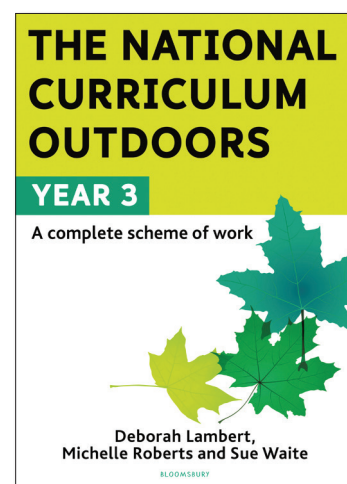




Curriculum for Excellence mapping, compiled by Natalie White of East Ayrshire Council's Learning Outdoors Support Team.

The lesson plans within the series *The National Curriculum Outdoors* have been mapped to the Scottish Curriculum for Excellence (CfE) experiences and outcomes. The following mapping has been created for the series:

National Curriculum for England	CfE level
Year 1	Early level
Year 2	First level
Year 3	First level
Year 4	Second level
Year 5	Second level
Year 6	Second level



Due to the different delivery frameworks of the CfE and the National Curriculum, we have identified certain lessons which deliver more than one CfE curriculum area. An example of this may be a language lesson which uses fire building. The expectation within CfE would be to teach the safety element of this lesson as 'Health and wellbeing', in addition to the literacy outcomes of the lesson.

This table shows how we have mapped the subjects covered in *The National Curriculum Outdoors* to the curriculum areas of the CfE. The area of 'Health and wellbeing' is covered across a number of the lesson plans.

Chapter from <i>The National Curriculum Outdoors</i>	Curriculum for Excellence curriculum area
English	Languages (LIT/ENG)
Maths	Numeracy and mathematics (MNU/MTH)
Science	Science (SCN)
Geography	Social studies (SOC)
History	Social studies (SOC)
Art and Design	Expressive arts (EXA)
Design and Technology	Technology (TCH)
Music	Expressive arts (EXA)
Religion	Religious and moral education (RME)
French	Modern languages (MLAN)

Recognition should be given that delivery of these lessons should be part of a progressive programme of learning. Teachers may find it useful to view the lessons here as an opportunity for pupils to demonstrate 'application of what they have learned in new and unfamiliar situations', as suggested in the benchmarks for literacy and English (<https://education.gov.scot/nih/Documents/LiteracyEnglishBenchmarks.pdf>).



English (CfE curriculum area: Languages)

Progression	Curriculum objectives	CfE codes		Experiences and outcomes		
1	Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structure.	LIT 1-09a LIT 1-10a LIT 1-22a EXA 1-01a	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	I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. LIT 1-10a	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a	I have experienced the energy and excitement of presenting/ performing for audiences and being part of an audience for other people’s presentations/ performances. EXA 1-01a
2	Listen to and discuss a wide range of poetry. Prepare poems to perform, showing understanding through intonation, tone, volume and action.	LIT 1-26a ENG 1-31a EXA 1-01a	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	Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/ or settings. ENG 1-31a	I have experienced the energy and excitement of presenting/ performing for audiences and being part of an audience for other people’s presentations/ performances. EXA 1-01a	
3	Retrieve and record information from non-fiction books and articles. Draft and write narratives, creating settings, characters and plots.	LIT 1-21a LIT 1-22a LIT 1-26a ENG 1-31a	I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. LIT 1-21a	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a	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	Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/ or settings. ENG 1-31a
4	Retrieve and record information from non-fiction books and articles. Identify how language, structure and presentation contribute to meaning.	LIT 1-14a LIT 1-15a LIT 1-16a	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	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	To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.	
5	Listen to and discuss a wide range of poetry. Prepare poems to perform, showing understanding through intonation, tone, volume and action.	LIT 1-07a LIT 1-20a LIT 1-26a EXA 1-01a	I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a	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	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	I have experienced the energy and excitement of presenting/ performing for audiences and being part of an audience for other people’s presentations/ performances. EXA 1-01a
6	Listen to and discuss a wide range of poetry. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Retrieve and record information from non-fiction books and articles.	LIT 1-14a ENG 1-31a EXA 1-01a	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	Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/ or settings. ENG 1-31a	I have experienced the energy and excitement of presenting/ performing for audiences and being part of an audience for other people’s presentations/ performances. EXA 1-01a	



