

Curriculum for Excellence / Curraicealam airson sar-mhathais

Curriculum for Excellence aims to:

- focus classroom practice upon the child and around the **four capacities** of education - successful learners ; responsible citizens; effective contributors; confident individuals
- simplify and prioritise the current curriculum
- encourage more learning through experiences
- create a single framework for the curriculum and assessment 3-18.

As we phase out 5-14 we are implementing the revised curriculum areas which are broken down into experiences and outcomes. In drawing up the experiences and outcomes, learning in each curriculum area has been reviewed and updated to emphasise the contributions it can make to developing the four capacities.

The principles which the curriculum is based on are - challenge and enjoyment; breadth, progression, depth, personalisation and choice, coherence and relevance.

The revised curriculum areas are: Sciences; Languages; Mathematics; Expressive Arts; Social Subjects; Technologies; Health and Wellbeing; Religious and Moral Education.

The curriculum levels have been revised and these are indicated below.

Level	Stage:
Early	The pre-school and P1 or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third and Fourth	S1-S3, but earlier for some. The fourth level broadly equates to SCQF level 4.
Senior Phase	S4-S6 and college or other means of study

Language / Cànan

Literacy across learning is the responsibility for all practitioners and is defined in Curriculum for Excellence as 'the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful'.

The development of literacy skills plays an important role in all learning and offers opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain literacy and thinking skills, using feedback to help improve and to provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop an understanding of what is special, vibrant and valuable about their own and other cultures and their language
- explore the richness and diversity of language, how it can affect us, and the wide range of ways in which we can be creative

- extend and enrich vocabulary through listening, talking, watching and reading
- engage with a wide range of texts and develop an appreciation of the richness and breadth of Scotland's literary and linguistic heritage
- enjoy exploring and discussing word patterns and text structures

Literacy is broken down into three main organisers - listening and talking, reading, writing and within these organisers there are subdivisions:

The following describes these subdivisions:

Listening and talking:

Enjoyment and choice - within a motivating and challenging environment, developing an awareness of the relevance of texts in learners' lives.

Tools for listening and talking - to help learners when interacting or presenting within and beyond their place of learning

Finding and using information - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary.

Understanding, analysing and evaluating - investigating and / or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes.

Creating texts - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.

Reading:

Enjoyment and choice - within a motivating and challenging environment, developing an awareness of the relevance of texts in learners' lives.

Tools for reading - to help learners use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond their place of learning

Finding and using information - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary.

Understanding, analysing and evaluating - investigating and / or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes.

Writing:

Enjoyment and choice - within a motivating and challenging environment, developing an awareness of the relevance of texts in learners' lives.

Tools for writing - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning

Organising and using information - considering texts to help create short and extended texts for different purposes.

Creating texts - applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.

Language resources currently in use:

Reading Schemes: Oxford Reading Tree, Heinemann Storyworlds, Oxford Treetops, Shared Reading texts for Writers' Craft; Heineman non-fiction, sets of novels.

Language Schemes: Collins- Primary English; Writing; Comprehension; Word Work; Punctuation & Grammar. Spelling Made Easy, Jolly Phonics.

Numeracy across Learning:

All teachers have responsibility for promoting the development of numeracy.

With an increased emphasis upon numeracy for all young people, teachers need to plan to revisit and consolidate numeracy skills throughout schooling.

Numeracy experiences and outcomes have been structured using eight organisers:

- Estimation and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Data and analysis
- Ideas of chance and uncertainty.

The experiences and outcomes promote and support effective learning and teaching methodologies which will stimulate the interest of children and young people and promote creativity and ingenuity. A rich and supportive learning environment will support a mix of a variety of approaches, including:

- Active learning and planned purposeful play
- Development of problem-solving capabilities
- Developing mental agility
- Frequently asking children to explain their thinking
- Use of relevant contexts and experiences, familiar to children and young people
- Using technology in appropriate and effective ways
- Building on the principles of Assessment is for Learning, including understanding the purpose and relevance of the activities
- Both collaborative and independent learning
- Making frequent links across the curriculum, so that concepts and skills are developed further by being applied in different, relevant contexts
- Promoting an interest and enthusiasm for numeracy

Learning in numeracy will enable learners to:

- Develop essential numeracy skills which will allow them to participate fully in society
- Understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- Interpret numerical information appropriately and use it to draw conclusions, assess risk, make reasoned evaluations and informed decisions
- Apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- Appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.

