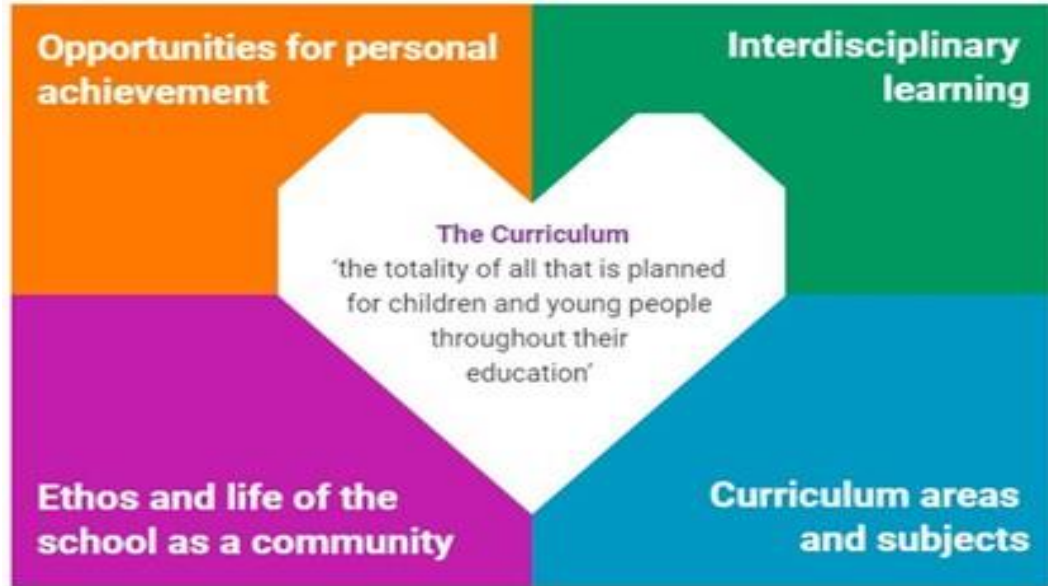


MNU 1-01a	MNU 1-02a	MNU 1-03a	MNU 1-07a	MNU 1-07b	MNU 1-07c	EXA 1-01a	EXA 1-02a	EXA 1-03a	EXA 1-04a	EXA 1-05a	EXA 1-06a					
I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate.	I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value.	I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.	Having explored fractions by taking part in practical activities, I can show my understanding of: • how a single item can be shared equally; • the notation and vocabulary associated with fractions; • where simple fractions lie on the number line.	Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division.	Through taking part in practical activities including use of pictorial representations, I can demonstrate my understanding of simple fractions which are equivalent.	I have experienced the energy and excitement of presenting / performing for audiences and being part of an audience for other people's presentations / performances.	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.	I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.	I can create a range of visual information through observing and recording from my experiences across the curriculum.	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.	I can use exploration and imagination to solve design problems related to real-life situations.					
MNU 1-09a	MNU 1-09b	MNU 1-10a	MNU 1-10b	MNU 1-10c	MNU 1-11a	EXA 1-07a	EXA 1-08a	EXA 1-09a	EXA 1-10a	EXA 1-11a	EXA 1-12a					
I can use money to pay for items and can work out how much change I should receive.	I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change.	I can tell the time using 12 hour clocks, realising there is a link with 24 hour notation, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day.	I can use a calendar to plan and be organised for key events for myself and my class throughout the year.	I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers. I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than.	I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units.	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.	I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice.	Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.	I am becoming aware of different features of dance and can practise and perform steps, formations and short dance.	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.	I enjoy creating, choosing and accepting roles, using movement, expression and voice.					
MNU 1-11b	MTH 1-12a	MTH 1-13a	MTH 1-13b	MTH 1-15a	MTH 1-15b	EXA 1-13a	EXA 1-14a	EXA 1-15a	EXA 1-16a	EXA 1-17a	EXA 1-18a					
I can estimate the area of a shape by counting squares or other methods.	I have discussed the important part that numbers play in the world and explored a variety of systems that have been used by civilisations throughout history to record numbers.	I can continue and devise more involved repeating patterns or designs, using a variety of media.	Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied.	I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than.	When a picture or symbol is used to replace a number in a number statement, I can find its value using my knowledge of number facts and explain my thinking to others.	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.	I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script.	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.	I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions.	I can use my voice, instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics.	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.					
