

# Mid Calder Primary School

## Curriculum Rationale



Created January 2017

In consultation with pupils, parents & staff

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# Believe. Achieve. Succeed.

## Our School Vision Statement

All members of our learning community '**Believe**' in themselves and thus '**Achieve**' the best they can which will ultimately enable them to '**Succeed**' in all they do.

**Believe in yourself, Achieve your best, Succeed in all you do.**

## Our School Aims

- We aim to prepare all our young people with the skills, knowledge and attributes for the challenges of the future.
- We aim to create a learning environment which stimulates, challenges, supports and provides opportunities to develop independent learners.
- We aim to deliver an innovative and creative curriculum which is relevant to our children's lives and promotes personalisation and choice.
- We aim to provide high quality learning and teaching experiences to enable every child to reach their full potential.
- We aim to foster our core values through creating a positive and welcoming school ethos.
- We aim to support each child's skills and talents through recognition and celebration of individual achievements.
- We aim to promote effective partnerships between home, school and the wider community.

## Our School Values

**Enthusiastic** – I am passionate and excited by learning.

**Friendly** – I show compassion towards others and am considerate of their feelings.

**Inclusive** – I accept others and appreciate diversity.

**Respectful** – I am considerate and courteous to others.

**Responsible** – I am accountable for my learning and my actions.

**Successful** - I try my best individually and as a team member.

# What makes Mid Calder Primary School unique?

## Our community

- Strong community links.
- Pupils from a range of catchment areas.
- Supportive parent body.

## Our Learning Environment

- Open planned environment.
- Composite classes that change yearly.
- We have a Nursery.

## Our Ethos

- Leadership at all levels.
- Strong set of embedded school values.
- We know where we are and where we need to go.
- We promote an open door policy.
- We share and celebrate our achievements and successes.

## Our Learning

- Relevant progressive excursions and residential.
- Responsive approaches to interdisciplinary learning which embeds pupil voice.
- Digital technologies are used to enrich learning, including Anytime Anywhere Learning and Bring Your Own Device.
- We have embraced the Attainment Challenge.
- We promote independent learning.
- Our curriculum is based on knowledge, skills and understanding.

# Knowledge, Skills and Attributes of a Mid Calder Pupil

## Knowledge

- Well rounded curriculum.
- Knowing their strengths and next steps.
- Applying their learning across the curriculum.
- Confident in their understanding of Maths and Numeracy, Language and Literacy.
- Knowledge and understanding of the world and Scotland's place in it.

## Skills

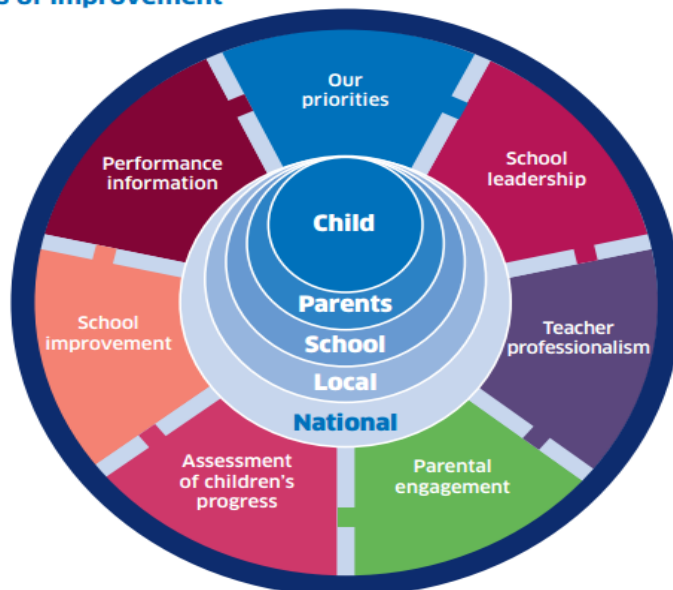
- Effective.
- Growth mind-set.
- Have aspirations.
- Perseverance.
- Digital literate.
- Problem solver.
- Make informed decisions.
- Independent.
- Leadership.
- Literacy.
- Numeracy.
- Thinking skills.
- Communication and presentation skills.

