Benchmarks

First Level
All Curriculum Areas

March 2017

Education Scotland

Guidance on using Benchmarks for Assessment
March 2017

Education Scotland's Curriculum for Excellence (CfE) Statement for Practitioners (Aug 2016) stated that the two key resources which support practitioners to plan learning, teaching and assessment are:

- **Experiences and Outcomes**
- **Benchmarks**

Benchmarks have been developed to provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression in literacy and English and numeracy and mathematics, and across all other curriculum areas from Early to Fourth Levels (First to Fourth Levels in Modern Languages). Their purpose is to make clear what learners need to know and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements.

Skills development is integrated into the Benchmarks to support greater shared understanding. An understanding of skills and how well they are developing will enable learners to make links between their current learning and their future career options and employment.

Benchmarks draw together and streamline a wide range of previous assessment guidance (including significant aspects of learning, progression frameworks and annotated exemplars) into one key resource to support teachers' and other practitioners' professional judgement of children's and young people's progress across all curriculum areas.

Benchmarks have been designed to support professional dialogue as part of the moderation process to assess where children and young people are in their learning. They will help to support holistic assessment approaches across learning. They should not be ticked off individually for assessment purposes.

Benchmarks for literacy and numeracy should be used to support teachers' professional judgement of achievement of a level. In other curriculum areas, Benchmarks support teachers and other practitioners to understand standards and identify children's and young people's next steps in learning. Evidence of progress and achievement will come from a variety of sources including:
- observing day-to-day learning within the classroom, playroom or working area;
- observation and feedback from learning activities that takes place in other environments, for example, outdoors, on work placements;
- coursework, including tests;
- learning conversations; and
- planned periodic holistic assessment.

Benchmarks in curriculum areas

Benchmarks in each curriculum area are designed to be concise and accessible, with sufficient detail to communicate clearly the standards expected for each curriculum level.

Teachers and other practitioners can draw upon the Benchmarks to assess the knowledge, understanding, and skills for learning, life and work which children are developing in each curriculum area.

In secondary schools, Benchmarks can support subject specialist teachers in making robust assessments of learners' progress and the standards they achieve. They will help teachers ensure that learners make appropriate choices and are presented at an appropriate level for National Qualifications in the senior phase. This can help avoid excessive workload for teachers and unnecessary assessments for learners. For example, learners should have achieved relevant Fourth level Experiences and Outcomes before embarking on the National 5 qualifications. Schools should take careful account of this when options for S4 are being agreed. Benchmarks should be used to help with these important considerations.

Literacy and numeracy

In literacy and numeracy, Benchmarks support teachers' professional judgement of achievement of a level. Teachers' professional judgements will be collected and published at national, local and school levels. It is important that these judgements are robust and reliable. This can only be achieved through effective moderation of planning learning, teaching and assessment.

Achievement of a level is based on teacher professional judgement, well informed by a wide range of evidence. Benchmarks should be used to review the range of evidence gathered to determine if the expected standard has been achieved and the learner has:

- achieved a **breadth** of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level;
- responded consistently well to the level of **challenge** set out in the Experiences and Outcomes for the level and has moved forward to learning at the next level in some aspects; and
- demonstrated **application** of what they have learned in new and unfamiliar situations.

It is not necessary for learners to demonstrate mastery of every individual aspect of learning within Benchmarks at a particular level and before moving on to the next level. However, it is important that there are no major gaps in children's and young people's learning when looking across the major organisers in each curriculum area.

Planning learning, teaching and assessment using the Benchmarks

In addition to the Curriculum for Excellence (CfE) Statement for Practitioners from HM Chief Inspector of Education, August 2016 on the purpose and use of Benchmarks, teachers and other practitioners should note the following advice.

KEY MESSAGES – WHAT TO DO	KEY MESSAGES – WHAT TO AVOID
• Use literacy and numeracy Benchmarks to help monitor progress towards achievement of a level, and to support overall professional judgement of when a learner has achieved a level.	• Avoid undue focus on individual Benchmarks which may result in over-assessing or recording of learners' progress.
• Become familiar with other curriculum area Benchmarks over time.	• Avoid the requirement to spend time collating excessive evidence to assess learners' achievement.
• Use Benchmarks to help assess whether learners are making suitable progress towards the national standards expected and use the evidence to plan their next, challenging steps in learning.	• There is no need to provide curriculum level judgements in all curriculum areas – stick to literacy and numeracy.
• Discuss Benchmarks within and across schools to achieve a shared understanding of the national standards expected across curriculum areas.	• Do not create excessive or elaborate approaches to monitoring and tracking.
	• Do not assess Benchmarks individually. Plan periodic, holistic assessment of children's and young people's learning.
	• Do not tick off individual Benchmarks.

Contents

First Level Literacy and English

	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Listening and Talking	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*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.* *LIT 1-01a*	• *Selects spoken texts regularly for enjoyment or to find information for a specific purpose and gives a reason for preferences.*
	Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning	*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.* *LIT 1-02a* I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. ENG 1-03a	• *Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.* • *Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions.* • Applies a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language.
	Finding and using information - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	*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.* *LIT 1-04a* *As I listen or watch, I am learning to*	• *Identifies the purpose and main ideas of spoken texts and uses the information gathered for a specific purpose.* • *Makes relevant notes under given headings and can use these for different purposes.* • *Uses notes to create and sequence new texts.*

		make notes under given headings and use these to understand what I have listened to or watched and create new texts. *LIT 1-05a* 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. *LIT 1-06a*	
	Understanding, analysing and evaluating - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.* *LIT 1-07a* *To help me develop an informed view, I am learning to recognise the difference between fact and opinion.* *LIT 1-08a*	• *Asks and responds to different types of questions to show understanding of the main ideas of spoken texts.* • *Recognises simple differences between fact and opinion in spoken texts.*
	Creating texts - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary	*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.* *LIT 1-09a* *I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.* *LIT 1-10a*	• *Communicates clearly and audibly.* • *Contributes to group/class discussions, engaging with others for a range of purposes.* • *Selects and shares ideas/information using appropriate vocabulary in a logical order.* • *Selects and uses, with support, appropriate resources to engage with others, for example, objects, pictures and/or photographs.*
	Enjoyment and choice	*I regularly select and read, listen to*	• *Selects different texts regularly for enjoyment or*

- within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.* *LIT 1-11a*	*for a specific purpose using, for example, cover, title, author, illustrator and/or blurb.* • *Explains preferences for particular texts and authors.*
Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. ENG 1-12a *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.* *LIT 1-13a*	• *Reads aloud a familiar piece of text adding expression and can show understanding.* • *Reads an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance.* • Uses a range of word recognition strategies independently. • Decodes unknown words by locating and pronouncing familiar letter patterns and blends. • Uses context clues to read and understand texts. • Uses punctuation and grammar to read with understanding and expression.
Finding and using information **-** when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary	*Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.* *LIT 1-14a* *I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts.* *LIT 1-15a*	• *Identifies and finds key information in fiction and non-fiction texts using content page, index, headings, sub-headings and diagrams to help locate information.* • *Makes notes under given headings for different purposes.*

	Understanding, analysing and evaluating investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	*To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.* *LIT 1-16a* 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. ENG 1-17a *To help me develop an informed view, I can recognise the difference between fact and opinion.* *LIT 1-18a* 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. ENG 1-19a	• *Identifies the main ideas of texts.* • *Makes appropriate suggestions about the purpose of a text.* • Answers literal, inferential and evaluative questions about texts. • Asks questions to help make sense of a text. • *Recognises the difference between fact and opinion.* • Offers own ideas about characters, writer's use of language, structure and/or setting. • Offers own ideas about the writer's message and, when appropriate, relates these to personal experiences.
Writing	**Enjoyment and choice** **-** within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.* *LIT 1-20a*	• *Creates texts selecting subject, purpose, format and resources for a range of purposes and audiences.*
	Tools for writing - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning	*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.* *LIT 1-21a*	• *Spells most commonly used words correctly.* • *Spells most vocabulary used across the curriculum correctly.* • *Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar*

	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** *Throughout the writing process, I can check that my writing makes sense.* **LIT 1-23a** *I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.* **LIT 1-24a**	*words.* • *Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words.* • *Writes independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.* • *Links sentences using common conjunctions, for example, and, because, but or so.* • *Starts sentences in a variety of ways to engage the reader.* • *Checks writing to ensure it makes sense.* • *Presents writing in a clear and legible way using images and other features as appropriate.*
Organising and using information **-** considering texts to help create short and extended texts for different purposes	*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.* **LIT 1-25a** *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.* **LIT 1-26a**	• *Plans and organises ideas and information using an appropriate format.* • *Makes notes to help plan writing and uses them to create new texts.* • *Includes relevant information in written texts.* • *Organises writing in a logical order and as appropriate to audience.* • *Uses relevant and/or interesting vocabulary as appropriate for the context.*

	Creating texts - considering texts to help create short and extended texts for different purposes	*I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.* *LIT 1-28a / LIT 1-29a* I can describe and share my experiences and how they made me feel. ENG 1-30a 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. ENG 1-31a	• *Creates a variety of texts for different purposes.* *When writing to convey information, describe events or processes, share opinions or persuade readers in different ways:* • *Selects, organises and conveys information in different ways.* • *Uses vocabulary and language for specific purposes.* • *Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.* When writing to describe and share experiences: • Writes about personal experiences in a logical order, using appropriate vocabulary to describe feelings, thoughts and events. When writing imaginatively and creatively • Creates own texts, for example, stories, poems and plays, with recognisable features of genre. • Creates texts with evidence of structure. • Creates interesting characters through their feelings and actions and physical description.

