



Scotland's Curriculum

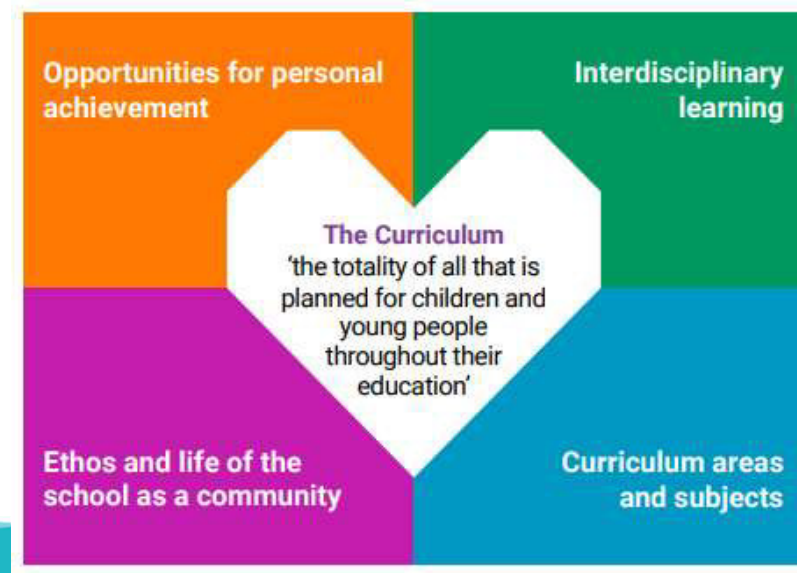


For Scotland's learners, with Scotland's educators
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What is curriculum?

'Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond.'

[Scotland's Curriculum for Excellence — Page 4 \(scotlandscurriculum.scot\)](https://www.scotlandscurriculum.scot)



Scotland's learners, with Scotland's educators
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Supporting Under 3s

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Under 3s

- Rights of the child,
- Relationships,
- Responsive care and,
- Respect



Curriculum for Excellence

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Scotland's Approach – The Four Capacities



Fundamental to Scotland's Curriculum are the four capacities.

A play-based curriculum offers rich opportunities to equip our young learners with the skills, attributes and dispositions necessary for them to thrive in an ever-changing world.

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Refreshed Curriculum Narrative



SCOTLAND'S CURRICULUM
FOR EXCELLENCE
Putting learners at the heart of education

Scotland's curriculum

This narrative revisits the initial CfE narrative and sets it within the current context. It is designed to stimulate and support ongoing and future thinking about the curriculum.

Scotland's approach

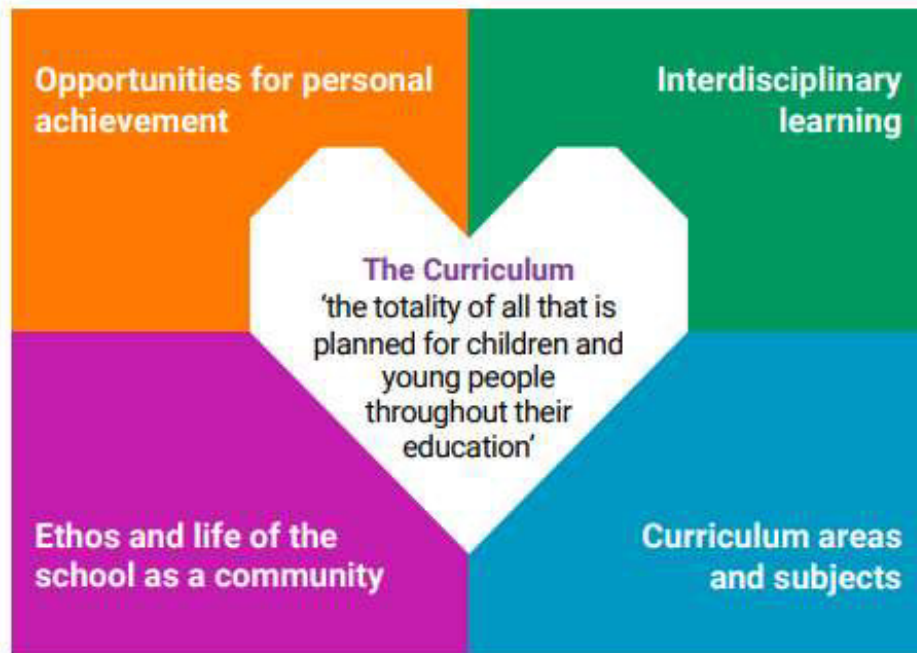
Scotland's curriculum places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning.



