

Curriculum for Excellence: Experiences and Outcomes for First/Second level learning pack

First/Second level Green Pack		
Activity	Es & Os	
Reading Comprehension	I can show my understanding by responding to literal, etc questions LIT 2-07a	<input type="checkbox"/> Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts. <input type="checkbox"/> Identifies the difference between fact and opinion with suitable explanation.
Cloze passage	I can show my understanding by responding to literal, etc questions LIT 2-07a I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. LIT 2-13a	<input type="checkbox"/> Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding. <input type="checkbox"/> Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting, clarifying and/or summarising.
Writing tasks <ul style="list-style-type: none"> • Information leaflet • Interview a family member • Newspaper report • Follow on story • Writing character plans • Writing stories 	I can organise information... LIT 2-05a I can select ideas and relevant information... LIT 2-06a I can share information, identify issues, etc... LIT 2-09a I can communicate in a clear way, learning to select and organise resources independently LIT 2-10a/LIT 3-10a I enjoy creating texts LIT 2-20a My writing makes sense to my reader LIT 2-22a I can check my writing LIT 2-23a I consider layout and presentation LIT 2-24a I can select ideas and relevant information... LIT 2-26a I am learning to engage reader ENG 2-27a I can convey info in different ways LIT 2-28a I can persuade/argue LIT 2-29a I think about feelings ENG 2-30a	<input type="checkbox"/> Communicates clearly, audibly and with expression in different contexts. <input type="checkbox"/> Selects and uses resources to support communication. <input type="checkbox"/> Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate. <input type="checkbox"/> Writes most sentences in a grammatically accurate way. <input type="checkbox"/> Uses sentences of different lengths and types and varies sentence openings. <input type="checkbox"/> Links sentences using a range of conjunctions. <input type="checkbox"/> Uses paragraphs to separate thoughts and ideas. <input type="checkbox"/> Writes in a fluent and legible way. <input type="checkbox"/> Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose. <input type="checkbox"/> Makes appropriate choices about layout and presentation, including in digital texts, to engage the reader, for example, headings, bullet points, fonts, graphics and/or captions. <input type="checkbox"/> Organises information in a logical way. <input type="checkbox"/> Selects relevant ideas and information.

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	<p>I learn to create stories with interesting structure and characters ENG 2-31a</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience. When writing to convey information, describe events, explain processes or combine ideas in different ways: <input type="checkbox"/> Uses appropriate style and format to convey information applying key features of the chosen genre. <input type="checkbox"/> Includes relevant ideas, knowledge and information. <input type="checkbox"/> Organises and presents information in a logical way. <input type="checkbox"/> Uses tone and vocabulary appropriate to purpose. When writing to persuade, evaluate, explore issues or express an opinion: <input type="checkbox"/> Presents relevant ideas and information, including supporting detail, to convey view point. <input type="checkbox"/> Organises ideas in a logical way. <input type="checkbox"/> Includes an introduction that makes the topic clear and a conclusion that rounds off the writing. <input type="checkbox"/> Attempts to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language. When writing to describe and share experiences: <input type="checkbox"/> Describes personal experiences, making context and events clear. <input type="checkbox"/> Describes thoughts and feelings about the experience. <input type="checkbox"/> Attempts to engage and/or influence the reader through vocabulary and/or use of language. When writing imaginatively and creatively: <input type="checkbox"/> Applies a few features of the chosen genre. <input type="checkbox"/> Creates interesting characters through, for example, their feelings and actions, physical description and/or dialogue. <input type="checkbox"/> Creates setting/context with some descriptive detail. <input type="checkbox"/> Attempts to use figurative language (imagery) to engage the reader, for example, simile,
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		<p>metaphor, alliteration and onomatopoeia.</p> <p><input type="checkbox"/> Creates plots with clear structures, for example, suitable opening, turning point, climax and/or satisfactory ending.</p>
<p>Reading tasks – Investigating stories</p>	<p>I regularly select, listen to, watch texts and explain why I prefer certain sources LIT 1-01a/LIT 2-01a</p> <p>I can identify main ideas... LIT 2-04a</p> <p>I am learning to select and use strategies to help make meaning of text clear LIT 1-13a</p> <p>I can find information from a variety of sources LIT 2-14a</p> <p>I can identify main ideas of a text and use supporting detail LIT 2-16a</p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2-17a</p> <p>I can discuss structure, characters, genre, etc ENG 2-19a</p>	<p><input type="checkbox"/> Selects spoken texts regularly for enjoyment or to find information for a specific purpose. Explains preferences.</p> <p><input type="checkbox"/> Reads with fluency, understanding and expression using appropriate pace and tone.</p> <p><input type="checkbox"/> Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding.</p> <p><input type="checkbox"/> Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting, clarifying and/or summarising.</p> <p><input type="checkbox"/> Skims texts to identify purpose and main ideas.</p> <p><input type="checkbox"/> Scans texts to find key information.</p> <p><input type="checkbox"/> Finds, selects and sorts relevant information from a range of sources.</p> <p><input type="checkbox"/> Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.</p> <p><input type="checkbox"/> Creates different types of questions to show understanding of texts.</p> <p>Makes relevant comments about structure, characterisation and/or setting with reference to the text.</p> <p><input type="checkbox"/> Relates the writer's theme to own and/or others' experiences.</p> <p><input type="checkbox"/> Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.</p>
<p>Recognising common words</p>	<p>I can spell most of the words I need using spelling rules LIT 2-21a</p>	<p><input type="checkbox"/> Applies knowledge of spelling patterns, rules and strategies to spell most words correctly.</p>
<p>Spelling ideas</p>	<p>I can spell most of the words I need using spelling rules LIT 2-21a</p>	<p><input type="checkbox"/> Applies knowledge of spelling patterns, rules and strategies to spell most words correctly.</p>

