

<u>Significant Aspects of Learning</u>		
<u>Literacy and English</u>	<u>Numeracy and Mathematics</u>	<u>Health and Wellbeing Food and health</u>
<ol style="list-style-type: none"> 1. Listening and Talking 2. Reading 3. Writing <p>Learners' progress within these three significant aspects of learning in Literacy and English will be evidenced as practitioners and learners gather, observe and reflect on evidence of their progression in relevant knowledge, understanding, skills, attributes and capabilities as they:</p> <ul style="list-style-type: none"> ➤ engage with and create a broad range of texts, including Scottish and Scots texts ➤ use reading and listening strategies to understand, analyse and evaluate texts ➤ find and use information ➤ develop critical literacy skills, including evaluating sources ➤ write with increasing accuracy, making effective use of spelling, grammar and punctuation ➤ create texts of increasing complexity using more sophisticated language ➤ develop and use higher-order thinking skills 	<ol style="list-style-type: none"> 1. Use knowledge and understanding of the number system, patterns and relationships 2. Use knowledge and understanding of measurement and its application 3. Use knowledge and understanding of shape and space 4. Research and evaluate data to assess risks and make informed choices 5. Apply numeracy and mathematical skills <p>The framework shows the knowledge and understanding within a level and skills permeating all levels. These must be understood and supported by a range of assessment evidence to determine achievement of a level.</p>	<ol style="list-style-type: none"> 1. knowledge and understanding of a healthy diet and making informed decisions in order to improve mental, emotional, social and physical wellbeing 2. experiencing positive aspects of healthy living through knowledge and understanding, skills, attributes and capabilities to make healthy food choices, establishing lifelong healthy eating habits 3. putting into practice knowledge and understanding of how the dietary needs of individuals and groups vary through life stages 4. developing skills, attributes and capabilities to apply safe and hygienic practices to everyday routines, based on knowledge and understanding of their importance to health and wellbeing 5. knowledge and understanding that food practices and choices depend on many factors including availability, sustainability, season, cost, religious beliefs, culture, peer pressure, advertising and the media 6. appreciation of eating as an enjoyable activity and understanding of the role of food within social and cultural contexts <p>Learners' experiences within food and health must encompass regular opportunities for working practically with food and cooking activities. Similarly, the evidence of their progress should be drawn from practical situations. For more examples of skills in action in food, health and the technologies, see the publication Food for Thought</p>
	<u>Modern Languages</u>	<u>Health and Wellbeing Physical Education</u>
	<ol style="list-style-type: none"> 1. Listening and Talking 2. Reading 3. Writing <p>Progression in the significant aspects of learning of Modern Languages will be evidenced as practitioners and children and young people gather, observe and reflect on evidence of learners' progression in knowledge and understanding, skills, attributes and capabilities in:</p> <ul style="list-style-type: none"> ➤ understanding and using a range of vocabulary ➤ understanding and using more complex sentences ➤ understanding and using a variety of spoken language ➤ producing oral responses and talks of greater length, complexity and accuracy ➤ understanding and using a range of texts ➤ deploying a range of reading strategies ➤ producing language for a variety of purposes ➤ producing written language with increasing complexity and accuracy 	<ol style="list-style-type: none"> 1. Physical competencies – kinaesthetic awareness; balance and control; coordination and fluency; rhythm and timing; gross and fine motor skills. 2. Cognitive skills – problem solving; focus and concentration; decision making; creativity. 3. Physical fitness – stamina; speed; core stability and strength; flexibility. 4. Personal qualities - motivation; confidence and self-esteem; determination and resilience; responsibility and leadership; respect and tolerance; communication.
		<u>Health and Wellbeing Planning for choices and changes; Physical activity; Substance misuse; Relationships; Responsibility of All</u>
		<ol style="list-style-type: none"> 1. Planning for choices and changes Learners are aware of their future choices and raise their expectations and aspirations of what will be possible. They develop the skills and attributes to secure positive destinations beyond school. 2. Physical activity, sport and health Learners establish a pattern of daily physical activity which is likely to lead to lifelong participation in sustained physical activity in adult life. They are able to access and take advantage of opportunities available locally to support their physical activity levels. Learners understand the links between diet and physical activity and the role they have in preventing obesity. 3. Substance misuse Learners understand the use and misuse of various substances. They understand the impact of risk-taking behaviour on their life choices. They make informed personal choices which promote a healthy lifestyle. 4. Relationships, sexual health and parenthood Learners develop their social skills and their understanding of how to maintain positive relationships with a variety of people. They are aware of how thoughts, feelings, attitudes, values and beliefs influence decisions about relationships and sexual health. They understand the complex role and responsibilities of being a parent or carer
<u>Literacy and Gàidhlig</u>	<u>Gaelic (learners)</u>	<u>Sciences</u>
<ol style="list-style-type: none"> 1. Listening and Talking 2. Reading 3. Writing <p>Teachers and learners will focus on developing the knowledge and understanding, skills, attributes and capabilities detailed in the experiences and outcomes. Progression in the significant aspects of learning of Literacy and Gàidhlig will be evidenced as practitioners and children and young people gather, observe and reflect on evidence of learners' progression in knowledge and understanding, skills, attributes and capabilities in:</p> <ul style="list-style-type: none"> ➤ moving from familiar to less familiar language ➤ understanding and using a range of vocabulary ➤ understanding and using more complex sentences ➤ understanding and using a variety of spoken language ➤ increasing complexity of conversations ➤ understanding and using a range of texts ➤ deploying a range of reading strategies ➤ producing written language with increasing complexity and accuracy ➤ reading for cultural appreciation 	<ol style="list-style-type: none"> 1. Listening and Talking 2. Reading 3. Writing <p>Teachers and learners will focus on developing the knowledge and understanding, skills, attributes and capabilities detailed in the experiences and outcomes. Progression in the significant aspects of learning of Gaelic will be evidenced as practitioners and children and young people gather, observe and reflect on evidence of learners' progression in knowledge and understanding, skills, attributes and capabilities in:</p> <ul style="list-style-type: none"> ➤ moving from familiar to less familiar language ➤ understanding and using a range of vocabulary ➤ understanding and using more complex sentences ➤ understanding and using a variety of spoken language ➤ increasing complexity of conversations ➤ understanding and using a range of texts ➤ deploying a range of reading strategies ➤ producing written language with increasing complexity and accuracy ➤ reading for cultural appreciation 	<ol style="list-style-type: none"> 1. Planet Earth 2. Forces, electricity and waves 3. Biological systems 4. Materials 5. Topical science 6. Inquiry and investigative skills 7. Scientific analytical thinking skills 8. Skills and attributes of scientifically literate citizens

