

Burnhaven School Curriculum Document

EXPERIENCES AND OUTCOMES TO BE EXPLORED AT WHICH STAGE AND IN WHICH YEAR.

DRAFT: SEPTEMBER 2019

REVIEW: TERM 4 2020

How to use this Document

This document sets out the Long Term and Medium Term Planning at Burnhaven School, providing a guide for continuity.

The three year programme for all outcomes has a number of benefits;

- Throughout the 3 years at each level, all children will experience a full range of outcomes regardless of whether they are in a composite class or a straight class.
- As up to three classes will be sharing similar experiences during a year, opportunities for sharing learning throughout stages and across the school.
- **Early Level for Primary 1** – At Burnhaven School, children experience a wide range of outcomes at Early Level in Early Years Child Care Centres outside our school where it is anticipated that children lead the learning. Primary 1 is a chance to fill in any gaps and extend this learning. The programme for Primary covers all Early Level Outcomes through a range of topic areas which can be adapted annually according to the interests of the children.

Long Term Planning:

At the start of each year, teachers complete a year plan using the document on page 3. Using the outcomes stated in this document, teachers are free to choose which term outcomes are covered. They should look for coherence and interdisciplinary links between whole school events, subject areas and skills.

Some subjects will not have natural links and therefore should be taught as discrete subjects.

Medium Term Planning:

The outcomes are shared with pupils in simple form, allowing them to be involved in the choice of topic area to cover the outcomes. Children are then asked what they know and what they want to find out. Teachers skilfully guide this discussion. A medium term plan (found on page 4) is then completed for the topic which might be interdisciplinary or which might be discrete. This should not be over detailed at this stage but should encourage challenge and deep learning. Teachers should be aware that more than one topic may be covered in a term.

Discrete planners will be available for Literacy (Reading, writing, Listening and Talking) and Numeracy, Health and Wellbeing and ICT. These plans are highlighted to match the terms on the Long Term plan.

Short Term Planning:

Short term planning should be open and flexible to allow pupils to lead the learning. The format of short term weekly plans is left to Teacher's discretion. However, they should provide an accurate record of learning and should include sufficient detail for a cover teacher to support the learning in the absence of the class teacher.

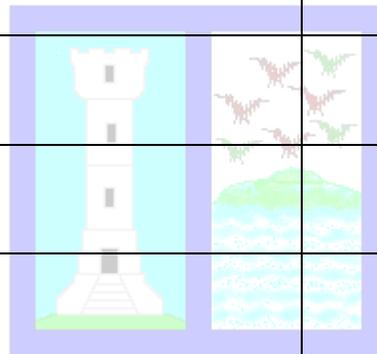
Burnhaven School Long Term Plan: Session:

Class:

Planning Year:

	Term 1	Term 2	Term 3	Term 4
Whole School Events				
Developing Young Workforce Skills				
Literacy				
Numeracy				
Health and Wellbeing				
Science				
Social Subjects				
Technologies and ICT				
Expressive Arts				
PMFL				
UNCRC				

BURNHAVEN



SCHOOL



Health and Wellbeing

Planned Experiences and Skills:

Literacy

Planned Experiences and Skills:

Numeracy

Planned Experiences and Skills:

Other: including pupils' ideas not already incorporated in main outcomes

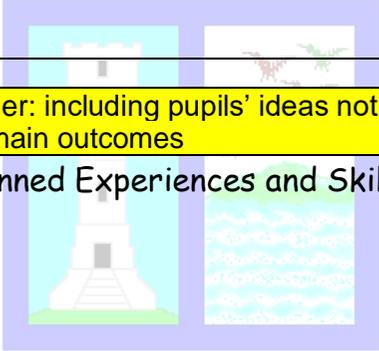
Planned Experiences and Skills:

Rationale:

Main Areas of Assessment

Main outcomes addressed:

BURNHAVEN



SCHOOL

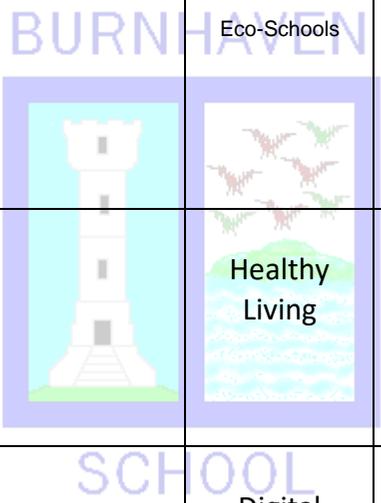
Evaluating, Creating, Analysing, Applying, Understanding, Remembering
Skills for life, learning and work

