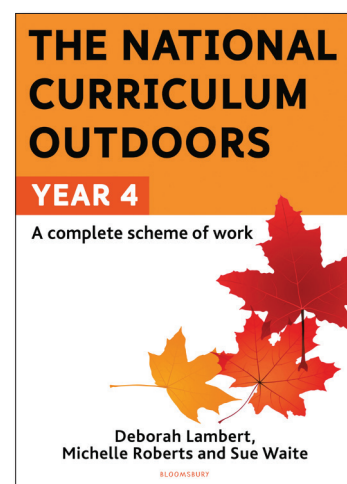




## Curriculum for Excellence mapping, compiled by Natalie White of East Ayrshire Council's Learning Outdoors Support Team.

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
<b>Year 4</b>	<b>Second level</b>
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	Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say. Ask questions to improve their understanding of the text.	LIT 2-07a EXA 2-14a	I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a	I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. EXA 2-14a				
2	Draft and write by composing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	LIT 2-21a LIT 2-22a ENG 2-31a EXA 2-04a EXA 2-14a TCH 2-09a	I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. LIT 2-21a	In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. LIT 2-22a	Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a	Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a	I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. EXA 2-14a	I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a
3	Draft and write by composing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	LIT 2-21a LIT 2-22a ENG 2-31a EXA 2-01a	I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. LIT 2-21a	In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. LIT 2-22a	Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a	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 2-01a		
4	Increase their familiarity with a wide range of books, including myths and legends, and retell some of these orally. Discuss words and phrases that capture the reader's interest and imagination.	LIT 2-11a LIT 2-26a ENG 2-27a EXA 2-01a	I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 2-11a	By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a	I am learning to use language and style in a way which engages and/or influences my reader. ENG 2-27a	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 2-01a		



English (CfE curriculum area: Languages)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes		
5	Draft and write in narratives, creating settings, characters and plot.	LIT 2-20a LIT 2-26a ENG 2-31a	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 2-20a	By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a	Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a
6	Prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Draft and write in narrative, creating settings, characters and plot.	LIT 2-20a LIT 2-26a ENG 2-31a EXA 2-01a	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 2-20a	By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a	Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a  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 2-01a



Maths (CfE curriculum area: Mathematics)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes		
1	Compare and classify geometric shapes based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to two right angles by size. Identify lines of symmetry in 2D shapes presented in different orientations.	MTH 2-16a MTH 2-16c	Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment. MTH 2-16a	I can draw 2D shapes and make representations of 3D objects using an appropriate range of methods and efficient use of resources. MTH 2-16c	
2	Compare and classify geometric shapes based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to two right angles by size. Identify lines of symmetry in 2D shapes presented in different orientations.	MTH 2-16a MTH 2-17a MTH 2-19a	Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment. MTH 2-16a	I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. MTH 2-17a	I can illustrate the lines of symmetry for a range of 2D shapes and apply my understanding to create and complete symmetrical pictures and patterns. MTH 2-19a
3	Compare and classify geometric shapes based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to two right angles by size. Identify lines of symmetry in 2D shapes presented in different orientations.	MTH 2-16a MTH 2-17a MTH 2-19a HWB 2-16a	Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment. MTH 2-16a	I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. MTH 2-17a	I can illustrate the lines of symmetry for a range of 2D shapes and apply my understanding to create and complete symmetrical pictures and patterns. MTH 2-19a  I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 2-16a
4	Complete a simple symmetric figure with respect to a specific line of symmetry. Identify acute and obtuse angles and compare and order angles up to two right angles by size.	MTH 2-16a MTH 2-17a	Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment. MTH 2-16a	I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. MTH 2-17a	
5	Complete a simple symmetric figure with respect to a specific line of symmetry. Identify acute and obtuse angles and compare and order angles up to two right angles by size. Identify acute and obtuse angles and compare and order angles.	MNU 2-11c MTH 2-19a EXA 2-07a	I can explain how different methods can be used to find the perimeter and area of a simple 2D shape or volume of a simple 3D object. MNU 2-11c	I can illustrate the lines of symmetry for a range of 2D shapes and apply my understanding to create and complete symmetrical pictures and patterns. MTH 2-19a	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 2-07a
6	Identify lines of symmetry in 2D shapes presented in different orientations. Make 3D shapes using modelling materials.	MTH 2-16a MTH 2-16c MTH 2-19a	Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment. MTH 2-16a	I can draw 2D shapes and make representations of 3D objects using an appropriate range of methods and efficient use of resources. MTH 2-16c	I can illustrate the lines of symmetry for a range of 2D shapes and apply my understanding to create and complete symmetrical pictures and patterns. MTH 2-19a



