

Listening and Talking

1. As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **LIT 1-04a**
2. I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. **LIT 1-07a**
3. 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**
4. I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. **LIT 1-10a**

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 1-11a**
6. 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**
7. To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. **LIT 1-16a**

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 1-20a**
9. I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a**
10. 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**
11. I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. **LIT 1-28a / LIT 1-29a**

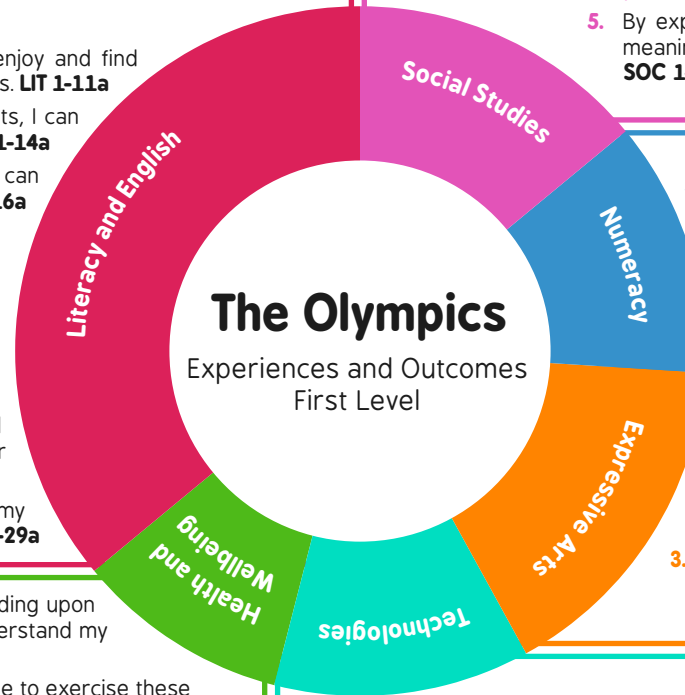
1. I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 1-04a**
2. As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 1-09a**
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 1-10a**
4. I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities. **HWB 1-23aw**
5. I enjoy eating a diversity of foods in a range of social situations. **HWB 1-29a**

People, past events and societies

1. I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past. **SOC 1-01a**
2. I can use evidence to recreate the story of a place or individual of local historical interest. **SOC 1-03a**
3. I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. **SOC 1-04a**
4. Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. **SOC 1-06a**

People in society, economy and business

5. By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me. **SOC 1-17a**



1. I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes. **MTH 1-19a**
2. Having explored fractions by taking part in practical activities, I can show my understanding of the notation and vocabulary associated with fractions. **MNU 1-07a**

1. Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. **EXA 1-05a**
2. I can use exploration and imagination to solve design problems related to real-life situations. **EXA 1-06a**
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 1-07a**

1. By exploring and using technologies in the wider world, I can consider the ways in which they help. **TCH 1-01a**
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 1-03a**
3. I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts. **TCH 1-03b**
4. Through discovery and imagination, I can develop and use problem-solving strategies to construct models. **TCH 1-14a**

- I can compare and contrast Scotland with a city that has hosted the Olympics. **(3)**
- I can locate host cities on a map. **(1)**
- I can consider the impact that being a host city has on things such as transport and tourism. **(3)**
- I can research the impact that hosting the 2012 Olympic Games had in London, including the environmental impact. **(3)**
- I can compare the journey that the Olympics has made since the first Olympics event which was 3000 years ago in Greece, featured only 4 events, and had a crown of dried leaves as the main prize. **(3)** (Useful resource: [The Olympics Past and Present](#))
- I can discuss the reasons behind the cancellation of the 1916, 1940, and 1944 Olympics. **(1, 2)**
- I can research what was special about gold medalist Oscar Swahn (oldest medalist) and bronze medalist Dimitrios Loundras (youngest medalist). **(4)**
- I can investigate the requirements to be a host city in terms of facilities. **(1, 2)**
- I can research famous Scottish Olympians, for example Chris Hoy, Andy Murray, Eric Liddell or Michael Jamieson. **(2, 4)**
- I can explain the role that Pierre de Coubertin, founder of the International Olympics Committee, has had. **(2, 4)**