<u>Significant Aspects of Learning</u>	
<u>Expressive Arts</u>	<u>Religious and Moral Education</u>
<p>Creating</p> <ol style="list-style-type: none"> demonstrate that they can be creative and express themselves in different ways. will be able to express themselves, think innovatively, meet challenges positively and find imaginative solutions to problems have developed knowledge and skills related to the different arts and broader skills such as the use of technologies work cooperatively and communicate with others, and in so doing, show initiative, dependability, leadership and enterprise have opportunities to nurture and develop their expressive arts interests and skills make partnerships with professional performers or artists and other creative adults <p>Presenting</p> <ol style="list-style-type: none"> show they can perform and present for different audiences and be part of an audience for others. demonstrate working collaboratively as well as learning independently. experience enjoyment and contribute to other people’s enjoyment through creative and expressive performances and presentations. establish links within the expressive arts subjects and the wider curriculum <p>Evaluating and appreciating</p> <ol style="list-style-type: none"> have opportunities to analyse, explore and reflect draw on their own ideas, experiences and feelings, and through successful participation recognise the importance of the arts to the culture and identities of Scotland and other societies show evidence of developing important skills, both those specific to the expressive arts and those which are transferable such as: 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 	<p>Learning about religion and morality</p> <ol style="list-style-type: none"> understanding the religious and cultural diversity of Scotland and across the world through learning about Christianity and World Religions and other stances for living recognising religion as a significant factor which has shaped our social, political and spiritual heritage investigating religious beliefs, values, issues, traditions and practices through a range of primary and secondary sources encountering religious diversity through contact with people of faith being able to describe and explain features of moral issues and moral decision making <p>Learning from religion and morality</p> <ol style="list-style-type: none"> experiencing a sense of awe and wonder about what it means to be human, the nature of the world we live in, the interconnectedness of it all and developing a deepening sense of spiritual awareness appreciating the importance of respect for the beliefs, values and traditions of others and being able to demonstrate this developing skills and attributes to make well-judged moral and ethical decisions and to justify personal beliefs and values engaging in a process of personal reflection leading to a deeper understanding of personal beliefs and ideas about meaning, value and purpose in life
	<u>Religious and Moral Education in Catholic schools</u>
	<p>The guidance for Religious Education in Roman Catholic schools supports assessment by helping to identify significant aspects of learning including:</p> <ol style="list-style-type: none"> a deepening knowledge and understanding of the Catholic faith understanding the relevance of the Catholic faith to questions about truth and the meaning of life fostering the values, attitudes and practices compatible with a positive response to the invitation to faith developing the skills of reflection, discernment and critical thinking being able to make well informed moral decisions feeling nurtured through engagement in prayer as an individual and as part of the school and parish community being able to understand and appreciate significant aspects of other Christian traditions and major world religions making a positive difference to self and the world by putting beliefs and values into action
	<u>Technologies</u>
	<p>Through careful planning, using the experiences and outcomes in business; computing science; food and textiles; and craft, design, engineering and graphics, learners will have opportunities for:</p> <p>finding, discussing, organising and evaluating information through the technologies</p> <ol style="list-style-type: none"> searching and retrieving information to inform thinking <p>understanding how technological products work and how they affect people</p> <ol style="list-style-type: none"> critical thinking through exploration and discovery within a range of learning contexts discussion and debate, skills in collaboration, leading and interacting with others problem solving skills through exploration <p>planning and organising technological activities</p> <ol style="list-style-type: none"> planning and organisational skills in a range of contexts skills in using tools, equipment, software and materials creativity and innovation, for example through ICT, computer-aided design and manufacturing approaches making connections between specialist skills developed within learning and skills for work evaluating products, applications, systems and services presentation skills
<u>Social Studies</u>	
<ol style="list-style-type: none"> understanding the place, history, heritage and culture of Scotland and appreciating local and national heritage within the world; developing an understanding of the world by learning about how people live today and in the past; understanding economic, social and environmental issues; becoming aware of cause and effect, change, sequence and chronology; understanding the principles of representative democracy, participation, citizenship by practising democracy through electoral participation and active citizenship in the school and local community; using and applying skills in creating and using models, maps and graphical representation of information; locating, exploring and linking periods, people, events and features in time and place; gaining business enterprise skills and knowledge and an understanding of the importance and methods of managing finance; developing useful skills for learning, life and work 	