- Challenge and enjoyment:
- Breadth:
- Progression:
- Depth:
- Personalisation & choice:
- Relevance:

Evaluation:

Possible Lines of Development/ opportunities for IDL:

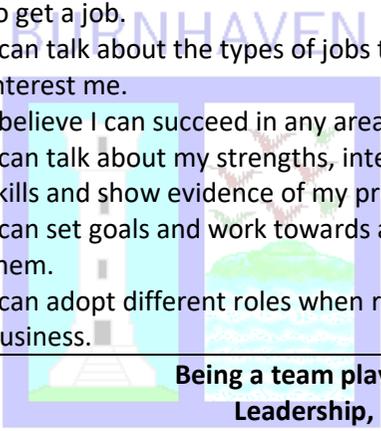
Burnhaven School Annual Events

			House Challenges I have participated in decision making and have considered the different options available in order to make decisions. SOC1-18a
Term 1	A Charity Event Harvest Sharing the learning Shoe boxes	Rights Respecting Schools	By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me. SOC 1-17a
Term 2	Christmas Service/Concert Charity Events Christmas Fair (bi-annually)	Eco-Schools 	I can consider ways of looking after my school or community and can encourage others to care for their environment. SOC 1-08a (15) I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. SOC 2-08a 28
Term 3	Scottish Week A Charity Event World Book Day Spring Fair (bi-annually)	Healthy Living	
Term 4	Sports Day A Charity Event	Digital Schools	

Each year prefects will decide at the beginning of the year which charities will be supported. A children's focus is recommended so children can make links with protecting the rights of other children. Suggestions....

Local	National	International
Foodbank collection	Children in Need Christmas Jumper (Save the Children) Wee Sleep Out	Sport Relief Comic Relief Shoe Box Appeal (Various charities)

Burnhaven School Employability Skills Matrix

	Year 1	Year 2	Year 3
Career Standards	<ul style="list-style-type: none"> • I can communicate with people about the different jobs they do in my community. • I can discuss some of the rewards that a job brings. • I believe I can do any job. • I can role play different job roles. • I can follow rules and routines and explain why they are important. • I can talk about my learning, my strengths and my next steps. • I can develop ideas and take part in projects to make things. 	<ul style="list-style-type: none"> • I can describe different jobs in my community and some of the skills needed for these. • I can learn about the world of work from visits, projects and my experiences. • I can talk to employers about myself and about their workplace. • I can recognise that there are different ways to get a job. • I can talk about the types of jobs that interest me. • I believe I can succeed in any area of work. • I can talk about my strengths, interests and skills and show evidence of my progress. • I can set goals and work towards achieving them. • I can adopt different roles when running a business. 	<ul style="list-style-type: none"> • I can discuss the relevance of skills to the wider world and make connections between skills and the world of work. • I can explain to others my ambitions/what I would like to do and look for ways to achieve them/that. • I can recognise the skills I have and need for work. • I can apply my skills to get more information about jobs/careers. • I can use online tools available to me. • I own and can manage my profile and can use it to help me discuss my interests, strengths and skills with my parents/carers and others. • I can identify people in my network who help me broaden my horizons. • I believe I can maximise my potential in any type of work. • I can identify different types of enterprise opportunities and engage in them.
Transferable skills	 <p>Being a team player - Leadership, Organisation Confidence, Creativity Communication Motivation Enterprise Problem solving Caring.</p>		

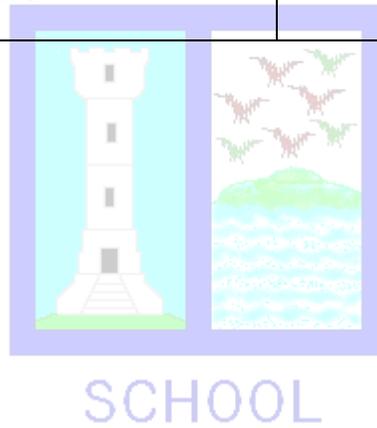
Burnhaven School – End of Early Level Interdisciplinary Plan

