



Curriculum Coverage →

Coherence ↔

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Global Goals and the UNCRC</b>	15 – Life on Land  29, 17	13 – Climate Action 17 – Partnerships for the goals 9 – Industry Innovation and Infrastructure	11- sustainable Cities and Communities 3 – Good health and wellbeing	4 – Quality Education  1, 8, 13
<b>Whole School Events</b>	Celebration of Learning  Expedition – in houses:	Christmas Nativity  Expedition – in houses:	Celebration of Learning  Expedition – in houses:	Celebration of Learning Sailing Bikeability Swimming Jubilee Garden Party
<b>Real World Events</b>	Maths week Scotland 27 <sup>th</sup> September Tour of Britain 5 <sup>th</sup> September (Aberdeenshire on 12 <sup>th</sup> )	COP26 – Glasgow 31 <sup>st</sup> October to 12 November. Dyslexia awareness week 1 <sup>st</sup> November. Children in need 17 <sup>th</sup> November. Book Week Scotland 15 <sup>th</sup> November Antibullying week 15 <sup>th</sup> November	Burns Night – 25 <sup>th</sup> January Winter Olympics – 4 <sup>th</sup> February Safer Internet Day – 8 <sup>th</sup> February British Science Week – 11 <sup>th</sup> March Comic Relief - 18 <sup>th</sup> March Mothers day – 27 <sup>th</sup> March	20 <sup>th</sup> May – walk to school week 20 <sup>th</sup> may outdoor classroom day Platinum Jubilee – 3 <sup>rd</sup> June Father’s day – 19 <sup>th</sup> June Common Wealth Games in July
<b>Developing Young Workforce Skills</b>	Career Standards <ul style="list-style-type: none"> <li>I can follow rules and routines and explain why they are important.</li> <li>I can talk about my learning, my strengths and my next steps.</li> </ul> Confidence	Career Standards: <ul style="list-style-type: none"> <li>I can communicate with people about the different jobs they do in my community.</li> <li>I can discuss some of the rewards that a job brings.</li> <li>I believe I can do any job.</li> <li>I can role play different job roles.</li> </ul> Confidence	Leadership  Caring	Enterprise  Creativity
<b>Literacy</b>	At least two Narrative Pieces  Flyer...poster...leaflet about a living thing in our local area. Progression will be seen from Primary 1-P7	At least two Narrative Pieces  Poetry? Poems about self, about climate change Performance or concrete poetry mind work well	At least two Narrative Pieces  Non-chronological report	At least two Narrative pieces  Biography and Autobiography
<b>Numeracy (In addition to MEP)</b>	Data handling – tally marks, graphs and diagrams of insects being found.	Money	Measures – lengths, distances Coordinates – map locations etc	Shapes – similarities and differences
<b>Health and Wellbeing</b>	Safe – anti bullying, being safe Healthy – health and activity, substance misuse	Safe- firework safety Achieving – motivation, self worth, own skills, success Nurtured – nutritional needs, food groups	Active – PEPAS Safe – internet safety Respected – healthy lifestyles Responsible – Food and Health	Safe – light nights, playing outside, beach safety Included – PEPAS Sensitive lessons
<b>Science</b>	<b>Nature Nearby</b> I have observed living things in the environment over time and am becoming aware of how they depend on each other. <b>SCN 0-01a</b> I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions. <b>SCN 1-01b</b> I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. <b>SCN 1-02a</b> 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. <b>SCN 2-01a</b> By investigating the lifecycles of plants and animals, I can recognise the different stages of their development. <b>SCN 2-14a</b>	<b>Climate Change (COP26)</b> I can talk about science stories to develop my understanding of science and the world around me. <b>SCN 0-20a</b> I have contributed to discussions of current scientific news items to help develop my awareness of science. <b>SCN 1-20a</b> 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. <b>SCN 2-20a</b> I can report and comment on current scientific news items to develop my knowledge and understanding of topical science. <b>SCN 2-20b</b>	<b>The Human Body</b> I can identify my senses and use them to explore the world around me. <b>SCN 0-12a</b> 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. <b>SCN 1-12a</b> 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. <b>SCN 2-12a</b> I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions. <b>SCN 2-12b</b>	<b>Families</b> By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited. <b>SCN 1-14a</b> By exploring the characteristics offspring inherit when living things reproduce, I can distinguish between inherited and non-inherited characteristics. <b>SCN 2-14b (Article 8)</b>