## Attributes

- Self – respect.
- Happy.
- Team player.
- Friendly.
- Respectful.
- Successful.
- Responsible.
- Enthusiastic.
- Inclusive.
- Lifelong learner.
- Motivated.
- Confident.
- Resilient.
- Creative.
- Enterprising.
- Openness to new thinking.

# National Improvement Framework for Scottish Education

## Key drivers of improvement



## Building the Curriculum 3

A curriculum framework to meet the needs of all learners 3 – 18  
A schematic guide for curriculum planners

### Values

Wisdom, justice, compassion, integrity

The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

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

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

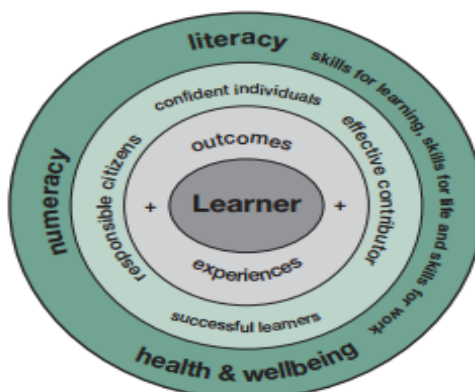
### Learning and teaching

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners progress

### Experiences and outcomes set out expectations for learning and development in:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

Curriculum levels describe progression and development.



### All children and young people are entitled to experience

- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

### Personal Support

- review of learning and planning of next steps
- gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners

### Principles of curriculum design:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

### Arrangements for

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

support the purposes of learning

## How have we built our early years curriculum?

### Our early years curriculum drivers:

- Our curriculum is built on a foundation of raising attainment through embedding Language and Literacy, Maths and Numeracy and Health and Wellbeing skills, knowledge and attributes.
- Our learning and teaching develops a passion for learning through curiosity, wonder and personalisation and choice.
- Building and developing relationships with parents and carers.
- Child led learning through play based opportunities.

### Our early years curriculum ...

Looks Like	Sounds Like	Feels Like
<ul style="list-style-type: none"> <li>• Parents involved and informed.</li> <li>• Opportunities for communication with parents.</li> <li>• Parents for opportunities to be involved in the learning in the classroom and beyond.</li> <li>• Pupils are supported and challenged in their learning.</li> <li>• Pupils are active in their learning and are consulted at the planning stage.</li> <li>• Use of relevant resources.</li> <li>• Differentiated learning opportunities.</li> <li>• Pupils using the outdoors to enhance their learning</li> <li>• Happy children showing enthusiasm to learning</li> <li>• ICT enhancing learning.</li> <li>• Good relationships with the local community.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive communication.</li> <li>• Pupils expressing views and ideas.</li> <li>• Pupils talking about their next steps.</li> <li>• Developing the language of learning.</li> <li>• Pupils asking questions.</li> <li>• Pupils sharing their learning with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Working in partnership.</li> <li>• Pupils engaged in their learning.</li> <li>• Self directed learning.</li> <li>• Working in partnership.</li> <li>• Pupils engaged in their learning.</li> <li>• Self directed learning.</li> <li>• Safe, caring and supported environment.</li> <li>• Trusted relationships where children are encouraged to be resilient.</li> </ul>




## How have we built our first level curriculum?

### Our first level curriculum drivers:

- Built on a foundation of raising attainment in Language and Literacy and Maths and Numeracy skills, knowledge and attributes..
- Promotion of co-operative and independent learning through Health and Wellbeing.
- Linking learning to real life contexts and experiences.
- Developing the language of learning with our pupils.