Maths (CfE curriculum area: Mathematics)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes	
1	Draw and make 2D shapes using modelling materials. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Measure and compare lengths.	MTH 1-16a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. MTH 1-16a	
2	Draw 2D shapes and make 3D shapes using modelling materials. Recognise 3D shapes in different orientations and describe them. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	MTH 1-16a HWB 1-16a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. MTH 1-16a	I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 1-16a
3	Draw and make 2D shapes using modelling materials and describe them. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Compare lengths and measure the perimeter of simple 2D shapes.	MTH 1-16a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. MTH 1-16a	
4	Draw 2D shapes and make 3D shapes using modelling materials. Recognise 3D shapes in different orientations and describe them. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	MTH 1-16a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. MTH 1-16a	
5	Draw 2D shapes and make 3D shapes using modelling materials. Recognise 3D shapes in different orientations and describe them. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	MTH 1-16a TCH 1-09a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. MTH 1-16a	I can design and construct models and explain my solutions. TCH 1-09a
6	Make 2D shapes using modelling materials and describe them. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Compare lengths of simple 2D shapes.	MTH 1-16a TCH 1-09a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. MTH 1-16a	I can design and construct models and explain my solutions. TCH 1-09a



Science (CfE curriculum area: Science)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes	
1	Compare and group together different kinds of rock on the basis of their appearance and simple physical properties.	SCN 1-15a	Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. SCN 1-15a	
2	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Identify differences, similarities or changes related to simple scientific ideas and processes.	SCN 1-15a EXA 1-07a	Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. SCN 1-15a	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
3	Recognise that soils are made from rock and organic matter. Ask relevant questions and use different types of scientific enquiries to answer them.	SCN 1-15a	Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. SCN 1-15a	
4	Recognise that soils are made from rock and organic matter. Use straightforward scientific evidence to answer questions or to support their findings.	SCN 1-01a SCN 1-02a	I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions. SCN 1-01a	I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. SCN 1-02a
5	Geography: Describe and understand key aspects of volcanoes. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	SOC 1-13b	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	
6	Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	SCN 1-15a	Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. SCN 1-15a	



Geography (CfE curriculum area: Social studies)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes			
1	Use fieldwork to observe human and physical features in the local area, using maps and plans.	SOC 1-07a SOC 1-14a LIT 1-10a	I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. SOC 1-07a	I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. LIT 1-10a	Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a	
2	Locate the world’s countries, using maps. Name and locate countries and cities of the UK. Use maps, atlases, globes and digital mapping to locate countries. Use fieldwork to observe human and physical features in the local area.	SOC 1-14a MTH 1-17a ENG 1-31a	Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a	Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/ or settings. ENG 1-31a	I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a	
3	Use maps to focus on Europe (countries and major cities). Use maps, atlases, globes and digital mapping to locate countries and major cities. Use fieldwork to observe human and physical features in the local area.	SOC 1-07a SOC 1-14a MTH 1-17a LIT 1-22a	I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. SOC 1-07a	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a	Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a	I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a
4	Use fieldwork to observe human and physical features in the local area.	SOC 1-07a SOC 1-14a MTH 1-17a LIT 1-15a	I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. SOC 1-07a	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	Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a	I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a
5	Locate the world’s countries, using maps to focus on Europe. Use fieldwork to observe human and physical features in the local area.	SOC 1-07a SOC 1-14a MTH 1-17a LIT 1-20a	I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. SOC 1-07a	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	Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a	I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a
6	Locate the world’s countries, using maps to focus on Europe. Use fieldwork to observe human and physical features in the local area.	SOC 1-07a SOC 1-14a MTH 1-17a ENG 1-31a	I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. SOC 1-07a	Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/ or settings. ENG 1-31a	Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a	I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a



History (CfE curriculum area: Social studies)

Progression	Curriculum objectives	CfE codes		Experiences and outcomes		
1	To study the Victorians in British history, to extend pupils' chronological knowledge.	SOC 1-02a SOC 1-04a SOC 1-14a	By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history. SOC 1-02a	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	Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a	
2	To recognise a significant turning point in British history.	SOC 1-04a SOC 1-06a MTH 1-17a	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	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	I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a	
3	To understand the differences between a Victorian and present-day child.	SOC 1-02a SOC 1-03a SOC 1-04a SOC 1-14a	By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history. SOC 1-02a	I can use evidence to recreate the story of a place or individual of local historical interest. SOC 1-03a	Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a	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	To acknowledge how Victoria has shaped this nation and the impact that Beatrix Potter had within it.	SOC 1-03a SOC 1-04a SOC 1-14a	I can use evidence to recreate the story of a place or individual of local historical interest. SOC 1-03a	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	Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a	
5	To comprehend how Victorians influenced and were influenced by the wider world.	SOC 1-02a SOC 1-04a SOC 1-14a EXA 1-05a	By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history. SOC 1-02a	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	Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a	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
6	To understand historical concepts such as continuity and change.	SOC 1-01a SOC 1-03a SOC 1-14a	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	I can use evidence to recreate the story of a place or individual of local historical interest. SOC 1-03a	Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a	