MTH 1-16a	MTH 1-16b	MTH 1-17a	 Curriculum for Excellence First Level Overview Teacher: Class: Year: Adult Directed e.g. must do E & O, gap in curriculum coverage, rainbow task Adult Initiated but Child Led e.g. provocation, talking tub, KWL Child Initiated and Child Led e.g. observation, child interest, class consultation Covered throughout previous year 					EXA 1-19a	SCN 1-01a	SCN 1-02a	SCN 1-03a					
I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary.	I can explore and discuss how and why different shapes fit together and create a tiling pattern with them.	I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning.						I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.	I can distinguish between living and non living things. I can sort living things into groups and explain my decisions.	I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food.	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.					
MTH 1-18a	MTH 1-19a	MNU 1-20a						SCN 1-04a	SCN 1-05a	SCN 1-06a	SCN 1-07a					
I have developed an awareness of where grid reference systems are used in everyday contexts and can use them to locate and describe position.	I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes.	I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains.						I am aware of different types of energy around me and can show their importance to everyday life and my survival.	By investigating how water can change from one form to another, I can relate my findings to everyday experiences.	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.	By investigating forces on toys and other objects, I can predict the effect on the shape or motion of objects.					
MNU 1-20b	MTH 1-21a	MNU 1-22a						SCN 1-08a	SCN 1-09a	SCN 1-11a	SCN 1-12a					
I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria.	Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale.	I can use appropriate vocabulary to describe the likelihood of events occurring, using the knowledge and experiences of myself and others to guide me.						By exploring the forces exerted by magnets on other magnets and magnetic materials, I can contribute to the design of a game.	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.	By collaborating in experiments on different ways of producing sound from vibrations, I can demonstrate how to change the pitch of the sound.	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.					
MLAN 1-01a	MLAN 1-01b	MLAN 1-01c						SCN 1-12b	SCN 1-13a	SCN 1-14a	SCN 1-15a					
I explore the patterns and sounds of language through songs and rhymes and show understanding verbally or non-verbally.	I am learning to take an active part in daily routines, responding to simple instructions which are accompanied by gesture and expression.	I can listen to and show understanding of language from familiar voices and sources.						I have explored my senses and can discuss their reliability and limitations in responding to the environment.	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.	By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited.	Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges.					
MLAN 1-02a	MLAN 1-02b	MLAN 1-03						MLAN 1-05a	RME 1-01a	RME 1-01b	RME 1-01c	RME 1-02a	RME 1-02b	RME 1-03a	SCN 1-16a	SCN 1-20a
I am beginning to identify key information from a short predictable conversation and react with words and/or gesture.	I am beginning to share information about myself using familiar vocabulary and basic language structures.	With support I am becoming an active listener and can understand, ask and answer simple questions to share information.						I enjoy listening to stories, songs, rhymes and poems in the language I am learning by joining in and responding to show my understanding.	Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus.	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.	I can talk about my own beliefs, or express them in other ways.	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.	I can describe the key features of the values of Christianity which are expressed in stories.	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.	I can make and test predictions about solids dissolving in water and can relate my findings to the world around me.	I have contributed to discussions of current scientific news items to help develop my awareness of science.
MLAN 1-05b	MLAN 1-06	MLAN 1-07a	MLAN 1-07b	MLAN 1-08a	RME 1-03b	RME 1-04a	RME 1-04b	RME 1-04c	RME 1-05a	RME 1-05b	RME 1-06a					
I can participate in a range of collaborative activities.	Through a variety of media, I am developing an awareness of social, cultural and geographical aspects of locations in a country where the language I am learning is spoken.	I am beginning to explore similarities and differences between sound patterns in different languages through play, rhymes, songs and discussion.	I can use my knowledge about language and pronunciation to ensure that others can understand me when I say familiar words and phrases.	I can recognise labels and environmental print. I am beginning to organise images and text. With support, I can sequence images and text to demonstrate my understanding.	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.	Through exploring stories from world religions, I can describe some of their key beliefs.	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.	I can talk about my own beliefs, or express them in other ways.	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.	I can describe the key features of the values of world religions which are expressed in stories.	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.					