First Level Numeracy and Mathematics

	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Number, money and measure	**Estimation and rounding**	*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.* *MNU 1-01a*	• *Uses strategies to estimate an answer to a calculation or problem, for example, doubling and rounding.* • *Rounds whole numbers to the nearest 10 and 100 and uses this routinely to estimate and check the reasonableness of a solution.*
	Number and number processes	*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.* *MNU 1-02a* *I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.* *MNU 1-03a*	• *Reads, writes, orders and recites whole numbers to 1000, starting from any number in the sequence.* • *Demonstrates understanding of zero as a placeholder in whole numbers to 1000.* • *Uses correct mathematical vocabulary when discussing the four operations including, subtract, add, sum of, total, multiply, product, divide and shared equally.* • *Identifies the value of each digit in a whole number with three digits, for example, $867 = 800 + 60 + 7$.* • *Counts forwards and backwards in 2s, 5s, 10s and 100s.* • *Demonstrates understanding of the commutative law, for example, $6 + 3 = 3 + 6$ or $2 \times 4 = 4 \times 2$.* • *Applies strategies to determine multiplication facts, for example, repeated addition, grouping, arrays and multiplication facts.*

			• **Solves addition and subtraction problems with three digit whole numbers.** • **Adds and subtracts multiples of 10 or 100 to or from any whole number to 1000.** • **Applies strategies to determine division facts, for example, repeated subtraction, equal groups, sharing equally, arrays and multiplication facts.** • **Uses multiplication and division facts to solve problems within the number range 0 to 1000.** • **Multiplies and divides whole numbers by 10 and 100 (whole number answers only).** • **Applies knowledge of inverse operations (addition and subtraction; multiplication and division).** • **Solves two step problems.**
	Multiples, factors and primes	There are no experiences and outcomes at first level.	There are no experiences and outcomes at first level.
	Powers and roots	There are no experiences and outcomes at first level.	There are no experiences and outcomes at first level.
	Fractions, decimal fractions and percentages	*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.* ***MNU 1-07a***	• **Explains what a fraction is using concrete materials, pictorial representations and appropriate mathematical vocabulary.** • Demonstrates understanding that the greater the number of equal parts, the smaller the size of each share. • **Uses the correct notation for common fractions to tenths, for example, $\frac{1}{2}$, $\frac{2}{3}$ and $\frac{5}{8}$.** • **Compares the size of fractions and places**

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		Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division. **MNU 1-07b** Through taking part in practical activities including use of pictorial representations, I can demonstrate my understanding of simple fractions which are equivalent. MTH 1-07c	simple fractions in order on a number line. • *Uses pictorial representations and other models to demonstrate understanding of simple equivalent fractions, for example, $\frac{1}{2} = \frac{2}{4} = \frac{3}{6}$.* • *Explains the role of the numerator and denominator.* • *Uses known multiplication and division facts and other strategies to find unit fractions of whole numbers, for example, $\frac{1}{2}$ or $\frac{1}{4}$.*
	Money	*I can use money to pay for items and can work out how much change I should receive.* **MNU 1-09a** *I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change.* **MNU 1-09b**	• *Identifies and uses all coins and notes to £20 and explores different ways of making the same total.* • *Records amounts accurately in different ways using the correct notation, for example, 149p = £1·49 and 7p = £0·07.* • *Uses a variety of coin and note combinations, to pay for items and give change within £10.* • *Applies mental agility number skills to calculate the total spent in a shopping situation and is able to calculate change.* • *Demonstrates awareness of how goods can be paid for using cards and digital technology.*
	Time	*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.* **MNU 1-10a**	• *Tells the time using half past, quarter past and quarter to using analogue and digital 12 hour clocks.* • *Records 12 hour times using am and pm and is able to identify 24 hour notation, for example, on a mobile phone or computer.* • *Records the date in a variety of ways, using*

			words and numbers.
		I can use a calendar to plan and be organised for key events for myself and my class throughout the year. *MNU 1-10b* *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.* *MNU 1-10c*	• *Uses and interprets a variety of calendars and 12 hour timetables to plan key events.* • *Knows the number of seconds in a minute, minutes in an hour, hours in a day, days in each month, weeks and days in a year.* • *Orders the months of the year and relates these to the appropriate seasons.* • *Selects and uses appropriate timers for specific purposes.*
	Measurement	*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.* *MNU 1-11a* *I can estimate the area of a shape by counting squares or other methods.* *MNU 1-11b*	• *Uses knowledge of everyday objects to provide reasonable estimates of length, height, mass and capacity.* • *Makes accurate use of a range of instruments including rulers, metre sticks, digital scales and measuring jugs when measuring lengths, heights, mass and capacities using the most appropriate instrument for the task.* • *Records measurements of length, height, mass and capacity to the nearest standard unit, for example, millimetres (mm), centimetres (cm), grams (g), kilograms (kg), millilitres (ml), litres (l).* • *Compares measures with estimates.* • *Uses knowledge of relationships between units of measure to make simple conversions, for example, 1 m 58 cm = 158 cm.* • *Reads a variety of scales on measuring devices including those with simple fractions, for example, $\frac{1}{2}$ litre.* • *Uses square grids to estimate then measure the areas of a variety of simple*

			2D shapes to the nearest half square. • *Creates shapes with a given area to the nearest half square using square tiles or grids.* • *Recognises that different shapes can have the same area (conservation of area).*
	Mathematics – its impact on the world, past, present and future	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. MTH 1-12a	• Investigates and shares understanding of the importance of numbers in learning, life and work. • Investigates and shares understanding of a variety of number systems used throughout history.
	Patterns and relationships	I can continue and devise more involved repeating patterns or designs, using a variety of media. MTH 1-13a Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied. MTH 1-13b	• Counts forwards and backwards in 2s, 5s and 10s from any whole number up to 1000. • Describes patterns in number, for example, in the multiplication tables and hundred square. • Continues and creates repeating patterns involving shapes, pictures and symbols. • Describes, continues and creates number patterns using addition, subtraction, doubling, halving, counting in jumps (skip counting) and known multiples.

	Expressions and equations	I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than. MTH 1-15a 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. MTH 1-15b	• Understands and accurately uses the terms 'equal to', 'not equal to', 'less than', 'greater than', and the related symbols (=, ≠ , <, >) when comparing quantities. • Applies understanding of the equals sign as a balance, and knowledge of number facts, to solve simple algebraic problems where a picture or symbol is used to represent a number, for example, ◆ + 17 = 30 and ◆ × 6 = 30.
Shape, position and movement	Properties of 2D shapes and 3D objects	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. MTH 1-16a I can explore and discuss how and why different shapes fit together and create a tiling pattern with them. MTH 1-16b	• Names, identifies and classifies a range of simple 2D shapes and 3D objects and recognises these shapes in different orientations and sizes. • Uses mathematical language to describe the properties of a range of common 2D shapes and 3D objects including side, face, edge, vertex, base and angle. • Identifies 2D shapes within 3D objects and recognises 3D objects from 2D drawings. • Identifies examples of tiling in the environment and applies knowledge of the features of 2D shapes to create tiling patterns incorporating two different shapes.

| Angle, symmetry and transformation | I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning.
MTH 1-17a

I have developed an awareness of where grid reference systems are used in everyday contexts and can use them to locate and describe position.
MTH 1-18a

I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes.
MTH 1-19a | • Uses technology and other methods to describe, follow and record directions using words associated with angles, directions and turns including, full turn, half turn, quarter turn, clockwise, anticlockwise, right turn, left turn, right angle.
• Knows that a right angle is 90°.
• Knows and uses the compass points, North, South, East and West.
• Uses informal methods to estimate, compare and describe the size of angles in relation to a right angle.
• Finds right angles in the environment and in well-known 2D shapes.
• Identifies where and why grid references are used.
• Describes, plots and uses accurate two figure grid references, demonstrating knowledge of the horizontal and vertical location.
• Identifies symmetry in patterns, pictures, nature and 2D shapes.
• Creates symmetrical pictures and designs with more than one line of symmetry. |

