

Literacy & English



Reading: Understanding and Analysing

I can ask questions and make connections between new stories or texts and my own experiences to deepen my understanding. **LIT 0-07a / LIT 0-16a / ENG 0-17a**
I can identify the purpose and main ideas of texts and demonstrate my understanding across different learning areas. **LIT 1-16a / 1-17a**
I will identify the purpose and main ideas of texts while also using supporting details to show a more in-depth understanding across learning areas. **LIT 2-16a / 2-17a**

Listening and Talking: Creating Texts

I can share experiences, feelings, ideas, and information clearly, explore and create imaginative stories and characters, and develop my vocabulary through listening and discussion to express my thoughts and emotions. **LIT 0-09a, LIT 0-09b, LIT 0-31a, LIT 0-10a**
When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. **LIT 1-09a, 1-10a**
I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 2-10a**

Writing: Creating Texts - Poetry (January/February) & Imaginative (March/April)

Early Level: I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. **LIT 0-09b / LIT 0-31a**
First Level: Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. **LIT 1-31a**
Second Level: I can select and organise relevant ideas for different types of texts, use appropriate vocabulary for my audience, and apply features of different genres to create engaging stories, poems, and plays. **LIT 2-26a, ENG 2-31a**

Languages of Scotland: Scottish, Doric & Gaelic

Numeracy & Mathematics



Number Processes: Addition and Subtraction (January-April)

Early Level: I am developing an understanding of size, quantity, and number by exploring my environment, counting, creating sequences, describing order, and using practical materials to count on and back for addition and subtraction. **MNU 0-01a, MNU 0-02a, MNU 0-03a**
First Level: I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a**
Second Level: I can identify the calculations needed to solve problems using whole numbers and decimal fractions, apply the correct order of operations, and use a range of methods to share and explain my solutions. **MNU 2-03a, MNU 2-03b, MTH 2-03c**

Time MNU 10a/10b/ (January/Feb)

Early Level: I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods. **MNU 0-10a**
First Level: I can tell the time using 12-hour clocks, understand links to 24-hour notation, organise my daily routine, and estimate how long tasks take using a range of timers. **MNU 1-10a, MNU 1-10c**
Second Level: I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning. I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use. **MNU2-10a, 2-10b**

Money (March/April)

Early / First Level: I am developing an awareness of how money is used by recognising and using coins, paying for items, working out change, and exploring different combinations of coins and notes. **MNU 0-09a, MNU 1-09a, MNU 1-09b**
Second Level: I can manage money by comparing costs, understanding affordability, and recognising the importance of budgeting. I understand the costs, benefits, and risks of using bank cards, and I can use the terms profit and loss to make simple buying and selling calculations. **MNU 2-09a, MNU 2-09b, MNU 2-09c**

Health & Wellbeing



Wellbeing Focus: TBC

Through Decider Skills, I will learn:

To recognise, name, and talk about my feelings to help others understand how I feel. **HWB 0-01a / 1-01a / 2-01a**
That everyone has different thoughts and emotions, and I am learning ways to manage mine in healthy ways. **HWB 0-02a / 1-02a / 2-02a**
Who I can talk to and where I can get help when I or someone else needs support. **HWB 0-03a / 1-03a / 2-03a**
To understand that how I feel, and act can change depending on what's going on around me, and this helps me understand myself and others better. **HWB 0-04a / 1-04a / 2-04a**

Fitness

Early Level: I am developing my movement skills through practice and energetic play. **HWB 0-22a**
First Level: I am developing skills and techniques and improving my level of performance and fitness. **HWB 1-22a**
Second Level: I can practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. **HWB 2-22a**

Gymnastic with Mr Stewart

I will develop strength, balance, flexibility, and coordination through a range of gymnastics activities.
I will learn to perform basic movements, such as rolls, jumps, and balances, progressing to sequences that combine these skills. This learning will promote confidence, body awareness, and teamwork while fostering a positive attitude toward physical activity. **HWB 0-21a/ 1-21a / 2-21a**

Social Studies



People, Place and Environment: March - April

Early / First Level: I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel. **SOC 0-09a / 1-09a**
Second Level: Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment. **SOC 2-09a**

UNCRC Articles:

Article:
Article:
Article:

SDG:

Learning Block 3: January - April 2026

Opportunities for IDL, personal achievement and life and work of the school:

Language Week Scotland: Scottish, Doric & Gaelic
Digital Wellbeing Award & Reading Schools Award
Meta Skills
Wild Passport / Forest Skills

Special Events:

Burns Supper: Friday 23rd January 2026
Cross Country

Expressive Arts
(Art & Design, Music, Drama and Dance)



Music

Early Level: I enjoy singing and playing along to music of different styles and cultures. **EXA 0-16a**
First Level: I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions. **EXA 1-16a**
Second Level: I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation. **EXA 2-16a**

Art

Early / First Level: I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a**
Second Level: I can create and present work that shows developing skill in using the visual elements and concepts. **EXA 2-03a**

Science



Wild Passport with Mrs Williams

Technology



Wild Passport with Mrs Williams / Life Skills with Miss McShane and Mrs Stephen

Cooking

Early Level: I enjoy exploring and working with foods in different contexts. **TCH 0-04a**
First Level: I can use a range of simple food preparation techniques when working with food. I am developing and using problem solving strategies to meet challenges with a food focus. **1-04a, TCH 1-04c**
Second Level: I am developing dexterity, creativity and confidence when preparing and cooking food. I can extend and explore problem solving strategies to meet increasingly difficult challenges with a food focus. **TCH 2-04a, 2-04c**

Religious and Moral Education (RME)



Religious Celebrations

At Early, First and Second Level:

I am becoming aware of the importance of celebrations, festivals and customs in religious people's lives. **RME 0-06a**
I am discovering how followers of world religions demonstrate their beliefs through prayer/meditation, worship and special ceremonies. I am developing respect for the practices and traditions of others. **RME 1-06a**
I am increasing my knowledge and understanding of different forms of worship and artefacts within world religions and can explain their importance for followers of world religions. **RME 2-06a**

At First and Second Level:

I am developing an awareness of the ways in which followers of world religions celebrate different times of year and can relate these to my own life and community. **RME 1-06b**
Through investigating and reflecting upon the ways in which followers of world religions mark major life events and times of year, I can explain key features of such festivals and celebrations. **RME 2-06b**