<p>Within the classroom Context (Article 1, 31, 15)</p>	<p>I make decisions and take responsibility in my everyday experiences and play, showing consideration for others. SOC 0-17a (Article 1, 31, 15) Within my everyday experiences and play, I make choices about where I work, how I work and who I work with. SOC 0-18a As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others. RME 0-02a As I play and learn, I am developing my understanding of what is fair and unfair and why caring and sharing are important. RME 0-09a</p>			
<p>Social Subjects</p>	<p>I am aware that different types of evidence can help me to find out about the past. SOC 0-01a (Article 17) I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life. SOC 0-02a I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and the people around me. SOC 0-04a</p>	<p>I explore and discover the interesting features of my local environment to develop an awareness of the world around me. SOC 0-07a I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel. SOC 0-09a While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons. SOC 0-12a</p>	<p>I am aware that different types of evidence can help me to find out about the world around me. SOC 0-15a (Article 17) By exploring my local community, I have discovered the different roles people play and how they can help. SOC 0-16a In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives. SOC 0-20a</p>	<p>I explore and discover the interesting features of my local environment to develop an awareness of the world around me. SOC 0-07a I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. SOC 0-08a</p>
<p>SCIENCE</p>	<p>Through everyday experiences and play with a variety of toys and other objects, I can recognise simple types of forces and describe their effects. SCN 0-07a I have experienced, used and described a wide range of toys and common appliances. I can say ‘what makes it go’ and say what they do when they work. SCN 0-04 Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes. SCN 0-15a</p>	<p>I know how to stay safe when using electricity. I have helped to make a display to show the importance of electricity in our daily lives. SCN 0-09a By investigating how water can change from one form to another, I can relate my findings to everyday experiences. SCN 0-05a Through play, I have explored a variety of ways of making sounds. SCN 0-11a</p>	<p>I can identify my senses and use them to explore the world around me. SCN 0-12a I can talk about science stories to develop my understanding of science and the world around me. SCN 0-20a</p>	<p>I have observed living things in the environment over time and am becoming aware of how they depend on each other. SCN 0-01a I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them. SCN 0-03a I have experienced the wonder of looking at the vastness of the sky, and can recognise the sun, moon and stars and link them to daily patterns of life. SCN 0-06a</p>

<p>Expressive Arts</p>	<p>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 0-01a I have the freedom to discover and choose ways to create images and objects using a variety of materials. EXA 0-02a I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a (Article 13) Working on my own and with others, I use my curiosity and imagination to solve design problems. EXA 0-06a I enjoy singing and playing along to music of different styles and cultures. EXA 0-16a (Article 29)</p>	<p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a (Article 13) I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 0-17a 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 0-18a I can respond to music by describing my thoughts and feelings about my own and others’ work. EXA 0-19a</p>	<p>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 0-01a I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama. EXA 0-12a I use drama to explore real and imaginary situations, helping me to understand my world. EXA 0-14a I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work. EXA 0-15a (Article 13)</p>	<p>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 0-07a Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 0-13a</p>
<p>Technologies</p>	<p>I enjoy experimenting with a range of textiles TCH 0-04b I enjoy playing with and exploring technologies to discover what they can do and how they can help us. TCH 0-05a I explore ways to design and construct models. TCH 0-09a I explore everyday materials in the creation of pictures/models/concepts. TCH 0-10a I explore a variety of products covering a range of engineering disciplines. TCH 0-12a</p>	<p>I understand how local shops and services use technologies to provide us with what we need and want in our daily lives. TCH 0-07a I explore ways to design and construct models. TCH 0-09a I explore everyday materials in the creation of pictures/models/concepts. TCH 0-10a I explore a variety of products covering a range of engineering disciplines. TCH 0-12a</p>	<p>I understand how local shops and services use technologies to provide us with what we need and want in our daily lives. TCH 0-07a I explore everyday materials in the creation of pictures/ models/ concepts. TCH 0-10a</p>	<p>I enjoy exploring and working with foods in different contexts TCH 0-04a To help care for the environment, I reduce, re-use and recycle the resources I use. TCH 0-06a I explore everyday materials in the creation of pictures/ models/ concepts. TCH 0-10a I explore and discover different ways of representing ideas in imaginative ways. TCH 0-11a</p>