### Our first level curriculum ...

Looks Like	Sounds Like	Feels Like
<ul style="list-style-type: none"> <li>• Active learning.</li> <li>• Concrete materials.</li> <li>• Co-operative learning.</li> <li>• Pupil voice.</li> <li>• Engaged with learning.</li> <li>• Variety of task.</li> <li>• Flexible learning environment through indoor and outdoor opportunities.</li> <li>• Assessment is for Learning strategies.</li> <li>• Pupils taking turns.</li> <li>• Digital learning.</li> <li>• Creative resources.</li> <li>• Pupils taking on roles and responsibilities.</li> <li>• Pupil support workers involved in learning.</li> <li>• Positive pupil-teacher relationships.</li> <li>• Collaborative learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning conversations.</li> <li>• Questioning.</li> <li>• Peer discussions.</li> <li>• Evaluating.</li> <li>• Metacognitive discussions.</li> <li>• Strategies being used.</li> <li>• Making links.</li> <li>• Pupil's voices more than teachers.</li> <li>• Teacher's guiding learning/</li> <li>• Assessment is for Learning strategies.</li> <li>• Negotiation.</li> <li>• Focussed feedback.</li> <li>• Quiet and calm at appropriate times.</li> <li>• High order thinking skills.</li> <li>• Investigating.</li> <li>• Noisy and creative at times.</li> <li>• Peer talking/ pupils talking to teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive.</li> <li>• Busy and purposeful.</li> <li>• Happy.</li> <li>• Confident.</li> <li>• Nurturing.</li> <li>• Resilient.</li> <li>• Safe.</li> <li>• Fun.</li> <li>• Supported.</li> <li>• Challenged.</li> <li>• Exciting.</li> <li>• Focussed.</li> <li>• Calm.</li> <li>• Confidence.</li> <li>• Welcoming.</li> <li>• Respectful.</li> <li>• Purposeful.</li> <li>• Caring.</li> <li>• Organised.</li> <li>• Enthusiastic.</li> <li>• Motivated.</li> </ul> 




## How have we built our second level curriculum?

### Our second level curriculum drivers:

- Focused on raising attainment in Language and Literacy and Maths and Numeracy skills, knowledge and attributes..
- Preparing pupils for transition, lifelong learning and the world of work.
- Promoting a passion for learning, confidence and independence.
- Extending the language of learning through profiling, recognising achievements and creating next steps.
- Meeting the needs of all our learner through support and challenge.

### Our second level curriculum ...

Looks Like	Sounds Like	Feels Like
<ul style="list-style-type: none"> <li>• Active and engaged children.</li> <li>• Teacher playing an active role-facilitator, supporter.</li> <li>• Happy children that are ready to learn.</li> <li>• Pupils asking questions.</li> <li>• Pupil to pupil dialogue.</li> <li>• Celebrating success.</li> <li>• Specialist visitors and excursions.</li> <li>• Pupils enjoying their learning.</li> <li>• Celebrating mistakes.</li> <li>• High standards of written work.</li> <li>• Pupils taking pride in their work.</li> <li>• Digital learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning conversations.</li> <li>• Pupils talking about their learning and next steps.</li> <li>• Language of learning.</li> <li>• Positive language – ‘I can’.</li> <li>• Pupils discussing their future.</li> <li>• Pupils discussing how they can achieve their goals.</li> <li>• Learning from each other.</li> <li>• Peer to peer teaching.</li> <li>• On task. Focussed.</li> <li>• Engaged.</li> <li>• Purposeful chat.</li> </ul>	<ul style="list-style-type: none"> <li>• An ethos based on respect.</li> <li>• Safe and nurturing environment.</li> <li>• Confident and relaxed.</li> <li>• Children supporting each other.</li> <li>• Trusting environment.</li> <li>• Resilient.</li> <li>• Growth mind set.</li> <li>• Secure.</li> <li>• Valued.</li> <li>• Fun.</li> <li>• Positive.</li> </ul> 

## How we deliver the 4 Contexts for Learning

### Curricular Areas

- Developed our own progression pathways for Maths and Language incorporating significant aspect for learning and the benchmarks.
- Use of West Lothian progression pathways for other curriculum areas.
- A range of new resources purchased in core curriculum areas.
- Balanced class time tables with a focus on Maths, Language and Health and Wellbeing.
- Opportunities for moderation provided.
- Staff are lead learners in curriculum areas.
- 1 plus 2 languages – French taught throughout the school.
- 2 hours of P.E. each week.
- Digital learning embedded through Anytime Anywhere Learning and Bring Your own Device.

### Interdisciplinary Learning (IDL)

- Developed a whole school approach to IDL.
- Contexts are developed through pupil consultation.
- Learning contexts are designed focussing on 3 core curriculum areas for learning.
- Links made to the world of work and local community when possible.
- Relevant school trips and residential experiences planned to support learning.
- Themes across learning are developed



### Ethos & Life of the School

- Every pupil a member of a Junior Leadership Team (JLT).
- Assemblies and class assemblies - a time for sharing what is happening in our school community.
- Blog and social media used to share what is happening across the school.
- Community contracts in every class.
- School house system and house meetings.
- Buddying opportunities between classes to share and support learning.
- Responsible Roles in P7: Magical Mediators, Safe Security and Playful Pals.