Curriculum for Excellence: Experiences and Outcomes for First/Second level learning pack

Handwriting	I present writing in a way that will make it legible LIT 1-24a	<input type="checkbox"/> Presents writing in a clear and legible way using images and other features as appropriate.
Add/subtract to 1000/10000	I have extended the range of whole numbers I can work with MNU 2-03a I can solve problems using a range of methods MNU 2-03a Having explored the need for rules, I can apply them when solving simple problems MNU 2-04a I have investigated everyday contexts in which fractions/percentages are used MNU 2-07a	<input type="checkbox"/> Reads, writes and orders whole numbers to 1 000 000, starting from any number in the sequence. <input type="checkbox"/> Explains the link between a digit, its place and its value for whole numbers to 1 000 000. <input type="checkbox"/> Applies the correct order of operations in number calculations when solving multi-step problems. <input type="checkbox"/> Calculates simple percentages of a quantity, and uses this knowledge to solve problems in everyday contexts, for example, calculates the sale price of an item with a discount of 15%.
Time <ul style="list-style-type: none"> • 5 minute intervals • Calculating time 	I can use timetables... MNU 2-10a I can carry out practical tasks involving timed events MNU 2-10b I can estimate how long a journey should take MNU 2-10c	<input type="checkbox"/> Uses and interprets a range of electronic and paper-based timetables and calendars to plan events or activities and solve real life problems. <input type="checkbox"/> Calculates durations of activities and events including situations bridging across several hours and parts of hours using both 12 hour clock and 24 hour notation. <input type="checkbox"/> Estimates the duration of a journey based on knowledge of the link between speed, distance and time.
Times tables – 3, 4, 6,7,8 and 9	I can use multiplication when solving problems... MNU 1-03a Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. MNU 2-03a	<input type="checkbox"/> Uses multiplication and division facts to solve problems within the number range 0 to 1000. <input type="checkbox"/> Multiplies and divides whole numbers by 10 and 100 (whole number answers only). <input type="checkbox"/> Uses multiplication and division facts to the 10th multiplication table. <input type="checkbox"/> Multiplies and divides whole numbers by multiples of 10, 100 and 1000.
Project sheets	I can carry out practical tasks involving timed events MNU 2-10b I can use common units of measure when solving problems MNU 2-11b	<input type="checkbox"/> Chooses the most appropriate timing device in practical situations and records using relevant units, including hundredths of a second. <input type="checkbox"/> Selects the most appropriate unit of time for a given task and justifies choice.

Curriculum for Excellence: Experiences and Outcomes for First/Second level learning pack

	<p>I can explain how different methods can be used to find perimeter/area... MNU 2-11c</p> <p>I can display data in a clear way MTH 2-21a</p>	<ul style="list-style-type: none"> □ Calculates the perimeter of simple straight sided 2D shapes in millimetres (mm), centimetres (cm) and metres (m). □ Calculates the area of squares, rectangles Devises ways of collecting data in the most suitable way for the given task. □ Collects, organises and displays data accurately in a variety of ways including through the use of digital technologies, for example, creating surveys, tables, bar graphs, line graphs, frequency tables, simple pie charts and spreadsheets. □ Analyses, interprets and draws conclusions from a variety of data. □ Draws conclusions about the reliability of data taking into account, for example, the author, the audience, the scale and sample size used. □ Displays data appropriately making effective use of technology and chooses a suitable scale when creating graphs.
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