



Curriculum Coverage →

Coherence ↔

	Term 1	Term 2	Term 3	Term 4
Global Goals and the UNCRC	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
Whole School Events	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
Real World Events	Maths week Scotland 27 th September Tour of Britain 5 th September (Aberdeenshire on 12 th)	COP26 – Glasgow 31 st October to 12 November. Dyslexia awareness week 1 st November. Children in need 17 th November. Book Week Scotland 15 th November Antibullying week 15 th November	Burns Night – 25 th January Winter Olympics – 4 th February Safer Internet Day – 8 th February British Science Week – 11 th March Comic Relief - 18 th March Mothers day – 27 th March	20 th May – walk to school week 20 th may outdoor classroom day Platinum Jubilee – 3 rd June Father’s day – 19 th June Common Wealth Games in July
Developing Young Workforce Skills	Career Standards <ul style="list-style-type: none"> I can follow rules and routines and explain why they are important. I can talk about my learning, my strengths and my next steps. Confidence	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. Confidence	Leadership Caring	Enterprise Creativity
Literacy	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
Numeracy (In addition to MEP)	Data handling – tally marks, graphs and diagrams of insects being found.	Money	Measures – lengths, distances Coordinates – map locations etc	Shapes – similarities and differences
Health and Wellbeing	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
Science	Nature Nearby 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 can distinguish between living and non-living things. I can sort living things into groups and explain my decisions. SCN 1-01b 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 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 By investigating the lifecycles of plants and animals, I can recognise the different stages of their development. SCN 2-14a	Climate Change (COP26) I can talk about science stories to develop my understanding of science and the world around me. SCN 0-20a I have contributed to discussions of current scientific news items to help develop my awareness of science. SCN 1-20a 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	The Human Body I can identify my senses and use them to explore the world around me. SCN 0-12a 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 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 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	Families By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited. SCN 1-14a 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>Social Subjects</p>	<p>Nature Nearby</p> <p>I can describe the major characteristic features of Scotland’s landscape and explain how these were formed. SOC 2-07a</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>Climate Change</p> <p>I can use evidence selectively to research current social, political or economic issues. SOC 2-15a</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 explore and discover the interesting features of my local environment to develop an awareness of the world around me. SOC 0-07a</p> <p>Maths/Christmas</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>Food Journeys/Farm to Fork</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. SOC 0-09a</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. SOC 0-20a</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>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>Kings and queens/The Royal family/ Platinum Jubilee</p> <p>I am aware that different types of evidence can help me to find out about the past. SOC 0-01a</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. SOC 0-02a</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. SOC 0-04a</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. 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>I can use primary and secondary sources selectively to research events in the past. SOC 2-01a</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</p>
<p>RME</p>	<p>Stand alone – bible stories</p> <p>Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories. RME 2-01a</p>	<p>Climate Change – influence of people’s values</p> <p>Christmas – Celebrations and beliefs</p> <p>I am becoming aware that people’s beliefs and values affect their actions. RME 1-09c</p> <p>I can talk about my own beliefs, or express them in other ways. RME 1-01c</p> <p>I am becoming aware of the importance of celebrations, festivals and customs in Christian people’s lives. RME 0-03a</p>	<p>Communities around the world – food journeys</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>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 can describe and reflect upon practices and traditions of world religions. RME 2-06c</p>	<p>Christianity in Scotland - Royal Family</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>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 describe the practices and traditions of Christianity and have considered the way these have influenced Scottish society. RME 2-03c</p>
<p>ICT</p>	<p>Using technologies to record learning about nature and to research information</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</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. TCH 2-01a</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. TCH 02-02a</p>	<p>Research into climate change and presentations of learning</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</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. TCH 2-01a</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. TCH 02-02a</p>	<p>Internet safety and communicating around the world</p> <p>Coding – journeys and games</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. TCH 1-03a</p> <p>I understand the instructions of a visual programming language and can predict the outcome of a program written using the language. TCH 1-14a</p> <p>I understand how computers process information. TCH 1-14b</p> <p>I can explain core programming language concepts in appropriate technical language. TCH 2-14a</p> <p>I understand how information is stored and how key components of computing technology connect and interact through networks. TCH 2-14b</p> <p>I can create, develop and evaluate computing solutions in response to a design challenge. TCH 2-15a</p>	<p>Research and presentations about the Royal Family</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</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. TCH 2-01a</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. TCH 02-02a (Article 13)</p>

Technologies		<p>Climate Change</p> <p>To help care for the environment, I reduce, re-use and recycle the resources I use. TCH 0-06a</p> <p>Christmas Crafts</p> <p>I enjoy experimenting with a range of textiles TCH 0-04b</p> <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 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>Role of technologies in food journeys</p> <p>I enjoy playing with and exploring technologies to discover what they can do and how they can help us. TCH 0-05</p> <p>I can explore the latest technologies and consider the ways in which they have developed. TCH 1-05a</p>	<p>Digital versions of artwork</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. EXA 2-02a</p>
Expressive Arts	<p>Dance and Drama skills ready for Christmas performances</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 0-13a</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 0-18a</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</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>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 1-13a</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</p>	<p>Drama from last term being applied in nativity</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</p> <p>I can respond to music by describing my thoughts and feelings about my own and others' work. EXA 0-19a</p>	<p>Music from around the world – where food is coming from</p> <p>I enjoy singing and playing along to music of different styles and cultures. EXA 0-16a</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</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</p>	<p>Royal Portraits in a range of media Create Royal/Jubilee party items</p> <p>I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a</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 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</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. SCN 2-02a</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>Journeying</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>The allotment</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. SCN 0-03a</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 have explored my senses and can discuss their reliability and limitations in responding to the environment. SCN 1-12b</p> <p>Through carrying out practical activities and investigations, I can show how plants have benefited society. SCN 2-02b</p>