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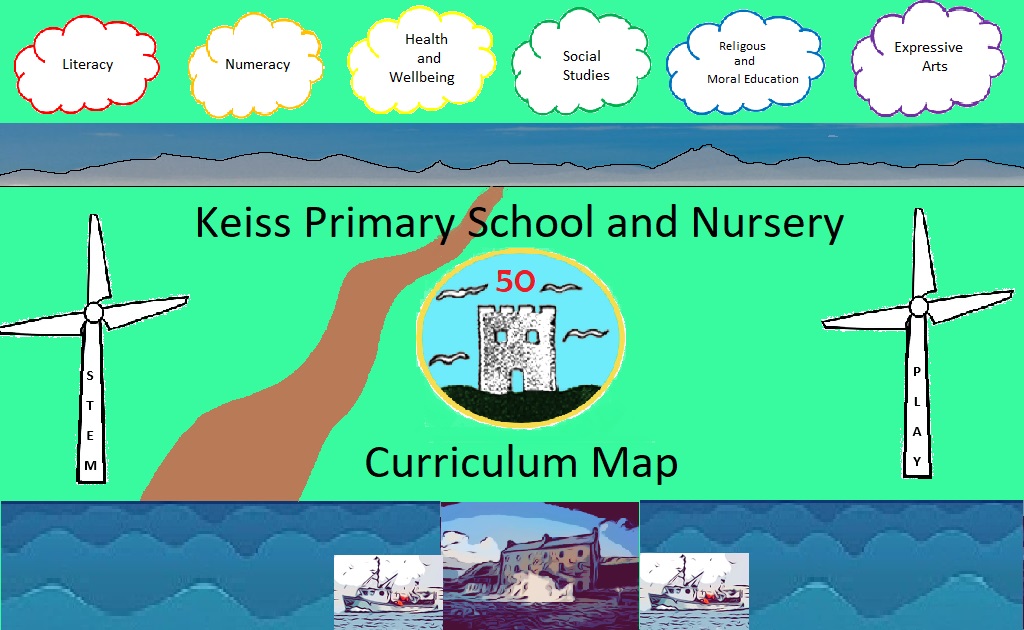
**Keiss Primary School**

**Curriculum Map and Framework**

**August 2022**

The Primary Curriculum Framework has been created to support schools and practitioners in building a curriculum which ensures coverage of the Curriculum for Excellence (CfE) Experiences and Outcomes (Es and Os) across the Primary years through the four contexts of learning detailed in [Building the Curriculum 3](https://education.gov.scot/media/0cvddrgh/btc3.pdf).

**Keiss Primary School Curriculum Map**

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**Overview of the Curriculum – Four Contexts of Learning**

The Overview of the Curriculum (Page 2) details the four contexts of learning from [Building the Curriculum 3](https://education.gov.scot/media/0cvddrgh/btc3.pdf). The Curriculum Area Overview (Page 3) details how each of the curriculum areas are delivered through a combination of subject specific and interdisciplinary learning opportunities. The blue hyperlinks will direct you to Highland Council and National resources to support you in developing our school’s curriculum.

There are extensive range of experiences and outcomes across the curriculum. You have the freedom to form coherent cross-curricular and IDL experiences that can stand alone in your class for learners to engage with.

**Learning Contexts: Three Year Cycle**

The Learning Contexts grid provides a suggested Learning Context framework for First and Second Levels (Curriculum for Excellence) with a focus on Social Studies, Sciences and Technologies. Learning Contexts are created through bundling Es and Os.

**Primary Curriculum Overviews**

The Primary Curriculum Maps for Social Studies (Page 6), Sciences (Page 7), Technologies (Page 8) and Health and Wellbeing (Page 9) show how the Es and Os have been bundled to ensure coverage across the curriculum areas.

**Year Plan**

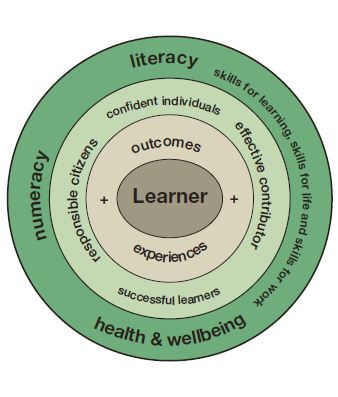
The Year Curriculum Skeleton Plans show an example of when Learning Contexts could be delivered during the session.

To support progressive planning within and through CfE Levels you should consult the suite of support resources, including progression frameworks, produced by Education Scotland and Highland Council.

**Recovery Curriculum**

Scotland’s curriculum – Curriculum for Excellence – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century. While the COVID-19 pandemic has changed many things, our curriculum framework continues to apply. The core principles of Scotland’s curriculum and the four fundamental capacities at its centre remain critical in putting learners at the heart of education. Highland Council have developed recovery documents to assist the teaching and learning process - [Recovery Curriculum and End of Year Targets](file:///S:\Keiss%20Primary\Staff%20Shared\General\Keiss%20Primary%20School%20-%20How%20good%20is%20our%20school\Learning%20Provision\2.2%20Curriculum\Curriculum%20Framework\Curiculum%20Framework%20Documents\Recovery%20Curriculum%20and%20End%20of%20Year%20Targets).

**Overview of the Curriculum – Four Contexts of Learning**



**Curricular Areas and Subjects**

* Expressive Arts
* Health and Wellbeing
* Languages
* Mathematics
* Religious and Moral Education
* Social Studies
* Sciences
* Technologies

**Life and Ethos of the School as a Community**

What are the unique features of your school?

* Staff/team expertise
* Community support
* Interrogating data
* Range of experiences provided
* Main sources of employment/ local industry
* Shared pedagogy across the school

**Opportunities for Personal Achievement**

* Planned opportunities for personal achievement
* Offering a range of opportunities
* Utilising the talents of the school community gained out with school, within the school environment
* Opportunities to develop transferable skills for learning, life and work
* Tracking the value added by the school community

**Interdisciplinary Learning**

* Building Learning Contexts across the curriculum through bundling Es and Os
* Planning and assessing core knowledge and skills
* Encompassing cross-cutting themes
* Transferable knowledge and skills
* Making connections across the four contexts of learning

**Use the blue hyperlinks to direct you to Highland and National resources to support the development of your school’s curriculum.**



[**Languages**](https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/curriculum-areas/literacy-and-english/)

Literacy and English/ Literacy and Gàidhlig is planned for and delivered through:

* discrete learning opportunities
* interdisciplinary learning contexts

Modern Languages, through 1 + 2, is planned for and delivered through the curriculum.