September 2019

<p>Religious and Moral Education</p>	<p>As I explore Christian stories, images, music and poems, I am becoming familiar with some beliefs Christian people have about God and Jesus. RME 0-01a</p> <p>I am developing respect for others and my understanding of their beliefs and values. RME 0-07a (Article 14)</p>	<p>I am becoming aware of the importance of celebrations, festivals and customs in Christian people's lives. RME 0-03a</p>	<p>As I explore stories, images, music and poems, I am becoming familiar with the beliefs of the world religions I am learning about. RME 0-04a</p>	<p>I am becoming aware of the importance of celebrations, festivals and customs in religious people's lives. RME 0-06a (Article 30)</p>
<p>Possible TOPICS</p>	<p>Fairyland/Castles Stone age Granny's Attic Toys of the past Pirates Giraffe's Can't Dance</p>	<p>Houses/homes Sea/seashore Transport Weather/seasons Peterhead/Scotland</p>	<p>Myself/senses Food People who help us</p>	<p>Farming/living eggs Gardens/growing Minibeasts Recycling</p>



Burnhaven School Social Subjects - FIRST LEVEL

PEOPLE, PAST EVENTS AND SOCIETIES	PEOPLE, PLACES AND ENVIRONMENT	PEOPLE, SOCIETY, ECONOMY AND BUSINESS
YEAR 1	YEAR2	YEAR 3
<p>I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past. SOC 1-01a</p> <p>By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history. SOC 1-02a</p> <p>Having explored the variety of foods produced in Scotland, I can discuss the importance of different types of agriculture in the production of these foods. SOC 1-09a</p> <p>By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. SOC 1-13b</p> <p>I can work out the amount of money I need to buy items, understanding that I may not always be able to afford the items I want. SOC 1-21a</p> <p>I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success. SOC 1-22a 2005</p> <p><i>Rights – Article 12, 13, 17, 28,</i></p>	<p>I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. SOC 1-07a</p> <p>Having explored the landscape of my local area, I can describe the various ways in which land has been used. SOC 1-13a</p> <p>Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a</p> <p>I can use evidence to recreate the story of a place or individual of local historical interest. SOC 1-03a</p> <p>I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. SOC 1-04a</p> <p>By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life. SOC 1-12a</p> <p>By exploring climate zones around the world, I can compare and describe how climate affects living things. SOC 1-12b</p> <p><i>Rights – Article 12, 13, 17, 28,</i></p>	<p>I understand that evidence varies in the extent to which it can be trusted and can use this in learning about current issues in society. SOC 1-15a (11)</p> <p>I can contribute to a discussion of the difference between my needs and wants and those of others around me. SOC 1-16a</p> <p>Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. SOC 1-06a</p> <p>By exploring my community and the groups within it, I can identify and consider different types of housing and how they meet needs. SOC 1-11a (15, 27)</p> <p>I have developed an understanding of the importance of local organisations in providing for the needs of my local community. SOC 1-20a</p> <p><i>Rights – Article 12, 13, 17, 28,</i></p>
<p>Objects of the past, Scotland's Produce, Enterprise, Natural Environments</p>	<p>My locality/My community, Exploring Peterhead, Scotland's past, People of the past, Weather, Climate</p>	<p>In the News, Needs and Wants, Famous Scots, My Community/Local Community</p>

Burnhaven School Science - FIRST LEVEL

PLANET EARTH

FORCES ELECTRICITY AND WAVES

BIOLOGICAL SYSTEMS

MATERIALS

YEAR 1	YEAR2	YEAR 3
<p>I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions. SCN 1-01a</p> <p>I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. SCN 1-02a</p> <p>I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school. SCN 1-03a</p> <p>I am aware of different types of energy around me and can show their importance to everyday life and my survival. SCN 1-04a</p> <p>By researching, I can describe the position and function of the skeleton and major organs of the human body and discuss what I need to do to keep them healthy. SCN 1-12a</p> <p>I have explored my senses and can discuss their reliability and limitations in responding to the environment. SCN 1-12b</p> <p>I know the symptoms of some common diseases caused by germs. I can explain how they are spread and discuss how some methods of preventing and treating disease benefit society. SCN 1-13a</p> <p>By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited. SCN 1-14a</p>	<p>By investigating forces on toys and other objects, I can predict the effect on the shape or motion of objects. SCN 1-07a (Article 31)</p> <p>By exploring the forces exerted by magnets on other magnets and magnetic materials, I can contribute to the design of a game. SCN 1-08a</p> <p>I can make and test predictions about solids dissolving in water and can relate my findings to the world around me. SCN 1-16a</p> <div data-bbox="929 651 1308 1072" style="text-align: center;">  </div>	<p>I can describe an electrical circuit as a continuous loop of conducting materials. I can combine simple components in a series circuit to make a game or model. SCN 1-09a</p> <p>By collaborating in experiments on different ways of producing sound from vibrations, I can demonstrate how to change the pitch of the sound. SCN 1-11a</p> <p>By safely observing and recording the sun and moon at various times, I can describe their patterns of movement and changes over time. I can relate these to the length of a day, a month and a year. SCN 1-06a</p> <p>By investigating how water can change from one form to another, I can relate my findings to everyday experiences. SCN 1-05a</p> <p>Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. SCN 1-15a</p>
<p>Plants, My Body, All about me (Article 7/8), Keep me healthy, Interdependence, George's Marvellous Medicine</p>	<p>Forces, At the swing park, Living in Peterhead,</p>	<p>Electricity, Sound, Weather</p>