Science (CfE curriculum area: Science)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes			
1	Compare and group materials together according to whether they are solids, liquids or gases.	SCN 2-15a SCN 2-17a HWB 2-16a	By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed. SCN 2-15a	Having explored the substances that make up Earth’s surface, I can compare some of their characteristics and uses. SCN 2-17a	I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 2-16a	
2	Observe that some materials can change state when they are heated and measure the temperature at which this happens in degrees Celsius.	SCN 2-15a SCN 2-17a SCN 2-19a HWB 2-16a	By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed. SCN 2-15a	Having explored the substances that make up Earth’s surface, I can compare some of their characteristics and uses. SCN 2-17a	I have collaborated in activities which safely demonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of a chemical reaction as being a change in which different materials are made. SCN 2-19a	I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 2-16a
3	Observe that some materials can change state when they are heated and cooled and measure the temperature at which this happens in degrees Celsius.	SCN 2-15a SCN 2-19a HWB 2-16a	By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed. SCN 2-15a	I have collaborated in activities which safely demonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of a chemical reaction as being a change in which different materials are made. SCN 2-19a	I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 2-16a	
4	Identify the part played by evaporation and condensation in the water cycle.	SCN 2-05a HWB 2-16a	I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time. SCN 2-05a	I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 2-16a		
5	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	SCN 2-05a	I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time. SCN 2-05a			
6	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	SCN 2-05a	I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time. SCN 2-05a			



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 2-14a MTH 2-17c MTH 2-17d	To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. SOC 2-14a	Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary. MTH 2-17c	Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans. MTH 2-17d
2	Use maps to focus on Europe (countries and major cities). Use maps, atlases, globes and digital/computer mapping to locate countries. Use fieldwork to observe human and physical features in the local area.	SOC 2-14a MTH 2-17d	To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. SOC 2-14a	Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans. MTH 2-17d	
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 2-14a MTH 2-17d	To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. SOC 2-14a	Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans. MTH 2-17d	
4	Name and locate counties and cities of the United Kingdom. Use fieldwork to observe human and physical features in the local area.	SOC 2-14a	To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. SOC 2-14a		
5	Name and locate counties and cities of the United Kingdom. Use fieldwork to observe human and physical features in the local area.	SOC 2-14a MTH 2-17d	To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. SOC 2-14a	Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans. MTH 2-17d	
6	Name and locate counties and cities of the United Kingdom. Use fieldwork to observe human and physical features in the local area.	SOC 2-14a MTH 2-17d	To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. SOC 2-14a	Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans. MTH 2-17d	



