Benchmarks

Early 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

Early 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 enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.* ***LIT 0-01a / LIT 0-11a / LIT 0-20a*** *I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.* ***LIT 0-01b / LIT 0-11b*** *I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.* ***LIT 0-01c***	• *Hears and says patterns in words.* • *Hears and says rhyming words and generates rhyme from a given word.* • *Hears and says the different single sounds made by letters.* • *Hears and says letter blends/sounds made by a combination of letters.* • *Participates actively in songs, rhymes and stories.* • *Chooses a story or other texts for enjoyment, making use of the cover, title, author and/or illustrator.* • *Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.* • *Engages with stories and texts in different ways, for example, retelling/re-enacting stories and/or using puppets/props.*
	Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning	*As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.* ***LIT 0-02a*** / *ENG 0-03a*	• *Makes an attempt to take turns when listening and talking in a variety of contexts.* • *Makes an attempt to use appropriate body language when listening to others, for example, eye contact.* • *Listens and responds to others appropriately.* • *Asks questions and responds relevantly to questions from others.* • *Follows and gives simple instructions.* • *Shares ideas with a wider audience, for example, group or class.*

Listening and Talking	**Finding and using information** **-** when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	*I listen or watch for useful or interesting information and I use this to make choices or learn new things.* *LIT 0-04a*	• *Understands and responds to spoken texts.* • *Identifies new or interesting information from spoken texts.*
	Understanding, analysing and evaluating - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	*To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.* *LIT 0-07a / LIT 0-16a /* *ENG 0-17a*	• *Asks and answers questions about texts to show and support understanding.* • *Makes simple predictions about texts.*
	Creating texts **-** applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary	*Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.* *LIT 0-09a* *I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.* *LIT 0-09b / LIT 0-31a* *As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.* *LIT 0-10a*	• *Talks clearly to others in different contexts, sharing feelings, ideas and thoughts.* • *Recounts experiences, stories and events in a logical sequence for different purposes.* • *Communicates and shares stories in different ways, for example, in imaginative play.* • *Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text.*

Reading	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.* *LIT 0-01a / LIT 0-11a / LIT 0-20a* *I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.* *LIT 0-01b / LIT 0-11b*	• *Chooses a story or other texts for enjoyment making use of the cover, title, author and/or illustrator.* • *Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.*
	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 explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.* ENG 0-12a / *LIT 0-13a / LIT 0-21a*	• *Hears and says patterns in words.* • *Hears and says the different single sounds made by letters.* • *Hears and says blends/sounds made by a combination of letters.* • *Knows the difference between a letter, word and numeral.* • *Reads from left to right and top to bottom.* • *Uses knowledge of sounds, letters and patterns to read words.* • *Uses knowledge of sight vocabulary/tricky words to read familiar words in context.* • *Reads aloud familiar texts with attention to simple punctuation.* • *Uses context clues to support understanding of different texts.*
	Finding and using information - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary	*I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.* *LIT 0-14a*	• *Finds information in a text to learn new things.* • *Shows an awareness of a few features of fiction and non-fiction texts when using/choosing texts for particular 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 help me understand stories and other texts, I ask questions and link what I am learning with what I already know.* *LIT 0-07a / LIT 0-16a / ENG 0-17a* *I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.* *LIT 0-19a*	• *Engages with texts read to them.* • *Asks and answers questions about events and ideas in a text.* • *Answers questions to help predict what will happen next.* • *Contributes to discussions about events, characters and ideas relevant to the text.* • *Shares thoughts and feelings about stories and other texts in different ways.* • *Retells familiar stories in different ways, for example, role play, puppets and/or drawings.* • *Relates information and ideas from a text 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 exploring and playing with the patterns and sounds of language and can use what I learn.* *LIT 0-01a / LIT 0-11a / LIT 0-20a*	• *Writes for enjoyment, exploring patterns and sounds, in a range of play, imaginative and real contexts.*
	Tools for writing - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning	*I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write.* ENG 0-12a */ LIT 0-13a / LIT 0-21a* *As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.* *LIT 0-21b*	• *Forms most lowercase letters legibly.* • *Uses a pencil with increasing control and confidence.* • *Knows the sounds of lowercase and some uppercase letters.* • *Leaves a space between words when writing.* • *Writes words from left to right.* • *Makes an attempt to spell familiar words correctly.* • *Makes an attempt to use a capital letter and a full stop in at least one sentence.*

Organising and using information - considering texts to help create short and extended texts for different purposes	*Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.* *LIT 0-26a*	• *Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts.* • *Writes to reflect own experiences and feelings using appropriate vocabulary to convey meaning.*
Creating texts - considering texts to help create short and extended texts for different purposes	*I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.* *LIT 0-09b / LIT 0-31a*	• *Invents own stories and characters to share with others in play, imaginative and real contexts.* • *Shares feelings, experiences, information, messages or ideas in pictures, print or digital texts.*

Early Level Numeracy and Mathematics

	*Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support teachers' and practitioners' professional judgement
Number, money and measure	**Estimation and rounding**	*I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.* *MNU 0-01a*	• *Recognises the number of objects in a group, without counting (subitising) and uses this information to estimate the number of objects in other groups.* • *Checks estimates by counting.* • *Demonstrates skills of estimation in the contexts of number and measure using relevant vocabulary, including less than, longer than, more than and the same.*
	Number and number processes	*I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.* *MNU 0-02a* *I use practical materials and can 'count on and back' to help me understand addition and subtraction, recording my ideas and solutions in different ways.* *MNU 0-03a*	• *Explains that zero means there is none of a particular quantity and is represented by the numeral 0.* • *Recalls the number sequence forwards within the range 0 - 30, from any given number.* • *Recalls the number sequence backwards from 20.* • *Identifies and recognises numbers from 0 to 20.* • *Orders all numbers forwards and backwards within the range 0 - 20.* • *Identifies the number before, the number after and missing numbers in a sequence within 20.* • *Uses one-to-one correspondence to count a given number of objects to 20.* • *Identifies 'how many?' in regular dot patterns, for example, arrays, five frames, ten frames, dice and irregular dot patterns, without having to count (subitising).* • *Groups items recognising that the appearance of the group has no effect on the overall total (conservation of number).* • *Uses ordinal numbers in real life contexts, for example, 'I am third in the line'.* • *Uses the language of before, after and in-between.* • *Counts on and back in ones to add and subtract.*