Mathematics / Matamataig

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The mathematics experiences and outcomes are structured within three main organisers, each of which contains a number of subdivisions:

Number, money and measure

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics - its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations

Shape, position and movement

- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation.

Information handling

- Data and analysis
- Ideas of chance and uncertainty

Maths resources currently in use:

Heinemann; New Scottish Heinemann; Heinemann Mental Maths; Anita Straker Mental Maths.

Technologies / Teicneòlas

Learning in the technologies enables learners to be informed, skilled, thoughtful, adaptable and enterprising citizens. The technologies framework has six organisers:

- Technological developments in society
- ICT to enhance learning
- Business
- Computing science
- Food and textiles
- Craft, design, engineering and graphics

Well-designed practical activities in the technologies offer children and young people opportunities to develop:

- Curiosity and problem-solving skills, a capacity to work with others and take initiative
- Planning and organisational skills in a range of contexts
- Creativity and innovation, for example through ICT and computer aided design and manufacturing approaches
- Skills in collaborating, leading and interacting with others
- Critical thinking through exploration and discovery within a range of learning contexts
- Discussion and debate
- Searching and retrieving information to inform thinking within diverse learning contexts
- Making connections between specialist skills developed within learning and skills for work

- Evaluating products, systems, and services
- Presentation skills.

We have 12 PCs placed in classrooms throughout the school and all have access to the Internet. We have six laptops which are available to supplement class computers. There are SMARTBOARDS in all classrooms.

Sciences/

The key concepts have been identified using five organisers:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

The main purposes of learning in the sciences will help learners to:

- Develop a curiosity and understanding of their environment and their place in the living, material and physical world
- Demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- Develop skills for learning, life and work
- Develop skills of scientific enquiry and investigation using practical techniques
- Develop skills in the accurate use of scientific language, formulae and equations
- Recognise the role of creativity and inventiveness in the development of sciences
- Apply safety measures and take necessary actions to control risk and hazard
- Recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- Develop an understanding of the earth's resources and the need for responsible use of them
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- Develop as scientifically literate citizens with a lifelong interest in the sciences
- Establish the foundation for more advanced learning and, for some, future careers in the sciences and the technologies

Social Studies / Eòlas Àrainneachd

Through social studies, children and young people develop their understanding of the world by learning about other people and their values in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, learners' experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. All learners find out about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

The Social Studies experiences and outcomes have been structured under three main organisers:

- People, past events and societies
- People, place and environment
- People in society, economy and business

Teachers will use this framework to provide learners with opportunities for effective interdisciplinary working by making connections across and between subject boundaries.

Learners will:

- Develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- Broaden their understanding of the world by learning about human activities and achievements in the past and present
- Develop their understanding of their own values, beliefs and cultures and those of others
- Develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- Explore and evaluate different types of sources and evidence
- Learn how to locate, explore and link periods, people and events in time and place
- Learn how to locate, explore and link features and places locally and further afield
- Engage in activities which encourage enterprising attitudes
- Develop an understanding of concepts that encourage enterprise and influence business
- Establish firm foundations for lifelong learning and for further specialised study and careers.

Social studies experiences and outcomes encourage links with other areas of learning to provide learners with a deeper, more enjoyable and active experience.

Expressive Arts / Na h-Ealain

The experiences and outcomes in expressive arts come under the organisers of:

- Art and design
- Dance
- Drama
- Music

By engaging in experiences within the expressive arts, learners will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting our learners to recognise and value the variety and vitality of culture locally, nationally and globally.

Learning in, through and about the expressive arts enables learners to:

- Be creative and express themselves in different ways
- Experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- Develop important skills, both those specific to the expressive arts and those which are transferable
- Develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

Through providing a wide range of learning activities in expressive arts we will enable our learners to become:

- **Successful learners**, who can express themselves, think innovatively, meet challenges positively and find imaginative solutions to problems and who have developed knowledge and skills related to the different arts and broader skills such as the use of technologies
- **Confident individuals**, who have developed self-awareness, self-discipline, determination, commitment and confidence through drawing on their own ideas, experiences and feelings, and through successful participation
- **Responsible citizens**, who can explore ethical questions, respond to personal and social issues, and develop stances and views, who have deepened their insight and experiences of cultural identities and who have come to recognise the importance of the arts to the culture and identities of Scotland and other societies
- **Effective contributors**, who can develop and express their creativity, work cooperatively and communicate with others, and in so doing, show initiative, dependability, leadership and enterprise.