History (CfE curriculum area: Social studies)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes			
1	Develop a chronologically secure knowledge and understanding of British and local history relating to significant events in World War 2.	SOC 2-02a	I can interpret historical evidence from a range of periods to help to build a picture of Scotland’s heritage and my sense of chronology. SOC 2-02a			
2	Develop a chronologically secure knowledge and understanding of British and local history relating to significant events in World War 2.	SOC 2-02a SOC 2-04a SOC 2-06a HWB 2-16a	I can interpret historical evidence from a range of periods to help to build a picture of Scotland’s heritage and my sense of chronology. SOC 2-02a	I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a	I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a	I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 2-16a
3	Develop a chronologically secure knowledge and understanding of British and local history relating to significant events in World War 2.	SOC 2-02a SOC 2-04a	I can interpret historical evidence from a range of periods to help to build a picture of Scotland’s heritage and my sense of chronology. SOC 2-02a	I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a		
4	Understand how our knowledge of the past is constructed from a range of sources.	SOC 2-01a SOC 2-02a SOC 2-04a	I can use primary and secondary sources selectively to research events in the past. SOC 2-01a	I can interpret historical evidence from a range of periods to help to build a picture of Scotland’s heritage and my sense of chronology. SOC 2-02a	I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a	
5	Understand how our knowledge of the past is constructed from a range of sources.	SOC 2-02a SOC 2-04a	I can interpret historical evidence from a range of periods to help to build a picture of Scotland’s heritage and my sense of chronology. SOC 2-02a	I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a		
6	Study an aspect of British history that extends pupils’ chronological knowledge beyond 1066 and is a significant turning point in British history.	SOC 2-02a SOC 2-04a	I can interpret historical evidence from a range of periods to help to build a picture of Scotland’s heritage and my sense of chronology. SOC 2-02a	I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a		



**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. To learn about great artists in history.	EXA 2-02a EXA 2-03a EXA 2-04a EXA 2-05a EXA 2-07a	I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a	I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a	Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a	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 2-07a
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, with a range of materials.	EXA 2-02a EXA 2-03a EXA 2-04a EXA 2-05a	I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a	I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a	Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a	
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, with a range of materials.	EXA 2-02a EXA 2-03a EXA 2-04a EXA 2-05a	I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a	I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a	Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a	
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, with a range of materials. To learn about great artists in history.	EXA 2-02a EXA 2-03a EXA 2-04a EXA 2-05a EXA 2-07a	I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a	I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a	Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a	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 2-07a
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, with a range of materials. To learn about great artists in history.	EXA 2-02a EXA 2-03a EXA 2-04a EXA 2-05a EXA 2-07a	I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a	I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a	Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a	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 2-07a
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 drawing, with a range of materials.	EXA 2-02a EXA 2-03a EXA 2-04a EXA 2-05a	I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a	I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a	Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a	





**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 the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.	TCH 2-04d	I can discuss, debate and improve my ideas with increasing confidence and clear explanations	I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task.	
		TCH 2-10a	TCH 2-04d	TCH 2-10a	
2	Generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes (begin to use cross-sectional drawings and computer-aided design).	TCH 2-09a	I can extend and enhance my design skills to solve problems and can construct models.	I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task.	I can use a range of graphic techniques, manually and digitally, to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work.
		TCH 2-10a	TCH 2-11a	TCH 2-12a	TCH 2-11a
3	Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately. Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.	TCH 2-10a	I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task.	I can use a range of graphic techniques, manually and digitally, to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work.	I can extend my knowledge and understanding of engineering disciplines to create solution.
		TCH 2-11a	TCH 2-12a	TCH 2-10a	TCH 2-11a
4	Investigate 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.	TCH 2-09a	I can extend and enhance my design skills to solve problems and can construct models.	I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task.	I can use a range of graphic techniques, manually and digitally, to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work.
		TCH 2-10a	TCH 2-11a	TCH 2-12a	TCH 2-11a
5	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	TCH 2-09a	I can extend and enhance my design skills to solve problems and can construct models.	I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task.	I can use a range of graphic techniques, manually and digitally, to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work.
		TCH 2-10a	TCH 2-11a	TCH 2-12a	TCH 2-11a
6		TCH 2-09a	I can extend and enhance my design skills to solve problems and can construct models.	I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task.	
		TCH 2-10a	TCH 2-09a	TCH 2-10a	