<https://scotlandscurriculum.scot/>

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Refreshed Curriculum Narrative



Scotland's curriculum – Curriculum for Excellence – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.

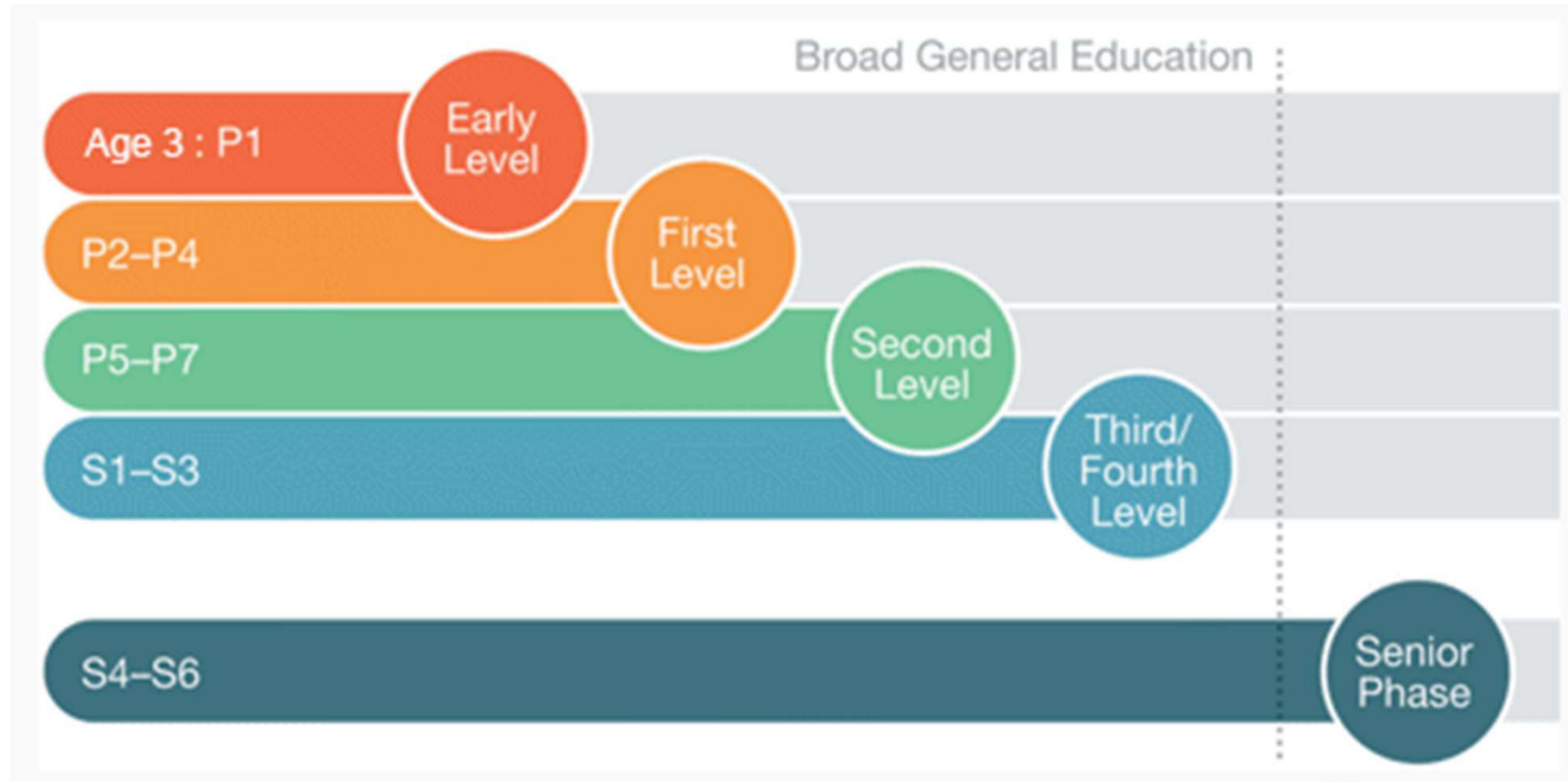
What matters?