Art and design (CfE curriculum area: Expressive arts)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes			
1	To use sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing with a range of materials.	EXA 1-02a EXA 1-03a EXA 1-04a	I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a	I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a	I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a	
2	To use sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing and painting with a range of materials.	EXA 1-02a EXA 1-03a EXA 1-04a	I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a	I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a	I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a	
3	To use sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing and painting with a range of materials.	EXA 1-02a EXA 1-03a EXA 1-04a	I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a	I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a	I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a	
4	To use sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing and painting with a range of materials.	EXA 1-02a EXA 1-03a EXA 1-04a	I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a	I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a	I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a	
5	To use sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing and painting with a range of materials.	EXA 1-02a EXA 1-03a EXA 1-04a	I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a	I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a	I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a	
6	To use sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including sculpture with a range of materials. To learn about great artists in history.	EXA 1-02a EXA 1-03a EXA 1-04a EXA 1-05a EXA 1-07a	I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a	I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a	I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a 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	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



Design and technology (CfE curriculum area: Technology)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes					
1	Throughout this unit, children will: Use research and develop design criteria to inform design of innovative, functional and appealing products, fit for purpose and aimed at specific individuals or groups. Generate, develop, model and communicate ideas through discussion and sketches. Select from and use a wider range of tools and equipment to perform practical tasks accurately. Select from and use a wider range of materials and components, including construction materials, according to their functional and aesthetic properties. Investigating and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	TCH 1-04d TCH 1-09a TCH 1-10a TCH 1-11a TCH 1-12a	I can adapt and improve ideas and can express my own thinking in different ways. TCH 1-04d	I can design and construct models and explain my solutions. TCH 1-09a	I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a	I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a	I explore and discover engineering disciplines and can create solutions. TCH 1-12a	
		TCH 1-04d TCH 1-09a TCH 1-10a TCH 1-11a TCH 1-12a	I can adapt and improve ideas and can express my own thinking in different ways. TCH 1-04d	I can design and construct models and explain my solutions. TCH 1-09a	I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a	I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a	I explore and discover engineering disciplines and can create solutions. TCH 1-12a	
3		TCH 1-04d TCH 1-09a TCH 1-10a TCH 1-11a TCH 1-12a	I can adapt and improve ideas and can express my own thinking in different ways. TCH 1-04d	I can design and construct models and explain my solutions. TCH 1-09a	I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a	I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a	I explore and discover engineering disciplines and can create solutions. TCH 1-12a	
		TCH 1-04d TCH 1-09a TCH 1-10a TCH 1-11a TCH 1-12a	I can adapt and improve ideas and can express my own thinking in different ways. TCH 1-04d	I can design and construct models and explain my solutions. TCH 1-09a	I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a	I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a	I explore and discover engineering disciplines and can create solutions. TCH 1-12a	
4		TCH 1-04d TCH 1-06a TCH 1-09a TCH 1-10a TCH 1-11a TCH 1-12a	I can adapt and improve ideas and can express my own thinking in different ways. TCH 1-04d	I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1-06a	I can design and construct models and explain my solutions. TCH 1-09a	I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a	I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a	I explore and discover engineering disciplines and can create solutions. TCH 1-12a
		TCH 1-04d TCH 1-06a TCH 1-09a TCH 1-10a TCH 1-11a TCH 1-12a	I can adapt and improve ideas and can express my own thinking in different ways. TCH 1-04d	I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1-06a	I can design and construct models and explain my solutions. TCH 1-09a	I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a	I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a	I explore and discover engineering disciplines and can create solutions. TCH 1-12a
5		TCH 1-04d TCH 1-06a TCH 1-09a TCH 1-10a TCH 1-11a TCH 1-12a	I can adapt and improve ideas and can express my own thinking in different ways. TCH 1-04d	I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1-06a	I can design and construct models and explain my solutions. TCH 1-09a	I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a	I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a	I explore and discover engineering disciplines and can create solutions. TCH 1-12a
		TCH 1-04d TCH 1-06a TCH 1-09a TCH 1-10a TCH 1-11a TCH 1-12a	I can adapt and improve ideas and can express my own thinking in different ways. TCH 1-04d	I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1-06a	I can design and construct models and explain my solutions. TCH 1-09a	I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a	I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a	I explore and discover engineering disciplines and can create solutions. TCH 1-12a
6		TCH 1-04d TCH 1-06a TCH 1-09a TCH 1-10a TCH 1-11a TCH 1-12a	I can adapt and improve ideas and can express my own thinking in different ways. TCH 1-04d	I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1-06a	I can design and construct models and explain my solutions. TCH 1-09a	I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a	I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a	I explore and discover engineering disciplines and can create solutions. TCH 1-12a
		TCH 1-04d TCH 1-06a TCH 1-09a TCH 1-10a TCH 1-11a TCH 1-12a	I can adapt and improve ideas and can express my own thinking in different ways. TCH 1-04d	I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1-06a	I can design and construct models and explain my solutions. TCH 1-09a	I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a	I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a	I explore and discover engineering disciplines and can create solutions. TCH 1-12a



