including those in Scotland and the UK, have different levels of government with representatives who make decisions for their communities.</td><td>Do:
Identify representatives and political parties at local and national levels.

Describe the different levels of government and what they are responsible for.</td></tr>
<tr><td colspan="2">Notes
Weather instruments may include a thermometer, rain gauge, wind vane and anemometer.
Weather observations may include temperature, rainfall, wind direction and wind speed.
Processes in the water cycle may include evaporation, transpiration, condensation, precipitation, run-off and infiltration.
Water moves continuously through the water cycle between the atmosphere, the land and bodies of water.</td><td colspan="2">Notes
Transport systems may include road, canal, railway, shipping and aviation networks and routes.
Communication systems may include postal, print, telegraph, telephone, radio and digital communication systems and networks, as well as other ways of sending and sharing information.
Transport and communication systems may be connected and depend on one another.
Transport and communication systems affected people and societies in different ways, including how people travelled, communicated, worked and traded, and how settlements and communities developed.</td><td colspan="2">Notes
Government systems can have different levels with different responsibilities.
Representatives make decisions on behalf of the people and communities they represent.
Representatives in Scotland and the UK may include councillors, Members of the Scottish Parliament (MSPs) and Members of Parliament (MPs).
Political parties are groups of people who share ideas about how a country or community should be run.
Representatives may belong to a political party or be independent. In some countries they are elected, in others they are not.
Different levels of government are responsible for different areas of decision-making. For example, in Scotland and the UK:
Local councils make decisions about local services such as schools, parks, roads and waste collection.
The Scottish Parliament makes decisions about devolved powers such as education, health and justice.
The UK Parliament makes decisions about reserved powers such as defence, immigration and the constitution.</td></tr>
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Technologies Know-Do-Understand Strands

Strand	Identify, Define, Explore and Articulate (IDEAs)	
Second Level	**Understand: Creativity and problem solving involve planning, creating, testing, refining and sharing ideas with others.**	
	Know: Designers, engineers and entrepreneurs use creativity, curiosity and open-minded thinking to solve problems, improve existing ideas and generate new ones. Entrepreneurship is about spotting opportunities and coming up with new ideas and ways of doing things. Computational thinking is an approach to solving problems using techniques, such as decomposition, pattern recognition, abstraction and algorithms. Engineering design processes use stages, such as questioning, imagining, planning, creating and improving to develop solutions to problems. Design challenges or problems set restrictions, such as scenario, opportunity, budget that need to be met, for a solution to be successful.	**Do:** Use the restrictions or information in a challenge to develop a set of success criteria. Develop a range of potential solutions. Sequence the steps to create s solution. Test if a solution works. Gather feedback from potential users and make improvements. Share ideas, solutions and improvements with others.

Strand	Make It Happen					
Sub-Strand	Media		Crafting		Computing	
Second Level	**Understand**: Specialist skills, tools and resources are required to create and improve high-quality solutions.					
	Know: Principles of graphic design can help a layout to be more effective. Scale is used to represent objects accurately when full size is not practical. Digital content can be improved through editing, feedback and design choices. Different digital formats, such as documents, slide decks, presentations, infographics, video and audio can help communicate ideas effectively. Digital media can be used to create art, such as music, films, games and graphics.	**Do:** Create a graphic that uses the principles of graphic design. Identify examples of where scale would need to be used in drawings. Capture and collect digital media for multimedia projects. Plan and create a piece of art using digital media, such as music, photographs, short films, games. Capture audio, video or images observed while learning and use them to convey thoughts and feelings. Use media from licensed libraries that permit the use of the creators'	**Know:** Tools are specific to the materials being shaped, separated or joined. Materials can be shaped in different ways using tools and machines and different materials. Different materials require specific methods. Accuracy in marking out is critical to successful shaping and fitting.	**Do:** Use marking-out equipment and templates to create outlines for shaping materials. Use tools and techniques to shape materials into a given design. Use tools, adhesives and fixings to join materials. Use measuring tools and metric units accurately	**Know:** Programs follow instructions in order and can respond to things that happen, such as pressing a key, clicking a mouse or a sensor detecting a change. An IF statement helps a program choose what to do. Conditions compare things to see which is bigger, smaller or the same. Programs can use maths calculations such as adding, subtracting, multiplying and dividing. Loops repeat instructions.	**Do:** Develop a computing solution to solve a problem using block-based coding or physical computing. Debug the solution by finding and fixing mistakes.