Topical Science - To be covered on a yearly basis as appropriate. (*Topical Science – by considering current issues of science, learners increasingly develop their understanding of scientific concepts and their capacity to form informed social, moral and ethical views. They reflect upon and critically evaluate media portrayal of scientific findings.*)

I have contributed to discussions of current scientific news items to help develop my awareness of science. **SCN 1-20a**

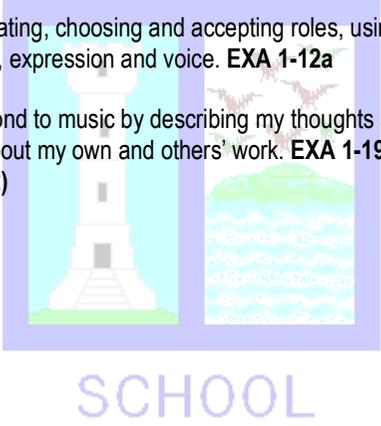
Burnhaven School Expressive Arts - FIRST LEVEL

ART & DESIGN

DANCE

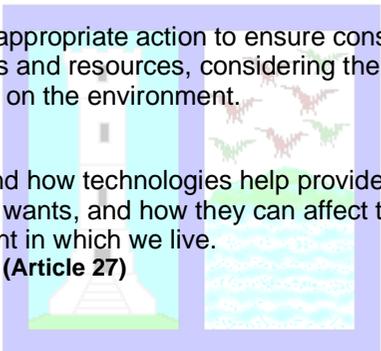
DRAMA

MUSIC

Overarching		
I have experienced the energy and excitement of presenting/ performing for audiences and being part of an audience for other people's presentations/ performances. EXA 1-01a I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a (To be taught in-depth, evaluated and assessed at least one of the 3 years)		
YEAR 1	YEAR2	YEAR 3
<p>I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a</p> <p>I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a (Article 13)</p> <p>I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. EXA 1-08a</p> <p>I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-11a (Article 12)</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 1-13a (Article 12)</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. EXA 1-18a (Article 12)</p>	<p>I can use exploration and imagination to solve design problems related to real-life situations. EXA 1-06a</p> <p>I am becoming aware of different features of dance and can practise and perform steps, formations and short dance. EXA 1-10a</p> <p>I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. EXA 1-14a</p> <p>I enjoy creating, choosing and accepting roles, using movement, expression and voice. EXA 1-12a</p> <p>I can respond to music by describing my thoughts and feelings about my own and others' work. EXA 1-19a (Article 12)</p> <div style="text-align: center;">  </div>	<p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 1-05a</p> <p>I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-07a (Article 12)</p> <p>Inspired by a range of stimuli, I can express my ideas thoughts and feelings through creative work in dance. EXA 1-09a (Article 13)</p> <p>I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-15a</p> <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. EXA 1-16a</p> <p>I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 1-17a</p>

Burnhaven School Technologies - FIRST LEVEL

<p>Overarching – Digital Literacy and Computer Science</p> <p>I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. TCH 1-01a</p>

