

## Curriculum link to the Scottish Curriculum for Excellence

Curricular Area	Curricular Focus	Early Level - Primary 1 Experiences and Outcome/Benchmark
Literacy	Reading	<p><b>LIT 0-14a</b></p> <ul style="list-style-type: none"> <li>– Finds information in a text to learn new things.</li> <li>– Shows an awareness of a few features of fiction and non-fiction texts when using/choosing texts for particular purposes.</li> </ul>
	Writing	<p><b>LIT 0-26a</b></p> <ul style="list-style-type: none"> <li>– Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts.</li> <li>– Writes to reflect own experiences and feelings using appropriate vocabulary to convey meaning.</li> </ul>
	Listening and Talking	<p><b>LIT 0-02a</b></p> <ul style="list-style-type: none"> <li>– Makes an attempt to take turns when listening and talking in a variety of contexts.</li> <li>– Makes an attempt to use appropriate body language when listening to others, for example, eye contact.</li> <li>– Listens and responds to others appropriately.</li> <li>– Asks questions and responds relevantly to questions from others.</li> <li>– Follows and gives simple instructions.</li> <li>– Shares ideas with a wider audience, for example, group or class.</li> </ul> <p><b>LIT 0-10a</b></p> <p>Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text.</p>
Numeracy and Mathematics	Number	<p><b>MNU 0-02a</b></p> <ul style="list-style-type: none"> <li>– Recalls the number sequence forwards within the range 0 - 30, from any given number.</li> <li>– Recalls the number sequence backwards from 20.</li> <li>– Identifies and recognises numbers from 0 to 20.</li> <li>– Uses one-to-one correspondence to count a given number of objects to 20.</li> <li>– Uses ordinal numbers in real life contexts, for example, 'I am third in the line'.</li> <li>– Uses the language of before, after and in-between.</li> </ul>
	Fractions	<p><b>MNU 0-07a</b></p> <ul style="list-style-type: none"> <li>– Splits a whole into smaller parts and explains that equal parts are the same size.</li> <li>– Shares out a group of items equally into smaller groups.</li> </ul>

<b>Numeracy and Mathematics</b>	Measurement	<p><b>MNU 0-11a</b></p> <ul style="list-style-type: none"> <li>– Shares relevant experiences in which measurements of lengths, heights, mass and capacities are used, for example, in baking.</li> <li>– Describes common objects using appropriate measurement language, including tall, heavy and empty.</li> <li>– Compares and describes lengths, heights, mass and capacities using everyday language, including longer, shorter, taller, heavier, lighter, more and less.</li> <li>– Estimates, then measures, the length, height, mass and capacity of familiar objects using a range of appropriate non-standard units.</li> </ul>
	Shape	<p><b>MTH 0-16a</b></p> <p>Recognises, describes and sorts common 2D shapes and 3D objects according to various criteria, for example, straight, round, flat and curved.</p>
	Position and Movement	<p><b>MTH 0-17a</b></p> <p>Understands and correctly uses the language of position and direction, including in front, behind, above, below, left, right, forwards and backwards, to solve simple problems in movement games.</p>
<b>Science</b>	Materials	<p><b>SCN 0-15a</b></p> <ul style="list-style-type: none"> <li>– Explores and sorts materials into different groups depending on their properties, for example, whether they are strong, smooth, rough.</li> <li>– Justifies the selection of appropriate materials for different uses based on their physical properties.</li> </ul>
	Forces	<p><b>SCN 0-07a</b></p> <ul style="list-style-type: none"> <li>– Explores and sorts toys and objects into groups according to whether they need to be pushed or pulled.</li> <li>– Measures, using simple equipment, how the movement of an object is affected by the size of the force or the weight of the object.</li> <li>– Demonstrates, through play, how a force can make an object stay still, start to move, speed up, slow down and change shape.</li> </ul>
	Energy Sources and Sustainability	<p><b>SCN 0-04a</b></p> <ul style="list-style-type: none"> <li>– Ask questions and describes what can 'make things go', for example, batteries, wind-up toys and sunlight.</li> <li>– Talks about toys and common appliances and what they do when they work, for example, produce heat, light, movement or sound.</li> </ul>
<b>Expressive Arts</b>	Art & Design	<p><b>EXA 0-05a</b></p> <p>Shares views and listens appropriately to the views of others on their own or others' work.</p> <p><b>EXA 0-06a</b></p> <p>Solves simple design problems, working on their own and with others, using a degree of trial and error, for example, designs a simple container for an agreed purpose.</p>

<b>Technology</b>	Food and Textile	<p><b>TCH 0-04c</b></p> <ul style="list-style-type: none"> <li>– Explores and identifies at least two ideas by using given resources to solve the problem.</li> <li>– Selects an appropriate solution.</li> </ul>
	Craft, Design, Engineering and Graphics	<p><b>TCH 0-09a</b></p> <ul style="list-style-type: none"> <li>– Builds models using different materials e.g. junk modelling, wooden blocks.</li> <li>– Uses tools and materials (paper, card, wood, plastic) to create models.</li> </ul> <p><b>TCH 0-10a</b></p> <ul style="list-style-type: none"> <li>– Describes materials by touch for example sticky, squidgy, soft, fluffy, hard, rough, wet, heavy, light.</li> <li>– Uses a range of materials when creating a pictures/ models/concepts.</li> <li>– Identifies when a material is suitable or not for specific function or task.</li> </ul> <p><b>TCH 0-11a</b></p> <ul style="list-style-type: none"> <li>– Uses a range of materials (natural and man-made) and resources to create pictures.</li> <li>– Shares ideas with others.</li> <li>– Recognise 2D shapes and how they can be used to visually represent ideas/concepts.</li> </ul>
<b>Health and Wellbeing</b>	Physical Education-Movement	<p><b>HWB 0-22a</b></p> <ul style="list-style-type: none"> <li>– Shows awareness of personal space (i.e. where body ends and space begins).</li> <li>– Moves at different speeds, levels and directions with others in a designated space.</li> <li>– Shows awareness of body parts and body positions when performing a range of different movements.</li> <li>– Uses prior knowledge and identifies key information to help form a solution.</li> <li>– Demonstrates imagination through energetic play.</li> </ul>
	Personal and Social Education	<p><b>HWB 0-27a / HWB 0-28a</b></p> <ul style="list-style-type: none"> <li>– Demonstrates different ways of being active, for example, energetic play.</li> <li>– Identifies how being active affects their body, for example, raised heartbeat, getting hot.</li> <li>– Gives reasons why being active is good for health.</li> </ul> <p><b>HWB 0-47a</b></p> <ul style="list-style-type: none"> <li>– Identifies body differences and similarities.</li> </ul>