### Personal Achievement

- Cluster approach of iAchieve used to celebrate achievement.
- In P4-5 use of the iAchieve blog and in P6-7 use of Didbook to record and share personal achievement.
- Celebration Assemblies once a term.
- STEM Superstar and Remarkable Reader Awards once a term.
- Class Dojo consistently used across the school to recognise living the school values.
- Weekly Living the Values Award.
- Free Time Friday to celebrate living the values.
- Target setting in core curriculum areas.
- Pupils have opportunities to part in local and national competitions.

## How we deliver the 7 principles of Curriculum Design

	Personalisation & Choice	Coherence	Relevance
<b>Definition from Building the Curriculum 3</b>	<p>The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child and young person increasing opportunities for exercising responsible personal choice as they move through their school career.</p> <p>Once they have achieved suitable levels of attainment across a wide range of areas of learning, the choice should become as open as possible. There should be safeguards to ensure that choices are soundly based and lead to successful outcomes.</p>	<p>Taken as a whole, children and young people's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of children and young people's learning, including opportunities for extended activities which draw different strands of learning together.</p>	<p>Children and young people should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future</p>
<b>At MCPS we can improve the way that we use the principles for curriculum design by:</b>	<ul style="list-style-type: none"> <li>• Dialogue focused around the skills learners use in their wider lives</li> <li>• Making reference to learners skills and interests during day to day dialogue</li> <li>• Using knowledge of how they learn in different ways</li> <li>• Dialogue focused on assessing their</li> <li>• understanding and providing feedback on their next steps and progress</li> <li>• Listening to learners questions and ideas</li> <li>• Providing support tailored to their differing needs</li> </ul>	<ul style="list-style-type: none"> <li>• Making clear links between the skills used within and across curriculum areas and in interdisciplinary studies</li> <li>• Highlighting the similarities and differences between different skills and the use of a skill in different contexts</li> <li>• Promoting a shared understanding of skills and involving learners in understanding and reflecting on their own development of skills</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting contexts for skills which relate to the learners' experience, needs and interests in and beyond school</li> <li>• Emphasising skills for learning, life and work, making connections with the use of skills in learning, in the home, in the local community, the world of work, travel or interests in leisure, sport or the media.</li> </ul>

	Challenge & Enjoyment	Breadth	Progression	Depth
<b>Definition from Building the Curriculum 3</b>	<p>Children and young people should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all.</p> <p>At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children and young people to sustain their effort.</p>	<p>All children and young people should have opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life</p>	<p>Children and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework.</p> <p>Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which meets their needs and aptitudes, and keep options open so that routes are not closed off too early.</p> <p>Progression in the experiences and outcomes.</p>	<p>There should be opportunities for children to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.</p>
<b>At MCPS we can improve the way that we use the principles for curriculum design by:</b>	<ul style="list-style-type: none"> <li>• Challenging our learners to think hard and develop their skills to the full</li> <li>• Thinking about what is needed to take learners to the next stage in developing and applying skills</li> </ul>	<ul style="list-style-type: none"> <li>• Using the full breadth of skills in the experiences and outcomes</li> <li>• Making better links with skills in literacy, numeracy and health and wellbeing</li> <li>• Giving more emphasis to skills that are transferable across curriculum areas</li> <li>• Developing secure learning of subject-specific skill</li> </ul>	<ul style="list-style-type: none"> <li>• Being aware of prior learning in skills</li> <li>• Moving learners through challenging activities to new learning or consolidating skills by practice</li> <li>• Providing opportunities for application of skills in new contexts</li> <li>• Encouraging learners to reflect on their own learning and how secure their learning is</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing the depth of learning of skills by going beyond acquiring knowledge to emphasise learners' understanding</li> <li>• Encouraging learners to show their understanding in different ways so that we are more aware of their understanding/ misunderstanding</li> <li>• Emphasising the application of skills in different contexts</li> </ul>

# Numeracy and Maths: Early Level Indicators

## Number, Money and Measure

### **Estimation and rounding**

- I can use appropriate vocabulary to talk about and compare sizes/amounts or everyday objects.