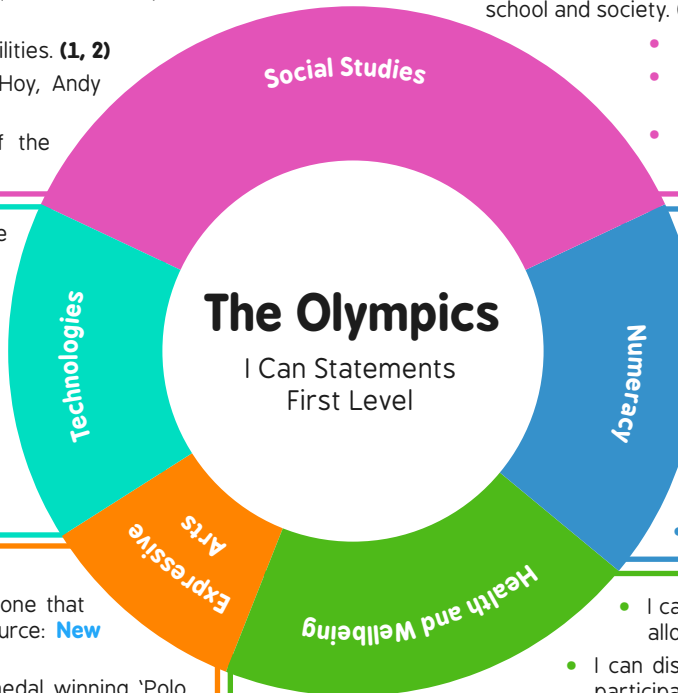
- I can research the part that William Penny Brookes' played in reviving the Olympic Games. **(2, 4)**
- I can research the story behind one of the London 2012 mascots being called 'Wenlock'. **(2)** (Useful resource: [Wenlock the London 2012 Mascot Information Sheet](#))
- I can create a simple timeline of Olympic events. **(1)** (Useful resource: [The History of the Olympics Display Posters](#))
- I can discuss the advantages and disadvantages of having a big, international event like the Olympic Games. **(2)**
- I can explain the meaning behind the Olympic rings, and the significance of the 5 colours at the time that the symbol was created in 1913. **(1, 2)**
- I can read some of the rules which govern the Olympic Games, and discuss the need for rules in school and society. **(4)**
- I can research the history of the Olympic torch. **(2)**
- I can trace parts of the route travelled by the Olympic torch during the 2012 London Olympics. **(2)**
- I can give examples of ways that venues built for previous Olympic Games are used now. **(1, 2)**

- I can consider the way that advances in technology has changed the way that they Olympics is viewed across the world. **(1)**
- I can research famous Olympians. **(2, 3)**
- I can research a host city of my choice. **(2, 3)**
- I can use ICT when presenting my work by using Microsoft word to redraft a piece of writing or create a digital fact file. **(2, 3)**
- I can image search for scenes of Olympic events in action. **(2, 3)**
- I can save any information that I gather to a specific folder, and can retrieve it at a later date. **(3)**
- I can make 3D Olympic rings. **(4)**

- I can redesign some of the logos for Olympics events, like the one that can be seen on special 50 pence pieces. **(2, 3)** (Useful resource: [New Commemorative Coin Design Challenge](#))
- I can complete a piece of art inspired by John Copley's gold medal winning 'Polo Players' design. **(1, 2, 3)**
- I can design and name an Olympic mascot and new logo. **(1, 2)** (Useful resources: [Create a New Mascot Activity Sheet](#) and [Design a Logo Activity Sheet](#))
- I can design a new uniform for a country of my choice, considering that countries national colours. **(1, 2)**
- I can research the history of outfit designs, from ancient times to modern day. **(3)**
- I can design a bronze, silver and gold medal. **(1, 2)** (Useful resource: [New Medal Design Challenge](#))
- I can design a new Olympic torch. **(1, 2)**