Information handling	**Data and analysis**	*I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains.* *MNU 1-20a* *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.* *MNU 1-20b* Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. MTH 1-21a	• *Asks and answers questions to extract key information from a variety of data sets including charts, diagrams, bar graphs and tables.* • *Selects and uses the most appropriate way to gather and sort data for a given purpose, for example, a survey, questionnaire or group tallies.* • Uses a variety of different methods, including the use of digital technologies, to display data, for example, as block graphs, bar graphs, tables, Carroll diagrams and Venn diagrams. • Includes a suitable title, simple labelling on both axes and an appropriate scale where one unit represents more than one data value in graphs.
	Ideas of chance and uncertainty	*I can use appropriate vocabulary to describe the likelihood of events occurring, using the knowledge and experiences of myself and others to guide me.* *MNU 1-22a*	• *Uses mathematical vocabulary appropriately to describe the likelihood of events occurring in everyday situations including, probable, likely/unlikely, certain/uncertain, possible/impossible, and fair/unfair.* • *Interprets data gathered through everyday experiences to make reasonable predictions of the likelihood of an event occurring.*

The statements in **bold and italics** in both the Experiences and Outcomes and the Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.
* Curriculum organisers in some previous documents have been referred to as sub-divisions.

Numeracy and Mathematical skills

Numeracy and mathematical skills are embedded in the Experiences and Outcomes and cannot be taught in isolation. These skills can be developed through careful planning of learning activities, questions and a range of assessments. These should encourage learners to think about the concepts, going beyond the recall of knowledge and encouraging them to explain their thinking. As learners progress through Curriculum for Excellence levels, they should demonstrate increasing sophistication and independence in their ability to demonstrate, link, transfer and apply the following skills in a range of increasingly more challenging contexts:

- interpret questions;
- select and communicate processes and solutions;
- justify choice of strategy used;
- link mathematical concepts;
- use mathematical vocabulary and notation;
- use mental agility;
- reason algebraically; and
- determine the reasonableness of a solution.

The table below provides a brief outline of the key features of each skill.

Numeracy and mathematical skill	Key features of the skill	Additional guidance
Interpret questions	- selects the relevant information - interprets data - highlights key words or phrases - makes notes - draws diagrams - chooses appropriate operations.	*Learners need to:* - interpret questions successfully in order to work out solutions; - select relevant information and be able to identify redundant or missing information in a question; - interpret data and understand information presented to work out the solution; - be supported to develop their skills of interpreting questions by highlighting key words or phrases, making notes or drawing diagrams; and

		• make important decisions about which operations to choose when solving a word problem.
Select and communicate processes and solutions	• explains choice of process • shares thinking • verbalises or demonstrates thought processes.	*Learners need to:* • be able to explain why they have chosen a particular process as it demonstrates their understanding of the task, question or assessment; • have frequent opportunities to discuss their thinking with their peers and teachers; • select from a range of processes and increasingly choose processes which are most efficient; • discuss their solutions to verbalise their thought process, either through explaining their thinking or demonstrating it pictorially; and • become more confident in their abilities to select from a growing repertoire of strategies, articulate their chosen approaches with increasing clarity and make greater use of specialised vocabulary.
Justify choice of strategy used	• shows and talks though their thinking • explains their strategy • justifies choice of strategy compared to other approaches.	*Learners need to:* • show and talk through their thinking to better understand and explain their own strategies; • regularly work in pairs and groups to learn with and from each other to refine their strategies; and • justify their choice of strategy, identifying the most efficient strategies for different types of task.
Link mathematical concepts	• understands and applies links between mathematical concepts • transfers learning in	*Learners need to:* • be able to link mathematical concepts through inverse operations and equivalences; and • transfer and apply their knowledge and skills within numeracy and mathematics and across the curriculum to solve a range of problems.

	• one area to another • uses connections to solve problems.	
Use mathematical vocabulary and notation	• uses correct mathematical vocabulary	*Learners need to:* • apply the correct mathematical vocabulary, notation and appropriate units in a range of contexts.
Mental agility	• knowledge of number facts • manipulates numbers.	*Learners need to:* • develop fluency in mental processes through a sound knowledge of key number facts; and • use strategies to manipulate an appropriate range of numbers and apply these to solve open-ended problems.
Reason algebraically	• finds the unknown quantity • understands and uses the commutative, associative and distributive laws.	*Learners need to:* • understand that numbers can be replaced by pictures or symbols and use this to solve problems; and • apply commutative, associative and distributive laws to work with expressions and equations.
Determine the reasonableness of a solution	• routinely uses estimation and rounding skills • selects the most appropriate degree of accuracy.	*Learners need to:* • use estimation and rounding to estimate and check the reasonableness of a solution; • consider the context of the question when determining the reasonableness of the solution; and • select the appropriate degree of accuracy for the given task.

First Level Literacy and Gàidhlig

	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Listening and Talking	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*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.* **LIT 1-01a**	• *Participates actively in songs, rhymes and stories which supports the learning of Gaelic language in a wider range of contexts.* • *Answers questions on a variety of texts to demonstrate understanding.* • *Provides a personal response to a variety of texts, including those chosen, watched or listened to.* • *Gives simple justifications of preferences on texts created, watched or listened to.*
	Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning	As I listen and take part in conversations, I can use new words and phrases to help me to communicate. GAI 1-02a *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.* **LIT 1-02a**	• *Incorporates new Gaelic words and phrases into language appropriate for the audience with accuracy of pronunciation.* • *Shares appropriate ideas, opinions, information and experiences at an appropriate pace with clarity of expression and appropriate tone of voice.* • *Takes turns to speak, contributes at the appropriate time when engaging with others and is increasingly aware of the different roles within a group and is willing to take on these different roles.* • *Listens and responds appropriately to the views of others for example, by nodding or agreeing, asking and answering questions in a respectful way.* • *Applies a few techniques (verbal and non-verbal) when engaging with others for example, eye contact, facial expressions and/or body language.* *Chooses, with accuracy, words and phrases appropriate to the context when engaging with others.*

Listening and Talking		I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. *GAI 1-03a*	
	Finding and using information **-** when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	*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.* *LIT 1-04a* *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.* *LIT 1-05a* *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.* *LIT 1-06a*	• *Identifies and discusses the purpose of texts, watched or listened to.* • *Asks and answers a range of questions to inform their understanding of a text.* • *Identifies and discusses the key ideas of spoken texts and uses the information gathered for a specific purpose such as recounting an experience or recalling an event.* • *Makes short notes under headings for texts listened to or watched, demonstrating understanding, and can use these for different purposes.* • *Uses own notes in a logical sequence to create new texts.*
	Understanding, analysing and evaluating - investigating and/or appreciating texts with increasingly	*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.* *LIT 1-07a*	• *Asks and responds to different types of questions which shows understanding of the main ideas of texts listened to or watched.* • *Discusses with confidence, through question and answer sessions, the difference between fact and opinion.*

complex ideas, structures and specialist vocabulary for different purposes	*To help me develop an informed view, I am learning to recognise the difference between fact and opinion.* *LIT 1-08a*	
Creating texts **-** applying the elements others use to create different types of short and extended texts with increasinglycomplex ideas, structures and vocabulary	*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.* *LIT 1-09a* *I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.* *LIT 1-10a*	• *Contributes to group / class discussions in a meaningful way, asking and answering questions.* • *Creates spoken texts, embedding appropriately new words and phrases on topics related to different areas of the curriculum.* • *Prepares and delivers talks to a variety of audiences using a range of features to capture interest, for example, digital technology.* • *Selects and shares ideas/information using appropriate vocabulary in a logical order and is mindful of audience.* • *Engages with others for a range of purposes, communicating clearly and audibly.*

The statements in **bold and italics** in both the Experiences and Outcomes and Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.

First Level Expressive Arts

Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Art and Design	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 I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a 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	• Records directly from experiences across the curriculum, for example, observes and sketches a view from a window, features of the built environment, pets, self or others. • Presents images and objects created, for example, positions a simple frame over a picture or arranges an object on a simple stand and observes from different angles. • Solves at least one design problem related to real-life, showing some evidence of planning, for example, designs a simple item to be worn on the head or body. • Recognises and names most of the visual elements: line, shape, form, colour, tone, pattern, texture. • Shares thoughts and feelings by expressing personal views in response to the work of at least one artist and one designer. • Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some art and design vocabulary. When creating images and objects to express ideas, thoughts and feelings: • Chooses and uses technology and a range of media. • Shows understanding of basic colour theory, for example, which secondary colours are made from mixing primary colours. • Shows some understanding of the qualities and limitations of selected media, for example, uses pencil instead of a large brush, to make fine marks, uses chalks instead of pencil to fill larger spaces. • Shows understanding of the concept of scale, for example, represents mountains as bigger than people.