[**Mathematics**](https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/curriculum-areas/numeracy-and-mathematics/)

Numeracy and Mathematics is planned for through:

* discrete learning opportunities
* interdisciplinary learning contexts

[**Health and Wellbeing**](https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/curriculum-areas/health-and-wellbeing/)

Health and Wellbeing is planned for and delivered through discreet learning opportunities identified within the:

* Highland PE progression
* Highland Health and Wellbeing frameworks

Interdisciplinary links are made across contexts.

[**Expressive Arts**](https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/curriculum-areas/expressive-arts/)

The Expressive Arts are planned for and delivered through a combination of:

* discrete skills based lessons
* identifying links with interdisciplinary learning contexts

[**Social Studies**](https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/curriculum-areas/social-studies/)

Social Studies are planned for and delivered using the Highland Social Studies Progression. The Es and Os are bundled into learning contexts.

Each session learners experience three/ four Social Studies Learning Contexts in which interdisciplinary links are identified.

[**Sciences**](https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/curriculum-areas/sciences/)

Sciences are planned for and delivered using the Highland Science Progression. The Es and Os are bundled into learning contexts.

Each session learners experience two Sciences Learning Contexts in which interdisciplinary links are identified.

[**Technologies**](https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/curriculum-areas/technologies/)

Technologies are planned for and delivered using the Highland Technologies Progression materials. The Es and Os are bundled into learning contexts which permeate through Social Studies/ Sciences.

ICT Skills are planned for through the ICT Passport. ICT in Learning is planned for across the curriculum.

[**Religious and Moral Education**](https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/curriculum-areas/religious-and-moral-education/)

Religious and Moral Education is planned for and delivered using the RME skills progression.

Links are made between Religious and Moral Education and Health and Wellbeing. Interdisciplinary opportunities are identified when planning learning contexts.

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| **Learning Contexts – Three Year Cycle** | | | |
| **Early Level** | Learning in the Early Level comes from a combination of the children’s and practitioners’ interests. Practitioners offer experiences and observe children at play to discern the best ways to take their learning forward. Teachers make connections between the learners’ interests, skills, knowledge and understanding to the CfE Experiences and Outcomes and plan for a breadth of experiences across the Early Level. Coverage of the Es and Os should be planned for during the Early Level. The duration of learning contexts will vary. | | |
| **Level** | **Year One** | **Year Two** | **Year Three** |
| **\* Technological Developments in Society; ICT to Enhance Learning and Computing Science to be planned for through Learning Contexts to support ICT in Learning** | | |
| **First Level**  *Contexts for learning will vary in length and should offer a breadth and balance of skills, knowledge and understanding over the school year.* | **Historical Context\***  Social Studies | **Historical Context\***  Social Studies | **Historical Context\***  Social Studies |
| *\* Within the three year cycle embed Building Model Shelters and/or Siege Weapons (Technology themes) within Historical Context.* | | |
| **Environmental Context\***  Social Studies | **Environmental Context\***  Social Studies | **Environmental Context\***  Social Studies |
| *\* Within the three year cycle embed Windmills (Technology theme) within an Environmental Context.* | | |
| **Community/ Charity**  Social Studies/ Health and Wellbeing | **Rights and Responsibilities**  Social Studies/ Health and Wellbeing | **Enterprise**  Social Studies |
| **Plants and Animals**  Sciences | **The Human Body**  Sciences and Health and Wellbeing (Medicines) | **Forces, Magnetism and Electricity**  Sciences |
| **Space**  Sciences | **Testing Materials**  Sciences | **The Water Cycle**  Sciences/ Social Studies |
| **Second Level**  *Contexts for learning will vary in length and should offer a breadth and balance of skills, knowledge and understanding over the school year.* | **Historical Context**  Social Studies | **Historical Context**  Social Studies | **Historical Context**  Social Studies |
| **Our Landscape**  Social Studies | **Environmental Tourism**  Social Studies/Sciences | **Weather and Disasters**  Social Studies |
| **Rights and Responsibilities**  Social Studies/ Health and Wellbeing | **Parliamentary Election**  Social Studies | **Ethical Trading Enterprise**  Social Studies/ Health and Wellbeing |
| **Plants, Animals and Energy**  Sciences | **Forces, Magnetism and Electricity**  Sciences/ Technologies | **Water Changes**  Sciences |
| *\* Within Learning Context embed one of the following Technology themes:*  **Electric Powered Vehicles/ Fairground Rides/ Moving Toy Cam** |
| **Micro-Reactions**  Sciences | **The Human Body**  Sciences | **Space**  Sciences |