<p><b>Social Subjects</b></p>	<p><b>Nature Nearby</b></p> <p>I can describe the major characteristic features of Scotland’s landscape and explain how these were formed. <b>SOC 2-07a</b></p> <p>By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. <b>SOC 1-13b</b></p>	<p><b>Climate Change</b></p> <p>I can use evidence selectively to research current social, political or economic issues. <b>SOC 2-15a</b></p> <p>I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. <b>SOC 2-17a</b></p> <p>I explore and discover the interesting features of my local environment to develop an awareness of the world around me. <b>SOC 0-07a</b></p> <p><b>Maths/Christmas</b></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. <b>SOC 1-21a</b></p>	<p><b>Food Journeys/Farm to Fork</b></p> <p>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. <b>SOC 0-09a</b></p> <p>In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives. <b>SOC 0-20a</b></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. <b>SOC 1-09a</b></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. <b>SOC 2-13a 13</b></p>	<p><b>Kings and queens/The Royal family/ Platinum Jubilee</b></p> <p>I am aware that different types of evidence can help me to find out about the past. <b>SOC 0-01a</b></p> <p>I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life. <b>SOC 0-02a</b></p> <p>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. <b>SOC 0-04a</b></p> <p>I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past. <b>SOC 1-01a</b></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. <b>SOC 1-02a</b></p> <p>I can use primary and secondary sources selectively to research events in the past. <b>SOC 2-01a</b></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. <b>SOC 2-02a</b></p>
<p><b>RME</b></p>	<p><b>Stand alone – bible stories</b></p> <p>Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories. <b>RME 2-01a</b></p>	<p><b>Climate Change – influence of people’s values</b></p> <p><b>Christmas – Celebrations and beliefs</b></p> <p>I am becoming aware that people’s beliefs and values affect their actions. <b>RME 1-09c</b></p> <p>I can talk about my own beliefs, or express them in other ways. <b>RME 1-01c</b></p> <p>I am becoming aware of the importance of celebrations, festivals and customs in Christian people’s lives. <b>RME 0-03a</b></p>	<p><b>Communities around the world – food journeys</b></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. <b>RME 0-04a</b></p> <p>Through exploring stories from world religions, I can describe some of their key beliefs. <b>RME 1-04a</b></p> <p>I can describe the key features of the values of world religions which are expressed in stories. <b>RME 1-05b</b></p> <p>I can describe and reflect upon practices and traditions of world religions. <b>RME 2-06c</b></p>	<p><b>Christianity in Scotland - Royal Family</b></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. <b>RME 0-01a</b></p> <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. <b>RME 1-01b</b></p> <p>I can describe the practices and traditions of Christianity and have considered the way these have influenced Scottish society. <b>RME 2-03c</b></p>
<p><b>ICT</b></p>	<p><b>Using technologies to record learning about nature and to research information</b></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. <b>TCH 1-01a</b></p> <p>Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. <b>TCH 1-02a</b></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. <b>TCH 2-01a</b></p> <p>I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. <b>TCH 02-02a</b></p>	<p><b>Research into climate change and presentations of learning</b></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. <b>TCH 1-01a</b></p> <p>Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. <b>TCH 1-02a</b></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. <b>TCH 2-01a</b></p> <p>I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. <b>TCH 02-02a</b></p>	<p><b>Internet safety and communicating around the world</b></p> <p><b>Coding – journeys and games</b></p> <p>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. <b>TCH 1-03a</b></p> <p>I understand the instructions of a visual programming language and can predict the outcome of a program written using the language. <b>TCH 1-14a</b></p> <p>I understand how computers process information. <b>TCH 1-14b</b></p> <p>I can explain core programming language concepts in appropriate technical language. <b>TCH 2-14a</b></p> <p>I understand how information is stored and how key components of computing technology connect and interact through networks. <b>TCH 2-14b</b></p> <p>I can create, develop and evaluate computing solutions in response to a design challenge. <b>TCH 2-15a</b></p>	<p><b>Research and presentations about the Royal Family</b></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. <b>TCH 1-01a</b></p> <p>Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. <b>TCH 1-02a</b></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. <b>TCH 2-01a</b></p> <p>I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. <b>TCH 02-02a (Article 13)</b></p>