	I can use exploration and imagination to solve design problems related to real-life situations. EXA 1-06a 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	
Dance	I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. EXA 1-08a Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. EXA 1-09a I am becoming aware of different features of dance and can practise and perform steps, formations and short dance. EXA 1-10a	• Identifies and performs the body actions of turn, jump, gesture, pause and fall, with some degree of control. • Creates, rehearses and performs short dance sequences, working on their own and with others. • Creates new dance movements and sequences using their dance repertoire, incorporating different speeds and levels, characters and emotions to add interest and variety. • Explores rhythm, movement and space, and increases possibilities for expression through movement. • Understands some of the different forms of dance, for example, Scottish, Irish, Bollywood, tap, ballet, jazz, hip hop and ballroom. • Demonstrates understanding of simple formations, for example, circles or squares, through taking in part in group dance. • Demonstrates safe practice in dance, for example, being aware of personal space, planned landings. • Shares thoughts and feelings by expressing personal views in response to experiencing live or recorded dance performance. • Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some dance vocabulary.

	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	
Drama	I enjoy creating, choosing and accepting roles, using movement, expression and voice. EXA 1-12a Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through drama. EXA 1-13a I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. EXA 1-14a 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 1-15a	• Creates, chooses and takes on a role within a drama, for example, a real or imagined situation, re-enactment of a story, a traditional tale. • Uses voice, considering use of volume, expression, clarity and pace to convey a character. • Uses movement in roles, conveying a character through gestures, actions, and posture. • Uses expression in role, conveying a character through body language, for example, facial expression. • Creates a short drama using improvisation, from a given stimulus, and working collaboratively. • Shows understanding of how to work from a script, for example, a nativity play, a sound story or a poem, by acting or speaking at the appropriate time. • Contributes towards the development of a drama, for example, by discussing aspects such as character, performance, or script, for example, what a character in a well-known story might say to another. • Shares views and listens appropriately to the views of others about what works well and what could be improved in their own and others' work, using some drama vocabulary.

| Music | 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

I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics.

EXA 1-17a

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 1-18a | • Performs songs with enthusiasm from a range of styles and cultures, demonstrating a variety of basic singing techniques, for example, accurate pitch, good diction and appropriate dynamics, for example, loud or quiet.
• Performs a simple rhythm part on a range of instruments, for example, keeping the beat using body / untuned percussion.
• Performs simple melodic parts, for example, on tuned percussion, tin whistle, recorder.
• Follows performance directions, for example, follows the group leader.
• Follows simple music notation, for example, in the form of pictures, graphics, treble clef.
• Shares thoughts and feelings by expressing personal views in response to musical experiences, for example, performances, school shows and music from different styles and cultures.
• Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some music vocabulary. |
| | 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.

EXA 1-19a | • When communicating ideas and feelings through creative musical activities, working on their own and/or with others:
• Uses voice, instruments and technology to create musical ideas using sound, rhythm, pitch and dynamics, for example, by creating a soundscape or by adding tuned/untuned percussion to enhance a story or a song. |

First Level Gaelic (Learners)

	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Listening and Talking	**Listening for information**	I can take part in play activities and games linked to simple poems, familiar stories and short role plays, and pronounce familiar Gaelic words and phrases. LGL 1-01a	• Participates actively in Gaelic songs, rhymes and games. • Uses familiar phrases and words in play and game activities. • Recognises words and phrases in simple poems and short role-plays to demonstrate an understanding of Gaelic Language. • Responds appropriately to classroom instructions given in Gaelic. • Recalls favourite songs, poems and rhymes.
	Listening and talking with others	I can respond verbally and non-verbally to a range of requests from teachers and others. LGL 1-02a I can use familiar words and phrases to give simple information. LGL 1-03a I can ask for help using simple or familiar learned phrases or words. LGL 1-04a When joining in with story-telling, games, rhymes, songs and poems in Gaelic, I can use familiar words and simple phrases. LGL 1-05a	• Listens and responds appropriately to a range of requests from the teacher and others using simple sentences, words and gestures. • Recognises and uses the present tense. • Responds appropriately to simple questions on familiar topics, such as personal information, using simple sentences, words and gestures, for example, *Tha mi ochd. Tha mi a' fuireach ann an Inbhir Nis.* • Shares simple, personal information about themselves on familiar topics, for example, when expressing likes or dislikes using learned words and simple phrases. • Uses simple or familiar learned phrases and words such as to ask for something or help, for example, *Tha mi ag iarraidh uisge.* • Uses a few simple adjectives such as those related to size or colour and some simple connectives, for example and. • Recognises and explains the meaning of individual words learned from poems, songs and stories. • Memorises and uses simple phrases when taking part in conversation. • Uses a few polite social terms to begin and end interactions.

Listening and Talking	Organising and using information	I can listen and respond in different ways to the experiences of others when exploring aspects of Gaelic culture. LGL 1-06a	• Uses learned words and phrases appropriately to demonstrate understanding when exploring aspects of Gaelic culture. • Responds appropriately, to their own and others' cultural experiences, using words and phrases learned, for example, taking part in local and national Mod events, St. Andrews Day celebrations, localised cultural events and in drama and role-play.
	Using knowledge about language	When reading on my own or with others, I can read familiar words and simple phrases and sentences. LGL 1-07a	• Identifies and reads, familiar words, simple sentences and phrases learned from a variety of topics both independently and with others.

Reading	Finding and using information	I have worked on my own and with others and I can demonstrate my understanding of words and phrases containing familiar language. **LGL 1-08a**	• Reads familiar words, simple phrases, sentences and short texts independently or with others. • Responds appropriately to questions asked about simple texts. • Demonstrates understanding of words and phrases through appropriate responses. • Matches images with appropriate text. • Talks about a short text in a familiar context using familiar words and phrases. • Uses illustrated word banks, picture prompts, picture dictionaries and displays to support understanding of simple texts.
	Reading for cultural appreciation	I have worked with others to read and discuss simple Gaelic texts. I can share simple facts about the life of Gaelic communities in Scotland. **LGL 1-09a**	• Collaborates with others to read simple Gaelic texts using features of the text to help with understanding the meaning of words. • Answers questions appropriately on simple texts which demonstrates understanding. • Finds and shares information in Gaelic from a text relating to aspects of Gaelic culture different in communities.
	Reading for interest and enjoyment	I enjoy engaging with simple texts on my own and with others. **LGL 1-10a**	• Chooses a story, book or text to share with others. • Participates in storytelling sessions, using pictures and repetitive parts of the story to anticipate and predict what is going to happen.

Writing	**Understanding knowledge about language**	I have explored sounds, letters and words, discovering how they work together, and can use what I have learned to help me read. **LGL 1-11a**	• Uses knowledge of sounds, letters, blending and patterns in Gaelic language to read new words. • Recognises some common words and reads aloud simple texts, demonstrating understanding. • Uses a variety of familiar resources to support understanding of simple texts. • Applies reading strategies to work out the meaning of words from contexts or illustrations.
	Organisation and using information	I can write familiar words and simple phrases in Gaelic. **LGL 1-12a**	• Writes familiar words and simple phrases, for example, greetings on a card or invitation, labelling a picture or a diagram. • Writes simple phrases to convey personal information. • Demonstrates awareness of accents and uses them appropriately when writing.
	Using knowledge about language	I can use a variety of sources to help me check the accuracy of my Gaelic spelling and punctuation. **LGL 1-13a**	• Uses word banks, digital technology, vocabulary lists, classroom displays and support from others to check spelling and accuracy of unfamiliar vocabulary. • Collaborates with peers or the teacher to proof-read and edit writing according to success criteria and targets for improvement.

First Level Health and Wellbeing (Food and Health)

Curriculum Organisers		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
The Food Experience	Tasting, selecting and evaluating The social context Religious and cultural influences	I enjoy eating a diversity of foods in a range of social situations. HWB 1-29a	• Prepares, tastes and tries an increasing range of familiar and unfamiliar foods. • Explains likes and dislikes in relation to food. • Chooses appropriate foods to prepare for a given situation. • Describes appropriate table manners within different social situations.
Developing Healthy Choices	Linking food and health Decision making	By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1-30a I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. HWB 1-30b	• Recognises and names the main food groups, for example, The Eatwell Guide. • Sorts a selection of foods into the food groups. • Chooses foods from different food groups to create a balanced meal. • Assists in preparing healthy dishes for a variety of occasions, for example, an intergenerational visit. • Identifies at least one reason as to why it is important to drink enough water.