MLAN 1-08b	MLAN 1-09a	MLAN 1-10a	MLAN 1-11	MLAN 1-13	RME 1-06b	RME 1-07a	RME 1-08a	RME 1-09a	RME 1-09b	RME 1-09c						
I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language.	I am beginning to recognise similarities and differences between Scotland and a country where the language I am learning is spoken, using varied simple texts, visual prompts and media.	I have experienced a variety of simple texts, which may have been adapted for young learners.	I am beginning to use illustrated word-banks, picture prompts, picture dictionaries and displays to support my understanding of simple texts.	With support, I am beginning to experiment with writing in the language I am learning.	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.	I am developing respect for others and my understanding of their beliefs and values.	I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways.	I am developing an awareness that some people have beliefs and values which are independent of religion.	I can show my understanding of values such as caring, sharing, fairness, equality and love.	I am becoming aware that people's beliefs and values affect their actions.						

LIT 1-01a	LIT 1-02a	LIT 1-04a	LIT 1-05a	LIT 1-06a	LIT 1-07a	LIT 1-08a	HWB 1-01a	HWB 1-02a	HWB 1-03a	HWB 1-04a	HWB 1-05a	HWB 1-06a
I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice.	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.	As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.	As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts.	I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.	I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.	To help me develop an informed view, I am learning to recognise the difference between fact and opinion.	I am aware of and able to express my feelings and am developing my ability to talk about them.	I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.	I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.	I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.	I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.	I understand the importance of mental well being and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.
LIT 1-09a	LIT 1-10a	LIT 1-11a	ENG 1-12a	LIT 1-13a	LIT 1-14a	LIT 1-15a	HWB 1-07a	HWB 1-08a	HWB 1-09a	HWB 1-10a	HWB 1-11a	HWB 1-12a
When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.	I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.	I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.	I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear.	Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.	I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts.	I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.	I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.	As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.	I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.	I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.	Representing my class, school and / or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.
LIT 1-16a	ENG 1-17a	LIT 1-18a	ENG 1-19a	LIT 1-20a	LIT 1-21a	LIT 1-22a	HWB 1-13a	HWB 1-14a	HWB 1-15a	HWB 1-16a	HWB 1-17a	HWB 1-18a
To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of texts.	To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own.	To help me develop an informed view, I can recognise the difference between fact and opinion.	I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features.	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.	I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words.	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.	Through contributing my views, time and talents, I play a part in bringing about positive changes in my school and wider community.	I value the opportunities I am given to make friends and be part of a group in a range of situations.	I am developing my understanding of the human body and can use this knowledge to maintain and improve my well being and health.	I am learning to assess and manage risk, to protect myself and others and to reduce the potential for harm when possible.	I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.	I know and can demonstrate how to travel safely.
LIT 1-23a	LIT 1-24a	LIT 1-25a	LIT 1-26a	LIT 1-28a/1-29a	ENG 1-30a	ENG 1-31a	HWB 1-19a	HWB 1-20a	HWB 1-21a	HWB 1-22a	HWB 1-23a	HWB 1-24a
Throughout the writing process, I can check that my writing makes sense.	I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.	I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text.	By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.	I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.	I can describe and share my experiences and how they made me feel.	Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings.	Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.	I can describe some of the kinds of work that people do and I am finding out about the wider world.	I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow.	I am developing skills and techniques and improving my level of performance and fitness.	I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities.	I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback.