### **Number and number processes**

- I can recognise most numbers from 0-100
- I can locate them on a number square, a number before and after a given number in the range 0-100.
- I can counting on the back within 200 and beyond.
- I can sort and sequence numbers to 200 and beyond.
- I can record simple addition and subtraction using a variety of ways and resources.
- I can count on the back using multiples of 2, 5 and 10
- I can combine sets of objects and realise addition is commutative using familiar number bonds to 10.

### **Fractions, decimals and percentages**

- I can use appropriate vocabulary for sharing, eg share, half equal,
- I can explain whether results are fair or unfair for half of a shape or number.
- I can solve practical problems involving equal groups.

### **Money**

- I can recognise the value and can order coins to £2.00.
- In play and real life contexts, I can pay for items using simple combinations of coins.
- I can add coins and give change from 10p.

### **Time**

- I can link daily routines and personal events to time sequences.
- I can name the days of the week in sequence, knows the months of the year and talks about features of the four seasons in relevant contexts.
- I can read analogue and digital o'clock and half past times.
- I can appropriate language when discussing time, for example, before, after, o'clock, half past, hour hand and minute hand.

### **Measurement**

- I can measure accurately using common tools, eg measuring wheels, stop watch, spring balances, cooking measuring scales, etc.
- I can make sensible estimates of length, weight, area and capacity and after measuring decide if answers are reasonable, eg cm/m. g/kg, ml/l.
- I can convert between units of weight, length, volume and area.
- I can apply knowledge of perimeter, area and volume to solve problems in real life contexts.

## Shape, Position and Movement

### **Properties of 2D shapes and 3D objects**

- I can use mathematical language to describe the properties of 2D shapes and 3D objects.
- I can show my understanding of the relationship between 3D objects and their nets.
- I can draw 2D shapes and make representations of 3D objects using an appropriate range of methods and resources.

### **Angle, symmetry and transformation**

- I can discuss, describe and classify angles using appropriate mathematical vocabulary.
- I can accurately measure and draw angles using appropriate equipment.
- I can understand the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary.
- I can apply my understanding scale to interpret simple models, maps and plans.

## Information Handling

### **Data analysis**

- I can compare and contrast different displays of the same data, most appropriate, interpret and draw conclusions.
- I can work with others to accurately construct more complex graphs, tables and charts.
- I can use appropriate computer software to display data.

### **Ideas of chance and uncertainty**

- I can investigate real life situations which involve making decisions based on the likelihood of events occurring and can use extended vocabulary or probability.
- I can assign a numerical value to the probability of a simple event.



# Language and Literacy: Early Level Indicators

## Reading

- I can show an understanding of an interest in stories, information, other texts.
- I can ask and answer simple relevant questions.
- I can hear, blend sounds and read unfamiliar words.
- I can read regular words in an increasing range of contexts.
- I can use knowledge of letters, sound patterns words and picture clues to attempt to decode unfamiliar words.
- I can read familiar sight vocabulary/key words from different sources.
- I can read aloud simple and familiar texts (with support/groups/independent).
- I can read simple signs, symbols, layouts and prints to find out simple pieces of information.
- I can use what I read to learn new things and to help plan for/make choices.
- I can sequence events in a story using pictures, role play etc.
- I can link reading experiences to prior knowledge, personal interests and life experiences.
- I can draw on prior knowledge from a text and own life experience to plan and learn new things.
- I can share understanding of the main ideas, characters and settings of texts in different ways.
- I can understand that rhyme, sound and word choice can enhance enjoyment of reading.
- I can recognise the features of different genres.
- I can recognise the features of fiction and non-fiction texts.

## Writing

- I can explore writing through a variety of opportunities.
- I can communicate meaning through emergent writing that can be read by an adult.
- I am confident in forming letters, words by drawing on knowledge of phonics.
- I can create writing which reflects a familiar context or experience.
- I can write simple sentence using common words, phonetical knowledge and appropriate punctuation.
- I can use familiar vocabulary and key words when writing.
- I can confidently form letters.
- I can plan for my writing.
- I can use context related vocabulary in writing.
- I can recognise, discuss and use different layouts.
- I can use and apply knowledge of texts when creating texts, expressing ideas, feelings experiences in a variety of ways.
- I am becoming more confident in self assessment and up levelling my work. .