Four contexts

As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world.

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Curriculum for Excellence levels



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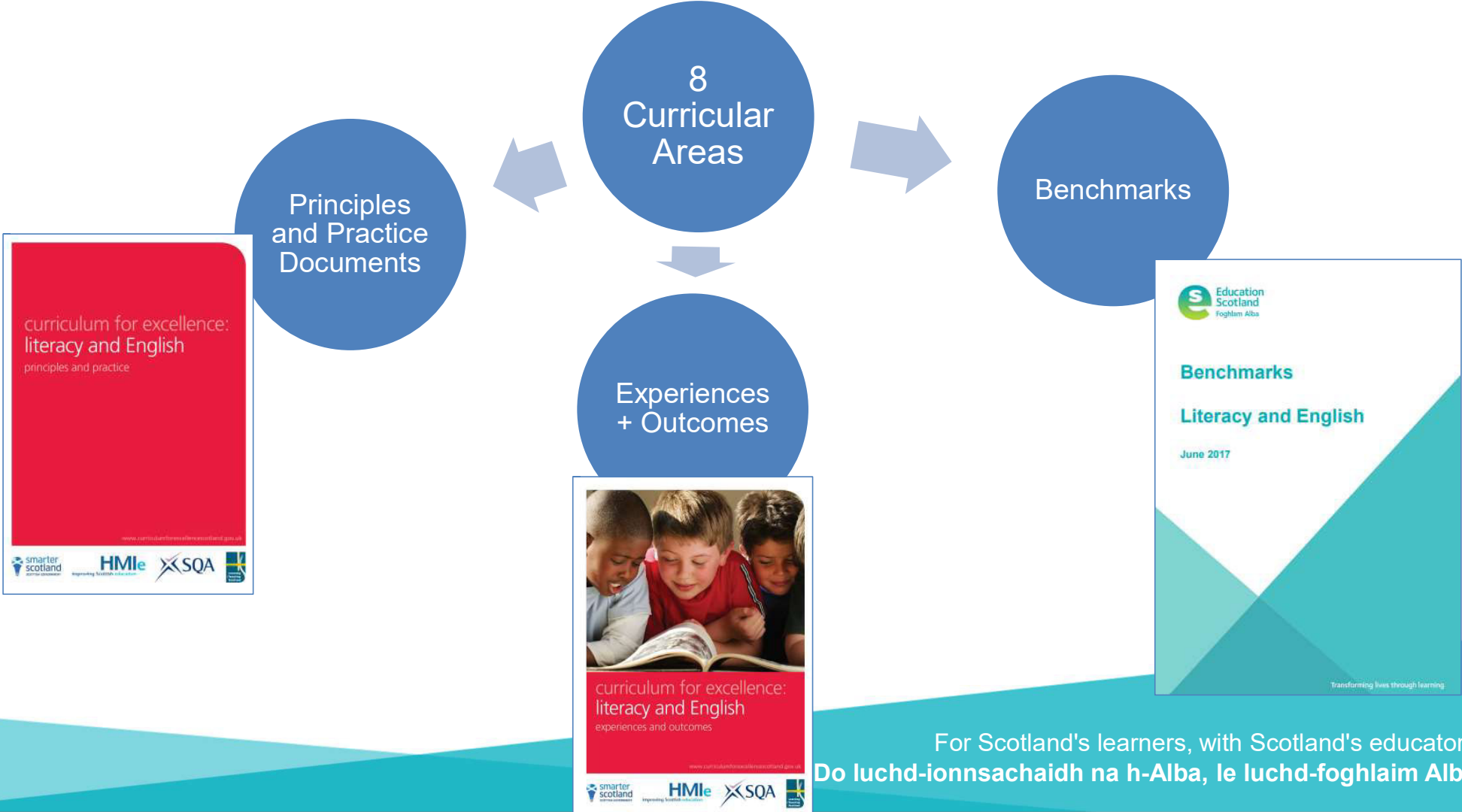
Curricular Areas

