

1. I can use evidence to recreate the story of a place or individual of local historical interest. **SOC 1-03a**
2. By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. **SOC 1-13b**
3. I have developed an understanding of the importance of local organisations in providing for the needs of my local community. **SOC 1-20a**

1. I am developing skills and techniques and improving my level of performance and fitness. **HWB 1-22a**
2. Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space. **HWB 1-25a**

Listening and Talking

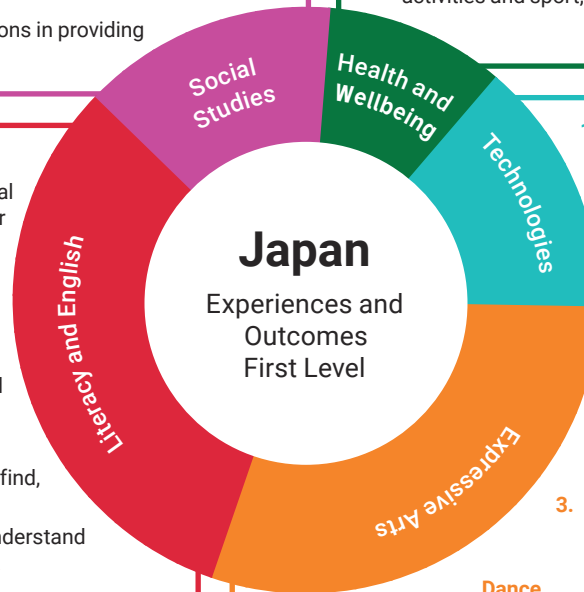
1. I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-06a**
2. When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. **LIT 1-09a**
3. I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. **LIT 1-10a**

Reading

4. Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. **LIT 1-14a**
5. I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. **LIT 1-15a**

Writing

6. I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. **LIT 1-24a**
7. I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. **LIT 1-25a**
8. By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-26a**



1. I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. **TCH 1-01a**
2. I am developing and using problem solving strategies to meet challenges with a food or textile focus. **TCH 1-04c**
3. I can design and construct models and explain my solutions. **TCH 1-09a**

Art and Design

1. I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a**
2. I can create a range of visual information through observing and recording from my experiences across the curriculum. **EXA 1-04a**
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 1-07a**

Dance

4. I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. **EXA 1-08a**

Music

5. I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. **EXA 1-17a**
6. Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. **EXA 1-18a**

I can...

- discuss a significant event from Japan's past, such as Hiroshima, Nagasaki or the Great Kanto Earthquake; (1)
- talk about the impact Scottish man, Thomas Blake Glover, had on Japan; (1) (Useful resource: [Thomas Blake Glover PowerPoint](#))
- compare similarities and differences between Scotland and Japan; (2) (Useful resource: [All About Japan PowerPoint](#))
- explain features of Japan's physical landscape; (2)
- locate Japan on a world map; (Useful resource: [Blank World Map](#))
- explain what a volcano is and what happens when it erupts; (2)
- research and report on Japan's capital city, Tokyo; (2) (Useful resource: [Tokyo Fact Sheet Writing Template](#))
- talk about some of the things happening in Japan in preparation for the 2020 Olympic Games; (3)
- identify local organisations in my community that help keep me fit and learn skills to compete in sporting competitions. (3)

I can...

- take part in physical activities inspired by the martial arts movements made in Judo, Karate, Aikido and Kendo; (2) (Useful resource: [Judo Display Photos](#))
- take part in sporting activities that are part of the Olympic Games; (2)
- improve my performance in athletic activities over time; (1) (Useful resource: [Athletics Display Photos](#))
- participate in a mini Olympics competition. (1, 2)

I can...

- use digital technologies to learn more about Japan; (1)
- use digital technologies to create an information poster about Japan; (1)
- carry out an image search to find a suitable image for my poster; (1)
- use textiles to create a fashion item for the future; (2)
- design a Japanese kimono; (2) (Useful resource: [Design an Outfit](#))
- design and create a Japanese musical instrument, such as a Koto. (3)

I can...

Listening and Talking

- listen to presentations about Japan; (2)
- tell others what I know about Japan; (1, 2, 3)
- explain what happens when a volcano erupts; (1, 2, 3)
- present facts about Tokyo; (1, 2, 3)
- ask questions throughout the topic to enhance my learning; (2)

Reading

- read vocabulary related to the topic; (4)
- read Japanese greetings; (4) (Useful resource: [Japanese Greeting Word Cards](#))
- read simple non-fiction texts related to the topic; (4) (Useful resource: [Japanese Word Cards](#))
- make notes about what I have read; (5) (Useful resource: [Non-fiction Reading Response Sheet](#))

Writing

- write a fact file about Thomas Blake Glover; (6, 7, 8) (Useful resource: [Thomas Blake Glover Writing Frame](#))
- create a persuasive poster to engage my community in sporting activity; (6, 7, 8)
- make a tourist brochure about Japan; (6, 7, 8) (Useful resource: [Brochure Template](#))
- write an explanation for an Olympic sport; (6, 7, 8)
- create a Japanese Animé style comic strip. (6, 7, 8) (Useful resource: [Comic Book Template](#))

I can...

Art and Design

- use a paint brush and black paint to make experiment with Japanese calligraphy; (1,2) (Useful resource: [Japanese Writing Activity Sheet](#))
- draw my own Japanese animé character; (1,2)
- talk about what origami is and use this technique to create a simple design; (2,3) (Useful resource: [Origami Cat Activity](#))

Dance

- create a dance sequence for the opening ceremony of the Olympic Games; (4) (Useful resource: [Dance Steps Flashcards](#))

Music

- listen to some Japanese music and talk about how you feel about it; (6)
- listen to some Japanese instruments, such as a Koto and talk about the sound it makes; (5,6)
- create sound using a Japanese instrument, like a Koto. (6)