			- *Doubles numbers to a total of 10 mentally.* - *When counting objects, understands that the number name of the last object counted is the name given to the total number of objects in the group.* - *Partitions quantities to 10 into two or more parts and recognises that this does not affect the total.* - *Adds and subtracts mentally to 10.* - *Uses appropriately the mathematical symbols +, − and =.* - *Solves simple missing number problems.*
	Multiples, factors and primes	There are no experiences and outcomes at early level.	There are no experiences and outcomes at early level.
	Powers and roots	There are no experiences and outcomes at early level.	There are no experiences and outcomes at early level.
	Fractions, decimal fractions and percentages	*I can share out a group of items by making smaller groups and can split a whole object into smaller parts.* *MNU 0-07a*	- *Splits a whole into smaller parts and explains that equal parts are the same size.* - *Uses appropriate vocabulary to describe halves.* - *Shares out a group of items equally into smaller groups.*
	Money	*I am developing my awareness of how money is used and can recognise and use a range of coins.* *MNU 0-09a*	- *Identifies all coins to £2.* - *Applies addition and subtraction skills and uses 1p, 2p, 5p and 10p coins to pay the exact value for items to 10p.*
	Time	*I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.* *MNU 0-10a*	- *Links daily routines and personal events to time sequences.* - *Names the days of the week in sequence, knows the months of the year and talks about features of the four seasons in relevant contexts.* - *Recognises, talks about and where appropriate, engages with everyday devices used to measure or display time, including clocks, calendars, sand timers and visual timetables.* - *Reads analogue and digital o'clock times (12 hour only) and represents this on a digital display or clock face.* - *Uses appropriate language when discussing time,*

			including before, after, o'clock, hour hand and minute hand.
	Measurement	*I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.* *MNU 0-11a*	• *Shares relevant experiences in which measurements of lengths, heights, mass and capacities are used, for example, in baking.* • *Describes common objects using appropriate measurement language, including tall, heavy and empty.* • *Compares and describes lengths, heights, mass and capacities using everyday language, including longer, shorter, taller, heavier, lighter, more and less.* • *Estimates, then measures, the length, height, mass and capacity of familiar objects using a range of appropriate non-standard units.*
	Mathematics – its impact on the world, past, present and future	There are no experiences and outcomes at early level.	There are no experiences and outcomes at early level.
	Patterns and relationships	I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. MTH 0-13a	• Copies, continues and creates simple patterns involving objects, shapes and numbers. • Explores, recognises and continues simple number patterns. • Finds missing numbers on a number line within the range 0 - 20.
	Expressions and equations	There are no experiences and outcomes at early level.	There are no experiences and outcomes at early level.
Shape, position and movement	**Properties of 2D shapes and 3D objects**	I enjoy investigating objects and shapes and can sort, describe and be creative with them. MTH 0-16a	• Recognises, describes and sorts common 2D shapes and 3D objects according to various criteria, for example, straight, round, flat and curved.
	Angle, symmetry and transformation	In movement, games, and using technology I can use simple directions and describe positions. MTH 0-17a	• 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.

			• Identifies, describes and creates symmetrical pictures with one line of symmetry.
		I have had fun creating a range of symmetrical pictures and patterns using a range of media. MTH 0-19a	
Information handling	**Data and analysis**	*I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.* *MNU 0-20a* *I can match objects, and sort using my own and others' criteria, sharing my ideas with others.* *MNU 0-20b* I *can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life.* *MNU 0-20c*	• *Asks simple questions to collect data for a specific purpose.* • *Collects and organises objects for a specific purpose.* • *Applies counting skills to ask and answer questions and makes relevant choices and decisions based on the data.* • *Contributes to concrete or pictorial displays where one object or drawing represents one data value, using digital technologies as appropriate.* • *Uses knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways.* • *Interprets simple graphs, charts and signs and demonstrates how they support planning, choices and decision making.*
	Ideas of chance and uncertainty	There are no experiences and outcomes at early level.	There are no experiences and outcomes at early level.

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-division

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 one area to another • uses connections to solve problems.	*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.

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.

Early 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 enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.* LIT 0-01a / LIT 0-11a / LIT 0-20a *I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.* LIT 0-01b / LIT 0-11b *I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.* LIT 0-01c	• *Participates in and recalls songs, rhymes and stories which support the learning of Gaelic language in a total immersion setting.* • *Listens to stories to help learn Gaelic, recognising and repeating familiar words and phrases, answering questions on the content with a decreasing reliance on English, using an appropriate range of strategies to support their acquiring fluency.* • *Recognises / uses / repeats with accuracy words and phrases in Gaelic and demonstrates understanding through responses.* • *Identifies the different single sounds and the sounds made by a combination of letters of the Gaelic alphabet, for example mh, bh, th, str.* • *Identifies sounds learned within words.* • *Listens and responds to stories and other texts, sharing likes and dislikes using Gaelic words and phrases.* • *Discusses characters and events in stories, songs, role-play and texts in different ways, for example, using role-play and using puppets.* • *Expresses an opinion on a range of texts in different ways, for example, using actions.*
	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 discover new words and phrases. I use these to help talk to, play and work with others. GAI 0-02a	• *Listens to, demonstrates an understanding of and repeats new words and phrases from the use of Gaelic in a total immersion setting across a variety of contexts. The learner is becoming confident in their use of Gaelic in social situations and routines, such as when having snack.* • *Responds appropriately to questions, instructions and directions given in Gaelic relating to familiar situations in the playroom and classroom.*