	Digital media can be captured, in the moment, to support thinking and express ideas. Copyright gives creators legal protection for their original creative work. Generative AI uses human-made media and art to generate media, such as audio, video, images and graphics.	work.			Variables store information that can change. Debugging is the process of finding and fixing errors (bugs) in a solution.	

Strand	**Systems**				
Sub-Strand	Engineering		Computing		
Second Level	**Understand:** Systems use interconnected parts to receive inputs, process information and produce outputs.				
	Know: A machine is a physical device that uses energy, force or motion to perform work or help people carry out tasks more easily. Engineers use certain shapes, such as triangles, circles and cylinders, and materials in their designs to make structures stronger	**Do:** Design and build a machine using simple mechanisms in response to a design challenge. Design and build a free-standing, load-bearing structure, such as a bridge or tower that can support a weight.	**Know:** Inputs capture data, processors and memory handle instructions via code, and outputs deliver the result. Data can be stored locally on a physical device or remotely over a network. The internet is a global network of interconnected computers and devices that allows information and services to be shared worldwide. The Internet of Things (IoT) is a network of physical devices, or 'smart' objects and appliances, that can be connected to a network. Routers are hardware devices that pass data along a network. Wi-Fi is the wireless link connecting a device to the router, which then connects to the internet. The World Wide Web (WWW) is a service on the internet that allows people to access websites and information using a web browser.	**Do:** Identify and discuss examples of computer systems in the real world, including robotic and automated systems, and explain their purpose. Describe systems by identifying their inputs, processes and outputs, including systems that respond to environmental input. Store, organise and retrieve data using local and remote storage. Describe how devices are connected in a network. Share experiences with smart devices and the tasks they perform in a home network. Describe steps that can be taken to protect a home network from unauthorised users.

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Strand	People and Planet	
Second Level	**Understand: Technological developments can create consequences for people, communities and the environment.**	
	Know: The materials used to make things come from the Earth and some of these resources are finite. Sustainable materials can be grown again, replaced, reused or recycled more easily than others. Making, packaging and transporting products use resources and energy. Digital technologies require energy, materials and infrastructure to operate. Some digital technologies use large amounts of energy and water to store and process data. The extraction of raw materials and the production of products can affect people and communities. Digital devices may contain stored data when they are no longer in use.	**Do:** Investigate who and what is affected by the production of materials and products. Investigate forms of renewable energy and ways of reusing materials. Identify sustainable choices that can affect individuals and communities.

Strand	Digital World			
Sub-Strand	Digital Skills		Information Skills	
Second Level	**Understand:** Digital skills support safe, effective and collaborative participation in an increasingly digital world.			
	Know: A file is a piece of information saved on a device. Different files can store different things, such as pictures, writing, music or videos. Digital media and files are stored on devices using file names and they can be organised into folders. Files can be stored in different locations, such as on computers, tablets, USB drives or online. Metadata is descriptive information about a picture or file. Software is a collection of instructions that tells a device what to do. Devices need system software, such as an operating system, to function. The operating system manages the hardware and software enabling users to interact with a digital device. Different apps help users complete different tasks, such as writing, drawing, coding, playing games or communicating.	**Do:** Use software and applications to communicate, collaborate and support learning. Find and open applications and switch between applications and tasks. Name and organise files in folders and manage permissions to allow others to access them. Access the metadata of a picture or file. Access and change settings. Plan steps to keep familiar digital devices and home networks secure.	**Know:** A web browser is a tool that helps find, open and view websites on the internet. The words and keywords used in a search affect the quality of the results. Some sources of information are more reliable and trustworthy than others. Disinformation is information that is deliberately inaccurate or false. Disinformation is intended to cause harm, such as causing alarm or upset or damaging health. Generative AI (GenAI) uses information and patterns from existing data to generate content, so its outputs should be checked for accuracy, bias and reliability. An email is a digital message that people can send and receive using the internet.	**Do:** Use bookmarks to save useful websites in a browser. Access reliable online information and media. Evaluate the reliability of information, media or content by considering using the Currency, Relevance, Authority, Accuracy and Purpose test. Identify examples of disinformation. Explore GenAI by writing prompts and comparing responses. Recognise AI can be inaccurate or biased and question reliability of its outputs. Compose and send emails for a particular audience and purpose.

	Multiple applications, windows and digital tools can be used together to complete tasks efficiently. Most devices, software and apps have built-in guides to help the user solve problems. Accessing devices and their data without permission is called hacking and is illegal.			
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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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