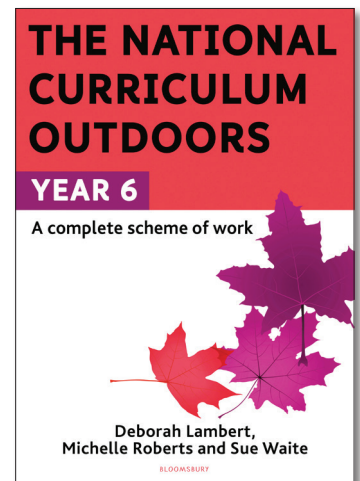




Curriculum for Excellence mapping, compiled by Natalie White of East Ayrshire Council's Learning Outdoors Support Team.

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	Give well-structured descriptions, explanations and narratives for different purposes (spoken). Draw inferences and justify inferences with evidence (reading). Identify the purpose of the writing and select the appropriate form.	LIT 2-09a ENG 2-17a ENG 2-31a	When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. LIT 2-09a	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	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	
2	Give well-structured descriptions, explanations and narratives for different purposes (spoken). Draw inferences and justify inferences with evidence (reading). Plan writing by developing initial ideas. Identify the purpose of the writing and select the appropriate form.	LIT 2-09a ENG 2-17a ENG 2-31a HWB 2-16a	When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. LIT 2-09a	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	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 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 well-structured descriptions, explanations and narratives for different purposes (spoken). Draw inferences and justify inferences with evidence (reading). Plan writing by developing initial ideas.	LIT 2-09a ENG 2-17a ENG 2-31a	When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. LIT 2-09a	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	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	
4	Give well-structured descriptions, explanations and narratives for different purposes (spoken). Draw inferences and justify inferences with evidence (reading). Plan writing by developing initial ideas.	LIT 2-09a ENG 2-17a ENG 2-31a	When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. LIT 2-09a	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	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	
5	Give well-structured descriptions, explanations and narratives for different purposes (spoken). Plan writing by developing initial ideas. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (writing).	LIT 2-09a ENG 2-31a	When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. LIT 2-09a	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		



English (CfE curriculum area: Languages)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes
6	Give well-structured descriptions, explanations and narratives for different purposes (spoken). Draw inferences and justify inferences with evidence (reading). Identify the purpose of the writing and select the appropriate form.	LIT 2-02a ENG 2-31a EXA 2-14a HWB 2-16a	<p>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</p> <p>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</p> <p>I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. EXA 2-14a</p> <p>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</p>



Maths (CfE curriculum area: Mathematics)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes		
1	Draw 2D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties. Illustrate and name parts of circles, including radius, diameter and circumference. Recognise angles where they meet at a point. Use simple formulae.	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	
2	Draw 2D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Recognise, describe and build simple 3D shapes.	MNU 2-11c MTH 2-16a MTH 2-16c	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	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
3	Draw 2D shapes using given dimensions and angles. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.	MTH 2-17a MTH 2-17b EXA2-07a	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
4	Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	MTH 2-18a TCH 2-09a	I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid. MTH 2-18a	I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a	
5	Recognise, describe and build simple 3D shapes, including making nets.	MTH 2-16b TCH 2-09a	Through practical activities, I can show my understanding of the relationship between 3D objects and their nets. MTH 2-16b	I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a	
6	Recognise, describe and build simple 3D shapes, including making nets. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.	MTH 2-16a MTH 2-16b 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	Through practical activities, I can show my understanding of the relationship between 3D objects and their nets. MTH 2-16b	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	Give reasons for classifying plants based on specific characteristic.	SCN 1-01a SCN 2-17a	I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions. SCN 1-01a	Having explored the substances that make up Earth's surface, I can compare some of their characteristics and uses. SCN 2-17a	
2	Describing how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. Give reasons for classifying plants and animals based on specific characteristics.	SCN 2-17a	Having explored the substances that make up Earth's surface, I can compare some of their characteristics and uses. SCN 2-17a		
3	Work scientifically by planning different types of scientific enquiries to answer questions. Take measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams, classification keys, tables and bar graphs.	SCN 2-17a MNU 2-20b	Having explored the substances that make up Earth's surface, I can compare some of their characteristics and uses. SCN 2-17a	I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. MNU 2-20b	
4	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. Give reasons for classifying plants and animals based on specific characteristics.	SCN 2-17a MNU 2-20b MTH 2-21a	Having explored the substances that make up Earth's surface, I can compare some of their characteristics and uses. SCN 2-17a	I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. MNU 2-20b	I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. MTH 2-21a
5	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. Work scientifically to classify animals into commonly found invertebrates (such as insects, spiders, snails and worms) through direct observations.	SCN 2-17a	Having explored the substances that make up Earth's surface, I can compare some of their characteristics and uses. SCN 2-17a		
6	Work scientifically to use test results to make predictions to set up further comparative and fair tests. Identify scientific evidence that has been used to support or refute ideas or arguments.	SSCN 1-01a SCN 2-02a	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 use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a	



