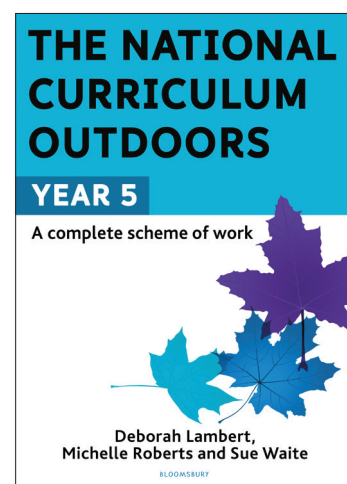




Curriculum for Excellence mapping, compiled by Natalie White of East Ayrshire Council's Learning Outdoors Support Team.

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	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	LIT 2-07a ENG 2-30a TCH 2-09a	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 As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. ENG 2-30a	I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a
2	Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	LIT 2-02a ENG 2-03a LIT 2-10a ENG 2-17a	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a I can recognise how the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others' spoken language. ENG 2-03a	I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2-17a
3	Pupils should be taught to perform their own compositions, using appropriate intonation, volume and movements so meaning is clear. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintain a focus on the topic and using notes where necessary.	LIT 2-13a ENG 2-27a EXA 0-01a	I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. LIT 2-13a 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
4	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	LIT 2-04a LIT 2-07a ENG 2-19a	As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a 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 can: <ul style="list-style-type: none"> • discuss structure, characterisation and/or setting • recognise the relevance of the writer's theme and how this relates to my own and others' experiences • discuss the writer's style and other features appropriate to genre. ENG 2-19a
5	Explain and discuss their understanding of what they have read including through formal presentations and debates maintaining a focus on the topic and using notes where necessary.	LIT 2-05a LIT 2-10a	As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. LIT 2-05a I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a	
6	Explain and discuss their understanding of what they have read including through formal presentations and debates maintaining a focus on the topic and using notes where necessary.	LIT 2-05a LIT 2-10a	As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. LIT 2-05a I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a	



Maths (CfE curriculum area: Mathematics)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes			
1	Know that angles are measured in degrees. Estimate and compare acute, obtuse and reflex angles. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons, based on reasoning about equal sides and angles.	MTH 2-16a MTH 2-16c MTH 2-17a MTH 2-17b	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 have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. MTH 2-17a	I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context. MTH 2-17b
2	Know that angles are measured in degrees. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons, based on reasoning about equal sides and angles.	MTH 2-17a MTH 2-17b	I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. MTH 2-17a	I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context. MTH 2-17b		
3	Know that angles are measured in degrees. Estimate and compare acute, obtuse and reflex angles. Draw given angles and measure them in degrees (°).	MTH 2-17a MTH 2-17b	I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. MTH 2-17a	I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context. MTH 2-17b		
4	Know that angles are measured in degrees. Estimate and compare acute, obtuse and reflex angles. Draw given angles and measure them in degrees (°).	MTH 2-17a MTH 2-17b EXA 2-07a	I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. MTH 2-17a	I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context. MTH 2-17b	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	Identify angles in one whole turn (total 360°), half turn (total 180°) and other multiples of 90°.	MTH 2-17c MTH 2-18a	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	I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid. MTH 2-18a		
6	Identify 3D shapes, including cubes and other cuboids, from 2D representations.	MTH 2-16a 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 am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 2-16a		



Science (CfE curriculum area: Science)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes	
1	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency and conductivity (electrical and thermal).	SSCN 2-04a SCN 2-15a	By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy. SCN 2-04a	By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed. SCN 2-15a
2	Give reasons, based on evidence from comparative tests, for the particular uses of everyday materials, including metals, wood and plastics.	SSCN 2-15a 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 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	Give reasons, based on evidence from comparative tests, for the particular uses of everyday materials, including metals, wood and plastics.	SCN 2-15a TCH 2-10a	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 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
4	Compare and group together everyday materials on the basis of their properties, including their solubility. Plan different types of scientific enquiry to answer questions and recognise and control variables.	SCN 2-15a SCN 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 participated in practical activities to separate simple mixtures of substances and can relate my findings to my everyday experience. SCN 2-16a
5	Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.	SCN 2-15a SCN 2-16a SCN 2-18a	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 participated in practical activities to separate simple mixtures of substances and can relate my findings to my everyday experience. SCN 2-16a
6	Explain that some changes result in the formation of new materials, and this kind of change is not usually reversible, including changes associated with burning.	SCN 2-15a SCN 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 participated in practical activities to separate simple mixtures of substances and can relate my findings to my everyday experience. SCN 2-16a

I have investigated different water samples from the environment and explored methods that can be used to clean and conserve water and I am aware of the properties and uses of water.
SCN 2-18a