<p>Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. TCH 1-02a (Article 13) I can extend my knowledge of how to use digital technology to communicate with others and I am aware of ways to keep safe and secure. TCH 1-03a I can explore and comment on processes in the world around me making use of core computational thinking concepts and can organise information in a logical way. TCH 1-13a I understand the instructions of a visual programming language and can predict the outcome of a program written using the language. TCH 1-14a I understand how computers process information. TCH 1-14b I can demonstrate a range of basic problem solving skills by building simple programs to carry out a given task, using an appropriate language. TCH 1-15a</p>		
YEAR 1	YEAR2	YEAR 3
<p>I can use a range of tools and equipment when working with textiles TCH 1-04b</p> <p>I can adapt and improve ideas and can express my own thinking in different ways TCH 1-04d</p> <p>I can explore the latest technologies and consider the ways in which they have developed. TCH 1-05a</p>	<p>I can use a range of simple food preparation techniques when working with food TCH 1-04a</p> <p>I am developing and using problem solving strategies to meet challenges with a food or textile focus TCH 1-04c</p> <p>I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1-06a</p> <p>I understand how technologies help provide for our needs and wants, and how they can affect the environment in which we live. TCH 1-07a (Article 27)</p> 	<p>I can design and construct models and explain my solutions. TCH 1-09a</p> <p>I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a</p> <p>I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a</p> <p>I explore and discover engineering disciplines and can create solutions. TCH 1-12a</p>

Burnhaven School Religious and Moral Education - FIRST LEVEL

<p><u>Assemblies/whole school events</u></p> <p>Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. RME 1-01a I am developing an awareness of the ways in which Christians celebrate different times of year and can relate these to my own life and community.</p>
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<p style="text-align: center;">RME 1-03b I am developing respect for others and my understanding of their beliefs and values. RME 0-07a / 1-07a / RME 2-07a / RME 3-07a / RME 4-07a I can show my understanding of values such as caring, sharing, fairness, equality and love. RME 1-09b</p>		
YEAR 1	YEAR2	YEAR 3
<p>By exploring some places and investigating artefacts, I am developing my knowledge of Christian beliefs and my awareness of the role of Christianity in Scottish society and the world. RME 1-01b</p> <p>I can talk about my own beliefs, or express them in other ways. RME 1-01c (Article 14)</p> <p>Through exploring stories from world religions, I can describe some of their key beliefs. RME 1-04a</p> <p>I can describe the key features of the values of world religions which are expressed in stories. RME 1-05b</p> <p>I am becoming aware that people's beliefs and values affect their actions. RME 1-09c (Article 30)</p>	<p>Having explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people's lives and communities. RME 1-02a</p> <p>Through investigating the Christian communities in my local area, I am discovering how Christian communities demonstrate their beliefs through prayer, worship and special ceremonies. I am developing respect for the practices and traditions of others. RME 1-03a</p> <p>By exploring some places and investigating artefacts, I am developing my knowledge of the beliefs of world religions and my awareness of their role in Scottish society and the world. RME 1-04b</p> <p>I can talk about my own beliefs, or express them in other ways. RME 1-04c (Article 14)</p> <p>I am discovering how followers of world religions demonstrate their beliefs through prayer/meditation, worship and special ceremonies. I am developing respect for the practices and traditions of others. RME 1-06a</p> <p>I am developing an awareness of the ways in which followers of world religions celebrate different times of year and can relate these to my own life and community. RME 1-06b (Article 30)</p>	<p>I can describe the key features of the values of Christianity which are expressed in stories. RME 1-02b</p> <p>Having explored stories from world religions, I can show my developing understanding of key values of those faiths and how they might be put into action in people's lives and communities. RME 1-05a</p> <p>I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 1-08a (Article 14)</p> <p>I am developing an awareness that some people have beliefs and values which are independent of religion. RME 1-09a (Article 30)</p>

Burnhaven School Social Subjects: SECOND LEVEL

PEOPLE, PAST EVENTS AND SOCIETIES

PEOPLE, PLACES AND ENVIRONMENT

PEOPLE, SOCIETY, ECONOMY AND BUSINESS

YEAR 1	YEAR2	YEAR 3
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<p>I can use evidence selectively to research current social, political or economic issues. SOC 2-15a 29</p> <p>I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. SOC 2-17a</p> <p>I can investigate the features of an election and the work of representatives at a local, national or European level to begin to develop my understanding of how democracy works. SOC 2-18a</p> <p>I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. SOC 2-13a 13</p> <p>I can describe the major characteristic features of Scotland's landscape and explain how these were formed. SOC 2-07a 29, 17</p> <p>I can use primary and secondary sources selectively to research events in the past. SOC 2-01a 1, 13</p> <p>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 1, 13</p>	<p>I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community. SOC 2-08b 23, 36</p> <p>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 13, 24, 28</p> <p>Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit. SOC 2-10a 29</p> <p>I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. SOC 2-03a 1</p> <p>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 13, 17</p> <p>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 13, 17</p> <p>By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things. SOC 2-12a 24</p>	<p>Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment. SOC 2-09a</p> <p>I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method. SOC 2-21a</p> <p>I can explain how the needs of a group in my local community are supported. SOC 2-16a 23, 30</p> <p>By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. SOC 2-22a</p> <p>Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. SOC 2-20a 17, 24, 28</p> <p>By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. SOC 2-19a 24, 29, 28</p> <p>I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. SOC 2-07b 24</p>
<ul style="list-style-type: none"> • Democracy • The World Around Me • Scotland's Landscape • Scotland's Past 	<ul style="list-style-type: none"> • Scotland within the World • Tourist office of Peterhead • One foot in the past • Building my community • John Muir 	<ul style="list-style-type: none"> • Travel and the Environment • Need in the world and the community • Ethical Business • Comparison of Scotland and another country • Natural Disasters