## Listening & Talking

- I can demonstrate active listening behaviours when listening to others.
- I can speak clearly and audibly about experiences.
- I can answer literal and evaluating questions to show understanding.
- I can recall some details, sequence events, predict what happens/may happen next and talk about characters in play and through pictures, role play, retelling stories, games and events
- I can recognise, copy, use and create rhyme.
- I can hear and blend words and sounds with developing confidence, and identify sounds and build words.
- I am beginning to use and experiment with new vocabulary drawn from a range of sources.
- I can recall, share and use some information in a variety of situations where there has been opportunity for listening and/or watching.
- I can listen to/give simple directions, respond to simple instructions, apply learning to make appropriate choices.
- I can contribute ideas, thoughts and feelings in conversations and discussions about familiar things.
- I can share feelings and ideas about different texts.
- I can use questions to explore.



## Number, Money and Measure

### **Estimation and rounding**

- I can round numbers to nearest 100.
- I can use estimation as a checking strategy to a calculation or problem to two digits.

### **Number and number processes**

- I can show my knowledge of place value in 3 digit numbers and more.
- I can understand that zero as a place holder for whole numbers.
- I can recognise and continue simple number sequences and can explain the rule I have applied.
- I can add/subtract 10 and/or a multiple of 10, to/from whole numbers.
- I can use rounding and adjusting when adding/subtracting  $\frac{8}{9}$  in mental and written calculations.
- I can use mental strategies, including number bonds for calculations in addition and subtraction in two digit numbers and beyond.
- I can understand and recall time table facts from 2, 3, 4, 5 and 10 times and use them in multiplication/division calculations in at least two digit examples mentally and written.
- I can solve word problems involving the four number operations.

### **Fractions, decimals and percentages**

- I can understand the concept and notation of fractions.
- I can use common fractions to represent parts of a whole or a set.
- I can show where simple fractions lie on a number line.
- I can find a fraction of an amount.
- I can understand the relationship between fractions and division.
- I can demonstrate my understanding of simple fractions which are equivalent.

### **Money**

- I can use money to pay for items.
- I can work out how much change should be given using different combinations of coins and notes.
- I can choose from a range of strategies to calculate total cost and how much change.

### **Time**

- I can tell the time using 12 hour clock and understand the link with 24 hour notation.
- I can use a calendar and timetables in contexts across learning.
- I can measure the time taken to complete different activities.

### **Measurement**

- I can estimate, weigh and measure using standard and non-standard units.
- I can use measuring tools found in real life contexts.
- I can understand the concept of area.
- I can measure the area of regular and estimate area of irregular shapes using a template, counting squares etc.

### **Expressions and Equations**

- I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than.
- I can find the value of a picture or symbol in a number sentence.

## Shape, Position and Movement

### **Properties of 2D shapes and 3D objects**

- I can identify, name and describe the features of 3D objects and 2D shapes using appropriate vocabulary.
- I can explore and discuss how and why different shapes fit together and create a tiling pattern with them.

### **Angle, symmetry and transformation**

- I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning
- I can use grid references to locate and describe position.
- I can create and recognise symmetrical pictures, patterns and shapes.

## Information Handling

### **Data analysis**

- I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using criteria.
- I can ask and answer questions about data that has been collected.
- I can clearly and accurately display data by creating tables, charts and diagrams, using simple labelling and scale.

### **Ideas of chance and uncertainty**

- I can use the terms such as likely/unlikely, probability, certain, never and possible in everyday situations.



# Language and Literacy: First Level Indicators

## Reading

- I regularly enjoy, and participate in, reading and listening to a variety of texts in school and I can make comments about the author, genre and type of text.
- I can read an increasing number of words independently and accurately, using a range of reading strategies to sound out words which help my understanding.
- I can recognise, understand and apply my knowledge of language, grammar and punctuation to help develop my fluency and expression whilst reading.
- I can begin to understand and use more WOW words, and use them in other areas of my learning.
- I can identify main points in a text to show my understanding.
- I can read texts to find and locate information, using reading strategies i.e. skimming and scanning, and I can make notes to help me create a text.
- I can identify the purpose of a text, comment on the structure, layout, characters, setting, theme and use of writer's language.
- I can identify the main idea of a text and think links to real life.
- I can show my understanding of texts using a variety of tools, i.e. questions, missing word sentences, sequencing etc.