		As I listen talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02a / GAI 0-03a	• Uses songs, poems, rhymes and role-plays to show how they are developing a new language. • Talks about personal experiences and uses familiar situations using Gaelic words and phrases with adults and other children in a variety of contexts. • Makes an attempt to take turns when listening and talking in a variety of contexts. • Listens to the Gaelic that is being modelled by adults for accuracy and development, and repeats what is being said.
Finding and using information - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a	• Conveys an understanding of something watched or listened to, and uses this information to make choices or learn new things within the context of a total immersion setting.
Understanding, analysing and evaluating - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / GAI 0-17a	• Asks and answers different types of questions about a range of texts using Gaelic. • Makes simple predictions about what happens next in texts. • Talks about own experiences as linked to the text and to aid understanding.
Creating texts - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-09a	• Shares experiences, feelings, ideas and information with others, talking clearly and logically, using words, phrases and simple sentences, in real and imaginary contexts, using Gaelic. • Uses a range of Gaelic vocabulary and phrases which is added to through different contexts. • Invents and shares own stories in different ways for example, using puppets, as part of role-play, using Gaelic words and phrases.

Reading		*I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.* LIT 0-09b / LIT 0-31a *As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.* LIT 0-10a	• *Retells a story in a logical sequence using Gaelic words and phrases as well as mime and role-play to aid learners' developing language.* • *Relates information and ideas from a text to personal experiences using Gaelic words and phrases.*
	Enjoyment and choice **-** within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.* LIT 0-01a / LIT 0-11a / LIT 0-20a *I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.* LIT 0-01b / LIT 0-11b	• *Recalls songs, rhymes and poems, as part of learning and exploring a new language.* • *Chooses a story, book or text to share with others by making use of the illustrations as visual cues to describe what is happening.* • *Chooses and discusses a variety of texts, giving reasons for likes and dislikes including identifying rhyme.* • *Listens to stories being read aloud, using pictures and repetitive parts of the story to help anticipate and predict what is going to happen.*
	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 explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.* GAI 0-12a / LIT 0-13a / LIT 0-21a	• *Understands that print is read from left to right and top to bottom and knows the difference between a letter, word and space.* • *Uses knowledge of sounds, letters, blending and patterns in Gaelic language to read new words and recognises these words when part of text.* • *Recognises some common words and reads aloud simple texts, including the labelling in the learning environment and demonstrates understanding.*

			• *Reads aloud familiar texts, for example labels and snack menu with attention to simple punctuation.* • *Uses context clues and illustrations to support understanding of words and different texts.*
	Finding and using information **-** when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary	*I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.* LIT 0-14a	• *Finds simple information in a text to learn new things or make sense of it.* • *Makes choices based on what has been read or watched to learn new things.* • *Recognises some words in the environment by their shape or feature.* • *Shows an awareness of when to refer to fiction and non-fiction texts when using and choosing texts for a particular purpose.*
	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 help me understand stories and other texts, I ask questions and link what I am learning with what I already know.* LIT 0-07a / LIT 0-16a / GAI 0-17a *I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.* LIT 0-19a	• *Retells familiar stories in different ways for example, role-play, puppets, and drawings.* • *Asks and answers questions about events and ideas in a text.* • *Answers questions to help predict what will happen next.* • *Discusses characters and events relevant to the text.* • *Shares thoughts and feelings about stories and other texts in different ways.* • *Relates information and ideas from a text 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 exploring and playing with the patterns and sounds of language and can use what I learn.* LIT 0-01a / LIT 0-11a / LIT 0-20a	• *Explores writing through a range of imaginary and real-life opportunities, for example, through play, shopping lists, labels, signs.* • *Uses a range of stimuli to develop ideas for writing, for example, talk, songs, pictures, objects, own experiences and role-play.* • *Shares feelings, experiences, information, messages or ideas in pictures and print.*

Tools for writing - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning	*I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write.* GAI 0-12a / LIT 0-13a / LIT 0-21a *As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.* LIT 0-21b	• *Forms most lowercase and upper case letters correctly and legibly.* • *Recites the alphabet sounds in order, recognising the names and sounds for lowercase and uppercase letters.* • *Leaves a space between words when writing.* • *Understands that words are written from top to bottom and left to right.* • *Uses letters, sounds and phonemes to help spell and construct words, with common words spelt correctly.* • *Uses wall-charts, books, picture dictionaries or asks someone to support spelling and writing.* • *Recognises within a text simple punctuation such as full stop and question marks.* • *Uses a capital letter and a full stop correctly.*
Organising and using information - considering texts to help create short and extended texts for different pruposes	*Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.* LIT 0-26	• *Talks about and attempts to write about a range of experiences and feelings using such strategies as ordering pictures, magnetic letters, voice-assisted technology and writing.*
Creating texts - considering texts to help create short and extended texts for different purposes	*I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.* LIT 0-09b / LIT 0-31a	• *Uses common Gaelic words to create simple sentences.* • *Creates stories, using a range of visual and oral strategies, for example drawing.*

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.

Early 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 freedom to discover and choose ways to create images and objects using a variety of materials. EXA 0-02a I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a Working on my own and with others, I use my curiosity and imagination to solve design problems. EXA 0-06a 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 0-07a	• Records from experiences across the curriculum, for example, through observing and remembering, makes a model or drawing based on an aspect of the natural environment such as natural items from the sea shore, the countryside, a forest. • 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. • Recognises colour, line, shape and at least one more of the visual elements: form, tone, pattern, texture. • Shares thoughts and feelings in response to the work of at least one artist and one designer, giving reasons for likes and dislikes. • Shares views and listens appropriately to the views of others on their own or others' work. When creating images and objects to express ideas, thoughts and feelings: • uses a variety of available materials and technology; • shows understanding that line can have different qualities, for example, thick, thin, broken, wavy.
Dance	I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully. EXA 0-08a	• Performs a range of simple, repeated, intentional movements and gestures. • Uses space and resources creatively. • Chooses and explores ways of moving rhythmically, expressively and playfully.

	Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. EXA 0-09a I have opportunities to enjoy taking part in dance experiences. EXA 0-10a 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 0-11a	• Participates in dance that is taught and/or creative movement invented by peers. • Shows understanding that dance consists of combined movements and gestures, usually performed with music or a beat. • Shares their responses to stimuli through movement with, for example, peers or practitioner. • Shares thoughts and feelings in response to dance experiences, either as a performer or as part of an audience, giving reasons for likes and dislikes. • Shares views and listens appropriately to the views of others on their own or others' work.
Drama	I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama. EXA 0-12a Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 0-13a I use drama to explore real and imaginary situations, helping me to understand my world. EXA 0-14a 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 0-15a	• Takes on a role within a play or dramatised situation, for example, a puppet show, a real or imagined situation, re-enactment of a story or traditional tale. • Communicates ideas and feelings using aspects of voice, such as volume, expression and clarity. • Communicates ideas and feelings using movement, for example, through body language, gestures, actions and posture. • Communicates ideas and feelings using facial expressions, for example, to show happy, sad, surprised, angry, scared. • Conveys through drama what characters in real or imaginary situations might say, do or feel, for example, being upset about losing a toy, what a character in a well-known fairy tale might say or how they might feel. • Communicates their ideas through improvised drama i.e. making it up as they go along. • Shares thoughts and feelings about drama experiences, for example, during a discussion about characters or events in a drama, giving reasons for likes and dislikes. • Shares views and listens appropriately to the views of others on their own or others' work.

Music		
	I enjoy singing and playing along to music of different styles and cultures. EXA 0-16a I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 0-17a 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 0-18a I can respond to music by describing my thoughts and feelings about my own and others' work. EXA 0-19a	• Participates actively and uses his/her voice in singing activities from a range of styles and cultures, for example, nursery rhymes and songs with actions. • Uses instruments such as drum, claves, chime bar to play along to a range of music styles. • Shares thoughts and feelings about music experiences such as live and/or recorded music, peer nursery rhyme performances, school concerts, giving reasons for likes and dislikes. • Shares views and listens appropriately to the views of others, for example, states if the music is fast/slow or loud/quiet. When communicating ideas and feelings through creative music activities: • uses voice to explore sound and rhythm, for example, hums, whispers, sings; • chooses different musical instruments to play such as chime bar, drum or body percussion, exploring sound and rhythm by, for example, clapping, tapping; • uses technology to capture sound, for example, audio recorders, microphones, apps and other software.

Early 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	Through listening to and joining in with story-telling, games, rhymes and songs, I have explored and experimented with sound patterns, words and phrases in Gaelic. LGL 0-01a / LGL 0-05a / LGL 0-07a / LGL 0-08a	• Participates actively in rhymes, songs, games and storytelling. • Repeats and uses words and simple phrases, for example, *tha mi ag iarraidh deoch, seo leabhar*. • Responds appropriately to basic classroom instructions, particularly those connected to routines. • Uses and demonstrates understanding of Gaelic in basic daily routines.
	Listening and talking with others	I have explored and experimented with the patterns and sounds of the language and can use what I have learned. LGL 0-02a Through daily experiences and play I can listen or watch for interesting or useful information. LGL 0-04a Through listening to and joining in with story-telling, games, rhymes and songs, I have explored and experimented with sound patterns, words and phrases in Gaelic. LGL 0-01a / LGL 0-05a / LGL 0-07a LGL 0-08a	• Memorises songs, rhymes, poems and enjoys performing these. Repeats words and phrases from songs, rhymes, poems and the use of everyday Gaelic. • Uses words and phrases learned from everyday use of Gaelic, story books, songs and programmes as set phrases as part of language learning. • Recognises and uses accurately changes made in pronunciations within familiar contexts such as songs, for example, *glè mhath* and not *math*. • Responds to simple questions to give personal information about themselves for example, *Is mise…. agus tha mi ceithir.* • Answers simple questions on self, using familiar vocabulary and phrases. • Follows simple instructions and prompts in a range of contexts related to play and routines. • Repeats vocabulary learned from a range of personal topics.

Reading	**Organising and using information**	I can listen, watch and use play to explore aspects of Gaelic culture. LGL 0-06a	Responds to and takes part in Gaelic cultural activities such as St Andrews Day celebrations, local and national MOD events, or local and play situations connected to Gaelic culture. • Uses information from a spoken text or play activity to explore aspects of Gaelic culture.
	Using knowledge about language	Through listening to and joining in with story-telling, games, rhymes and songs, I have explored and experimented with sound patterns, words and phrases. LGL 0-01a / LGL 0-05a / LGL 0-07a / LGL 0-08a	• Responds to simple questions and prompts about self while using familiar vocabulary.
	Finding and using information	Through listening to and joining in with story-telling, games, rhymes and songs, I have explored and enjoyed using sound patterns, words and phrases in Gaelic. LGL 0-01a / LGL 0-05a / LGL 0-07a / LGL 0-08a	• Uses some Gaelic words, for example, asking how someone is, greetings, colours and instructions, as part of play and in daily routines. • Demonstrates understanding through using illustrations, mime and explanations.
	Using knowledge about language	I have explored and experimented with Gaelic words and phrases. LGL 0-11a / LGL 0-12a / LGL 0-13a	• Recognises and repeats Gaelic sounds in texts. • Identifies simple Gaelic sound patterns in words. • Recognises key words in phrases. • Demonstrates understanding through mime and illustrations, for example.
Writing	**Organising and using information**	I have explored and experimented with Gaelic words and phrases. LGL 0-11a / LGL 0-12a / LGL 0-13a	• Copies, writes and repeats Gaelic sounds and can relate them to words. • Recognises common playroom/classroom labels for example, names in Gaelic, labels on trays.
	Using knowledge about language	I have explored and experimented with Gaelic words and phrases. LGL 0-11a / LGL 0-12a / LGL 0-13a	• Selects words from resources such as word banks and word walls to construct simple sentences. • Explores and experiments with letters as part of mark making or play.

