





SCOTLAND'S CURRICULUM

CURRICULUM FOR EXCELLENCE AND ASSESSMENT



Curriculum for Excellence –

helps our children and young people
gain the knowledge, skills and attributes
needed for life in the 21st century.



Manage the now |

Connect with the world |


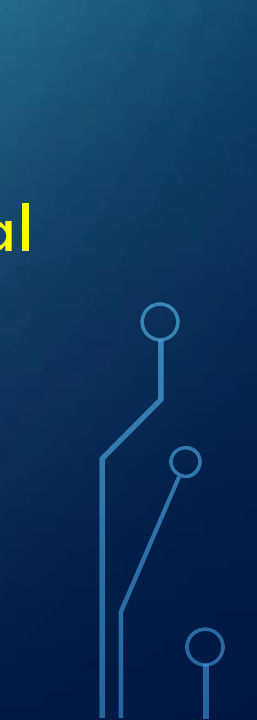
Create our own change |



**Skills
Development
Scotland**



Scotland's curriculum places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. They:

- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities
 - recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
 - enable children and young people to be democratic citizens and active shapers of that world
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Confident individuals with

- self respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs

and able to

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and make informed decisions
- achieve success in different areas of activity



Effective contributors with

- an enterprising attitude
- resilience
- self-reliance

and able to

- communicate in different ways and different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new concepts
- create and develop
- solve problems



Successful learners with

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

and able to

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations



Responsible citizens with

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

and able to

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues



Opportunities for personal achievement

Interdisciplinary learning

The Curriculum

'the totality of all that is planned for children and young people throughout their education'

Expressive arts
Health and wellbeing
Languages
Numeracy and mathematics
Religious and moral education
Sciences
Social studies
Technologies

Ethos and life of the school as a community

Curriculum areas and subjects

Broad General Education

Pre-School: P1

Early Level

P2–P4

First Level

P5–P7

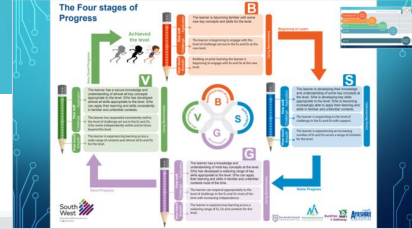
Second Level

S1–S3

Third/
Fourth Level

S4–S6

Senior Phase



Reading	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</i> LIT 0-01a / LIT 0-11a / LIT 0-20a <i>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</i> LIT 0-01b / LIT 0-11b	<ul style="list-style-type: none"> • Chooses a story or other texts for enjoyment making use of the cover, title, author and/or illustrator. • Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.
	Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	<i>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.</i> ENG 0-12a / LIT 0-13a / LIT 0-21a	<ul style="list-style-type: none"> • Hears and says patterns in words. • Hears and says the different single sounds made by letters. • Hears and says blends/sounds made by a combination of letters. • Knows the difference between a letter, word and numeral. • Reads from left to right and top to bottom. • Uses knowledge of sounds, letters and patterns to read words. • Uses knowledge of sight vocabulary/tricky words to read familiar words in context. • Reads aloud familiar texts with attention to simple punctuation. • Uses context clues to support understanding of different texts.
	Finding and using information - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary	<i>I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.</i> LIT 0-14a	<ul style="list-style-type: none"> • Finds information in a text to learn new things. • Shows an awareness of a few features of fiction and non-fiction texts when using/choosing texts for particular purposes.

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Reading	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<i>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.</i> LIT 1-11a / LIT 2-11a	<ul style="list-style-type: none"> • <i>Selects different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb.</i> • <i>Explains preferences for particular texts and authors.</i>
	Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. ENG 1-12a <i>I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear.</i> LIT 1-13a	<ul style="list-style-type: none"> • <i>Reads aloud a familiar piece of text adding expression and can show understanding.</i> • <i>Reads an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance.</i> • Uses a range of word recognition strategies independently. • Decodes unknown words by locating and pronouncing familiar letter patterns and blends. • Uses context clues to read and understand texts. • Uses punctuation and grammar to read with understanding and expression.
	Finding and using information - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary	<i>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.</i> LIT 1-14a	<ul style="list-style-type: none"> • <i>Identifies and finds key information in fiction and non-fiction texts using content page, index, headings, sub-headings and diagrams to help locate information.</i> • <i>Makes notes under given headings for different purposes.</i>