## Writing

- I can write on my own, for a range of reasons and audiences, including for enjoyment, showing and using my writing skills across my learning.
- I can write confidently about feelings, developing my meaning using sentences in a logical order.
- I can write sentences which include capital letters, full stops, question marks confidently, and am beginning to use apostrophes, commas, exclamation marks and speech marks.
- I can create a text of 200 hundred words (where appropriate), using a given structure and can begin to organise my paragraphs.
- I can use key words and specific vocabulary, to interest my reader, also including adjectives, adverbs and compound nouns.
- I can use some other connective words apart from "and" to join my sentences.
- I can check and edit my work, up levelling it whilst making sure it makes sense, is accurate and includes improvements I have made without adult support.
- I can write in a clear way, using correct sizes of letters and spaces between words.
- I can organise my writing to make sure that it is structured correctly for the type of writing.
- I can spell most common words and can use and apply my use of phonics to help spell unknown words.
- I can use texts, including my own notes to make ideas using information to help create new texts.
- I can use my knowledge of different genres when creating texts, using language which is suitable for the purpose and audience.

## Listening & Talking

- I can show some confidence when using and communicating with others in different situations, using resources e.g. audio, digital, music, objects, pictures.
- I can work with others to create a range of products, including presentations, group discussion etc.
- I am developing my presenting skills, including gestures, expression, emphasis, use of vocabulary, verbal and non-verbal skills.
- I can show that I am a good listener when watching or engaging with texts, showing the main idea and using information.
- I can select, watch and listen to a variety of texts and can explain what I like/dislike.
- I can listen/watch to make and use notes to sort information into headings, i.e. to create own text, to report to a group.
- I can listen/watch to plan and sequence ideas and information to share with an audience.
- I can use WOW words suitable for my purpose and audience.
- I can ask questions about texts relating to my own experiences, to check my understanding, giving my own viewpoint and making a valuable contribution.
- I can answer and respond to questions about texts/experiences, giving my own viewpoint and making a contribution, (i.e. what, where, when, who, why, how.)
- I can develop my own views by identifying the differences between fact and opinion.





# Numeracy and Maths: Second Level Indicators

## Number, Money and Measure

### **Estimation and rounding**

- I can use rounding techniques to estimate an answer deciding if it is reasonable.

### **Number and number processes**

- I can describe sets of numbers according to their features, eg through patterns, factors and multiples.
- I can use a calculator to can add, subtract, divide and multiply any pair of numbers including decimal.
- I can understand and use decimal notation and place value in decimal fractions to three decimal places.
- I have quick and accurate recall of all common multiplication and related division facts.
- I can use efficient mental strategies for addition, subtraction, multiplication and division calculations, including decimals and can apply to real life contexts.
- I can use efficient written strategies for addition, subtraction, multiplication and division calculations, including decimals and can apply to real life contexts.
- I can understand how the number line extends to numbers which have values less than zero.
- I can use inverse relationships of adding, subtracting, multiplying and dividing when simplifying calculations and solving problems.

### **Fractions, decimals and percentages**

- I can explain the relationship between fractions, decimals and percentages.
- I can work with mixed numbers and improper fractions.
- I can compare and order fractions, decimal fractions and percentages.
- I can find simple equivalent fractions, decimal fractions and percentages using their simplest form in solving problems including real life scenarios, eg  $\frac{3}{4} = 0.75 = 75\%$ .
- I can calculate fractions, decimals or percentages of a quantity with and without a calculator.

### **Money**

- I can manage money, compare costs from different retailers, and determine what I can afford to buy.
- I can understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important.
- I can use the terms profit and loss in buying and selling activities and can make simple calculations for this.

### **Time**

- I can use and interpret timetables and schedules.
- I can explain the relationship and convert between seconds, minutes and hour.
- I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use.
- I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance.