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| [**Social Studies**](file:///S:\Keiss%20Primary\Staff%20Shared\General\Keiss%20Primary%20School%20-%20How%20good%20is%20our%20school\Learning%20Provision\2.2%20Curriculum\Curiculum%20Framework%20Documents\Highland%20Council%20-%20Primary%20Social%20Studies%20Progression%20Pathway%20FINAL%20(1).docx) | | | | | |
| **Early Level** | Learning in the Early Level comes from a combination of the children’s and practitioners’ interests. Practitioners offer experiences and observe children at play to discern the best ways to take their learning forward. Teachers make connections between the learners’ interests, skills, knowledge and understanding to the CfE Experiences and Outcomes and plan for a breadth of experiences across the Early Level. Coverage of the Es and Os should be planned for during the Early Level. The duration of learning contexts will vary. | | | | |
| **Level** | **Organiser** | **Year One** | **Year Two** | **Year Three** | **Overarching/ Standalone** |
| **First Level**  *Contexts for learning will vary in length and should offer a breadth and balance of skills, knowledge and understanding over the school year.* | People, past events and societies | **Historical context** *Think about local circumstances*  SOC 1-01a  SOC 1-02a  SOC 1-03a  SOC 1-04a | **Historical context** *Think about local circumstances*  SOC 1-01a  SOC 1-02a  SOC 1-03a  SOC 1-04a | **Historical context** *Think about local circumstances*  SOC 1-01a  SOC 1-02a  SOC 1-03a  SOC 1-04a | **Significant Individual in History**  *Can be linked to historical context, or as standalone outcome*  SOC 1-06a |
| *\* Within the three year cycle embed Building Model Shelters and/or Siege Weapons (Technology themes) within Historical Context.* | | |
| People, place and environment | **Environmental context**  SOC 1-07a  SOC 1- 08a  SOC 1-11a  SOC 1-13a  SOC 1-13b  SOC 1-14a | **Environmental context**  SOC 1-07a  SOC 1- 08a  SOC 1-11a  SOC 1-13a  SOC 1-13b  SOC 1-14a | **Environmental context**  SOC 1-07a  SOC 1- 08a  SOC 1-11a  SOC 1-13a  SOC 1-13b  SOC 1-14a | **Food and Farming**  *Linked to Sciences/ Health and Wellbeing*  SOC 1-09a |
| **Weather and Climate**  *Linked to Science*  SOC 1-12a  SOC 1-12b |
| *\* Within the three year cycle embed Windmills (Technology theme) within an Environmental Context.* | | |
| People in society, economy and business | **Community/ Charity**  SOC 1-15a  SOC 1-16a  SOC 1-20a | **Rights and Responsibilities**  SOC 1-15a  SOC 1-17a  SOC 1-18a | **Enterprise**  SOC 1-15a  SOC 1-21a  SOC 1-22a | The contexts have been organised under suggested year groups. Although the outcomes are covered once in depth, these may be linked to other interdisciplinary themes during the three year cycle and a part of the life and ethos of the schools as a community. |
| **Second Level**  *Contexts for learning will vary in length and should offer a breadth and balance of skills, knowledge and understanding over the school year.* | People, past events and societies | **Historical context** *Think about local circumstances*  SOC 2-01a  SOC 2-02a  SOC 2-03a  SOC 2-04a | **Historical context** *Think about local circumstances*  SOC 2-01a  SOC 2-02a  SOC 2-03a  SOC 2-04a | **Historical context** *Think about local circumstances*  SOC 2-01a  SOC 2-02a  SOC 2-03a  SOC 2-04a | **Significant Individual in History**  *Can be linked to historical context, Science through SCN 2-20a, or as standalone outcome*  SOC 2-06a |
| People, place and environment | **Our Landscape**  SOC 2-07a  SOC 2-08a  SOC 2-08b  SOC 2-13a | **Environmental Tourism**  SOC 2-09a  SOC 2-10a  SOC 2-14a  SOC 2-19a  IDL with Science/ Technology outcomes  SCN 2-04a  SCN 2-04b  SCN 2-17a  TCH 2-02b | **Weather and Disasters**  SOC 2-07b  SOC 2-12a | The learning contexts have been organised under suggested year groups; however, could be adjusted to suit the needs of learners. |
| People in society, economy and business | **Rights and Responsibilities**  SOC 2-15a  SOC 2-16a  SOC 2-16b  SOC 2-16c | **Parliamentary Election**  SOC 2-15a  SOC 2-17a  SOC 2-18a | **Ethical Trading Enterprise**  SOC 2-15a  SOC 2-19a  SOC 2-20a  SOC 2-21a  SOC 2-22a | The contexts have been organised under suggested year groups. Although the outcomes are covered once in depth, these may be linked to other interdisciplinary themes during the three year cycle and a part of the life and ethos of the schools as a community. |

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| [**Sciences**](https://glowscotland.sharepoint.com/sites/TheHighlandCouncil/cadosteamsite/Science/primaryscience/SitePages/Home.aspx) | | | | |
| **Early Level** | Learning in the Early Level comes from a combination of the children’s and practitioners’ interests. Practitioners offer experiences and observe children at play to discern the best ways to take their learning forward. Teachers make connections between the learners’ interests, skills, knowledge and understanding to the CfE Experiences and Outcomes and plan for a breadth of experiences across the Early Level. Coverage of the Es and Os should be planned for during the Early Level. The duration of learning contexts will vary. | | | |
| **Level** | **Year One** | **Year Two** | **Year Three** | **Overarching/ Standalone** |
| **First Level**  *Contexts for learning will vary in length and should offer a breadth and balance of skills, knowledge and understanding over the school year.* | **Plants and Animals**  SCN 1-01a  SCN 1-02a  SCN 1-03a  SCN 1-04a  SCN 1-14a | **The Human Body**  SCN 1-12a  SCN 1-12b  SCN 1-13a  SCN 1-14a  Health and Wellbeing (Medicines) | **Forces, Magnetism and Electricity**  SCN 1-07a  SCN 1-08a  SCN 1-09a | **Sound Vibrations**  SCN 1-11a  *Linked to Expressive Arts – Music – EXA 1-17a* |
| **Space**  SCN 1-06a | **Testing Materials**  SCN 1-15a  *Linked to Technologies TCH 1-02a* | **The Water Cycle**  SCN 0-05a/ 1-05a  SCN 1-16a  *Link to Social Studies*  *SOC 1-09a*  *SOC 1-12a*  *SOC 1-12a* | **Scientific News**  SCN 1-20a  *To permeate through Science Learning Contexts* |
| **Second Level**  *Contexts for learning will vary in length and should offer a breadth and balance of skills, knowledge and understanding over the school year.* | **Plant, Animals and Energy**  SCN 2-01a  SCN 2-02a  SCN 2-02b  SCN 2-03a  SCN 2-11a  SCN 2-14a  SCN 2-14b | **Forces, Magnetism and Electricity**  SCN 2-07a  SCN 2-08a  SCN 2-08b  SCN 2-09a  SCN 2-10a | **Water Changes**  SCN 2-05a  SCN 2-16a  SCN 2-16b  SCN 2-18a | **Light**  SCN 2-11b  *Linked to Expressive Arts – Art and design – EXA 2-03a* |
| *\* Within Learning Context embed one of the following Technology themes:*  **Electric Powered Vehicles/ Fairground Rides/ Moving Toy Cam** | **The Scientists**  SCN 2-20a  *Linked to SOC 2-06a* |
| **Micro-Reactions**  SCN 2-13a  SCN 2-15a  SCN 2-19a | **The Human Body**  SCN 2-12a  SCN 2-12b | **Space**  SCN 2-06a | **Scientific News**  SCN 2-20b  *To permeate through Science Learning Contexts* |
| **Earth’s Energy**  SCN 2-04a  SCN 2-04b  SCN 2-17a  TCH 2-02b  *Delivered through Social Studies – Environmental Tourism Learning Context* |

