

### Listening and talking

1. As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. **LIT 2-04a**
2. I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a**
3. When listening and talking with others for different purposes, I can:
  - share information, experiences and opinions
  - explain processes and ideas
  - identify issues raised and summarise main points or findings
  - clarify points by asking questions or by asking others to say more. **LIT 2-09a**
4. 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**

### Reading

5. I regularly select and read, listen to or watch texts which I enjoy and find

interesting, and I can explain why I prefer certain texts and authors. **LIT 2-11a**

6. Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. **LIT 2-14a**
7. To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. **LIT 2-16a**

### Writing

8. I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 2-20a**
  9. In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a**
  10. I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a**
  11. I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. **LIT 2-29a**

1. When exploring technologies in the world around me, I can use what I learn to help to design or improve my ideas or products. **TCH 2-01a**
2. As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations. **TCH 2-03a**
3. Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. **TCH 2-03b**
4. Through discovery and imagination, I can develop and use problem-solving strategies to construct models. **TCH 2-14a**

1. I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 2-04a**
2. As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 2-09a**
3. I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 2-10a**
4. While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. **HWB 2-23a**
5. I enjoy eating a diversity of foods in a range of social situations. **HWB 2-29a**
6. By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. **HWB 2-30a**

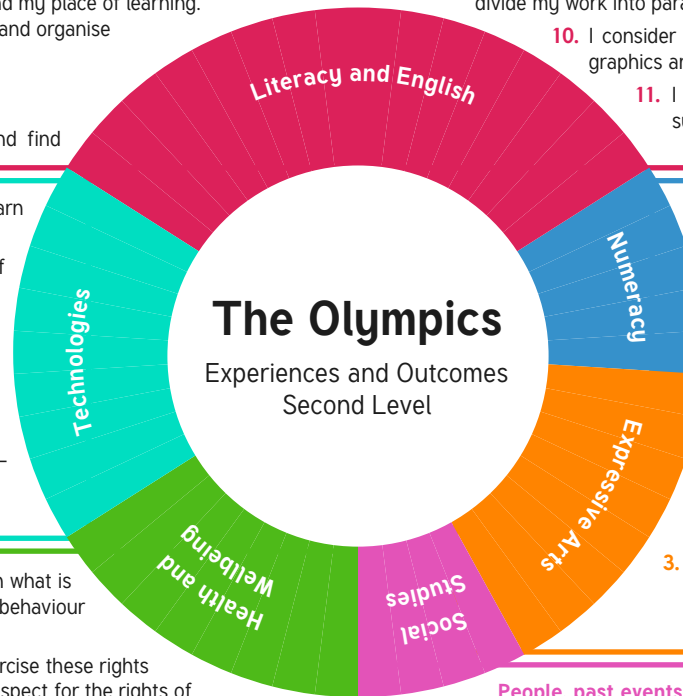
1. I have extended the range of whole numbers I can work with and having explored how decimal fractions are constructed, can explain the link between a digit, its place and its value. **MNU 2-02a**
2. I can illustrate the lines of symmetry for a range of 2D shapes and apply my understanding to create and complete symmetrical pictures and patterns. **MTH 2-19a**

### Art and Design

1. Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. **EXA 2-05a**
2. I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. **EXA 2-06a**
3. I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 2-07a**

### People, past events and societies

1. I can use primary and secondary sources selectively to research events in the past. **SOC 2-01a**
2. I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. **SOC 2-03a**
3. I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. **SOC 2-04a**
4. I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. **SOC 2-06a**



### I can:

- explain the difference between primary and secondary sources of evidence; (1)
- judge which sources of evidence are reliable, pick which would be most useful for a particular task and justify my choice; (1)
- use a variety of sources to retrieve information about events from the past, and use what I learn for a specific purpose; (1)
- research any differences and similarities between the London 2012 Olympics and the Glasgow 2014 Commonwealth Games; (2)
- research and share what I learn about some famous Scottish Olympians; (2, 4)
- compare and contrast features of Scottish culture and traditions with a country that has hosted the Olympics; (3)
- compare and contrast the modern-day Olympics with the Games which took place in Greece; (3) (Useful resource: [The Olympics Past and Present](#) and [The History of the Olympics Display Posters](#))

- compare and contrast features of society during different time periods; (3)
- create a pros and cons list about being a host city, considering the impact on the environment and effects on tourism; (3, 4)
- describe some of the main events, people and changes since the modern-day Olympics began; (3, 4)
- study the impact that the London 2012 Olympics had on the city, and give my opinion on whether or not being a host city was a positive thing; (4)
- investigate, in detail, the events of 1916, 1940 and 1944, and the impact that this had on the history of the Olympics; (4)
- evaluate whether or not the cancelling of the 1916, 1940 and 1944 was the right thing to do; (4)
  - investigate the role that Scottish Olympian Craig MacLean had in the 2012 Paralympic Games; (4)
  - evaluate the actions of both William Penny Brookes and Pierre de Coubertin to decide which of these men was most responsible for the reinvention of the Olympic Games; (4)
    - research the history of the Paralympic Games; (4)
    - evaluate the importance of having Paralympic Games. (4)

### I can:

- use a stopwatch and record times which include decimal places; (1)
- order finishing times of my classmates during PE lessons; (1)
- explain the function of the decimal point; (1)
- round to a certain number of decimal places; (1)
- create designs for a new Olympic flag which have a specific number of lines of symmetry. (2)