Languages (CfE curriculum area: Modern languages)

Progression	Curriculum objectives	CfE codes			Experiences and outcomes		
1	Throughout this unit, children will: Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs. Engage in conversations; ask and answer questions. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Present ideas and information orally.	MLAN 1-01a MLAN 1-02a MLAN 1-05a MLAN 1-05b MLAN 1-07b	I explore the patterns and sounds of language through songs and rhymes and show understanding verbally or non- verbally MLAN 1-01a	I am beginning to identify key information from a short predictable conversation and react with words and/or gesture MLAN 1-02a	I enjoy listening to stories, songs, rhymes and poems in the language I am learning by joining in and responding to show my understanding. MLAN 1-05a	I can participate in a range of collaborative activities. MLAN 1-05b	I can use my knowledge about language and pronunciation to ensure that others can understand me when I say familiar words and phrases. MLAN 1-07b
		MLAN 1-01a MLAN 1-05a MLAN 1-07b MLAN 1-08a MLAN 1-08b	I explore the patterns and sounds of language through songs and rhymes and show understanding verbally or non- verbally MLAN 1-01a	I enjoy listening to stories, songs, rhymes and poems in the language I am learning by joining in and responding to show my understanding. MLAN 1-05a	I can use my knowledge about language and pronunciation to ensure that others can understand me when I say familiar words and phrases. MLAN 1-07b	I can recognise labels and environmental print. I am beginning to organise images and text. With support, I can sequence images and text to demonstrate my understanding. MLAN 1-08a	I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language. MLAN 1-08b
3		MLAN 1-01a MLAN 1-05a MLAN 1-07b MLAN 1-08b	I explore the patterns and sounds of language through songs and rhymes and show understanding verbally or non- verbally MLAN 1-01a	I enjoy listening to stories, songs, rhymes and poems in the language I am learning by joining in and responding to show my understanding. MLAN 1-05a	I can use my knowledge about language and pronunciation to ensure that others can understand me when I say familiar words and phrases. MLAN 1-07b	I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language. MLAN 1-08b	
4		MLAN 1-01a MLAN 1-05a MLAN 1-07b MLAN 1-08b	I explore the patterns and sounds of language through songs and rhymes and show understanding verbally or non- verbally MLAN 1-01a	I enjoy listening to stories, songs, rhymes and poems in the language I am learning by joining in and responding to show my understanding. MLAN 1-05a	I can use my knowledge about language and pronunciation to ensure that others can understand me when I say familiar words and phrases. MLAN 1-07b	I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language. MLAN 1-08b	
5		MLAN 1-01a MLAN 1-05a MLAN 1-07b MLAN 1-08b	I explore the patterns and sounds of language through songs and rhymes and show understanding verbally or non- verbally MLAN 1-01a	I enjoy listening to stories, songs, rhymes and poems in the language I am learning by joining in and responding to show my understanding. MLAN 1-05a	I can use my knowledge about language and pronunciation to ensure that others can understand me when I say familiar words and phrases. MLAN 1-07b	I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language. MLAN 1-08b	
6		MLAN 1-01a MLAN 1-05a MLAN 1-07b MLAN 1-08b	I explore the patterns and sounds of language through songs and rhymes and show understanding verbally or non- verbally MLAN 1-01a	I enjoy listening to stories, songs, rhymes and poems in the language I am learning by joining in and responding to show my understanding. MLAN 1-05a	I can use my knowledge about language and pronunciation to ensure that others can understand me when I say familiar words and phrases. MLAN 1-07b	I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language. MLAN 1-08b	