Burnhaven School Science: SECOND LEVEL

PLANET EARTH

FORCES ELECTRICITY AND WAVES

BIOLOGICAL SYSTEMS

MATERIALS

YEAR 1

YEAR2

YEAR 3

<p>I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. SCN 2-01a</p> <p>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</p> <p>Through carrying out practical activities and investigations, I can show how plants have benefited society. SCN 2-02b</p> <p>I have collaborated in the design of an investigation into the effects of fertilisers on the growth of plants. I can express an informed view of the risks and benefits of their use. SCN 2-03a</p> <p>By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing. SCN 2-12a</p> <p>I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions. SCN 2-12b</p> <p>I have contributed to investigations into the role of microorganisms in producing and breaking down some materials. SCN 2-13a</p> <p>By investigating the lifecycles of plants and animals, I can recognise the different stages of their development. SCN 2-14a</p> <p>By exploring the characteristics offspring inherit when living things reproduce, I can distinguish between inherited and non-inherited characteristics. SCN 2-14b (Article 8)</p> <p>Through research on how animals communicate, I can explain how sound vibrations are carried by waves through air, water and other media. SCN 2-11a</p>	<p>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</p> <p>Through exploring non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use. SCN 2-04b</p> <p>By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects. SCN 2-07a</p> <p>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</p> <p>I have participated in practical activities to separate simple mixtures of substances and can relate my findings to my everyday experience. SCN 2-16a</p> <p>By investigating common conditions that increase the amount of substance that will dissolve or the speed of dissolving, I can relate my findings to the world around me. SCN 2-16b</p> <p>By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed. SCN 2-15a</p> <p>I have collaborated in activities which safely demonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of a chemical reaction as being a change in which different materials are made. SCN 2-19a</p>	<p>By observing and researching features of our solar system, I can use simple models to communicate my understanding of size, scale, time and relative motion within it. SCN 2-06a</p> <p>I have used a range of electrical components to help to make a variety of circuits for differing purposes. I can represent my circuit using symbols and describe the transfer of energy around the circuit. SCN 2-09a</p> <p>To begin to understand how batteries work, I can help to build simple chemical cells using readily-available materials which can be used to make an appliance work. SCN 2-10a</p> <p>Having explored the substances that make up Earth's surface, I can compare some of their characteristics and uses. SCN 2-17a</p> <p>I have collaborated in investigations to compare magnetic, electrostatic and gravitational forces and have explored their practical applications. SCN 2-08a</p> <p>By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical challenge. SCN 2-08b</p> <p>By exploring reflections, the formation of shadows and the mixing of coloured lights, I can use my knowledge of the properties of light to show how it can be used in a creative way. SCN 2-11b</p> <p>I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time. SCN 2-05a</p> <p>Through research on how animals communicate, I can explain how sound vibrations are carried by waves through air, water and other media. SCN 2-11a</p>
Plants, Animals, the human body	Energy and my environment (Article 27)	Water Cycle and natural disasters

Topical Science - To be covered on a yearly basis as appropriate. *(Topical Science – by considering current issues of science, learners increasingly develop their understanding of scientific concepts and their capacity to form informed social, moral and ethical views. They reflect upon and critically evaluate media portrayal of scientific findings.)*

Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society. **SCN 2-20a**
I can report and comment on current scientific news items to develop my knowledge and understanding of topical science. **SCN 2-20b**