Technologies		<p><b>Climate Change</b></p> <p>To help care for the environment, I reduce, re-use and recycle the resources I use. <b>TCH 0-06a</b></p> <p><b>Christmas Crafts</b></p> <p>I enjoy experimenting with a range of textiles <b>TCH 0-04b</b></p> <p>I can use a range of tools and equipment when working with textiles <b>TCH 1-04b</b></p> <p>I can adapt and improve ideas and can express my own thinking in different ways <b>TCH 1-04d</b></p> <p>I am developing dexterity, creativity and confidence when working with textiles <b>TCH 2-04b</b></p> <p>I can extend and explore problem solving strategies to meet increasingly difficult challenges with a food or textile focus <b>TCH 2-04c</b></p>	<p><b>Role of technologies in food journeys</b></p> <p>I enjoy playing with and exploring technologies to discover what they can do and how they can help us. <b>TCH 0-05</b></p> <p>I can explore the latest technologies and consider the ways in which they have developed. <b>TCH 1-05a</b></p>	<p><b>Digital versions of artwork</b></p> <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. <b>EXA 2-02a</b></p>
Expressive Arts	<p><b>Dance and Drama skills ready for Christmas performances</b></p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. <b>EXA 0-13a</b></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. <b>EXA 0-18a</b></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. <b>EXA 2-11a</b></p> <p>I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology. <b>EXA 2-12a</b></p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. <b>EXA 1-13a</b></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. <b>EXA 1-18a</b></p>	<p><b>Drama from last term being applied in nativity</b></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. <b>EXA 0-01a</b></p> <p>I can respond to music by describing my thoughts and feelings about my own and others' work. <b>EXA 0-19a</b></p>	<p><b>Music from around the world – where food is coming from</b></p> <p>I enjoy singing and playing along to music of different styles and cultures. <b>EXA 0-16a</b></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. <b>EXA 2-16a</b></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. <b>EXA 2-18a</b></p> <p>I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. <b>EXA 1-08a</b></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. <b>EXA 1-11a</b></p>	<p><b>Royal Portraits in a range of media Create Royal/Jubilee party items</b></p> <p>I can create a range of visual information through observing and recording from my experiences across the curriculum. <b>EXA 0-04a</b></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. <b>TCH 2-11a</b></p> <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. <b>EXA 1-02a</b></p> <p>I can create a range of visual information through observing and recording from my experiences across the curriculum. <b>EXA 1-04a</b></p>
PMFL	Revision of Introductions Likes and Dislikes (all classes)	Weather	Body Parts Food	Family Revision
Outdoor Learning	<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. <b>SCN 2-02a</b></p> <p>Redeveloping the bug hotel – P3-5</p> <p>Redeveloping the pond -</p> <p>Trees and bushes</p> <p>Mini beast habitats</p> <p>Chickens</p>		<p><b>Journeying</b></p> <p>Symbols and map making Sound maps Adventure spots Create a mission What do explorers need? Geocaching Digital trails Make signs, clues and directions from nature Scavenger hunts Orienteering Mapping microclimates</p>	<p><b>The allotment</b></p> <p>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. <b>SCN 0-03a</b></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. <b>SCN 1-03a</b></p> <p>I have explored my senses and can discuss their reliability and limitations in responding to the environment. <b>SCN 1-12b</b></p> <p>Through carrying out practical activities and investigations, I can show how plants have benefited society. <b>SCN 2-02b</b></p>