Reading	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<i>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.</i> LIT 1-11a / LIT 2-11a	<ul style="list-style-type: none"> • <i>Selects texts regularly for enjoyment or to find information for a specific purpose.</i> • <i>Explains preferences for particular texts, authors or sources with supporting detail.</i>
	Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	<p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. ENG 2-12a / ENG 3-12a / ENG 4-12a</p> <p><i>I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection.</i> LIT 2-13a</p>	<ul style="list-style-type: none"> • <i>Reads with fluency, understanding and expression using appropriate pace and tone.</i> • <i>Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding.</i> • <i>Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting, clarifying and/or summarising.</i>

Early Level Numeracy and Mathematics

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Number, money and measure	Estimation and rounding	<p><i>I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.</i></p> <p><i>MNU 0-01a</i></p>	<ul style="list-style-type: none"> • <i>Recognises the number of objects in a group, without counting (subitising) and uses this information to estimate the number of objects in other groups.</i> • <i>Checks estimates by counting.</i> • <i>Demonstrates skills of estimation in the contexts of number and measure using relevant vocabulary, including less than, longer than, more than and the same.</i>
	Number and number processes	<p><i>I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.</i></p> <p><i>MNU 0-02a</i></p> <p><i>I use practical materials and can 'count on and back' to help me understand addition and subtraction, recording my ideas and solutions in different ways.</i></p> <p><i>MNU 0-03a</i></p>	<ul style="list-style-type: none"> • <i>Explains that zero means there is none of a particular quantity and is represented by the numeral 0.</i> • <i>Recalls the number sequence forwards within the range 0 - 30, from any given number.</i> • <i>Recalls the number sequence backwards from 20.</i> • <i>Identifies and recognises numbers from 0 to 20.</i> • <i>Orders all numbers forwards and backwards within the range 0 - 20.</i> • <i>Identifies the number before, the number after and missing numbers in a sequence within 20.</i> • <i>Uses one-to-one correspondence to count a given number of objects to 20.</i> • <i>Identifies 'how many?' in regular dot patterns, for example, arrays, five frames, ten frames, dice and irregular dot patterns, without having to count (subitising).</i> • <i>Groups items recognising that the appearance of the group has no effect on the overall total (conservation of number).</i> • <i>Uses ordinal numbers in real life contexts, for example, 'I am third in the line'.</i> • <i>Uses the language of before, after and in-between.</i> • <i>Counts on and back in ones to add and subtract.</i> • <i>Doubles numbers to a total of 10 mentally.</i> • <i>When counting objects, understands that the number name of the last object counted is the name given to the total number of objects in the group.</i>
			<ul style="list-style-type: none"> • <i>Partitions quantities to 10 into two or more parts and recognises that this does not affect the total.</i> • <i>Adds and subtracts mentally to 10.</i> • <i>Uses appropriately the mathematical symbols +, - and =.</i> • <i>Solves simple missing number problems.</i>

First Level Numeracy and Mathematics

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Number, money and measure	Estimation and rounding	<p><i>I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate.</i></p> <p><i>MNU 1-01a</i></p>	<ul style="list-style-type: none"> • <i>Uses strategies to estimate an answer to a calculation or problem, for example, doubling and rounding.</i> • <i>Rounds whole numbers to the nearest 10 and 100 and uses this routinely to estimate and check the reasonableness of a solution.</i>
	Number and number processes	<p><i>I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value.</i></p> <p><i>MNU 1-02a</i></p>	<ul style="list-style-type: none"> • <i>Reads, writes, orders and recites whole numbers to 1000, starting from any number in the sequence.</i> • <i>Demonstrates understanding of zero as a placeholder in whole numbers to 1000.</i> • <i>Uses correct mathematical vocabulary when discussing the four operations including, subtract, add, sum of, total, multiply, product, divide and shared equally.</i> • <i>Identifies the value of each digit in a whole number with three digits, for example, $867 = 800 + 60 + 7$.</i> • <i>Counts forwards and backwards in 2s, 5s, 10s and 100s.</i> • <i>Demonstrates understanding of the commutative law, for example, $6 + 3 = 3 + 6$ or $2 \times 4 = 4 \times 2$.</i> • <i>Applies strategies to determine multiplication facts, for example, repeated addition, grouping, arrays and multiplication facts.</i> • <i>Solves addition and subtraction problems with three digit whole numbers.</i> • <i>Adds and subtracts multiples of 10 or 100 to or from any whole number to 1000.</i> • <i>Applies strategies to determine division facts, for example, repeated subtraction, equal groups, sharing equally, arrays and multiplication facts.</i>
		<p><i>I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.</i></p> <p><i>MNU 1-03a</i></p>	<ul style="list-style-type: none"> • <i>Uses multiplication and division facts to solve problems within the number range 0 to 1000.</i> • <i>Multiplies and divides whole numbers by 10 and 100 (whole number answers only).</i> • <i>Applies knowledge of inverse operations (addition and subtraction; multiplication and division).</i> • <i>Solves two step problems.</i>