Geography (CfE curriculum area: Social studies)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes
1	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
2	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
3	Use fieldwork to observe human features in the local area. Use the eight points of a compass, symbols and keys.	MTH 2-17c	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
4	Use maps and atlases to locate countries and describe features. Use fieldwork to observe human and physical features in the local area. Use the eight points of a compass.	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, 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.	MTH 2-17c	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 maps and atlases to locate countries and describe features. Use fieldwork to observe features in the local area.	SSOC 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



History (CfE curriculum area: Social studies)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes			
1	The series of progressions all cover the following curriculum content: Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	SOC 2-02a SOC 2-04a HWB 2-16a HWB 2-29a	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 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
2	Address and devise historically valid questions about change, cause, similarity and difference, and significance.	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		
3	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	SOC 2-02a SOC 2-04a HWB 2-16a EXA 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	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 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
4	Understand how our knowledge of the past is constructed from a range of sources. Examine changes in Britain from the Stone Age to the Iron Age: late Neolithic hunter-gatherers.	SOC 2-02a SOC 2-04a EXA 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		
5		SOC 2-02a SOC 2-04a EXA 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	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	
6		SOC 2-02a SOC 2-04a EXA 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	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	



Art and design (CfE curriculum area: Expressive arts)

Progression	Curriculum objectives	CfE codes			Experiences and outcomes		
1	Use 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 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	Use 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
3	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 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	Use sketchbooks to record 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	Use sketchbooks to record 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	Use sketchbooks to record 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



Design and technology (CfE curriculum area: Technology)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes		
1	Investigate and analyse a range of existing products. Generate, develop, model and communicate their ideas through discussion, annotated sketches and, cross-sectional and exploded diagrams.	TCH 2-05a TCH 2-10a HWB 2-16a	I can investigate how product design and development have been influenced by changing lifestyles. TCH 2-05a	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	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	In progressions 2 – 6, children progressively develop the ability to: Generate, develop, model and communicate their ideas through discussion, annotated sketches and, cross-sectional and exploded diagrams. 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 2-09a	I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a		
3	Select from and use a wide 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, textiles and ingredients, according to their functional properties and aesthetic qualities.	TCH 2-09a TCH 2-10a TCH 2-11a	I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a	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	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 2-11a
4	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. Understand and use mechanical systems in their products (for example, pulleys and levers).	TCH 2-09a TCH 2-10a TCH 2-11a	I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a	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	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 2-11a
5		TTCH 2-07a TCH 2-09a HWB 2-16a	I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment. TCH 2-07a	I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a	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
6		TCH 2-09a TCH 2-10a TCH 2-12a	I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a	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	I can extend my knowledge and understanding of engineering disciplines to create solution. TCH 2-12a



Languages (CfE curriculum area: Modern languages)