Early Level Health and Wellbeing (Food and Health)

		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
The Food Experience	**Tasting, selecting and evaluating** **Decision making** **Religious and cultural influences**	I enjoy eating a diversity of foods in a range of social situations. HWB 0-29a	• Eats socially with others. • Recognises that we eat different foods at different times of the day and on different occasions. • Prepares and tastes a range of familiar and unfamiliar foods. • Recognises and respects that others' food choices may be different from their own.
Developing Healthy Choices	**Linking food and Health** **Decision making**	Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. HWB 0-30a	• Recognises that eating more of some types of foods and less of others is good for health. • Identifies, prepares and tastes a range of foods, for example, fruit, vegetables. • Identifies how much fluid should be consumed in a day.
Nutritional Needs	**Varied diet** **Individual needs** **Stages of Life**	I know that people need different kinds of food to keep them healthy. HWB 0-32a	• Uses the words lots, some and a little to prepare and describe the amount of food that should be eaten from each food group to stay healthy.
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 0-33a	• Demonstrates how to perform daily hygiene routines, for example, hand washing, teeth brushing. • Gets ready to prepare food, for example, wash hands, tie hair back, wear an apron. • Demonstrates an understanding of basic food hygiene and safety through, for example, washing fruit and vegetables, storing perishables in the fridge. • Works safely when using simple kitchen equipment.

The Journey of Food	From farm to fork Sustainability Influences on consumer Preparing food appropriate to learning	I explore and discover where foods come from as I choose, prepare and taste different foods. HWB 0-35a	• Describes which foods come from plants and which come from animals when working with and tasting foods.

Food and Textile Technologies	Creativity
	
	Design
	
	Dexterity
	
	Problem solving
	
	Developing appropriate items
		I enjoy exploring and working with foods in different contexts.
		
		TCH 0-04a
		
		I enjoy experimenting with a range of textiles.
		
		TCH 0-04b
		
		I can share my thoughts with others to help develop ideas and solve problems.
		
		TCH 0-04c
			• Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading.
			
			• Demonstrates simple techniques with textiles, for example, cutting, selecting materials, threading cards, gluing.
			
			• Within a food/textile context;
			  - Explores and identifies at least two ideas to solve a problem.
			  - Selects an appropriate solution.
			
			• Uses given resources to solve the problem / reach the solution.

Early Level Health and Wellbeing (Personal and Social Education)

		Experiences and Outcomes for planning learning, teaching and assessment	Expected 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 0-20a	• Shares aspirations and goals for the future. • Talks about own learning, strengths and next steps. • Discusses some of the rewards that a job brings, for example, meeting new people, money, helping others. • Communicates with others about different jobs in the community.
Physical activity and health	**Diet, rest and sleep**	I know that being active is a healthy way to be. HWB 0-27a I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body. HWB 0-28a	• Demonstrates different ways of being active, for example, energetic play. • Identifies how being active affects their body, for example, raised heartbeat, getting hot. • Gives reasons why being active is good for health.
Substance Misuse	**Use of substances** **Action in unsafe situations**	I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances. HWB 0-38a I can show ways of getting help in unsafe situations and emergencies. HWB 0-42a	• Identifies which substances may be helpful and which may be harmful in given situations. • Suggests ways to get help in unsafe and emergency situations, for example, seeking out an adult. • Names the emergency services.
Relationships, sexual health and parenthood	**Physical changes**	I recognise that we have similarities and differences but are all unique. HWB 0-47a	• Identifies body differences and similarities.

	Sexual health and sexuality	I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB 0-47b	• Describes how bodies change as they grow. Identifies body parts using correct names, for example, penis, testicles, vulva and nipples.
		I am learning what I can do to look after my body and who can help me. HWB 0-48a	• Demonstrates modesty and privacy through, for example, closing toilet doors. • Manages personal space with respect towards self and others.
		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 0-49a	• Demonstrates an understanding of the concept, 'my body belongs to me'. • Recognises and communicates uncomfortable feelings in relation to a person or situation using, for example, the 3-step model: say no, go away, talk to someone you trust.
		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 0-45a	• Identifies people who can help, for example, teachers, family members. • Recognises that care can come from a variety of different people. • Identifies that families may be made up of different people.
		I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 0-50a	
	Role of parent/carer	I am able to show an awareness of the tasks required to look after a baby. HWB 0-51a	• Gives examples of where living things come from, for example, plants from seeds, fish from eggs. • Explains that living things need food, water and care to grow and survive. • Describes the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding, sleeping.

Early Level Health and Wellbeing (Physical Education)

		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Physical Competencies	Kinaesthetic Awareness		• Shows awareness of personal space (i.e. where body ends and space begins). • Moves at different speeds, levels and directions with others in a designated space. • Shows awareness of body parts and body positions when performing a range of different movements.
	Balance and Control	I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0-21a	• Shows control of personal space and body parts when moving. • Holds balance in various shapes and maintains balance when moving. • Is beginning to manipulate objects as part of energetic play.
	Coordination and Fluency		• Links movements together (moves body or parts of body in order). • Is beginning to move with purpose. • Is beginning to develop knowledge and understanding of what a quality movement looks like and feels like.
	Rhythm and Timing	I am developing my movement skills through practice and energetic play. HWB 0-22a	• Demonstrates how to use repeated patterns of movement to create simple sequences, for example, one foot to two feet jumping. • Responds with movement, for example, jump-clap-turn to recognised rhythm, beat, music, words.
	Gross and Fine		• Performs basic components of movement, for example, run, jump, gallop, transfer of weight from one foot to another. • Is beginning to perform movement skills in sequence, for example, catch an object with two hands. • Is beginning to demonstrate eye/hand and eye/foot co-ordination required for movement skills, for example, pass object from one hand to the other.
	Motor Skills		