Second Level Numeracy and Mathematics

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Number, money and measure	Estimation and rounding	<p><i>I can use my knowledge of rounding to routinely estimate the answer to a problem then, after calculating, decide if my answer is reasonable, sharing my solution with others.</i></p> <p><i>MNU 2-01a</i></p>	<ul style="list-style-type: none"> • <i>Rounds whole numbers to the nearest 1000, 10 000 and 100 000.</i> • <i>Rounds decimal fractions to the nearest whole number, to one decimal place and two decimal places.</i> • <i>Applies knowledge of rounding to give an estimate to a calculation appropriate to the context.</i>
	Number and number processes	<p><i>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.</i></p> <p><i>MNU 2-02a</i></p> <p><i>Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others.</i></p> <p><i>MNU 2-03a</i></p>	<ul style="list-style-type: none"> • <i>Reads, writes and orders whole numbers to 1 000 000, starting from any number in the sequence.</i> • <i>Explains the link between a digit, its place and its value for whole numbers to 1 000 000.</i> • <i>Reads, writes and orders sets of decimal fractions to three decimal places.</i> • <i>Explains the link between a digit, its place and its value for numbers to three decimal places.</i> • <i>Partitions a wide range of whole numbers and decimal fractions to three decimal places, for example, $3.6 = 3$ ones and 6 tenths = 36 tenths.</i> • <i>Adds and subtracts multiples of 10, 100 and 1000 to and from whole numbers and decimal fractions to two decimal places.</i> • <i>Adds and subtracts whole numbers and decimal fractions to two decimal places, within the number range 0 to 1 000 000.</i> • <i>Uses multiplication and division facts to the 10th multiplication table.</i> • <i>Multiplies and divides whole numbers by multiples of 10, 100 and 1000.</i> • <i>Multiplies and divides decimal fractions to two decimal places by 10, 100 and 1000.</i> • <i>Multiplies whole numbers by two digit numbers.</i> • <i>Multiplies decimal fractions to two decimal places by a single digit.</i>

I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods.

MNU 2-03b

Having explored the need for rules for the order of operations in number calculations, I can apply them correctly when solving simple problems.

MTH 2-03c

I can show my understanding of how the number line extends to include numbers less than zero and have investigated how these numbers occur and are used.

MNU 2-04a

- ***Divides whole numbers and decimal fractions to two decimal places, by a single digit, including answers expressed as decimal fractions, for example, $43 \div 5 = 8.6$.***
- Applies the correct order of operations in number calculations when solving multi-step problems.
- ***Identifies familiar contexts in which negative numbers are used.***
- ***Orders numbers less than zero and locates them on a number line.***

The background is a blue gradient. In the corners, there are white line art illustrations of circuit boards or neural networks, with lines and small circles representing nodes.

Questions about the curriculum?