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| [**Technologies**](https://glowscotland.sharepoint.com/sites/TheHighlandCouncil/cadosteamsite/technologies/SitePages/Primary%20Technologies.aspx) | | | | | | | | |
| **Early Level** | Learning in the Early Level comes from a combination of the children’s and practitioners’ interests. Practitioners offer experiences and observe children at play to discern the best ways to take their learning forward. Teachers make connections between the learners’ interests, skills, knowledge and understanding to the CfE Experiences and Outcomes and plan for a breadth of experiences across the Early Level. Coverage of the Es and Os should be planned for during the Early Level. The duration of learning contexts will vary. | | | | | | | |
| **Level** | **Craft, Design, Engineering and Graphics** | | | **Technological Developments in Society** | **Food and Textiles** | **Business in Context** | **Computing Science** | **ICT to Enhance Learning** |
| **First Level**  *Contexts for learning will vary in length and should offer a breadth and balance of skills, knowledge and understanding over the school year.* | **Building Shelters** | **Siege Engines** | **Windmills** | The Es and Os for Technological Developments in Society should be planned for within appropriate Learning Contexts.  The Highland Technological Developments in Society materials can be used to support learning and teaching.  **FIRST LEVEL**  **TCH 1-01a**  **TCH 1-01b**  **TCH 1-01c**  **TCH 1-02a**  **SECOND LEVEL**  **TCH 2-01a**  **TCH 2-01b**  **TCH 2-02a**  **TCH 2-02b** | The Experiences and Outcomes (Es and Os) for Food and Textiles will be delivered through discrete and interdisciplinary learning oppoprtunities within:  **- Health and Wellbeing:** Food and Health  **- Expressive Arts:** Art and Design  **TCH 1-11a/ 2-11a**  **TCH 1-11b/ 2-11b** | The Es and Os for Business in Context will be delivered through the following Social Studies Learning Contexts:  **First Level:**  Enterprise  **Second Level:**  Ethical Trading Enterprise  These outcomes will also feature as part of the interdisciplinary work developed through The Life and Ethos of the School as a Community and Opportunities for Personal Achievement. | ICT to Enhance Learning and Computing Science will primarily be planned for through the ICT Passport.  The ICT Passport includes transferable ICT skills which can be delivered as discrete skills based lessons or through the curriculum.   |  |  | | --- | --- | | **First Level** | **Second Level** | | **TCH 1-03a**  **TCH 1-04b**  **TCH 1-03b**  **TCH 1-08a**  **TCH 1-04a**  **TCH 1-09a** | **TCH 2-03a**  **TCH 2-04b**  **TCH 2-04a**  **TCH 2-03b**  **TCH 2-08a**  **TCH 2-09a** |   The progression materials for the following organisers are available to support learning and teaching:   * ICT to Enhance Learning * Computing Science * ICT Passport | |
| **TCH 1-12a**  **TCH 1-13a**  **TCH 1-14a**  **TCH 1-14b**  **TCH 1-15a** | **TCH 1-12a**  **TCH 1-13a**  **TCH 1-14a**  **TCH 1-14b**  **TCH 1-15a** | **TCH 1-12a**  **TCH 1-13a**  **TCH 1-14a**  **TCH 1-14b**  **TCH 1-15a** |
| *\* Within the three year cycle embed Building Model Shelters and/or Siege Weapons (Technology themes) within Historical Context.* | | *\* Within the three year cycle embed Windmills (Technology theme) within an Environmental Context.* |
| **Second Level**  *Contexts for learning will vary in length and should offer a breadth and balance of skills, knowledge and understanding over the school year.* | **Electrical Powered Vehicles** | **Fairground Rides** | **Moving Toy Cam** |
| **TCH 2-01a**  **TCH 2-02a**  **TCH 2-12a**  **TCH 1-13/2-13a**  **TCH 2-11b**  **TCH 2-15a**  **TCH 2-15b** | **TCH 2-01a**  **TCH 2-12a**  **TCH 1-13/2-13a**  **TCH 2-11b**  **TCH 2-15a**  **TCH 2-15b** | **TCH 2-01a**  **TCH 2-12a**  **TCH 1-13/2-13a**  **TCH 2-11b** |
| *\* Within Learning Context embed one of the following Technology themes:*   * **Electric Powered Vehicles** * **Fairground Rides** * **Moving Toy Cam** | | |

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| [**Health and Wellbeing**](https://glowscotland.sharepoint.com/sites/TheHighlandCouncil/cadosteamsite/hwb/SitePages/Home.aspx) | | | | | | | | |
|  | MESP | Planning for Choices & Changes | PEPAS | Food & Health | Substance Misuse | Relationships | Sexual Health | Parenthood |
| N | Resilient Kids P1, P3/4, P7    Year 1:  Jenny Mosley Circle Time/ Highland Council Health Programme    Year 2: Creating Confident Kids    Year 3:  Cool in School  Other Whole School Focus Areas | Everyday Choices  HWB 0-19a  The World of Work  HWB 0-20a | The Highland PE Progression is available to support the planning and progression of PE skills.  Schools should map out the coverage of Learning Contexts across each of the year groups. |  | Safe & Unsafe  HWB 0-38a  HWB 0-42a | Friendship & Play  HWB 0-44a HWB 0-44b HWB 0-45b | Similarities & Differences  HWB 0-47a HWB 0-47b HWB 0-49a HWB 0-50a | Personal Hygiene  Caring  HWB 0-45a HWB 0-48a HWB 0-51a |
| P1 | Healthy Food  HWB 0-30a HWB 0-32a HWB 0-35a | Friendships  HWB 0-44a HWB 0-44b HWB 0-45b | My Body  HWB 0-47a HWB 0-47b HWB 0-49a HWB 0-50a | Personal Hygiene  Caring  HWB 0-45a HWB 0-48a HWB 0-51a |
| P2 | Personal Interests, Skills and Abilities  HWB 1-19a  The World of Work  HWB 1-20a | Happy Teeth – Healthy Smile  HWB 1-33a  Food and the Consumer  HWB 1-37a | Medicines  HWB 1-38a  HWB 1-42a | Friendships  HWB 1-44a HWB 1-44b HWB 1-45b HWB 1-49a | My Body  HWB 1-47a HWB 1-47b HWB 1-49a  Life Cycles  HWB 1-50a | Personal Hygiene  Caring  HWB 1-48a |
| P3 | Healthy Eating and Cooking  HWB 1-30a HWB 1-30b | Bullying  HWB 1-44b HWB 1-45b HWB 1-49a | Families  HWB 1-45a |
| P4 | Nutrition  HWB 1-30a HWB 1-32a HWB 1-35a | Managing Feelings  Respect for Others  HWB 1-45b HWB 1-49a | Puberty  HWB 2-47a  HWB 2-48a  HWB 1-49a  Conception  HWB 1-50a  HWB 2-50a | Parenting  HWB 1-45a  HWB 1-51a |
| P5 | Self-Awareness  HWB 1-19a  Skills for Work  HWB 1-20a | Healthy Heart  HWB 2-30a HWB 2-32a | HWB 2-38a  HWB 2-39a  HWB 2-40a  HWB 2-41a  HWB 2-42a  HWB 2-43a | Qualities  Changing relationships  HWB 2-07a HWB 2-44a HWB 2-44b HWB 2-45a | Puberty  HWB 2-47a  HWB 2-48a  HWB 2-49a  Contraception  HWB 2-50a | Parenting  HWB 2-51a |
| P6 | Hygiene  HWB 2-33a  Food & the Consumer  HWB 2-34a HWB 2-35a | Managing relationships  Peer Pressure  HWB 2-44b HWB 2-45a HWB 2-45b | Caring Responsibilities  HWB 2-51a |
| P7 | Food Advertising  HWB 2-30a HWB 2-36a HWB 2-37a | Peer Pressure  Abuse  HWB 2-44a HWB 2-49a | Contraception  Media  HWB 2-47a  HWB 2-48a  HWB 2-49a  HWB 2-50a | Caring Responsibilities  Conflict  HWB 2-51a |
| [Highland Council PSE](Curiculum%20Framework%20Documents/Highland%20Council%20PSE.docx) | | | | | | | | |