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. Begin to engage in conversations, ask and answer questions, express opinions and respond to those of others, and see clarification and help. Begin to speak in sentences, using familiar vocabulary, phrases and basic language structures.	MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-05b	I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. MLAN 2-01a	I can listen to and show understanding of familiar instructions and language from familiar voices and sources. MLAN 2-01c	I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact. MLAN 2-02a	When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others. MLAN 2-03a	I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. MLAN 2-03b	I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b
	Describe people, places, things and actions orally. Listen attentively to spoken language and show understanding by joining in and responding. Present ideas and information orally. Begin to understand basic French grammar, including feminine and masculine genders, key features and patterns of the language and how to apply these – for instance, to build sentences – and how these differ from or are similar to English.	MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-03b MLAN 2-03b	I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. MLAN 2-01a	I can listen to and show understanding of familiar instructions and language from familiar voices and sources. MLAN 2-01c	I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact. MLAN 2-02a	When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others. MLAN 2-03a	I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. MLAN 2-03b	I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b
3		MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-05b	I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. MLAN 2-01a	I can listen to and show understanding of familiar instructions and language from familiar voices and sources. MLAN 2-01c	I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact. MLAN 2-02a	When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others. MLAN 2-03a	I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. MLAN 2-03b	I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b



Languages (CfE curriculum area: Modern languages)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes							
4		MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-03b MLAN 2-05b MLAN 2-08a TCH 2-09a	I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. MLAN 2-01a	I can listen to and show understanding of familiar instructions and language from familiar voices and sources. MLAN 2-01c	I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact. MLAN 2-02a	When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others. MLAN 2-03a	I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. MLAN 2-03b	I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b	I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example. MLAN 2-08a	I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a
		MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-03b MLAN 2-05b MLAN 2-08a	I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. MLAN 2-01a	I can listen to and show understanding of familiar instructions and language from familiar voices and sources. MLAN 2-01c	I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact. MLAN 2-02a	When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others. MLAN 2-03a	I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. MLAN 2-03b	I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b	I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example. MLAN 2-08a	
5		MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-03b MLAN 2-05b MLAN 2-08a	I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. MLAN 2-01a	I can listen to and show understanding of familiar instructions and language from familiar voices and sources. MLAN 2-01c	I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact. MLAN 2-02a	When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others. MLAN 2-03a	I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. MLAN 2-03b	I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b	I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example. MLAN 2-08a	
		MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-03b MLAN 2-05b MLAN 2-08a TCH 2-09a EXA 2-04a	I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. MLAN 2-01a	I can listen to and show understanding of familiar instructions and language from familiar voices and sources. MLAN 2-01c	I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact. MLAN 2-02a	When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others. MLAN 2-03a	I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. MLAN 2-03b	I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b	I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example. MLAN 2-08a	I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a
6		MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-03b MLAN 2-05b MLAN 2-08a TCH 2-09a EXA 2-04a	I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. MLAN 2-01a	I can listen to and show understanding of familiar instructions and language from familiar voices and sources. MLAN 2-01c	I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact. MLAN 2-02a	When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others. MLAN 2-03a	I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. MLAN 2-03b	I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b	I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example. MLAN 2-08a	



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	The lessons in this unit cover the following: A: Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. B: Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. C: Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives.	RME 2-09d EXA 2-13a	I am developing my understanding of how my own and other people’s beliefs and values affect their actions. RME 2-09d	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 2-13a	
		RME 2-04c RME 2-06c	I can show understanding of the beliefs of world religions and explore the similarities and differences between these and my developing beliefs. RME 2-04c	I can describe and reflect upon practices and traditions of world religions. RME 2-06c	
3		RME 2-02b EXA 2-18a	I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. RME 2-02b	Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 2-18a	
4		RME 2-06c RME 2-09b	I can describe and reflect upon practices and traditions of world religions. RME 2-06c	I am developing my understanding that people have beliefs and values based upon religious or other positions. RME 2-09b	
5		RME 2-08a RME 2-09a RME 2-09d	I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 2-08a	I am increasing my understanding of how people come to have their beliefs, and further developing my awareness that there is a diversity of belief in modern Scotland. RME 2-09a	I am developing my understanding of how my own and other people’s beliefs and values affect their actions. RME 2-09d
6		RME 2-08a RME 2-09d	I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 2-08a	I am developing my understanding of how my own and other people’s beliefs and values affect their actions. RME 2-09d	