Geography (CfE curriculum area: Social studies)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes	
1	Use maps, atlases, globes and digital/computer mapping to locate countries. Identify the position and significance of latitude, longitude, equator, northern hemisphere and southern hemisphere. Use fieldwork to observe human features in the local area.	SOC 2-14a MTH 2-18a	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	I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid. MTH 2-18a
2	Use maps, atlases, globes and digital/computer mapping to locate countries. Identify the position and significance of latitude, longitude, equator, northern hemisphere and southern hemisphere. Use fieldwork to observe human features in the local area.	SOC 2-14a MTH 2-18a	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	I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid. MTH 2-18a
3	Use maps, atlases, globes and digital/computer mapping to locate countries. Use fieldwork to observe human 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	
4	Use maps, atlases, globes and digital/computer mapping to locate countries. Use fieldwork to observe human 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	Use the eight points of a compass. Use fieldwork to observe human and physical features in the local area.	SOC 2-14a MTH 2-17c	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
6	Use the eight points of a compass, symbols and keys. Use fieldwork to observe, measure, record and present the human and physical features in the local area, using a range of methods, including sketch maps.	SOC 2-14a MTH 2-17c	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



History (CfE curriculum area: Social studies)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes
1	A study over time, tracing how several aspects of national history are reflected in the locality. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Understand how our knowledge of the past is constructed from a range of sources.	SOC 2-01a RME 2-03a	I can use primary and secondary sources selectively to research events in the past. SOC 2-01a I am increasing my knowledge and understanding of different forms of Christian worship and artefacts and can explain their importance for Christians. RME 2-03a
2	A study of site dating from a period beyond 1066 that is significant in the locality. Note connections, contrasts and trends over time.	SOC 2-01a SOC 2-04a	I can use primary and secondary sources selectively to research events in the past. SOC 2-01a 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
3	A study of site dating from a period beyond 1066 that is significant in the locality. Note connections, contrasts and trends over time.	SOC 2-01a SOC 2-02a SOC 2-06a	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 discuss why people and events from a particular time in the past were important, placing them within a historical sequence SOC 2-06a
4	A study of site dating from a period beyond 1066 that is significant in the locality. Note connections, contrasts and trends over time.	SOC 2-01a SOC 2-02a SOC 2-03a	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 am increasing my knowledge and understanding of different forms of Christian worship and artefacts and can explain their importance for Christians. RME 2-03a
5	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Understand how our knowledge of the past is constructed from a range of sources.	SOC 2-01a	I can use primary and secondary sources selectively to research events in the past. SOC 2-01a
6	A study of site dating from a period beyond 1066 that is significant in the locality. Note connections, contrasts and trends over time.	SOC 2-01a	I can use primary and secondary sources selectively to research events in the past. SOC 2-01a



Art and design (CfE curriculum area: Expressive arts)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes				
1	Create sketch books to record their observations and use them to review and revisit ideas. 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 2-02a 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	Create sketch books to record their observations and use them to review and revisit ideas. 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	Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, with a range of materials. Learn about great artists in history and understand the historical and cultural development of their art forms.	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
4	Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, with a range of materials. 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	Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, with a range of materials. 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	Improve their mastery of art and design techniques, including drawing, with a range of materials. Learn about great artists in history and understand the historical and cultural development of their art forms.	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



Design and technology (CfE curriculum area: Technology)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes			
1	This unit progressively builds on: Investigate and analyse a range of existing products. Generate, develop, model and communicate their ideas through discussion.	TCH 2-04a TCH 2-04d TCH 2-10a	I am developing dexterity, creativity and confidence when preparing and cooking food TCH 2-04a	I can discuss, debate and improve my ideas with increasing confidence and clear explanations TCH 2-04d	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	
	Select from and use a wider range of tools and equipment to perform practical tasks. Evaluate their ideas and products against their own design criteria and consider the view of others to improve their work.	TCH 2-04a HWB 2-16a HWB 2-29a HWB 2-33a	I am developing dexterity, creativity and confidence when preparing and cooking food TCH 2-04a	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	I enjoy eating a diversity of foods in a range of social situations. HWB 2-29a	Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing. HWB 2-33a
3	Cooking and nutrition: Understand and apply the principles of a healthy and varied diet.	TCH 2-04a HWB 2-16a HWB 2-29a HWB 2-33a	I am developing dexterity, creativity and confidence when preparing and cooking food TCH 2-04a	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	I enjoy eating a diversity of foods in a range of social situations. HWB 2-29a	Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing. HWB 2-33a
	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	TCH 2-04a HWB 2-16a HWB 2-29a HWB 2-33a	I am developing dexterity, creativity and confidence when preparing and cooking food TCH 2-04a	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	I enjoy eating a diversity of foods in a range of social situations. HWB 2-29a	Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing. HWB 2-33a
5		TCH 2-04a HWB 2-16a HWB 2-29a HWB 2-33a	I am developing dexterity, creativity and confidence when preparing and cooking food TCH 2-04a	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	I enjoy eating a diversity of foods in a range of social situations. HWB 2-29a	Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing. HWB 2-33a
		TCH 2-04a HWB 2-16a HWB 2-29a HWB 2-33a	I am developing dexterity, creativity and confidence when preparing and cooking food TCH 2-04a	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	I enjoy eating a diversity of foods in a range of social situations. HWB 2-29a	Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing. HWB 2-33a
6		TCH 2-04a HWB 2-16a HWB 2-29a HWB 2-33a	I am developing dexterity, creativity and confidence when preparing and cooking food TCH 2-04a	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	I enjoy eating a diversity of foods in a range of social situations. HWB 2-29a	Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing. HWB 2-33a