Cognitive skills			
Cognitive skills	**Focus and Concentration**	I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0-21a	• Focuses on task and pays attention to stimuli, for example, instructions from a practitioner.
	Cue Recognition		• Recognises external cues that need an immediate response, for example, starting and stopping.
	Sequential Thinking		• Remembers two-step simple instructions, for example, bounce the ball and then change direction.
			• Works out the order for dealing with information (or tasks). • Repeats tasks in the correct sequence.
	Prioritising		• Makes decisions in response to simple tasks, for example, knowing when to start and stop.
	Decision Making		• Listens to and makes sense of two/three pieces of information, for example, bounce the ball when moving forwards.
	Multi-processing		• Uses prior knowledge, and identifies key information to help form a solution.
	Problem Solving	I am developing my movement skills through practice and energetic play. HWB 0-22a	• Moves in response to a variety of stimuli. • Demonstrates imagination through energetic play.
	Creativity		
	Motivation		• Participates with enthusiasm. Enjoys being challenged. • Sets targets in simple tasks. • Describes why people participate in physical activity, for example, to have fun.

Personal Qualities	Confidence and Self-esteem	I am developing my movement skills through practice and energetic play. HWB 0-22a	• Is developing an awareness of self and an increasing self-reliance in dealing with new situations. • Discusses learning with adult support, and describes likes and dislikes. • Responds and contributes to self and peer assessment with respect. • Celebrates, values and uses achievements to build next steps.
	Determination and Resilience	I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. HWB 0-23a	• Is learning how to be a good winner and cope appropriately with losing. • Stays on task that may at first seem challenging, to achieve success. • Identifies and expresses some emotions appropriately, for example, happy/sad and understands how they can affect behaviour. • Accepts direction from an adult or peer. • Seeks appropriate help.
	Responsibility and Leadership	By exploring and observing movement, I can describe what I have learned about it. HWB 0-24a	• Is beginning to use self-control when carrying out simple tasks. • Adopts different roles when working individually or as part of a group. • Makes choices about learning and playing in a variety of contexts.
	Respect and Tolerance		• Shares with others and shows consideration during energetic play. • Is aware of ideas, thoughts and feelings of others. • Takes turns with others to use equipment safely. • Is developing the ability to know when to listen and when to talk when interacting with others. • Uses words and/or body language to express ideas, thoughts and feelings.
	Communication		

Physical Fitness	Stamina	I am developing my movement skills through practice and energetic play. HWB 0-22a	• Sustains energetic levels of play/activity. • Recognises different body parts required to sustain energetic activity. • Identifies different ways to be physically active. • Describes how the body changes when engaged in moderate to vigorous activity.
	Speed		• Moves at different speeds – slowly, steadily and quickly. • Moves parts of the body at different speeds. • Starts and stops quickly. • Understands speed in simple terms.
	Core Stability and Strength		• Is developing postural control when performing physical actions. • Moves in control and maintains shape. • Holds body weight/position of stillness for short periods of time. • Moves freely across a full range of movements.
	Flexibility		

Early 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 explore God's natural world and I am beginning to see the wonder and awe of this gift in the world around me. RERC 0-01a	• Talks about where they can see God's creation. Recognises and identifies signs of God's love. • Shows love for others. • Shares what gifts they have and talks about how they are different from other people's. • Asks and answers questions about their community and gives an example of how they are part of a Catholic community. • Talks about and gives an example of why Sunday is special to Catholic Christians. • Knows that prayer is us talking to God. • Prays the sign of the cross. • Participates in school liturgies. • Shows respect for the Bible and talks about why it should be treated with respect. • Talks about a story with Christian values. • Talks about the importance of Easter and Christmas for Christians. • Recalls the Christmas story and gives a reason as to why it is important. • States that Jesus is Son of God and Son of Mary and that Mary is our Mother. • Recalls the Easter story and gives a reason as to why it is important.
In the Image of God	I can share my awareness of what makes me a unique child who has been given gifts from God. RERC 0-02a	
Revealed Truth of God	I am aware of God's love for me and His call for me to be close to Him. RERC 0-03a I am becoming aware of God as Father, Son and Holy Spirit. RERC 0-04a	
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 0-05a I am familiar with the Easter story and I understand that God raised Jesus from the dead to be with us. RERC 0-07a	
Signs of God	I am aware of being part of a community and I have begun to explore aspects of the local Catholic community. RERC 0-08a	

Word of God	I am aware of some Bible stories. RERC 0-11a I know that the Bible is the inspired Word of God and that I should treat it with reverence. RERC 0-12a	
Hours of God	I know that when I pray I am speaking to God. RERC 0-14a I am aware that Mary is the Mother of Jesus and Our Mother. RERC 0-15a I can share that Sunday is a special day when the Catholic Christian community meets to celebrate Mass. RERC 0-16a I have experienced liturgy as a community event. RERC 0-17a I can recognise Easter and Christmas as special times for the Christian Community. RERC 0-18a	
Reign of God	I know that God invites us to show love to others. RERC 0-20a I can respond to stories that reflect Christian values. RERC 0-21a	

Early Level Religious and Moral Education

Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Beliefs	As I explore Christian stories, images, music and poems, I am becoming familiar with some beliefs Christian people have about God and Jesus. RME 0-01a As I explore stories, images, music and poems, I am becoming familiar with the beliefs of the world religions I am learning about. RME 0-04a I am developing respect for others and my understanding of their beliefs and values. RME 0-07a	• Shares thoughts and asks and answers questions to show and support understanding about stories, images, music and poems[i] from Christianity and at least one World Religion. • Identifies and discusses at least two aspects[ii] of a religion. • Relates information and ideas about at least two beliefs to personal experiences.
Values and Issues	As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others. RME 0-02a	• Shares thoughts about what is fair, unfair, caring and sharing.
Practices and Traditions	I am becoming aware of the importance of celebrations, festivals and customs in Christian people's lives. RME 0-03a	• Shares thoughts and asks and answers questions to show and support understanding about at least one celebration, festival and custom in Christianity and at least one World Religion.