Nutritional Needs	**Varied diet** **Individual needs** **Stages of life**	I am beginning to understand that nutritional needs change at different stages of life, for example the role of breastfeeding in infant nutrition. HWB 1-32a	• Identifies at least two differences in individuals' dietary needs as they change through life, for example, infant, toddler, child, teenager, adult.
Keeping Safe and Hygienic	**Principles of food safety and hygiene** **Minimising risk** **Preparing food safely and hygienically**	I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. HWB 1-33a	• Explains the importance of daily hygiene routines, for example, hand washing, teeth brushing and body cleanliness. • Works safely and hygienically before, during and after preparing foods, for example, adhering to appropriate allergy advice, getting ready to cook, storing ingredients appropriately, washing and drying equipment and surfaces. • Identifies where different types of food are stored. • Handles equipment safely, for example, when using hot or sharp kitchen tools.
The Journey of Food	**From farm to fork** **Sustainability** **Influences on consumer choices** **Preparing food appropriate to learning**	When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 1-35a I am discovering the different ways that advertising and the media can affect my choices. HWB 1-37a	• Describes the basic journey of food, for example, milk can come from a cow, bread comes from wheat / rye / oats. • Follows a recipe using fresh, local, seasonal produce, for example, making soup, hot or cold snack. • Identifies how to prevent food related waste, for example, composting peelings, reusing leftovers, reducing use of packaging. • Maps sources of food and drink in the local area. • Describes at least three ways that advertising and media can affect our food choices.

Food and Textile Technologies	**Creativity**	I can use a range of simple food preparation techniques when working with food. TCH 1-04a	• Demonstrates a range of practical skills when preparing foods, for example, washing, using a peeler, juicing, grating, cutting, simple knife skills (claw grip / bridge hold).
	Design	I can use a range of tools and equipment when working with textiles. TCH 1-04b	• Uses a range of equipment when working with textiles, for example, scissors, rulers / tape measures, bodkin and wool.
	Dexterity	I am developing and using problem-solving strategies to meet design challenges with a food or textile focus. TCH 1-04c	
	Problem solving	I can adapt and improve my ideas and can express my thinking in different ways. TCH 1-04d	Within a food / textile context: • Investigates a simple problem / challenge. • Explores and identifies a range of ideas to solve the problem / challenge. • Selects and uses resources to reach the solution / solve the problem. • Assesses solution against given criteria.
	Developing appropriate items		

First Level Health and Wellbeing (Personal and Social Education)

Curriculum Organisers		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Planning for choices and changes	Expectations and Aspirations Relevance of learning to future choices	I can describe some of the kinds of work that people do and I am finding out about the wider world of work. HWB 1-20a	• Talks about own strengths, interests and skills and links these to career ambitions. • Sets learning goals and works towards achieving them. • Talks about the world of work, for example, from visits, visitors and interdisciplinary learning. • Describes skills needed for different jobs in the community.
Physical activity and health	Diet, rest and sleep	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. HWB 1-27a I understand that my body needs energy to function and that this comes from the food that I eat. I am exploring how physical activity contributes to my health and wellbeing. HWB 1-28a	• Suggests different ways of being active and the positive effect this can have on health. • Articulates how much sleep is needed in childhood and why this is important. • Explains that food is the fuel that gives the body energy.
Substance Misuse	Use of substances	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 affect my health and wellbeing. HWB 1-38a	• Identifies conditions which require medication and how it benefits health. • Identifies why misusing medication can be harmful. • Links personal actions to health and wellbeing, using role play for example. • Describes when and how to contact emergency services. • Shares key information about an emergency situation.

	Action in unsafe situations	I know how to react in unsafe situations and emergencies. HWB 1-42a	
Relationship, sexual health and parenthood	**Physical changes** **Sexual health and sexuality** **Role of parent / carer**	I recognise that we have similarities and differences but are all unique. HWB 1-47a I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB 1-47b I am learning what I can do to look after my body and who can help me. HWB 1-48a 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. HWB 1-49a 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. HWB 1-45a I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 1-50a I am able to show an awareness of the tasks required to look after a baby. HWB 1-51a	• Recognises that everyone is unique and identifies similarities and differences. • Explains that development and growth of each individual is different. • Identifies the correct words for body parts and their functions, for example, womb, scrotum, ovaries, vagina. • Explains about own and others' needs for privacy. • Expresses feelings through appropriate closeness to others. • Articulates the right to respond to inappropriate behaviours, for example, using the 3-step model: say no, go away, talk to someone you trust. • Identifies who to talk to if worried or concerned. • Explains ways in which families may differ and that there are a variety of people who may care for us. • Explains changes to the body at different stages of life. • Identifies what is needed for growth and development of animals, plants and humans. • Explains how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.

First Level Health and Wellbeing (Physical Education)

Curriculum Organisers		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Physical Competencies	**Kinaesthetic Awareness** **Balance and Control** **Coordination and Fluency** **Rhythm and Timing** **Gross and Fine Motor Skills**	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. HWB 1-21a I am developing skills and techniques and improving my level of performance. HWB 1-22a	• Shows awareness of the space around them and the space of others, and is beginning to use this information to control movements. • Shows control over movement in personal and shared space which includes adapting to changes in speed, direction and level. • Shows awareness of body parts and body positions when performing a range of different movements. • Manipulates parts of the body when moving with purpose. • Holds balances in various shapes with and without equipment and describes what helps to maintain balance. • Manipulates objects while maintaining balance, for example, receiving and sending a ball with the preferred foot. • Links and orders a series of movements with and without equipment to perform a sequence, for example, hopscotch. • Moves with purpose demonstrating balance, control and rhythm. • Demonstrates knowledge and understanding of what a quality movement looks like, and feels like. • Demonstrates how to use repeated patterns of movement to create simple sequences, for example, one foot to two feet jumping.

			• Moves the body / parts of the body or objects in response to given cues to create an appropriate tempo, for example, 1-2-3 hop sequence. • Performs movement skills in simple activities, for example, skipping. • Performs movement skills in sequence, for example, jump from bench and cushion the landing while staying in balance. • Demonstrates eye/hand and eye/foot co-ordination required for movement skills, for example, track the flight of the ball with the eyes, then catch it.
Cognitive skills	**Focus and Concentration** **Cue Recognition** **Sequential Thinking** **Prioritising** **Decision Making** **Multi-processing**	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. HWB 1-21a I am developing skills and techniques and improving my level of performance. HWB 1-22a	• Focuses attention in more demanding situations, for example, working with a partner or in a small group. • Recognises and responds to both internal and external cues at the same time, for example, follow the leader. • Plans and creates a sequence of actions, for example, bounce the ball three times, then change direction and change how you travel with the ball. • Draws on some prior knowledge to work out the order for dealing quickly with information (or tasks). Repeats tasks in the correct sequence with more precision. • Makes decisions when presented with two or three different options and can explain why. • Takes in and makes sense of two or three pieces of information at the same time from external and / or internal sources, for example, 'Simon Says'.

	Problem Solving		• Demonstrates adaptability when finding different solutions to solve problems.
	Creativity		• Combines actions to create movement sequences independently and with others in response to stimuli, for example, music, words. • Demonstrates flair, originality, and imagination when performing.

Personal Qualities	**Motivation**	I am developing skills and techniques and improving my level of performance.
		HWB 1-22a
			• Shows an enthusiasm to participate. Enjoys being challenged.
			• Recognises and responds to both internal and external motivation to:
			
			  - set targets
			  - achieve personal goals
			  - improve performance.

	Confidence and Self-esteem	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. HWB 1-23a	• Identifies and describes reasons why people participate in physical activity, for example, to have fun, to be healthy, to set individual goals or to belong to a group. • Has a positive awareness of self as physical competencies improve. • Discusses learning and identifies strengths and next steps.
	Determination and Resilience	I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback. HWB 1-24a	• Responds and contributes to self and peer assessment with respect. • Celebrates, values and uses achievements as part of improving performance. • Identifies and discusses how to be a good winner and cope appropriately with losing.
	Responsibility and Leadership		• Demonstrates persistence when facing a challenge and works to achieve a successful outcome.

	Respect and Tolerance **Communication**		• Recognises a variety of emotions and is developing the ability to manage them appropriately. • Demonstrates a continuing readiness to learn and is developing planning and organisational skills. • Develops a range of strategies to increase self-control when performing independently and/or with others. • Adopts a variety of roles that lead to successful outcomes. • Identifies and discusses the role of leader and the associated responsibilities. • Demonstrates how to include others when completing movement tasks. • Engages positively with others to use equipment safely and fairly. • Listens to and responds to the ideas, thoughts and feelings of others with respect. Responds appropriately, for example, nodding or agreeing, asking and answering questions. • Demonstrates knowledge and understanding of a range of verbal and non-verbal communication skills and is beginning to apply them when interacting with or presenting to others, for example, uses eye contact, body language and gestures.
	Stamina		• Participates in moderate to vigorous physical activity and sustains a level of activity that provides challenge. • Describes how the body feels during and after sustained activity. • Describes in simple terms the reasons why people participate in physical activity.