### **Measurement**

- I can measure accurately using common tools, eg measuring wheels, stop watch, spring balances, cooking measuring scales, etc.
- I can make sensible estimates of length, weight, area and capacity and after measuring decide if answers are reasonable, eg cm/m. g/kg, ml/l.
- I can convert between units of weight, length, volume and area.
- I can apply knowledge of perimeter, area and volume to solve problems in real life contexts.

### **Expressions and Equations**

- I can solve problems where an unknown value is represented by a symbol or letter

### Shape, Position and Movement

#### **Properties of 2D shapes and 3D objects**

- I can use mathematical language to describe the properties of 2D shapes and 3D objects.
- I can show my understanding of the relationship between 3D objects and their nets.
- I can draw 2D shapes and make representations of 3D objects using an appropriate range of methods and resources.

#### **Angle, symmetry and transformation**

- I can discuss, describe and classify angles using appropriate mathematical vocabulary.
- I can accurately measure and draw angles using appropriate equipment.
- I can understand the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary.
- I can apply my understanding scale to interpret simple models, maps and plans.

### Information Handling

#### **Data analysis**

- I can compare and contrast different displays of the same data, most appropriate, interpret and draw conclusions.
- I can work with others to accurately construct more complex graphs, tables and charts.
- I can use appropriate computer software to display data.

#### **Ideas of chance and uncertainty**

- I can investigate real life situations which involve making decisions based on the likelihood of events occurring and can use extended vocabulary or probability.
- I can assign a numerical value to the probability of a simple event.



## Reading

- I regularly select, read, listen to and watch t of choice, describing and explaining my ch about features of texts, genre, author, etc.
- I can discuss the way language is usec describe character, setting, mood, structure, make connections between texts and real life
- I can recognise influences, question sources develop an informed view.
- I use my knowledge of context, struct punctuation and grammar to read with flue expression and understanding.
- I can read most words accurately and can fast word attack skills to decode new words.
- I can justify my understanding of main i using supporting detail and can locate evid in a wide range of texts to support enquiry.
- I can use a range of strategies for a variet purposes, e.g. previewing, summari: predicting, paraphrasing, and clarifying.
- I can select an appropriate format for i taking and uses notes to develop thinking/i new texts, e.g. headings, mind map, b points, highlighting.
- I can accurately reflect understanding of the demonstrating this in related activities.
- I can distinguish between, and create literal inferential questions and can resp appropriately.
- I can identify the techniques a writer uses w they are trying to persuade or influence me.

## Writing

- I can write for a variety of purposes including for pleasure and demonstrate my writing skills across learning.
- I can demonstrates skills across an increasing range of genres and contexts, and develop some insight into personal choice.
- I can create extended pieces of writing (about 350 words where appropriate) drawing on knowledge of genres and imagery to suit a wide range of purposes and audience.
- I can use appropriate layout and structure for specific genres.
- I can use VCOP (vocabulary, connectives, openers and punctuation) strategies with increasing confidence, accuracy and sophistication to organise writing, clarify meaning and engage to reader.
- I can use emotive and context related terminology which enhances meaning using a variety of techniques such as alliteration, similie, metaphor idioms.
- I can make notes, plan and draft and writing acknowledging sources.
- I can demonstrate and can explain the impact of lettering and graphics, media, colour, bullet points, headings, columns, etc.
- I can spell most commonly used words and competently accesses reference materials for specialist vocabulary dictionary, glossary, thesaurus, etc.
- I can present work using legible and fluent handwriting and/or ICT.
- I can up-level my writing using self correction techniques in order to improve my writing.

## Talking and Listening

- I can articulate reasons for personal preferences in listening and watching.
- I am becoming more critical about what is being listening to or watched and can recognise ways in which sources can influence the audience.
- I can share experiences, opinions and information, and develops ideas and understanding by engaging appropriately with others.
- I can take account of the different needs and experiences of a range of audiences by adapting language, tone, pace, gesture and resources.
- I can use appropriate vocabulary which suits purpose and audience.
- I can explore increasingly complex issues by reflecting on my own and others' experiences, ideas and viewpoints.
- I can listen and watch in a range of learning contexts to identify purpose or what is being communicated including the main ideas and supporting details. I can use information for a range of purposes.
- I can demonstrate an understanding of texts by responding to a range of questions, e.g. evaluative, inferential and literal.