Assessments

- **Formative - AifL**
- **Summative – testing** SNSA, GL, Star Reader, PM Benchmarks

Oxford Levels and Book Bands

Use the table below to find out which Oxford Level is best suited to your child.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6-7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
		8	Brown
Year 3 / Primary 4	7-8 years old	9	
		10	
		11	
		12	
		13	Grey
Year 4 / Primary 5	8-9 years old	14	
		15	Dark blue
Year 5 / Primary 6	9-10 years old	16	
		17	Dark red
Year 6 / Primary 7	10-11 years old	18	
		19	
		20	

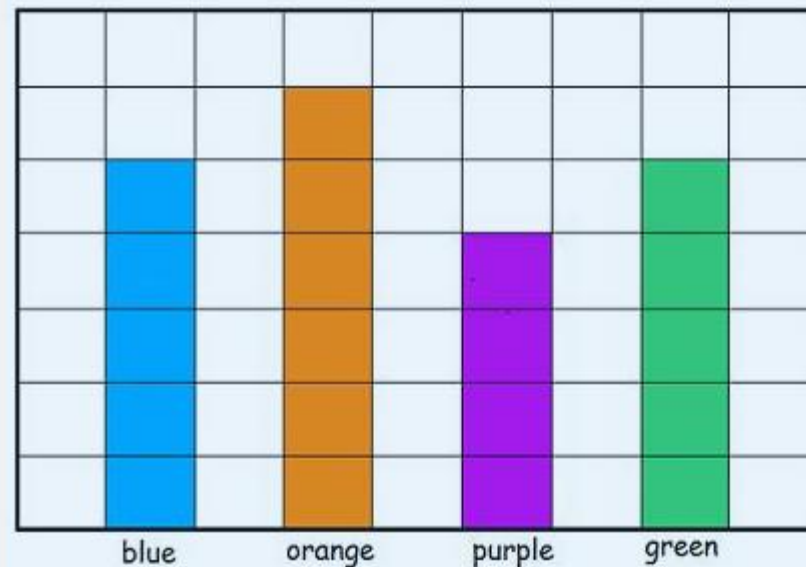


Accelerated Reader®

Choose the bird.



Choose the blue blocks.



The word below should be mop but it has the wrong letter at the front. Choose the letter that needs to go in the dotted box to make it read mop.

pop

m

o

t

Drag the numbers into the correct boxes.

Options

4

2

1

3

This is
When y
A questi
Which s

Amy: I like all sports, but
football is my favourite.



Brian: I love apples. They are a
healthy snack.



Cara: I like animals. I have a pet
cat.



Dan: I like reading. I read four
books every week.



This an example of a reading question.

For questions like this, there are 4 or 5 options. Read each option carefully,
then choose the option you think is correct.

You can change your answer by choosing a different button.

Then click on "Next" at the bottom of the screen to go into the next
question.

If you click "Next" without choosing an option, a reminder will pop up. It will
say "There is no answer. Do you want to try again?" You can select "Yes" or
"No".

Who likes football?

☐

Cara

☐

Dan

☐

Brian

☐

Amy

Mr McLeod asked his friends to come and see his garden.

He told them that he had grown enormous vegetables.

He said that the turnips were the size of footballs and the marrows were as big as logs.



This photograph was taken in 2016.

This an example of a reading question.

For questions like this, there are 4 or 5 options. Read each option carefully, then choose the option you think is correct.

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Then click on "Next" at the bottom of the screen to go into the next question.

If you click "Next" without choosing an option, a reminder will pop up. It will say "There is no answer. Do you want to try again?" You can select "Yes" or "No".

Now try this reading question.

Why did Mr McLeod want his friends to visit his garden?