[i] The expectation is that not all of these categories would necessarily be included. This would be a matter for professional judgement.
[ii] 'Aspects' of a religion might include, for example, prayer, worship, belief in a divine being/beings, belief in a soul etc. It might also include, artefacts, places etc.

	I am becoming aware of the importance of celebrations, festivals and customs in religious people's lives. RME 0-06a I am developing respect for others and my understanding of their beliefs and values. RME 0-07a	

Early Level Sciences

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

Skills	
Inquiry and investigative skills	*Plans and designs scientific investigations and enquiries* - Explores and observes through play. - Asks questions arising from play activities. - Makes simple predictions of what might happen. - Makes suggestions about what to do to answer the selected question. *Carries out practical activities within a variety of learning environments* - Discusses obvious risks and takes appropriate steps to protect themselves and others. - Uses their senses to acquire information. - Measures using simple equipment and non-standard units. *Analyses, interprets and evaluates scientific findings* - Presents and sorts data/information, for example, using displays, photographs, simple charts and drawings. - Provides oral descriptions of what was done and what happened. - Recognises similarities, patterns and differences in the findings and links these to the original question. - Discusses, with support, how the experiment might be improved. - Relates findings to everyday experiences. - Identifies and discusses new knowledge and understanding. *Presents scientific findings* - Communicates findings to others verbally and through drawings, photographs, displays and simple charts. - Responds to questions about their investigation.
Scientific analytical thinking skills	- Demonstrates natural curiosity and shows development of basic skills of analysis in simple and familiar contexts, for example, through asking questions, experimenting and making predictions. - Demonstrates creative thinking by offering suggestions and solutions to everyday problems. - Demonstrates reasoning skills by explaining choices and decisions.

Skills and attributes of scientifically literate citizens	- Talks about science, showing developing understanding of risks and benefits, and listens to the views of others. - Demonstrates awareness of the importance of respecting living things and the environment and of managing the Earth's resources responsibly. - Demonstrates a developing understanding of science in the world around them. - Explores the ways in which people use science and science skills as part of their job.

Curriculum Organisers		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Plant Earth	**Biodiversity and interdependence**	I have observed living things in the environment over time and am becoming aware of how they depend on each other. SCN 0-01a	• Explores and sorts objects as living, non-living or once living. • Describes characteristics of livings things and how they depend on each other, for example, animals which depend on plants for food.
		I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them. SCN 0-03a	• Explores, observes and discusses basic needs of plants and what they need to grow including water, heat, sunlight and soil. • Demonstrates understanding of how plants grow from seeds.
	Energy sources and sustainability	I have experienced, used and described a wide range of toys and common appliances. I can say what makes it go and say what they do when they work. SCN 0-04a	• Ask questions and describes what can 'make things go', for example, batteries, wind-up toys and sunlight. • Talks about toys and common appliances and what they do when they work, for example, produce heat, light, movement or sound.
	Processes of the planet	By investigating how water can change from one form to another, I can relate my findings to everyday experiences. SCN 0-05a	• Investigates the different properties of water and shares their findings with others. • Talks about water in nature and how it influences their everyday lives. • Identifies three main states of water (ice, water and steam) and uses scientific vocabulary such as 'melting', 'freezing' and 'boiling' to describe changes of state.

	Space	I have experienced the wonder of looking at the vastness of the sky, and can recognise the sun, moon and stars and link them to daily patterns of life. SCN 0-06a	• Describes how the rotation of the Earth in relation to the sun gives us day and night. • Talks about how the pattern of night and day changes over the course of a year.
Forces, electricity and waves	**Forces**	Through everyday experiences and play with a variety of toys and other objects, I can recognise simple types of forces and describe their effects. SCN 0-07a	• Explores and sorts toys and objects into groups according to whether they need to be pushed or pulled. • Measures, using simple equipment, how the movement of an object is affected by the size of the force or the weight of the object. • Demonstrates, through play, how a force can make an object stay still, start to move, speed up, slow down and change shape.
	Electricity	I know how to stay safe when using electricity. I have helped to make a display to show the importance of electricity in our daily lives. SCN 0-09a	• Groups objects into those which get electricity either from mains electrical sockets or alternative sources, such as batteries and solar cells. • Talks about the importance of electricity in their daily lives. • Identifies the risks that can be caused by electricity and recognises how to stay safe.
	Vibrations and waves	Through play, I have explored a variety of ways of making sounds. SCN 0-11a	• Predicts, then investigates, ways to make sounds louder and quieter. • Identifies different sources of sound.
Biological systems	**Body systems and cells**	I can identify my senses and use them to explore the world around me. SCN 0-12a *HWB 0-47b*	• Identifies specific parts of the body related to each of the senses. • Uses their senses to describe the world around them, giving examples of things they see, hear, smell, taste and feel.
	Inheritance	*HWB 0-47a*	

Materials	**Properties and uses of substances**	Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes. SCN 0-15a	• Explores and sorts materials into different groups depending on their properties, for example, whether they are strong, smooth, rough and if they float or sink. • Justifies the selection of appropriate materials for different uses based on their physical properties.
Topical science	**Topical science**	I can talk about science stories to develop my understanding of science and the world around me. SCN 0-20a	• Talks about the science they encounter in their everyday experiences. • Explores, through role-play, how science and science skills are used in a variety of jobs.

