

<p><b>Literacy Across Learning</b></p> <p><b>Listening and Talking</b></p> <ul style="list-style-type: none"> <li>engage with others in group/class discussions of appropriate complexity.</li> <li>learn collaboratively - e.g. when problem-solving.</li> <li>explain their thinking to others.</li> <li>explore factors which influence them and persuade them in order to help them think about the reliability of information.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>find, select, sort, summarise and link information from a variety of sources.</li> <li>consider the purpose and main concerns in texts and understand the difference between fact and opinion.</li> <li>discuss similarities and differences between texts.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>make notes, develop ideas and acknowledge sources in written work.</li> <li>develop and use effective vocabulary.</li> <li>create texts - for example, presentations - which allow learners to persuade/argue/explore ideas.</li> </ul> <hr/> <p><b>I develop and extend my literacy skills when I have opportunities to:</b></p> <ul style="list-style-type: none"> <li>communicate, collaborate and build relationships</li> <li>reflect on and explain my literacy and thinking skills, using feedback to help me improve and sensitively provide useful feedback for others</li> <li>engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT</li> <li>develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages</li> <li>explore the richness and diversity of language, how it can affect me, and the wide range of ways in which I and others can be creative</li> <li>extend and enrich my vocabulary through listening, talking, watching and reading.</li> </ul>	<p><b>Numeracy Across Learning</b></p> <p><b>8 Organisers</b></p> <ul style="list-style-type: none"> <li>Estimation and rounding</li> <li>Number and number processes</li> <li>Fractions, decimal fractions and percentages</li> <li>Money</li> <li>Time</li> <li>Measurement</li> <li>Data and analysis</li> <li>Ideas of chance and uncertainty</li> </ul> <p><b>Demonstrate Competence and Confidence by...</b></p> <ul style="list-style-type: none"> <li>Explaining their thinking to show understanding of number processes and concepts</li> <li>Applying the full range of skills and attributes to problems - drawing on what they have learned previously</li> <li>Identify which skills and concepts are relevant when tackling problems in unfamiliar contexts. Apply them accurately when working independently or in groups.</li> <li>Evaluate their own solutions</li> <li>Developing their understanding of personal finance</li> <li>Evaluate data to make informed decisions</li> <li>Developing the capacity to engage with and complete tasks/assignments.</li> </ul> <hr/> <p><b>My learning in numeracy enables me to:</b></p> <ul style="list-style-type: none"> <li>develop essential numeracy skills which will allow me to participate fully in society</li> <li>understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills</li> <li>interpret numerical information appropriately and use it to draw conclusions, assess risk, make reasoned evaluations and informed decisions</li> <li>apply skills and understanding creatively and logically to solve problems, within a variety of contexts</li> <li>appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.</li> </ul>	<p><b>Health and Well-Being Across Learning</b></p> <p><b>Main Purposes</b></p> <ul style="list-style-type: none"> <li>make informed decisions in order to improve their mental, emotional, social and physical wellbeing</li> <li>experience challenge and enjoyment</li> <li>experience positive aspects of healthy living and activity for themselves</li> <li>apply their mental, emotional, social and physical skills to pursue a healthy lifestyle</li> <li>make a successful move to the next stage of education or work</li> <li>establish a pattern of health and wellbeing which will be sustained into adult life, and which will help</li> <li>to promote the health and wellbeing of the next generation of Scottish children.</li> </ul> <hr/> <p><b>I can expect my learning environment to support me to:</b></p> <ul style="list-style-type: none"> <li>develop my self-awareness, self-worth and respect for others</li> <li>meet challenges, manage change and build relationships</li> <li>experience personal achievement and build my resilience and confidence</li> <li>understand and develop my physical, mental and spiritual wellbeing and social skills</li> <li>understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing</li> <li>participate in a wide range of activities which promote a healthy lifestyle</li> <li>understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary</li> <li>learn about where to find help and resources to inform choices</li> <li>assess and manage risk and understand the impact of risk-taking behaviour</li> <li>reflect on my strengths and skills to help me make informed choices when planning my next steps</li> <li>acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.</li> </ul>