Languages (CfE curriculum area: Modern languages)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes																
1	<p>In this unit, children will learn how to: Listen attentively to spoken language and show understanding by joining in and responding. Present ideas and information orally. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Describe people, places, things and actions orally. 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.</p>	<p>MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-03b MLAN 2-05b MLAN 2-08a EXA 2-04a</p>	<p>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</p>	<p>I can listen to and show understanding of familiar instructions and language from familiar voices and sources. MLAN 2-01c</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b</p>	<p>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</p>	<p>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</p>									
											<p>MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-03b MLAN 2-05b MLAN 2-08a EXA 2-04a</p>	<p>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</p>	<p>I can listen to and show understanding of familiar instructions and language from familiar voices and sources. MLAN 2-01c</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b</p>	<p>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</p>	<p>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</p>
<p>MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-03b MLAN 2-05a MLAN 2-05b MLAN 2-08a</p>	<p>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</p>	<p>I can listen to and show understanding of familiar instructions and language from familiar voices and sources. MLAN 2-01c</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>I explore simple songs and rhymes and I enjoy learning with others as we talk and listen together. MLAN 2-05a</p>	<p>I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b</p>	<p>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</p>											



Languages (CfE curriculum area: Modern languages)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes							
4		MLAN 2-01a	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 can deliver a brief presentation on a familiar topic using familiar language and phrases. MLAN 2-06a	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 2-01c								
		MLAN 2-02a								
5		MLAN 2-01a	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 explore simple songs and rhymes and I enjoy learning with others as we talk and listen together. MLAN 2-05a	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 2-01c								
		MLAN 2-02a								
6		MLAN 2-01a	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 explore simple songs and rhymes and I enjoy learning with others as we talk and listen together. MLAN 2-05a	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 2-01c								
		MLAN 2-02a								



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	I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions. EXA 1-16a	I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. EXA 1-17a	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 1-18a



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 2-01a RME 2-08a RME 2-09b	Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories. RME 2-01a	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 that people have beliefs and values based upon religious or other positions. RME 2-09b		
		RME 2-09d TCH 2-06a	I am developing my understanding of how my own and other people’s beliefs and values affect their actions. RME 2-09d	I can analyse how lifestyles can impact on the environment and Earth’s resources and can make suggestions about how to live in a more sustainable way. TCH 2-06a			
2		RME 2-09d TCH 2-06a	I am developing my understanding of how my own and other people’s beliefs and values affect their actions. RME 2-09d	I can analyse how lifestyles can impact on the environment and Earth’s resources and can make suggestions about how to live in a more sustainable way. TCH 2-06a			
		RME 2-06b	Through investigating and reflecting upon the ways in which followers of world religions mark major life events and times of year, I can explain key features of such festivals and celebrations. RME 2-06b				
3		TCH 2-06a RME 2-06b HWB 2-16a HWB 2-29a HWB 2-34a	I can analyse how lifestyles can impact on the environment and Earth’s resources and can make suggestions about how to live in a more sustainable way. TCH 2-06a	Through investigating and reflecting upon the ways in which followers of world religions mark major life events and times of year, I can explain key features of such festivals and celebrations. RME 2-06b	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	I enjoy eating a diversity of foods in a range of social situations. HWB 2-29a	Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. HWB 2-34a
		RME 2-02b RME 2-03b RME 2-06b HWB 2-16a HWB 2-34a	Through investigating and reflecting upon the ways in which followers of world religions mark major life events and times of year, I can explain key features of such festivals and celebrations. RME 2-06b	Through investigating the ways in which Christians mark major life events and times of year, I can explain key features of such festivals and celebrations. RME 2-03b	Through investigating and reflecting upon the ways in which followers of world religions mark major life events and times of year, I can explain key features of such festivals and celebrations. RME 2-06b	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	Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. HWB 2-34a
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