Early 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 am aware that different types of evidence can help me to find out about the past. SOC 0-01a I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life. SOC 0-02a I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and people around me. SOC 0-04a	• Identifies at least two different types of evidence which can provide information about the past, for example, pictures, family stories, artefacts. • Recalls past events from their own life or that of their family, for example learning to ride a bike, a special party. • Recognises that people in the past lived differently. • Uses knowledge of the past to demonstrate a difference between their life today and life in the past. For example, diet, lifestyle, clothing.
People, place and environment	I explore and discover the interesting features of my local environment to develop an awareness of the world around me. SOC 0-07a I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. SOC 0-08a I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel. SOC 0-09a	• Identifies simple features of the local environment, for example, hill, river, road, railway. • Identifies different methods of taking journeys. • Expresses thoughts about which ways of travelling impact the environment both positively and negatively. • Talks about something they have done to care for the environment. • Draws or produces simple models of aspects of the local area, for example roads or buildings. • Draws a simple map, or shares a relevant experience of the route of a straightforward journey, and the method of transport which was used. • Names and talks about at least two different kinds of weather. • Draws pictures to record the weather for three days.

	While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons. SOC 0-12a	• Describes how weather affects the activities they can undertake. • Talks about how they feel about different kinds of weather. • Describes which weather is likely to be related to which season.
People in society, economy and business	I am aware that different types of evidence can help me to find out about the world around me. SOC 0-15a By exploring my local community, I have discovered the different roles people play and how they can help. SOC 0-16a I make decisions and take responsibility in my everyday experiences and play, showing consideration for others. SOC 0-17a Within my everyday experiences and play I make choices about where I work, how I work and who I work with. SOC 0-18a In real-life and imaginary play, I explore how local shops and services provide us with what we need in our daily lives. SOC 0-20a	• Identifies at least two sources of evidence which provide information about the world, for example, newspapers and television. • Identifies at least two people who provide help in the community. • Talks about ways that each of those people help. • Takes on appropriate roles during imaginative play. • Identifies at least two different types of shops or services families might use, for example, supermarket or health centre.

Early Level Technologies

	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Expected Benchmarks to support professional judgement
Literacy	Using digital products and services in a variety of contexts to achieve a purposeful outcome	I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts.	• Recognises different types of digital technology. • Identifies the key components of different types of digital technology. • Logs on to a preferred device with a given password. • Identifies icons for different applications. • Opens and close a pre-saved file. • Identifies and consistently use the close icon. • Uses digital technologies in a responsible way and with appropriate care.
	Searching, processing and managing information responsibly	I can use digital technologies to explore how to search and find information.	• Identifies and uses images and key words when searching for specific information. • Demonstrates an understanding of how information can be found on websites as text, audio, images and video. • Demonstrates an understanding of how they should not use materials owned by others without permission.
	Cyber resilience and internet safety	I can explore, play and communicate using digital technologies safely and securely.	• Demonstrates an understanding of appropriate behaviour and language in the digital environment. • Demonstrates an understanding of the importance of passwords and passcodes for example access to school building.

Food and Textile	**Food and Textile**	I enjoy exploring and working with foods in different contexts. I enjoy experimenting with a range of textiles. I can share their thoughts with others to help further develop ideas and solve problems.	• Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading. • Demonstrates simple techniques with textiles, for example, threading cards, selecting materials, gluing. • Explores and identifies at least two ideas by using given resources to solve the problem. • Selects an appropriate solution.
Technological Developments in Society and Business	**Awareness of technological developments (Past, Present and Future), including how they work**	I enjoy playing with and exploring technologies to discover what they can do and how they can help us.	• Discusses times when they have used different technologies.
	Impact, contribution, and relationship of technologies on business, the economy, politics, and the environment	To help care for the environment, I reduce, re-use and recycle the resources I use. I understand how local shops and services use technologies to provide us with what we need and want in our daily lives.	• Understands what can be reduced, re-used and recycled. • Gives examples of how people (for example police, fire, healthcare) who help us use technologies in their everyday work.

Craft, Design, Engineering and graphics	**Design and constructing models/product**	I explore ways to design and construct models.	• Builds models using different materials eg. junk modelling, wooden blocks Uses tools and materials (paper, card, wood, plastic) to create models.
	Exploring uses of materials	I explore everyday materials in the creation of pictures/models/concepts.	• Describes materials by touch for example sticky, squidgy, soft, fluffy, hard, rough, wet, heavy, light. • Uses a range of materials when creating a pictures/models/concepts eg…… • Identifies when a material is suitable or not for specific function or task eg….
	Representing ideas, concepts and products through a variety of graphic media	I explore and discover different ways of representing ideas in imaginative ways.	• Uses a range of materials (natural and man-made) and resources to create pictures. • Shares ideas with others. • Recognise 2D shapes and how they can be used to visually represent ideas/concepts.
	Application of Engineering	I explore a variety of products covering a range of engineering disciplines.	• Recognises engineering in the world around them for example bridges, construction, electronics, computers.
Computing Science	**Understanding the world through computational thinking**	I can explore computational thinking processes involved in a variety of everyday tasks and can identify patterns in objects or information.	• Identifies and sequences the main steps in an everyday task to create instructions/an algorithm for example, washing hands. • Classifies objects and groups them into simple categories for examples, groups toy bricks according to colour. • Identifies patterns, similarities and differences in objects or information such as colour, size and temperature and simple relationships between them.

	Understanding and analysing computing technology	I understand that sequences of instructions are used to control computing technology. I can experiment with and identify uses of a range of computing technology in the world around me.	• Demonstrates an understanding of how symbols can represent process and information. • Predicts what a device or person will do when presented with a sequence of instructions for example, arrows drawn on paper. • Identifies computing devices in the world (including those hidden in appliances and objects such as automatic doors).
	Designing, building and testing computing solutions	I can develop a sequence of instructions and run them using programmable devices or equivalent.	• Designs a simple sequence of instructions/algorithm for programmable device to carry out a task for example, directional instructions: forwards / backwards. • Identifies and corrects errors in a set of instructions.