Physical Fitness	Speed	I am improving my level of performance and fitness. HWB 1-22a	• Sets targets for sustaining moderate to vigorous physical activity. • Demonstrates understanding of stamina in simple terms and how it affects health, and ability to perform. • Moves at different speeds and is able to maintain balance whilst changing direction quickly. • Demonstrates short bursts of fast movement from stillness.
	Core Stability and Strength		• Moves parts of the body using different speeds and force. • Demonstrates understanding of speed in simple terms and how it affects ability to perform. • Shows postural control when starting, stopping and changing direction. • Describes where 'core' is and demonstrates how it supports the body. • Holds body weight in a variety of positions.
	Flexibility		• Uses a full range of movement to perform actions effectively. • Demonstrates understanding of flexibility in simple terms and how it affects everyday life, and ability to perform.

First Level Modern Languages

	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Listening and Talking	**Listening for information**	I explore the patterns and sounds of language through songs and rhymes and show understanding verbally or non-verbally. MLAN 1-01a I am learning to take an active part in daily routines, responding to simple instructions which are accompanied by gesture and expression. MLAN 1-01b I can listen to and show understanding of language from familiar voices and sources. MLAN 1-01c	• Participates actively in songs and rhymes in the target language. • Identifies some rhyming words. • Recalls selected 'missing' words / phrases in songs, rhymes or poems which have been well-practised and with the support of, for example, pictures and / or puppets. • Demonstrates understanding of simple classroom instructions through, for example, physical movement, pointing, gesture, symbols, or responding in the target language. • Demonstrates understanding of familiar words and simple phrases conveying mostly personal information.
	Listening and talking with others	I am beginning to identify key information from a short predictable conversation and react with words and/or gesture. MLAN 1-02a I am beginning to share information about myself using familiar vocabulary and basic language structures. MLAN 1-02b With support I am becoming an active listener and can understand, ask and answer simple questions to share information. MLAN 1-03	• Responds appropriately to simple questions about themselves using simple sentences, words and gestures, for example, nodding and/or pointing. • Shares simple, personal information about themselves on familiar topics, for example, when expressing likes or dislikes. • Uses a few simple adjectives such as those related to size or colour and attempts to use some connectors, for example and, with. • Listens and responds at the appropriate time to others by answering and asking simple questions in the target language. • Uses some polite social terms to begin and end interactions.

		I enjoy listening to stories, songs, rhymes and poems in the language I am learning by joining in and responding to show my understanding. MLAN 1-05a I can participate in a range of collaborative activities. MLAN 1-05b	• Gives a personal response to stories, songs, rhymes and poems in the target language. • Can translate simple / key words and phrases from the target language into their own language. • Demonstrates understanding of songs, games and rhymes in the target language through appropriate actions, gestures and mime. • Collaborates with others in a range of activities, for example, short role plays, animated/ recorded dialogues, games and performances.
	Organising and using information	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. MLAN 1-06	• Identifies the location of the country and some main geographical features, for example, the capital city, important landmarks, the national flag(s). • Demonstrates understanding of basic cultural references to the country/countries where the target language is spoken. This may include, for example, references to food or national celebrations. • Identifies some similarities and differences between Scotland and the country/countries where the target language is spoken, for example, the school day, the climate or different currencies.
	Using knowledge about language	I am beginning to explore similarities and differences between sound patterns in different languages through play, rhymes, songs and discussion. MLAN 1-07a I can use my knowledge about language and pronunciation to ensure that others can understand me when I say familiar words and phrases. MLAN 1-07b	• Identifies sounds, letters and patterns to read words contained in familiar rhymes, songs and/or short texts. • Uses words which are similar in English to support understanding of unfamiliar words. • Recognises familiar words in different contexts in, for example, well-known short stories, games and rhymes. • Pronounces familiar words clearly to support communication, for example, when talking about themselves, giving details such as name, age, family, pets, and favourite colours / foods / animals.

Reading			
Finding and using information	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. MLAN 1-08a I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language. MLAN 1-08b	• Reconstructs a known text / story in a logical sequence, using for example, simple words, pictures, labels, puppets or props to show understanding of written text in the target language. • Matches images with appropriate word / text in the target language. • Shows understanding of an increasing number of phrases, core topic words and words of personal significance, alone or in text.
Reading to appreciate other cultures	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. MLAN 1-09a	• Identifies some key cultural differences between Scotland and the country/countries where the language is spoken through visual texts with simple vocabulary, for example, video clips or texts supported by pictures.
Reading for interest and enjoyment	I have experienced a variety of simple texts, which may have been adapted for young learners. MLAN 1-10a	• Demonstrates understanding of simple texts in the target language through, for example, retelling some details in English, selecting and sequencing appropriate images, matching activities or talking about the bits they liked best.
Using knowledge about language		

Writing	Organising and using information	With support, I am beginning to experiment with writing in the language I am learning. MLAN 1-13	• Creates simple new texts based around the familiar words and phrases practised during talking, listening and reading activities, using support materials, for example, word banks, picture dictionaries, and / or writing frames. • Shows some awareness of punctuation and accents and attempts to use them when writing in the target language. • Writes simple phrases to convey personal information, labels in the target language for objects in the classroom and around the school.

First Level Religious Education in Roman Catholic Schools

Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Mystery of God	I am discovering God's precious gift of life and reflect on how this reveals God's love for me. RERC 1-01a	• Shares thoughts and feelings that God created and loves them and how life is a gift from God. • Expresses that it is God who asks them to love others and shares how they put into practice love of God and love of neighbour. • Shares thoughts and feelings about how to make good choices. Describes and discusses how forgiveness and reconciliation are important in their relationship with God and others. • Participates in discussion and reflection about how God helps them and others in life and at difficult times. • Discusses ways in which they know the Holy Spirit is present in people's lives. • Gives examples from the lives of the Saints of how the Holy Spirit strengthens faith. • States the names of the Trinity. • Shares thoughts and feelings about why the Church honours Mary. • Participates respectfully in parts of the Mass. • Says some prayers on their own and as part of a worshipping community. • Uses symbols and rituals to worship God. • Describes and discusses how signs and symbols helps them understand more about liturgical celebrations.
In the Image of God	I know that a loving God has created me and that my uniqueness can develop according to God's plan for me. RERC 1-02a	
Revealed Truth of God	I am exploring God's relationship with others and I have reflected on how people's faith has helped them in difficult times. RERC 1-03a I can describe God as Father, Son and Holy Spirit and I have reflected on how God can support me in my life. RERC 1-04a	
Son of God	I am familiar with the Christmas story and I know that at Christmas we celebrate the birth of Jesus the Son of God and Son of Mary. RERC 1-05a I have examined some political, social, historical and religious elements in first-century Palestine and gained an understanding of Jesus' life on earth. RERC 1-06a	

	I have examined the role of Jesus as a teacher and a healer and I have reflected on how His words and actions influence my own life and the lives of others. RERC 1-06b I have explored the events of the Passion, Death and Resurrection of Jesus and I have reflected on the Catholic meaning of eternal life. RERC 1-07a	• Engages in discussion about Bible stories and describes in their own words how God speaks through them. • Reflects upon and explains how these stories help them live a Christian life. • Knows that the Bible is God's Word and shows respect for the Bible. • Actively engages with the Christmas story and discusses its importance for Christians. • Describes some facts about life in Palestine at the time of Jesus. • Gives a personal response to Jesus as teacher and healer. • Describes and discusses the Passion, Death and Resurrection of Jesus. • Participates in discussion and reflection about the meaning of eternal life.
Signs of God	I know that through the Community of the Church, people can experience God's love and care and I have reflected on how this community celebrates together. RERC 1-08a I am exploring the Sacraments of Initiation and Reconciliation and I have reflected on how the Sacraments help to nurture faith. RERC 1-09a I have examined the role of the Holy Spirit in my life and in the lives of others. RERC 1-10a	
Word of God	I can share some Bible stories and I can explore how God speaks to us through these stories. I have reflected on how these stories can help me to live a Christian life. RERC 1-11a	

	I know that the Bible is the inspired Word of God and that I should treat it with reverence RERC 1-12a	
Hours of God	I recognise the importance of personal prayer and communal prayer in the growth of all people's relationship with God. I know a number of traditional Catholic prayers and I have developed an understanding of the meaning of these prayers. I have participated in different approaches to, and experiences of, prayer. I can describe how prayer is an important part of the liturgical and devotional life of the Church. I have reflected on how all of these are different ways of worshipping God. RERC 1-14a I can honour Mary as Mother of Jesus and Our Mother. I can share why we honour her. RERC 1-15a I know that the Mass is at the heart of Catholic community life and I am developing an understanding of how to participate fully in this celebration. RERC 1-16a I have, through liturgical experiences, reflected on an ability to respond to symbols and take part in rituals in order to worship God. RERC 1-17a	