- Languages and literacy*
- Numeracy* and mathematics
- Health and wellbeing*
- Technologies
- Expressive arts
- Sciences
- Social studies
- Religious and moral education



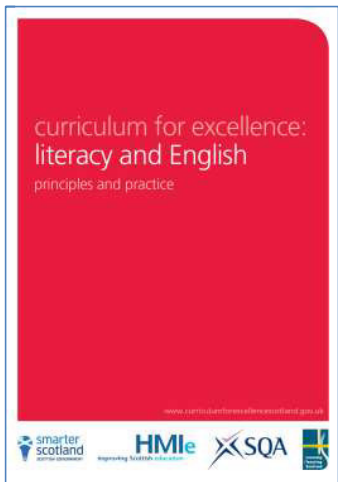
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Curriculum For Excellence



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Principles
and Practice
Documents



Key areas contained within Principles and practice papers:

- How is the literacy and English framework structured?
- Effective learning and teaching in literacy and English
- The experiences and outcomes seem very broad – what if I'm not sure about progression within and between levels?
- What is meant by literacy?
- What about literacy across the curriculum?
- Links with other areas of the curriculum

Experiences
+ Outcomes



curriculum for excellence:
literacy and English
experiences and outcomes

www.curriculumforexcellence.scotland.gov.uk

smarter
scotland

HMIe
improving Scottish education

SQA



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

I can respond to music by describing my thoughts and feelings about my own and others' work. EXA 0-19a

I can identify my senses and use them to explore the world around me.

SCN 0-12a

Curriculum Focus – Water Play

Numeracy

- *I can match objects and sort using my own and other's criteria, sharing my ideas with others. [MNU 0-20b](#)*
- *Developing a sense of size and amount by observing, using and exploring a variety of objects. [MNU 0-01a](#)*
- *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](#)*

Health & Wellbeing

- *In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. [HWB 0-19a](#)*

Sciences

- *Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes. [SCN 0-15a](#)*



Curriculum Focus – Water Play

Sciences

- *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](#)*

Health & Wellbeing

- *I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. [HWB 0-11a](#)*

Technologies

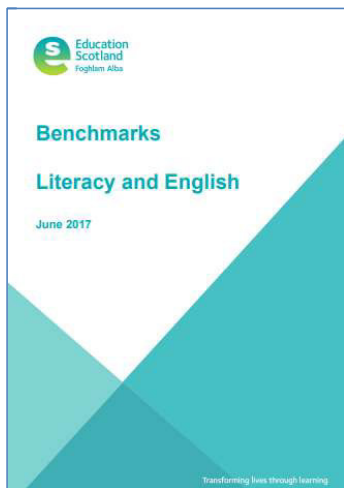
- *I enjoy playing with and exploring technologies to discover what they can do and how they can help us. [TCH 0-05a](#)*
- *To help care for the environment, I reduce, reuse and recycle the resources I use. [TCH 0-06a](#)*

Literacy and English

- *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](#)*



Benchmarks



	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Listening and talking	<p>Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life</p>	<p><i>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.</i> LIT 0-01a / LIT 0-11a / LIT 0-20a</p> <p><i>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</i> LIT 0-01b / LIT 0-11b</p> <p><i>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</i> LIT 0-01c</p>	<ul style="list-style-type: none"> • <i>Hears and says patterns in words.</i> • <i>Hears and says rhyming words and generates rhyme from a given word.</i> • <i>Hears and says the different single sounds made by letters.</i> • <i>Hears and says letter blends/sounds made by a combination of letters.</i> • <i>Participates actively in songs, rhymes and stories.</i> • <i>Chooses a story or other texts for enjoyment, making use of the cover, title, author and/or illustrator.</i> • <i>Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.</i> • <i>Engages with stories and texts in different ways, for example, retelling/re-enacting stories and/or using puppets/props.</i>

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