**To support planning across the curriculum in discreet learning opportunities and interdisciplinary learning contexts:**

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| **Year Plan**  **First Level – Year One** | | | | | | |
| **Languages** | **Numeracy and Mathematics** | **Health and Wellbeing** | **Expressive Arts** | **Religious and Moral Education** | **Digital**  **Technologies** | [**Social Studies**](../../../../../../../KEISSP~1/STAFFS~1/STAFFY~1/KEISSP~2/LEARNI~1/2732D~1.2CU/CURRIC~1/CURICU~1/HIGHLA~1.DOC)  **[Sciences](Curiculum%20Framework%20Documents/Possible%201st%20level%20bundling%20of%20Science%20Es&Os.docx)**  [**Technologies**](Curiculum%20Framework%20Documents/Technologies%20Progression%20Framework.pdf) |
| Literacy and English/ Literacy and Gàidhlig is planned for and delivered through:   * discrete learning opportunities * interdisciplinary learning contexts   [The Highland Literacy Progression Framework](http://highlandliteracy.com/the-highland-literacy-progression-steps-to-success/) is used to support Learning and Teaching.  [Punctuation and Grammar](../../../../../../../KEISSP~1/STAFFS~1/STAFFY~1/KEISSP~2/LEARNI~1/2732D~1.2CU/CURRIC~1/CURICU~1/PUNCTU~1.PDF)  [HLP](Curiculum%20Framework%20Documents/Highland%20Literacy%20Progression.docx)  [Tools for Handwriting](../../../../../../../KEISSP~1/STAFFS~1/STAFFY~1/KEISSP~2/LEARNI~1/2732D~1.2CU/CURRIC~1/CURICU~1/TOOLS-~1.PDF)  Modern Languages, through [1 + 2](https://glowscotland.sharepoint.com/sites/TheHighlandCouncil/cadosteamsite/modernlanguages/primary/SitePages/Home.aspx), is planned for and delivered through the curriculum.  The [Power Language Platform](http://www.plplatform.net/) and [Go Gaelic](http://go-gaelic.scot/) are used to support learning and teaching. | Numeracy and Mathematics is planned for through:   * discrete learning opportunities * interdisciplinary learning contexts   The [Highland Numeracy Progression](https://highlandnumeracyblog.wordpress.com/highland-numeracy-progression/) is available to support the teaching of Numeracy.  [HNP](Curiculum%20Framework%20Documents/Highland%20Numeracy%20Progression.docx) | The following Highland Frameworks can be used to support the teaching of Health and Wellbeing Experiences and Outcomes (Es and Os). Schools should map contexts from Pg.8 across the year groups:   * [Highland PE Progression](Curiculum%20Framework%20Documents/Highland%20PE%20Progression%20Framework.docx) * [Better Movers Thinkers](https://education.gov.scot/improvement/Documents/hwb9-better-mover-and-thinkers.pdf) * [Highland Substance Misuse Toolkit](https://glowscotland.sharepoint.com/sites/TheHighlandCouncil/cadosteamsite/hwb/sm/Resources/Authority%20Framework%20-%20Highland%20Council/Substance%20Misuse%20Framework.pdf) * [Highland Relationships, Sexual Health and Parenthood Frameworks](Curiculum%20Framework%20Documents/Sexual%20Health,%20Relationships%20and%20Parenthood) * [Highland Planning for Choices and Changes Framework](Curiculum%20Framework%20Documents/PCC%20Framework.pdf) | Expressive Arts is planned for through discrete and interdisciplinary learning opportunities.  The [Highland Expressive Arts Progression materials](Curiculum%20Framework%20Documents/Art%20&%20Design%20Progression%20Framework%20Skills.docx) will support progression.  Each school should map content coverage over the Levels to ensure progression. | Religious and Moral Education is planned for through discrete and interdisciplinary learning opportunities.  The [Highland Progression materials](Curiculum%20Framework%20Documents/CfE%20%20RME%20Planner.doc) will support progression through:   * learning about religion and morality and * learning from religion and morality.   Each school should map content coverage over the Levels to ensure progression. | Digital Technologies to enhance learning and Computing Science will primarily be planned for through the [Digital Skills and Computing Science progression](Curiculum%20Framework%20Documents/Highland%20Digital%20Skills%20Progression.docx) | **Historical Context\***  Social Studies  *\* Within the three year cycle embed Building Model Shelters and/or Siege Weapons (Technology themes) within Historical Context.* |
| **Environmental Context\***  Social Studies  *\* Within the three year cycle embed Windmills (Technology theme) within an Environmental Context.* |
| **Community/ Charity**  Social Studies/ Health and Wellbeing |
| **Plants and Animals**  Sciences |
| **Space**  Sciences |

**To support planning across the curriculum in discreet learning opportunities and interdisciplinary learning contexts:**