	I know some of the signs and symbols related to Lent, Easter, Pentecost, Advent and Christmastide and I can use this understanding to help me explore the themes of these celebrations. RERC 1-18a I know that the Holy Spirit strengthens my faith and the faith of the saints and I have reflected on how the stories of the Saints can inspire me to live a more Christian life. RERC 1-19a	
Reign of God	I know that I have been called by God to grow in love, justice and peace in my relationships with others. RERC 1-20a I have explored the implications of Jesus' command to love God and love my neighbour. RERC 1-21a I have explored the call to forgiveness and reconciliation and have reflected on how this can restore my relationship with God and others. I can put this understanding into practice in my relationship with God and others. RERC 1-22a I know that God has given me the freedom to make choices about the way I live my life. I have reflected on how the decisions of my conscience affect my relationship with God and others. RERC 1-23a	

	I have considered ways in which the Catholic Christian community works together to show care for the world and for the needs of all people. I have reflected on the implications of this for my life and that of others. RERC 1-24a	
Beliefs in other World Religions	I am aware that the Jewish and/or Muslim communities believe in God. RERC 1-25a	
Values and Issues in other World Religions	I am aware of family and community values in the Jewish and/or Muslim faiths. RERC 1-26a	• Describes and discusses basic beliefs of Jewish people / Muslims about God and family and community values. • Identifies and discusses the places of worship and the role of the Holy Books of the Jewish or Muslim community.
Practices and Traditions in other world Religions	I can identify the places of worship of the Jewish and/or Muslim faith communities. RERC 1-27a I know that the Jewish and/or Muslim communities have special books which are important to their beliefs. RERC 1-27b	

First Level Religious and Moral Education

Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Beliefs	Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. RME 1-01a 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 Through exploring stories from world religions, I can describe some of their key beliefs. RME 1-04a 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 I can talk about my own beliefs, or express them in other ways. RME 1-01c	• Describes, discusses and expresses an opinion with at least one reason on at least one belief[i] from Christianity, at least one World Religion, and at least one belief group independent of religion.[ii] • Describes and discusses at least one personal belief and at least one example of how own beliefs might affect actions.

[i] The 'belief' for consideration is likely to come from a range of sources for each religion/belief group. It may be scriptural or not and may come from a variety of genres, for example, poetry, story, music etc., and may also involve images from the religion/belief group if appropriate. This freedom to select appropriate genres and stimuli applies across all levels.
[ii] It is likely that 'a belief group independent of religion' will be, for example, Humanism. However, it might also be an organisation such as a charity which is founded upon 'non-religious' principles. As learners progress through levels, it might also come to include philosophical perspectives such as utilitarianism.

	I am developing respect for others and my understanding of their beliefs and values. RME 1-07a	
Values and Issues	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 I can describe the key features of the values of Christianity which are expressed in stories. RME 1-02b 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 I can describe the key features of the values of world religions which are expressed in stories. RME 1-05b	• Describes and discusses at least one value[iii] from Christianity, at least one World Religion, and at least one belief group independent of religion, illustrating how this value could be put into practice. • Describes and discusses at least one personal value and at least one example of how own values might affect actions.
Practices and Traditions	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	• Describes and discusses the significance of at least one special ceremony, celebration and way of marking a major life event in Christianity, at least one World Religion, and at least one belief group independent of religion.

[iii] A 'value' might include, for example principles such as selflessness, respect, equality. As learners progress across levels, progression may be facilitated through exploring values in practice rather than in principle – for example, rather than exploring the value of concern for others broadly, this might be considered by exploring specific moral issues such as human rights, gender issues etc.

	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. RME 1-03b 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 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 I am developing respect for others and my understanding of their beliefs and values. RME 1-07a	

First Level Sciences

The table immediately below has been included as a helpful guide to the scientific skills to be developed within the sciences at First Level.

Skills	
Inquiry and investigative skills	*Plans and designs scientific investigations and enquiries* - Collaborates with others to identify questions to find out more about a specific scientific concept, idea or issue. - Makes predictions about the scientific investigation/enquiry being planned. - Contributes to the design of procedures. *Carries out practical activities in a variety of learning environments* - Identifies risks and hazards and ensures safe use of all tools, equipment and procedures. - Collaborates to undertake investigations. - Observes and collects information and makes measurements using appropriate equipment and units. *Analyses, interprets and evaluates scientific findings* - Records and presents data/ information using a range of methods including tables, charts and diagrams, using labelling and scales. - Organises data and information and identifies significant patterns and relationships. - Interprets findings and discusses links to the original question. - Reports on limitations of their investigation and possible improvements. - Relates findings to their wider experiences of the world around them. - Identifies and discusses additional knowledge or understanding gained. *Presents scientific findings* - Presents data/information using a range of methods including tables, charts and diagrams, using labels and scales. - Reports in writing, orally or visually using a variety of media. - Structures a presentation or report, with support, to present findings in a coherent and logical way.

Scientific analytical thinking skills	- Makes connections between what they know and the skills they require to solve scientific problems. - Provides creative solutions to scientific issues and problems. - Contributes to the design processes and uses components to make models. - Demonstrates reasoning skills and draws on understanding of science concepts to make and test predictions. - Provides explanations which are supported by evidence.
Skills and attributes of scientifically literate citizens	- Expresses informed views of scientific issues, both orally and in writing, and respects the views of others. - Makes connections between science and their own health and wellbeing. - Demonstrates awareness of their own impact on the world. - Demonstrates awareness of how people use science in their everyday lives and in a variety of jobs and careers. - Discusses science topics in real-life contexts including those appearing in the media.

Curriculum Organisers		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Planet Earth	**Biodiversity and interdependence**	I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions. SCN 1-01a	• Explains the difference between living and non-living things, taking into consideration movement, reproduction, sensitivity, growth, excretion and feeding. • Sorts living things into plant, animal and other groups using a variety of features. • Creates criteria for sorting living things and justifies decisions.
		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	• Demonstrates awareness of how energy from the sun can be taken in by plants to provide the major source of food for all living things. • Interprets and constructs a simple food chain, using vocabulary such as 'producer', 'consumer', 'predator' and 'prey'.
		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	• Observes, collects and measures the outcomes from growing plants in different conditions, for example, by varying levels of light, water, air, soil/nutrients and heat. • Structures a presentation or report, with support, to present findings on how plants grow.

	Energy sources and sustainability	I am aware of different types of energy around me and can show their importance to everyday life and my survival. SCN 1-04a	• Identifies and talks about types of energy that we get from different energy sources, for example, light, sound, heat and electrical. • Uses knowledge of different energy sources, for example, sun, food, fuel, wind and waves, to discuss the importance of different types of energy for everyday life and survival.
	Processes of the planet	By investigating how water can change from one form to another, I can relate my findings to everyday experiences. SCN 1-05a	• Uses more complex vocabulary to describe changes of states of water, for example, 'condensation' and 'evaporation'. • Contributes to the design of an experiment to determine the temperature at which water boils, freezes and melts, ensuring appropriate use of units. • Knows that pure water boils at 100°, melts at 0° and freezes at 0°.
	Space	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	• Describes how the Earth spins around its axis in 24 hours resulting in day and night. • Observes and records the different patterns of movement of the moon and explains why the moon appears to have different shapes and positions in the sky at different times in a lunar month. • Demonstrates understanding of how the Earth takes one year to completely orbit the sun. • Demonstrates understanding of how the tilt of the Earth on its axis as it circles the sun. Causes seasons and also changes to the number of daylight hours.
Forces, electricity and waves	**Forces**	By investigating forces on toys and other objects, I can predict the effect on the shape or motion of objects. SCN 1-07a	• Predicts, then investigates, how a force can make an object change speed, direction or shape, and uses vocabulary such as pushing, pulling, stretching, squashing and twisting to describe forces. • Investigates balanced forces and explains that if a push and pull are equal in strength and opposite in direction then there is no change in movement.

		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	• Reports in writing, visually, orally how magnets exert a non-contact force on each other and attract certain materials. • Demonstrates through practical activities that like poles repel and opposite poles attract. • Gives at least two examples for how magnets are used in everyday life.
	Electricity	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	• Builds simple circuits containing bulbs, switches, bells and batteries. .
	Vibrations and waves	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	• Demonstrates how sounds can be made higher or lower pitch by altering tightness, length, width or thickness or other physical characteristics of the sound source. • Explains that sound is caused by a vibration in a material.
Biological systems	**Body systems and cells**	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	• Uses components to make simple models of a skeleton which identifies the skull, spine, ribcage and some bones of the arms and leg and which shows how the skeleton gives us support and protects our organs. • Describes the position and function of major organs including the brain, heart, lungs, stomach and bladder. • Describes how skin, as an organ, provides a barrier to infection and helps to control our temperature. • Structures a presentation or report, with support, on how to have a healthy lifestyle, for example, through a balanced diet, regular exercise, sufficient sleep and by avoiding substance misuse.