Progression	Curriculum objectives	CfE codes	Experiences and outcomes					
1	In this unit, children progressively learn 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.	MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-03b 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
		MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03b 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
2		MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-03b MLAN 2-05b MLAN 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
		MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-03b MLAN 2-05b MLAN 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
3		MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-03b MLAN 2-05b MLAN 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
		MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-03b MLAN 2-05b MLAN 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



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 2-03b MLAN 2-05b MLAN 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 read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken. MLAN 2-09a	
		MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-03b MLAN 2-05b MLAN 2-09a TCH 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 read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken. MLAN 2-09a	I am developing dexterity, creativity and confidence when preparing and cooking food TCH 2-04a
5		MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-03b MLAN 2-05b MLAN 2-09a TCH 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 read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken. MLAN 2-09a	
		MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-03b MLAN 2-05b MLAN 2-09a TCH 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 read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken. MLAN 2-09a	I am developing dexterity, creativity and confidence when preparing and cooking food TCH 2-04a
6		MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-03b MLAN 2-05b MLAN 2-09a TCH 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 read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken. MLAN 2-09a	
		MLAN 2-01a MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-03b MLAN 2-05b MLAN 2-09a TCH 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 read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken. MLAN 2-09a	I am developing dexterity, creativity and confidence when preparing and cooking food TCH 2-04a



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 series of progressions covers the following aims: 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.	RME 2-02a RME 2-02b (RME 3-01a) (RME 3-01b)	Through investigating and reflecting upon the lives and teachings of Jesus and key Christian figures, and drawing upon moral values as expressed in Christianity, I am beginning to understand how these have influenced Christian morality. RME 2-02a	I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. RME 2-02b	Having reflected upon Christian sources, I can explain some key Christian beliefs about God, Jesus, the human condition and the natural world, and how these beliefs lead to actions for Christians. RME 3-01a	Through investigating and reflecting upon how Christians put their beliefs into action, I can reflect upon the consequences of putting my own beliefs into action. RME 3-01b
		RME 2-05a RME 2-05b (RME 3-04a) (RME 3-04b) HWB 2-34a	Through investigating and reflecting upon the lives and teachings of significant figures from world religions, and drawing upon moral values as expressed in religious scriptures and other stories, I am beginning to understand how these have influenced the morality of world religions. RME 2-05a	I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. RME 2-05b	Having reflected upon sources from world religions, I can explain some key beliefs about deity, the human condition and the natural world, and how these beliefs lead to actions for followers of those religions. RME 3-04a	Through investigating and reflecting upon how followers of world religions put their beliefs into action, I can reflect upon the consequences of putting my own beliefs into action. RME 3-04b
2	B: Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.	RME 2-05a HWB 2-35a	Through investigating and reflecting upon the lives and teachings of significant figures from world religions, and drawing upon moral values as expressed in religious scriptures and other stories, I am beginning to understand how these have influenced the morality of world religions. RME 2-05a	When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 2-35a		
3	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 2-05a (RME 3-04b) SCN 2-02a	Through investigating and reflecting upon the lives and teachings of significant figures from world religions, and drawing upon moral values as expressed in religious scriptures and other stories, I am beginning to understand how these have influenced the morality of world religions. RME 2-05a	Through investigating and reflecting upon how followers of world religions put their beliefs into action, I can reflect upon the consequences of putting my own beliefs into action. RME 3-04b	I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a	
4		RME 2-02b (RME 3-04b) SCN 2-02a	I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. RME 2-02b	Through investigating and reflecting upon how followers of world religions put their beliefs into action, I can reflect upon the consequences of putting my own beliefs into action. RME 3-04b	I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a	
5		RME 2-02b (RME 3-04b) SCN 2-02a	I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. RME 2-02b	Through investigating and reflecting upon how followers of world religions put their beliefs into action, I can reflect upon the consequences of putting my own beliefs into action. RME 3-04b	I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a	
6		RME 2-02b (RME 3-04b) SCN 2-02a	I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. RME 2-02b	Through investigating and reflecting upon how followers of world religions put their beliefs into action, I can reflect upon the consequences of putting my own beliefs into action. RME 3-04b	I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a	