### I can:

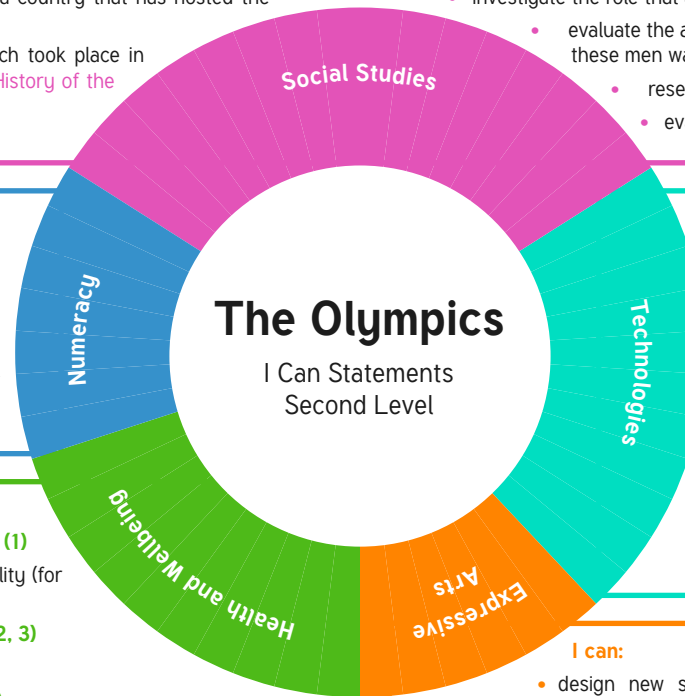
- research the ways in which technological advances have contributed to changes throughout the history of the Olympics; (1)
- independently research two Olympians, and compare and contrast what I find; (2, 3)
- research a host city, finding out about changes caused by the Olympics; (2, 3)
- use ICT to display my learning in different ways, including the use of PowerPoint; (2, 3)
- conduct image searches of host cities pre- and post-Olympics; (3)
- design a new Olympic stadium. (4)

### I can:

- discuss how competition, achieving personal goals, and losing affects me; (1)
- analyse the history of the Olympics with regards to instances of inequality (for example, have women always been able to take part?); (2)
- assess the level of need for different athletes in the Paralympic Games ;(2, 3)
- suggest adaptations which could be of benefit to Paralympians; (2, 3)
- set, and strive to achieve, some personal fitness targets in PE lessons; (4)
- discuss how to be a good team player; (4)
- taste foods from different host cities; (5)
- sample a range of healthy foods commonly eaten by athletes in training; (5)
- investigate the link between what I eat and how much energy I have; (6)
- suggest positive changes that I could make to my eating habits; (6)
- compare and contrast my own eating habits with those of an athlete in training. (6)

### I can:

- design new sportswear for a country of my choice, taking into consideration national colours; (1, 2)
- design an Olympic trophy; (1, 2)
- explore a variety of materials to design a new, fully accessible Olympic venue; (2)
- design a special stamp which could be used to celebrate the Olympic Games; (2)
- create a piece of artwork inspired by images of a host city; (3)
- evaluate the Olympic logo design through the years. (3)



## Listening and talking

### I can:

- ask questions and use what I learn in a variety of different situations; (1)
- use prior knowledge to strengthen my contributions; (1)
- formulate some questions that I would like to ask Pierre de Coubertin, William Penny Brookes, or an Olympic athlete; (2)
- ask insightful, well-structured questions about what I have listened to or been discussing; (2)
- plan and present a solo talk about an Olympian of my choice; (3)
- provide a commentary of a clip of a sporting event; (3)
- show good audience awareness when I am talking, and use interesting words to keep them interested in what I am saying; (3, 4)
- use information from a range of sources in my solo talk; (3, 4)
- organise information in a logical, sequential and structured manner when presenting, using notes if necessary; (3, 4)
- use subject-specific vocabulary as I talk; (3, 4)
- use resources, for example, photographs, to enhance my solo talk; (4)

### Reading

- read for enjoyment using both fiction and non-fiction texts about sport and competition; (5)
- share which books I prefer and confidently justify my choices; (5)
- regularly select and read more complex material to challenge myself; (5)
- use what I know about the text structure to help me find information about the Olympic and Paralympic Games; (6)
- find information about the Olympics from more than one source and select some of the most relevant points; (6)
- use the information that I source to create my own texts; (6)
- use skimming and scanning to identify the information and make the process of

locating information more effective; (6)

- summarise what I have read in my own words confidently and clearly; (7)
- highlight the subject-specific vocabulary in a range of sources, including newspapers covering the Games; (7)
- use what I have read to support my views and opinions ;(7)
- use what I have read to help me actively participate in group discussions; (7)

### Writing

- confidently make choices for planning and publishing in a range of different ways; (8)
- select from a wide range of appropriate genres when creating texts and use the appropriate layout; (8)
  - use a thesaurus to refine my writing and help me include ambitious vocabulary; (9)
  - correctly use a varied range of punctuation; (9)
  - use punctuation to show direct speech as I create my newspaper article; (9)
  - use the sentence structure and format to suit the writing activity that I am doing ;(9)
- write some well sequenced, logical instructions to demonstrate how to play a sport of my choosing; (9, 10)
- detail the daily regime of an athlete training for the Olympics; (10) (Useful resource: **Rio Olympics Word Mat**)
- write a newspaper article set during the lead-up to an opening ceremony; (10) (Useful resources: **The Olympics Word Mat, Newspaper Template** and **Newspaper Writing Tips PowerPoint**)
- present and display my work attractively, including images where appropriate; (10)
- write to persuade governing bodies to allow the UK to host the Olympics again; (11) (Useful resource: **The Olympics Sports Events Page Borders**)
- This **Olympic Athletics Resource Pack** is a useful resource to support this topic.

Literacy and English

# The Olympics

I Can Statements  
Second Level