		I have explored my senses and can discuss their reliability and limitations in responding to the environment. SCN 1-12b	• Uses their senses to detect information and explains how they help to keep people safe. • Investigates the reliability and limitations of the senses, for example, using taste tests, limits of sound, optical illusions and blind-fold games.
		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	• Describes the symptoms of some common diseases including colds, mumps, measles, chicken pox and flu. • Provides explanations, supported by evidence, of how some diseases spread and discusses ways in which some diseases can be prevented through good hygiene and vaccination.
	Inheritance	By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited. SCN 1-14a	• Uses their own experiences to illustrate how inherited characteristics are passed from one generation to the next. • Knows that genetic information determines characteristics such as colour of eyes and shape of petals. • Demonstrates understanding of the variations within family groups.
Materials	**Properties and uses of substances**	Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. SCN 1-15a	• Classifies materials into natural and human-made (synthetic). • Identifies properties of different materials, for example, rigidity, flexibility, rough, smooth and waterproof, and their uses linked to their properties.
		I can make and test predictions about solids dissolving in water and can relate my findings to the world around me. SCN 1-16a	• Links new knowledge of dissolving to real-life examples of things that dissolve and things that don't dissolve. • Predicts, investigates and records how solubility is affected by heat and stirring.
	Earth's materials		

	Topical science	I have contributed to discussions of current scientific news items to help develop my awareness of science. SCN 1-20a	• Discusses and expresses opinions about science topics in real-life contexts, including those featured in the media. • Discusses how people use science in their everyday lives. • Describes a variety of jobs and careers which require scientific knowledge and skills.
Topical science			

First Level Social Studies

Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
People, past events and societies	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 By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways in which we remember and preserve Scotland's history. SOC 1-02a I can use evidence to recreate the story of a place or individual of local historical interest. SOC 1-03a 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 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	• Identifies the difference between a more and less trustworthy source. • Draws a short timeline and can locate two or more events on the line in the correct order. • Uses information learned from sources to relate the story of a local place or individual of historic interest though media such as drawings models or writing. • Draws comparisons between modern life and life from a time in the past. • Names a figure from the past and comments on their role in events.
People, place and environment	I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. SOC1-07a	• Draws or makes a model of features in their local landscape, for example, hill, river, building. • Identifies a way in which the school looks after its environment. • Identifies at least two forms of agriculture in Scotland and foods associated with these, for example, arable, dairy or pastoral.

	I can consider ways of looking after my school or community and can encourage others to care for their environment. SOC 1-08a 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 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 By using a range of instruments, I can measure and record the weather and discuss how weather affects my life. SOC 1-12a By exploring climate zones around the world, I can compare and describe how climate affects living things. SOC 1-12b Having explored the landscape of my local area, I can describe the various ways in which the land has been used. SOC 1-13a 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	• Identifies at least two different types of housing and the kinds of households who may inhabit them. • Uses instruments to measure and record at least two different weather elements, for example, temperature, rainfall, wind direction. • Contributes to a discussion giving reasoned opinions on how the weather affects life. • Draws two conclusions about how living things adapt to the climate in any chosen area. • Describes at least three different ways in which land is used in the local area, for example shops, houses, farming. • Draws at least two conclusions as to the effects the landscape has had on how people can use it, for example desert, rainforest. • Produces a basic map for a familiar journey.

	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	
People in society, economy and business	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 I can contribute to a discussion of the difference between my needs and wants of those of others around me. SOC 1-16a 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 I have participated in decision making and have considered the different options available in order to make decisions. SOC 1-18a I have developed an understanding of the importance of local organisations in providing for the needs of my community. SOC 1-20a	• Identifies a reliable and an unreliable source of evidence. • Identifies needs and wants using examples from their own experience. • Presents an informed opinion on rights and responsibilities using their own experience. • Makes informed decisions on an issue having listened to others. • Names two local organisations who provide for needs in the local community and describe what they do. • Demonstrates relevant numeracy skills to do a simple budget. • Describes at least two different types of jobs and give a reason why each contributes to the success of the business or enterprise.

	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 I have experienced the different jobs involved in running a business enterprise and understand the role each ones plays in its success. SOC 1-22a	

First Level Technologies

	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Digital Literacy	**Using digital products and services in a variety of contexts to achieve a purposeful outcome**	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	• Communicate and collaborate with others using digital technology for example, email, Glow or other platforms. • Opens and saves a file to and from a specific location. • Identifies the key components of frequently used digital technology and whether it is a piece of hardware or software. • Uses digital technology to collect, capture, combine and share text, sound, video and images.
	Searching, processing and managing information responsibly	Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. TCH 1-02a	• Demonstrates an understanding of the concept of ownership of material and ideas. • Demonstrates an understanding of the different functions of a browser and search engine. • Recognises what should and shouldn't be searched for on the Internet.
	Cyber resilience and internet safety	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	• Demonstrates understanding of my rights and responsibilities as a digital citizen. • Demonstrates understanding of the potential dangers online and who to go to for advice and who to report a concern to. • Demonstrates an understanding for the need for strong passwords. • Explains the need to get a person's permission before taking a picture or video of them.

Food and Textile Technology	**Food and Textile**	I can use a range of simple food preparation techniques when working with food. TCH 1-04a I can use a range of tools and equipment when working with textiles. TCH 1-04b I am developing and using problem solving strategies to meet challenges with a food or textile focus. TCH 1-04c I can adapt and improve ideas and can express my own thinking in different ways. TCH 1-04d	• Demonstrates a range of practical skills when preparing foods for example washing, using a peeler, juicing, grating, cutting, simple knife skills (claw grip / bridge hold). • Uses a range of equipment when working with textiles, for example, scissors, rulers/tape measures, bodkin and wool. • Investigates a simple problem / challenge which includes given criteria. • Explores and identifies a range of ideas to solve the challenge / problem. • Selects and uses resources to make the solution / solve the problem. • Assesses solution against original criteria.
Technological Developments in Society and Business	**Awareness of technological developments (Past, Present and Future), including how they work**	I can explore the latest technologies and consider the ways in which they have developed. TCH 1-05a	• Identifies changes to technologies for example, televisions and mobile phones.

	Impact, contribution, and relationship of technologies on business, the economy, politics, and the environment	I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1-06a 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	• Identifies ways in which energy can be saved. • Understands how and where we waste materials and resources. • Demonstrates an understanding of how technologies, by meeting our needs and wants, affect the environment in which we live.
Craft, Design, Engineering and Graphics	**Design and construct models / product**	I can design and construct models and explain my solutions. TCH 1-09a	• Creates and justifies a solution to a given design challenge considering who is it for, where and how will it be used. • Uses appropriate tools and joining methods to construct a model.
	Exploring uses of materials	I can recognise a variety of materials and suggest an appropriate material for a specific use. TCH 1-10a	• Identifies different materials. • States the properties of materials, for example, hard, soft. • Recognises different materials and why they have been selected for a task. • Selects materials to use in a specific task.
	Representing ideas, concepts and products through a variety of graphic media	I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a	• Recognises 2D and 3D shapes and how they can be used to visually represent ideas / concepts. • Creates manual and / or digital sketches to represent ideas.

	Application of Engineering	I explore and discover engineering disciplines and can create solutions. TCH 1-12a	• Recognises and identify different engineering disciplines. • Builds a solution to a specific task, which has moving parts.
Computing science	**Understanding the world through computational thinking**	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	• Follows sequences of instructions /algorithms from everyday situations for example, recipes or directions, including those with selection and repetition. • Identifies steps in a process and describes precisely the effect of each step. • Makes decisions based on logical thinking including IF, AND, OR and NOT for example, collecting balls in the gym hall but NOT basketballs, line up if you are left-handed OR have green eyes. • Collects, groups and orders information in a logical, organised way using my own and others' criteria (MNU 1-20a and b).
	Understanding and analysing computing technology	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	• Demonstrates an understanding of the meaning of individual instructions when using a visual programming language (including sequences, fixed repetition and selection). • Explains and predicts what a program in a visual programming language will do when it runs for example, what audio, visual or movement effect will result. • Demonstrates an understanding that computers take information as input, process and store that information and output the results.
	Designing, building and testing computing solutions	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	• Simplifies problems by breaking them down into smaller more manageable parts. • Constructs a sequence of instructions to solve a task, explaining the expected output from each step and how each to contributes towards solving the task. • Creates programs to carry out activities (using selection and fixed repetition) in an visual programming language.

			• Identifies when a program does not do what was intended and can correct errors/bugs. • Evaluates solutions/programs and suggests improvements.