The Olympics

I Can Statements
First Level



- I can identify which competing country has a symmetrical flag. **(1)** (Useful resource: [The Olympics Flags of the World](#))
- I can complete the symmetrical pattern when presented with half of a flag. **(1)**
- I can create my own flag design which has 1 or 2 line of symmetry. **(1)**
- I am beginning to understand the function of a decimal place when using a stopwatch. **(2)**
- I can use a stopwatch to time my classmates during PE lessons, or our mini-Olympic Games. **(2)**
- I can order some finishing times which include a decimal point. **(2)**

- I can about equality, linking it to the knowledge that women were always allowed to compete in the Olympics. **(2)**
- I can discuss the adaptations made to allow people who have a disability to participate (the sit-ski. use of guides or chutes). **(3)**
- As I watch emotive Olympic winner montages (YouTube), I can discuss the feelings of each competitor. **(1)**
- I can identify areas of my life where I have tried my best or competed. **(4)**
- I can talk about how I manage the range of emotions I feel when I do not win a game that I am playing. **(1)**
- I can discuss the importance of rules to promote fair-play. **(2)**
- I can take part in mini-Olympics PE sessions. **(4)**
- I can show good sportsmanship. **(1, 4)**
- I can investigate William Penny Brookes' claims that the best way to prevent illness is by taking part in physical exercise. **(4)**
- I can prepare and taste foods from different host cities. **(5)**

Listening and Talking

- I can ask questions about what I have watched or listened to. **(1, 2, 3)**
- I can answer questions about what I have watched or listened to. **(1, 2, 3)**
- I can work with a partner to role play as Pierre de Coubertin and William Penny Brookes' arguing about who it was that founded the modern Olympic Games. **(2, 3)**
- I can share my 'I see, I think, I wonder' thoughts with my class, using photographs of Olympic events in action. **(2)** (Useful Resources: [The Olympics Sport Event Display Photo Pack](#) and [The Olympics - I See, I Think, I Wonder Photo Pack](#))
- I can interview a classmate who is role-playing as an athlete who has just won a gold medal. **(2, 3)**
- I can hot-seat as an Olympic athlete. **(3)**
- I can talk about my favourite sport and state why I like it. **(3, 4)**
- I can provide a commentary for a short clip of an Olympic event. **(3, 4)**

Reading

- I can read for enjoyment, exploring texts with a sport or competition theme. **(5)**
- I can use what I have read to help me during group and class discussions. **(6)**
- I can use the Internet to research something about the Olympics which has interested me. **(6)**
- I can use the Internet to research the founding of the Paralympic Games. **(6)**
- I can read or listen to interviews of former Olympians. **(6, 7)**
- I can read for information and share what I have learned with my peers. **(6, 7)**
- I can read newspaper reports about sporting events and competitive games, noting the type of language that is used. **(7)**

- I can interpret information from a Games schedule. **(7)**

Writing

- I can use subject-specific language as I write a newspaper article reporting on a mini-Olympic Games held in my school. **(8, 9, 10)** (Useful resources: [The Olympics Word Mat](#), [Newspaper Template](#) and [Newspaper Writing Tips PowerPoint](#))
- I can write a persuasive letter to countries that do not compete in the Olympic Games to convince them to take part. **(9, 11)** (Useful resource: [The Olympics Sports Events Page Borders](#))
- I can write a diary entry showing the daily routine of an athlete in training for the Rio 2016 Olympics. **(8, 9)** (Useful resource: [Rio Olympics Word Mat](#))
- I can create a job advert from the point of view of a country looking for an athlete to join their Olympic team. **(8, 11)**
- I can create a travel information poster for a host city of my choice, detailing why tourists would want to visit. **(8, 10, 11)**
- I can create an exciting headline to show the moment that the name of the host city is announced. **(10, 11)**
- I can write a pros and cons list for a city hosting the Olympic Games. **(8, 9, 11)**
- I can create a persuasive poster which explains why a certain city should host the Olympics. **(11)**
- I can write some instructions for an event of my choice. **(11)**
- This [Olympic Athletics Resource Pack](#) is a useful resource to support this topic.

Literacy and English

The Olympics

I Can Statements
First Level