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| --- | --- | --- | --- | --- | --- | --- |
| **Year Plan**  **First Level – Year Two** | | | | | | |
| **Languages** | **Numeracy and Mathematics** | **Health and Wellbeing** | **Expressive Arts** | **Religious and Moral Education** | **Digital**  **Technologies** | [**Social Studies**](../../../../../../../KEISSP~1/STAFFS~1/STAFFY~1/KEISSP~2/LEARNI~1/2732D~1.2CU/CURRIC~1/CURICU~1/HIGHLA~1.DOC)  **[Sciences](\\\\HighlandCouncil.gov.uk\\Education\\Keiss Primary\\Staff Shared\\Staff Year Work\\Keiss Primary School - How good is our school\\Learning Provision\\2.2 Curriculum\\Curriculum Framework\\Curiculum Framework Documents\\Possible 1st level bundling of Science Es&Os.docx)**  [**Technologies**](file:///\\HighlandCouncil.gov.uk\Education\Keiss%20Primary\Staff%20Shared\Staff%20Year%20Work\Keiss%20Primary%20School%20-%20How%20good%20is%20our%20school\Learning%20Provision\2.2%20Curriculum\Curriculum%20Framework\Curiculum%20Framework%20Documents\Technologies%20Progression%20Framework.pdf) |
| Literacy and English/ Literacy and Gàidhlig is planned for and delivered through:   * discrete learning opportunities * interdisciplinary learning contexts   [The Highland Literacy Progression Framework](http://highlandliteracy.com/the-highland-literacy-progression-steps-to-success/) is used to support Learning and Teaching.  [HLP](Curiculum%20Framework%20Documents/Highland%20Literacy%20Progression.docx)  [Punctuation and Grammar](../../../../../../../KEISSP~1/STAFFS~1/STAFFY~1/KEISSP~2/LEARNI~1/2732D~1.2CU/CURRIC~1/CURICU~1/PUNCTU~1.PDF)  [Tools for Handwriting](../../../../../../../KEISSP~1/STAFFS~1/STAFFY~1/KEISSP~2/LEARNI~1/2732D~1.2CU/CURRIC~1/CURICU~1/TOOLS-~1.PDF)  Modern Languages, through [1 + 2](https://glowscotland.sharepoint.com/sites/TheHighlandCouncil/cadosteamsite/modernlanguages/primary/SitePages/Home.aspx), is planned for and delivered through the curriculum.  The [Power Language Platform](http://www.plplatform.net/) and [Go Gaelic](http://go-gaelic.scot/) are used to support learning and teaching. | Numeracy and Mathematics is planned for through:   * discrete learning opportunities * interdisciplinary learning contexts   The [Highland Numeracy Progression](https://highlandnumeracyblog.wordpress.com/highland-numeracy-progression/) is available to support the teaching of Numeracy.  [HNP](Curiculum%20Framework%20Documents/Highland%20Numeracy%20Progression.docx) | The following Highland Frameworks can be used to support the teaching of Health and Wellbeing Experiences and Outcomes (Es and Os). Schools should map contexts from Pg.8 across the year groups:   * [Highland PE Progression](Curiculum%20Framework%20Documents/Highland%20PE%20Progression%20Framework.docx) * [Better Movers Thinkers](https://education.gov.scot/improvement/Documents/hwb9-better-mover-and-thinkers.pdf) * [Highland Substance Misuse Toolkit](https://glowscotland.sharepoint.com/sites/TheHighlandCouncil/cadosteamsite/hwb/sm/Resources/Authority%20Framework%20-%20Highland%20Council/Substance%20Misuse%20Framework.pdf) * [Highland Relationships, Sexual Health and Parenthood Frameworks](file:///\\HighlandCouncil.gov.uk\Education\Keiss%20Primary\Staff%20Shared\Staff%20Year%20Work\Keiss%20Primary%20School%20-%20How%20good%20is%20our%20school\Learning%20Provision\2.2%20Curriculum\Curriculum%20Framework\Curiculum%20Framework%20Documents\Sexual%20Health,%20Relationships%20and%20Parenthood) * [Highland Planning for Choices and Changes Framework](Curiculum%20Framework%20Documents/PCC%20Framework.pdf) | Expressive Arts is planned for through discrete and interdisciplinary learning opportunities.  The [Highland Expressive Arts Progression materials](Curiculum%20Framework%20Documents/Art%20&%20Design%20Progression%20Framework%20Skills.docx) will support progression.  Each school should map content coverage over the Levels to ensure progression. | Religious and Moral Education is planned for through discrete and interdisciplinary learning opportunities.  The [Highland Progression materials](Curiculum%20Framework%20Documents/CfE%20%20RME%20Planner.doc) will support progression through:   * learning about religion and morality and * learning from religion and morality.   Each school should map content coverage over the Levels to ensure progression. | Digital Technologies to enhance learning and Computing Science will primarily be planned for through the [Digital Skills and Computing Science progression](Curiculum%20Framework%20Documents/Highland%20Digital%20Skills%20Progression.docx) | **Historical Context\***  Social Studies  *\* Within the three year cycle embed Building Model Shelters and/or Siege Weapons (Technology themes) within Historical Context.* |
| **Environmental Context\***  Social Studies  *\* Within the three year cycle embed Windmills (Technology theme) within an Environmental Context.* |
| **Rights and Responsibilities**  Social Studies/ Health and Wellbeing |
| **The Human Body**  Sciences and Health and Wellbeing (Medicines) |
| **Testing Materials**  Sciences |

**To support planning across the curriculum in discreet learning opportunities and interdisciplinary learning contexts:**