☐

to pick flowers

☐

to play football

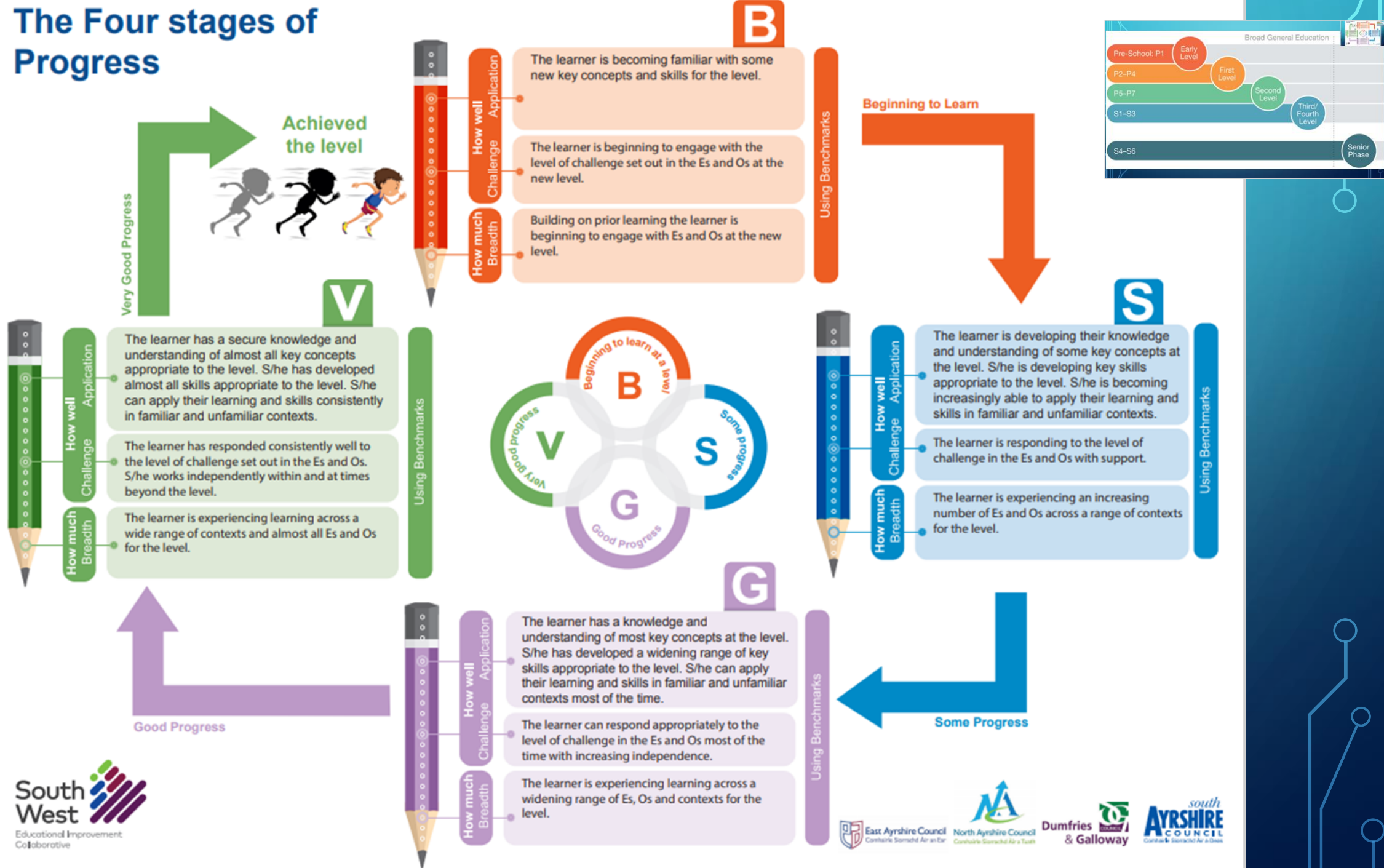
☐

to see the vegetables

☐

to help him move some logs

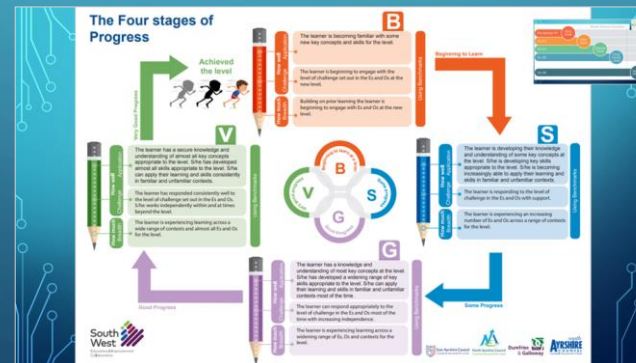
The Four stages of Progress



Health Warning!

This is a spectrum; a journey – not hoops to jump through.

Stage	Nov	Feb/March	June
P1	00G/00V	00V	EB
P2	EB	EB	EB/ES
P3	ES	ES/EG	EG
P4	EG/EV	EV	1B
P5	1B	1B	1B/1S
P6	1S	1S/1G	1G
P7	1G/1V	1V	2B



The background is a blue gradient. In the corners, there are decorative white line art elements resembling circuit boards or neural network connections, with small circles at the end of the lines.

Any questions?