Music (CfE curriculum area: Expressive arts)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes
1-6	The series of progressions across Key stage 2 music all address the following curriculum content: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes, using interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.	EXA 1-16a EXA 1-17a EXA 1-18a	<p>I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions.</p> <p>EXA 1-16a</p>
			<p>I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics.</p> <p>EXA 1-17a</p>
			<p>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.</p> <p>EXA 1-18a</p>



Religious education (CfE curriculum area: Religious and moral education)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes					
1	A: Describe, explain and analyse beliefs and practices, recognising the diversity that exists within and between communities and amongst individuals. B: Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities. C: Find out about and investigate key concepts and questions of meaning, purpose and truth. Learning about religion (AT1): Identify religious beliefs and teachings in order to give a coherent account of a believer’s response to the world.	RME 1-01b RME 1-01c RME 1-07a RME 1-08a RME 1-09a RME 1-09c	By exploring some places and investigating artefacts, I am developing my knowledge of Christian beliefs and my awareness of the role of Christianity in Scottish society and the world. RME 1-01b	I can talk about my own beliefs or express them in other ways. RME 1-01c	I am developing respect for others and my understanding of their beliefs and values. RME 1-07a	I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 1-08a	I am developing an awareness that some people have beliefs and values which are independent of religion. RME 1-09a	I am becoming aware that people’s beliefs and values affect their actions. RME 1-09c
		RME 1-01b RME 1-01c RME 1-03a RME 1-07a TCH 1-09a	By exploring some places and investigating artefacts, I am developing my knowledge of Christian beliefs and my awareness of the role of Christianity in Scottish society and the world. RME 1-01b	I can talk about my own beliefs or express them in other ways. RME 1-01c	Through investigating the Christian communities in my local area, I am discovering how Christian communities demonstrate their beliefs through prayer, worship and special ceremonies. I am developing respect for the practices and traditions of others. RME 1-03a	I am developing respect for others and my understanding of their beliefs and values. RME 1-07a	I can design and construct models and explain my solutions. TCH 1-09a	
2	Learning from religion (AT2): Reflect upon questions of meaning and purpose. Identify and respond to values and commitments in themselves and others.	RME 1-01b RME 1-01c RME 1-03a RME 1-07a RME 1-08a	By exploring some places and investigating artefacts, I am developing my knowledge of Christian beliefs and my awareness of the role of Christianity in Scottish society and the world. RME 1-01b	I can talk about my own beliefs or express them in other ways. RME 1-01c	Through investigating the Christian communities in my local area, I am discovering how Christian communities demonstrate their beliefs through prayer, worship and special ceremonies. I am developing respect for the practices and traditions of others. RME 1-03a	I am developing respect for others and my understanding of their beliefs and values. RME 1-07a	I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 1-08a	
		RME 1-07a RME 1-08a RME 1-09a	I am discovering how followers of world religions demonstrate their beliefs through prayer/ meditation, worship and special ceremonies. I am developing respect for the practices and traditions of others. RME 1-06a	I am developing respect for others and my understanding of their beliefs and values. RME 1-07a	I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 1-08a			
3								
4								



Religious education (CfE curriculum area: Religious and moral education)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes					
5		RME 1-01b	By exploring some places and investigating artefacts, I am developing my knowledge of Christian beliefs and my awareness of the role of Christianity in Scottish society and the world.	I can talk about my own beliefs or express them in other ways. RME 1-01c	I am discovering how followers of world religions demonstrate their beliefs through prayer/meditation, worship and special ceremonies. I am developing respect for the practices and traditions of others. RME 1-06a	I am developing respect for others and my understanding of their beliefs and values. RME 1-07a	I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 1-08a	I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a
		RME 1-01c						
6		RME 1-01b	By exploring some places and investigating artefacts, I am developing my knowledge of Christian beliefs and my awareness of the role of Christianity in Scottish society and the world.	I can talk about my own beliefs or express them in other ways. RME 1-01c	I am discovering how followers of world religions demonstrate their beliefs through prayer/meditation, worship and special ceremonies. I am developing respect for the practices and traditions of others. RME 1-06a	I am developing respect for others and my understanding of their beliefs and values. RME 1-07a	I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 1-08a	I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a
		RME 1-02a						