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| --- | --- | --- | --- | --- | --- | --- |
| **Year Plan**  **First Level – Year Three** | | | | | | |
| **Languages** | **Numeracy and Mathematics** | **Health and Wellbeing** | **Expressive Arts** | **Religious and Moral Education** | **Digital**  **Technologies** | [**Social Studies**](../../../../../../../KEISSP~1/STAFFS~1/STAFFY~1/KEISSP~2/LEARNI~1/2732D~1.2CU/CURRIC~1/CURICU~1/HIGHLA~1.DOC)  **[Sciences](\\\\HighlandCouncil.gov.uk\\Education\\Keiss Primary\\Staff Shared\\Staff Year Work\\Keiss Primary School - How good is our school\\Learning Provision\\2.2 Curriculum\\Curriculum Framework\\Curiculum Framework Documents\\Possible 1st level bundling of Science Es&Os.docx)**  [**Technologies**](file:///\\HighlandCouncil.gov.uk\Education\Keiss%20Primary\Staff%20Shared\Staff%20Year%20Work\Keiss%20Primary%20School%20-%20How%20good%20is%20our%20school\Learning%20Provision\2.2%20Curriculum\Curriculum%20Framework\Curiculum%20Framework%20Documents\Technologies%20Progression%20Framework.pdf) |
| Literacy and English/ Literacy and Gàidhlig is planned for and delivered through:   * discrete learning opportunities * interdisciplinary learning contexts   [The Highland Literacy Progression Framework](http://highlandliteracy.com/the-highland-literacy-progression-steps-to-success/) is used to support Learning and Teaching.  [HLP](Curiculum%20Framework%20Documents/Highland%20Literacy%20Progression.docx)  [Punctuation and Grammar](../../../../../../../KEISSP~1/STAFFS~1/STAFFY~1/KEISSP~2/LEARNI~1/2732D~1.2CU/CURRIC~1/CURICU~1/PUNCTU~1.PDF)  [Tools for Handwriting](../../../../../../../KEISSP~1/STAFFS~1/STAFFY~1/KEISSP~2/LEARNI~1/2732D~1.2CU/CURRIC~1/CURICU~1/TOOLS-~1.PDF)  Modern Languages, through [1 + 2](https://glowscotland.sharepoint.com/sites/TheHighlandCouncil/cadosteamsite/modernlanguages/primary/SitePages/Home.aspx), is planned for and delivered through the curriculum.  The [Power Language Platform](http://www.plplatform.net/) and [Go Gaelic](http://go-gaelic.scot/) are used to support learning and teaching. | Numeracy and Mathematics is planned for through:   * discrete learning opportunities * interdisciplinary learning contexts   The [Highland Numeracy Progression](https://highlandnumeracyblog.wordpress.com/highland-numeracy-progression/) is available to support the teaching of Numeracy.  [HNP](Curiculum%20Framework%20Documents/Highland%20Numeracy%20Progression.docx) | The following Highland Frameworks can be used to support the teaching of Health and Wellbeing Experiences and Outcomes (Es and Os). Schools should map contexts from Pg.8 across the year groups:   * [Highland PE Progression](Curiculum%20Framework%20Documents/Highland%20PE%20Progression%20Framework.docx) * [Better Movers Thinkers](https://education.gov.scot/improvement/Documents/hwb9-better-mover-and-thinkers.pdf) * [Highland Substance Misuse Toolkit](https://glowscotland.sharepoint.com/sites/TheHighlandCouncil/cadosteamsite/hwb/sm/Resources/Authority%20Framework%20-%20Highland%20Council/Substance%20Misuse%20Framework.pdf) * [Highland Relationships, Sexual Health and Parenthood Frameworks](file:///\\HighlandCouncil.gov.uk\Education\Keiss%20Primary\Staff%20Shared\Staff%20Year%20Work\Keiss%20Primary%20School%20-%20How%20good%20is%20our%20school\Learning%20Provision\2.2%20Curriculum\Curriculum%20Framework\Curiculum%20Framework%20Documents\Sexual%20Health,%20Relationships%20and%20Parenthood) * [Highland Planning for Choices and Changes Framework](Curiculum%20Framework%20Documents/PCC%20Framework.pdf) | Expressive Arts is planned for through discrete and interdisciplinary learning opportunities.  The [Highland Expressive Arts Progression materials](Curiculum%20Framework%20Documents/Art%20&%20Design%20Progression%20Framework%20Skills.docx) will support progression.  Each school should map content coverage over the Levels to ensure progression. | Religious and Moral Education is planned for through discrete and interdisciplinary learning opportunities.  The [Highland Progression materials](Curiculum%20Framework%20Documents/CfE%20%20RME%20Planner.doc) will support progression through:   * learning about religion and morality and * learning from religion and morality.   Each school should map content coverage over the Levels to ensure progression. | Digital Technologies to enhance learning and Computing Science will primarily be planned for through the [Digital Skills and Computing Science progression](Curiculum%20Framework%20Documents/Highland%20Digital%20Skills%20Progression.docx) | **Historical Context\***  Social Studies  *\* Within the three year cycle embed Building Model Shelters and/or Siege Weapons (Technology themes) within Historical Context.* |
| **Environmental Context\***  Social Studies  *\* Within the three year cycle embed Windmills (Technology theme) within an Environmental Context.* |
| **Enterprise**  Social Studies |
| **Forces, Magnetism and Electricity**  Sciences |
| **The Water Cycle**  Sciences/ Social Studies |

**To support planning across the curriculum in discreet learning opportunities and interdisciplinary learning contexts:**

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| --- | --- | --- | --- | --- | --- | --- |
| **Year Plan**  **Second Level – Year One** | | | | | | |
| **Languages** | **Numeracy and Mathematics** | **Health and Wellbeing** | **Expressive Arts** | **Religious and Moral Education** | **Digital**  **Technologies** | [**Social Studies**](../../../../../../../KEISSP~1/STAFFS~1/STAFFY~1/KEISSP~2/LEARNI~1/2732D~1.2CU/CURRIC~1/CURICU~1/HIGHLA~1.DOC)  **[Sciences](../../../../../../../KEISSP~1/STAFFS~1/STAFFY~1/KEISSP~2/LEARNI~1/2732D~1.2CU/CURRIC~1/CURICU~1/POSSIB~2.DOC)**  [**Technologies**](file:///\\HighlandCouncil.gov.uk\Education\Keiss%20Primary\Staff%20Shared\Staff%20Year%20Work\Keiss%20Primary%20School%20-%20How%20good%20is%20our%20school\Learning%20Provision\2.2%20Curriculum\Curriculum%20Framework\Curiculum%20Framework%20Documents\Technologies%20Progression%20Framework.pdf) |
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| **Our Landscape**  Social Studies |
| **Rights and Responsibilities**  Social Studies/ Health and Wellbeing |
| **Plants, Animals and Energy**  Sciences |
| **Micro-Reactions**  Sciences |

**To support planning across the curriculum in discreet learning opportunities and interdisciplinary learning contexts:**