Burnhaven School Expressive Arts: SECOND LEVEL

ART & DESIGN

DANCE

DRAMA

MUSIC

Overarching

<p>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</p> <p>I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a (To be taught in-depth, evaluated and assessed at least one of the 3 years)</p>		
YEAR 1	YEAR2	YEAR 3
<p>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</p> <p>I can explore and choose movements to create and present dance, developing my skills and techniques. EXA 2-08a</p> <p>I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work. EXA 2-11a (Article 12)</p> <p>I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology. EXA 2-12a</p> <p>I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation. EXA 2-16a</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. EXA 2-18a (Article 12)</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 (Article 29)</p> <p>I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-06a</p> <p>I have taken part in dance from a range of styles and cultures, demonstrating my awareness of the dance features. EXA 2-10a</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 can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work. EXA 2-15a (Article 12)</p> <p>I can respond to music by describing my thoughts and feelings about my own and others’ work. EXA 2-19a (Article 12)</p>	<p>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 (Article 29)</p> <p>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</p> <p>Inspired by a range of stimuli, I can express my ideas thoughts and feelings through creative work in dance. EXA 2-09a (Article 13)</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 2-13a</p> <p>I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. EXA 2-17a</p>

Burnhaven School Technologies: SECOND LEVEL

<p><u>Overarching – Digital Literacy and Computer Science</u></p> <p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way.</p>

<p>TCH 2-01a I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible.</p> <p>TCH 02-02a (Article 13) I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure.</p> <p>TCH 2-03a (Article 13) (Article 16) I understand the operation of a process and its outcome. I can structure related items of information.</p> <p>TCH 2-13a I can explain core programming language concepts in appropriate technical language.</p> <p>TCH 2-14a I understand how information is stored and how key components of computing technology connect and interact through networks.</p> <p>TCH 2-14b I can create, develop and evaluate computing solutions in response to a design challenge.</p> <p>TCH 2-15a</p>		
YEAR 1	YEAR 2	YEAR 3
<p>I am developing dexterity, creativity and confidence when working with textiles TCH 2-04b</p> <p>I can extend and explore problem solving strategies to meet increasingly difficult challenges with a food or textile focus TCH 2-04c</p> <p>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</p>	<p>I am developing dexterity, creativity and confidence when preparing and cooking food TCH 2-04a</p> <p>I can discuss, debate and improve my ideas with increasing confidence and clear explanations TCH 2-04d</p> <p>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</p> <p>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</p>	<p>I can investigate how product design and development have been influenced by changing lifestyles. TCH 2-05a (Article 27)</p> <p>I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a</p> <p>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</p> <p>I can extend my knowledge and understanding of engineering disciplines to create solution. TCH 2-12a</p>

Burnhaven School Religious and Moral Education: SECOND LEVEL

<p>Assemblies/Whole School Events</p> <p>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</p> <p>I am developing respect for others and my understanding of their beliefs and values.</p>
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RME 0-07a / 1-07a / RME 2-07a / RME 3-07a / RME 4-07a I am developing my understanding of how my own and other people's beliefs and values affect their actions. RME 2-09d		
YEAR 1	YEAR 2	YEAR 3
<p>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</p> <p>I can describe the practices and traditions of Christianity and have considered the way these have influenced Scottish society. RME 2-03c</p> <p>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</p> <p>I can describe and reflect upon practices and traditions of world religions. RME 2-06c</p>	<p>Through exploring the lives and teachings of Jesus and other figures in Christianity, I am increasing my knowledge and understanding of key Christian beliefs. RME 2-01b</p> <p>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</p> <p>Through investigating and reflecting upon stories of world religions, I can show my understanding of these stories. RME 2-04a</p> <p>Through exploring the lives and teachings of significant figures from world religions, I am increasing my knowledge and understanding of their key beliefs. RME 2-04b</p> <p>I am increasing my knowledge and understanding of different forms of worship and artefacts within world religions and can explain their importance for followers of world religions. RME 2-06a</p> <p>I am increasing my understanding of how people come to have their beliefs, and further developing my awareness that there is a diversity of belief in modern Scotland. RME 2-09a (Article 14)</p>	<p>I can show understanding of Christian beliefs and explore the similarities and differences between these and my developing beliefs. RME 2-01c</p> <p>I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. RME 2-02b</p> <p>I can show understanding of the beliefs of world religions and explore the similarities and differences between these and my developing beliefs. RME 2-04c</p> <p>I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. RME 2-05b</p> <p>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</p> <p>I am developing my understanding that people have beliefs and values based upon religious or other positions. RME 2-09b</p> <p>I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others. RME 2-09c</p>