SOC 1-01a	SOC 1-02a	SOC 1-03a	SOC 1-04a	SOC 1-06a	SOC 1-07a	SOC 1-08a	HWB 1-25a	HWB 1-27a	HWB 1-28a	HWB 1-29a	HWB 1-30a	HWB 1-30b
I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past.	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.	I can use evidence to recreate the story of a place or individual of local historical interest.	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.	Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since.	I can describe and recreate the characteristics of my local environment by exploring the features of the landscape.	I can consider ways of looking after my school or community and can encourage others to care for their environment.	Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space.	I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest, to look after my body.	I understand that my body needs energy to function and this comes from the food I eat. I am exploring how physical activity contributes to my health and well being.	I enjoy eating a diversity of foods in a range of social situations.	By investigating the range of foods available I can discuss how they contribute to a healthy diet.	I am experiencing a sense of enjoyment and achievement when preparing simple healthy food and drinks.
SOC 1-09a	SOC 1-11a	SOC 1-12a	SOC 1-12b	SOC 1-13a	SOC 1-13b	SOC 1-14a	HWB 1-32a	HWB 1-33a	HWB 1-35a	HWB 1-37a	HWB 1-38a	HWB 1-42a
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.	By exploring my community and the groups within it, I can identify and consider different types of housing and how they meet needs.	By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life.	By exploring climate zones around the world, I can compare and describe how climate affects living things.	Having explored the landscape of my local area, I can describe the various ways in which land has been used.	By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things.	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.	I am beginning to understand that nutritional needs change at different stages of life, for example the role of breastfeeding in infant nutrition.	I am becoming aware of how cleanliness, hygiene and safety can effect health and well being and I apply this knowledge in my everyday routines such as taking care of my teeth.	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.	I am discovering the ways that advertising and the media can affect my choices.	I know that there are medicines and some other substances that can be used in a safe way to improve health and I am becoming aware of how choices I make can effect my health and well being.	I know how to react in unsafe situations and emergencies.
SOC 1-15a	SOC 1-16a	SOC 1-17a	SOC 1-18a	SOC 1-20a	SOC 1-21a	SOC 1-22a	HWB 1-44a	HWB 1-44b	HWB 1-45a	HWB 1-45b	HWB 1-47a	HWB 1-47b
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.	I can contribute to a discussion of the difference between my needs and wants and those of others around me.	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.	I have participated in decision making and have considered the different options available in order to make decisions.	I have developed an understanding of the importance of local organisations in providing for the needs of my local community.	I can work out the amount of money that I need to buy items, understanding that I may not always be able to afford the items I want.	I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success.	I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.	I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.	I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.	I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.	I recognise that we have similarities and differences but are all unique.	I am aware of my growing body and I am learning the correct names for its different parts and how they work.
TCH 1-01a	TCH 1-02a	TCH 1-03a	TCH 1-04a	TCH 1-04b	TCH 1-04c	TCH 1-04d	TCH 1-05a	TCH 1-06a	HWB 1-48a	HWB 1-49a	HWB 1-50a	HWB 1-51a
I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts.	Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts.	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.	I can use a range of simple food preparation techniques when working with food.	I can use a range of tools and equipment when working with textiles.	I am developing and using problem solving strategies to meet challenges with a food or textile focus.	I can adapt and improve ideas and can express my own thinking in different ways.	I can explore the latest technologies and consider the ways in which they have developed.	I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment.	I am learning what I can do to look after my body and who can help me.	I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this.	I am learning about where living things come from and how they grow, develop and are nurtured.	I am able to show an awareness of the tasks required to look after a baby.
TCH 1-07a	TCH 1-09a	TCH 1-10a	TCH 1-11a	TCH 1-12a	TCH 1-13a	TCH 1-14a	TCH 1-14b	TCH 1-15a				
I understand how technologies help provide for our needs and wants, and how they can affect the environment in which we live.	I can design and construct models and explain my solutions.	I can recognise a variety of materials and suggest an appropriate material for a specific use.	I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts.	I explore and discover engineering disciplines and can create solutions.	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.	I understand the instructions of a visual programming language and can predict the outcome of a program written using the language.	I understand how computers process information.	I can demonstrate a range of basic problem solving skills by building simple programs to carry out a given task, using an appropriate language.				