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| --- | --- | --- | --- | --- | --- | --- |
| **Year Plan**  **Second Level – Year Two** | | | | | | |
| **Languages** | **Numeracy and Mathematics** | **Health and Wellbeing** | **Expressive Arts** | **Religious and Moral Education** | **Digital**  **Technologies** | [**Social Studies**](../../../../../../../KEISSP~1/STAFFS~1/STAFFY~1/KEISSP~2/LEARNI~1/2732D~1.2CU/CURRIC~1/CURICU~1/HIGHLA~1.DOC)  **[Sciences](../../../../../../../KEISSP~1/STAFFS~1/STAFFY~1/KEISSP~2/LEARNI~1/2732D~1.2CU/CURRIC~1/CURICU~1/POSSIB~2.DOC)**  [**Technologies**](file:///\\HighlandCouncil.gov.uk\Education\Keiss%20Primary\Staff%20Shared\Staff%20Year%20Work\Keiss%20Primary%20School%20-%20How%20good%20is%20our%20school\Learning%20Provision\2.2%20Curriculum\Curriculum%20Framework\Curiculum%20Framework%20Documents\Technologies%20Progression%20Framework.pdf) |
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| **Environmental Tourism**  Social Studies/Sciences |
| **Parliamentary Election**  Social Studies |
| **Forces, Magnetism and Electricity**  Sciences/ Technologies  *\* Within Learning Context embed one of the following Technology themes:*   * **Electric Powered Vehicles** * **Fairground Rides** * **Moving Toy Cam** |
| **The Human Body**  Sciences |

**To support planning across the curriculum in discreet learning opportunities and interdisciplinary learning contexts:**

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| --- | --- | --- | --- | --- | --- | --- |
| **Year Plan**  **Second Level – Year Three** | | | | | | |
| **Languages** | **Numeracy and Mathematics** | **Health and Wellbeing** | **Expressive Arts** | **Religious and Moral Education** | **Digital**  **Technologies** | [**Social Studies**](../../../../../../../KEISSP~1/STAFFS~1/STAFFY~1/KEISSP~2/LEARNI~1/2732D~1.2CU/CURRIC~1/CURICU~1/HIGHLA~1.DOC)  **[Sciences](../../../../../../../KEISSP~1/STAFFS~1/STAFFY~1/KEISSP~2/LEARNI~1/2732D~1.2CU/CURRIC~1/CURICU~1/POSSIB~2.DOC)**  [**Technologies**](file:///\\HighlandCouncil.gov.uk\Education\Keiss%20Primary\Staff%20Shared\Staff%20Year%20Work\Keiss%20Primary%20School%20-%20How%20good%20is%20our%20school\Learning%20Provision\2.2%20Curriculum\Curriculum%20Framework\Curiculum%20Framework%20Documents\Technologies%20Progression%20Framework.pdf) |
| Literacy and English/ Literacy and Gàidhlig is planned for and delivered through:   * discrete learning opportunities * interdisciplinary learning contexts   [The Highland Literacy Progression Framework](http://highlandliteracy.com/the-highland-literacy-progression-steps-to-success/) is used to support Learning and Teaching.  [HLP](Curiculum%20Framework%20Documents/Highland%20Literacy%20Progression.docx)  [Punctuation and Grammar](../../../../../../../KEISSP~1/STAFFS~1/STAFFY~1/KEISSP~2/LEARNI~1/2732D~1.2CU/CURRIC~1/CURICU~1/PUNCTU~1.PDF)  [Tools for Handwriting](../../../../../../../KEISSP~1/STAFFS~1/STAFFY~1/KEISSP~2/LEARNI~1/2732D~1.2CU/CURRIC~1/CURICU~1/TOOLS-~1.PDF)  Modern Languages, through [1 + 2](https://glowscotland.sharepoint.com/sites/TheHighlandCouncil/cadosteamsite/modernlanguages/primary/SitePages/Home.aspx), is planned for and delivered through the curriculum.  The [Power Language Platform](http://www.plplatform.net/) and [Go Gaelic](http://go-gaelic.scot/) are used to support learning and teaching. | Numeracy and Mathematics is planned for through:   * discrete learning opportunities * interdisciplinary learning contexts   The [Highland Numeracy Progression](https://highlandnumeracyblog.wordpress.com/highland-numeracy-progression/) is available to support the teaching of Numeracy.  [HNP](Curiculum%20Framework%20Documents/Highland%20Numeracy%20Progression.docx) | The following Highland Frameworks can be used to support the teaching of Health and Wellbeing Experiences and Outcomes (Es and Os). Schools should map contexts from Pg.8 across the year groups:   * [Highland PE Progression](Curiculum%20Framework%20Documents/Highland%20PE%20Progression%20Framework.docx) * [Better Movers Thinkers](https://education.gov.scot/improvement/Documents/hwb9-better-mover-and-thinkers.pdf) * [Highland Substance Misuse Toolkit](https://glowscotland.sharepoint.com/sites/TheHighlandCouncil/cadosteamsite/hwb/sm/Resources/Authority%20Framework%20-%20Highland%20Council/Substance%20Misuse%20Framework.pdf) * [Highland Relationships, Sexual Health and Parenthood Frameworks](file:///\\HighlandCouncil.gov.uk\Education\Keiss%20Primary\Staff%20Shared\Staff%20Year%20Work\Keiss%20Primary%20School%20-%20How%20good%20is%20our%20school\Learning%20Provision\2.2%20Curriculum\Curriculum%20Framework\Curiculum%20Framework%20Documents\Sexual%20Health,%20Relationships%20and%20Parenthood) * [Highland Planning for Choices and Changes Framework](Curiculum%20Framework%20Documents/PCC%20Framework.pdf) | Expressive Arts is planned for through discrete and interdisciplinary learning opportunities.  The [Highland Expressive Arts Progression materials](Curiculum%20Framework%20Documents/Art%20&%20Design%20Progression%20Framework%20Skills.docx) will support progression.  Each school should map content coverage over the Levels to ensure progression. | Religious and Moral Education is planned for through discrete and interdisciplinary learning opportunities.  The [Highland Progression materials](Curiculum%20Framework%20Documents/CfE%20%20RME%20Planner.doc) will support progression through:   * learning about religion and morality and * learning from religion and morality.   Each school should map content coverage over the Levels to ensure progression. | Digital Technologies to enhance learning and Computing Science will primarily be planned for through the [Digital Skills and Computing Science progression](Curiculum%20Framework%20Documents/Highland%20Digital%20Skills%20Progression.docx) | **Historical Context**  Social Studies |
| **Weather and Disasters**  Social Studies |
| **Ethical Trading Enterprise**  Social Studies/ Health and Wellbeing |
| **Water Changes**  Sciences |
| **Space**  Sciences |