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<p><b>Thinking Skills Across Learning</b></p> <p><b>Remembering</b></p> <ul style="list-style-type: none"> <li>recall, recognition or locating information</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>describing, explaining, summarising and translating</li> </ul> <p><b>Applying</b></p> <ul style="list-style-type: none"> <li>use and apply their knowledge and understanding in different contexts</li> </ul> <p><b>Analysing</b></p> <ul style="list-style-type: none"> <li>break down information into component parts and search for relationships</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>make an informed judgement about something, for example an issue or method. Comparing, appraising, prioritising, rating or selecting</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>generate new ideas and products through activities such as designing, creative writing, planning, reconstructing, inventing, formulating, producing and composing</li> </ul> <p><b>Progression and Level of Cognitive Challenge -</b> demand of the concepts to be understood, cognitive skills which learner has to employ, features and complexity of the context for learning, degree of support for the task, the depth and form of the product of the learning.</p>	<p><b>Personal Learning Planning &amp; Career Management</b></p> <p><b>By talking about and planning their own learning from early years onwards, children and young people will develop the skills to:</b></p> <ul style="list-style-type: none"> <li>identify, discuss and reflect on their own evidence of learning</li> <li>use appropriate language for self-evaluation</li> <li>take responsibility for managing their own learning</li> <li>help to plan their own next steps in learning and set their own learning goals</li> <li>make informed choices and decisions about their future learning</li> </ul>	<p><b>Working With Others</b></p> <p><b>Skills in working with others and in leadership may include planning and carrying out projects in small groups, sharing tasks and responsibilities, and being ready and willing to learn from and with others as well as on their own. Children and young people will learn to:</b></p> <ul style="list-style-type: none"> <li>recognise when they will do best by working with others, and when they need to work on their own</li> <li>have the courage of their convictions, knowing when and how to assert their own views</li> <li>act as a good team learner, knowing how to draw from the strengths of the group and also how to build those strengths</li> <li>put themselves in other people's shoes, to hear them accurately and enrich their own learning perspectives</li> <li>be open to other people's smart ways of thinking and learning, picking up values and habits that develop their own learning</li> <li>agree and take responsibility for their contribution to group tasks, seeking and providing information</li> <li>evaluate the effectiveness of their own contribution to group tasks and activities.</li> </ul>
<p><b>Leadership</b></p> <p><b>They will need to understand that everyone can develop leadership skills, which can be used across learning, life and work settings. Effective leaders may show many different styles and characteristics, but often share common characteristics. Young people will learn to:</b></p> <ul style="list-style-type: none"> <li>value the views and contributions of others in their group</li> <li>exert influence and help others to envisage new ways of thinking, seeing and working</li> <li>show a determination towards achieving the highest standards for everyone in their group</li> <li>show initiative and actively pursue their objectives</li> <li>be good listeners and know the members of their group or team well</li> <li>serve as models to others, providing insights into what success in the group's activities might look like</li> </ul>	<p><b>Physical Co-ordination and Movement</b></p> <p><b>The process of skills development in co-ordination and movement across learning also has the potential to develop and contribute to learners' social interactions, relationships and resilience. This may include:</b></p> <ul style="list-style-type: none"> <li>control body movement</li> <li>create movement patterns and sequences</li> <li>use equipment and apparatus confidently, safely and creatively</li> <li>show stamina, flexibility and a sense of rhythm</li> <li>be aware of their position in relation to others in the immediate environment</li> <li>observe relevant safety rules</li> </ul>	<p><b>Enterprise and Employability</b></p> <p><b>Enterprise skills are often linked to employability skills. Collectively such skills ensure an individual is ready for the world of work in general, rather than for a specific occupation and are transferable to a variety of contexts. Enterprise and employability skills embrace:</b></p> <ul style="list-style-type: none"> <li>recognising need and opportunity and influencing and negotiating with others to take ideas forward</li> <li>evaluating risk to inform individual and collective decision-making</li> <li>taking the initiative, working with and leading others</li> <li>being creative, flexible and resourceful with a positive attitude to change</li> <li>self-awareness, optimism and having an open mindset</li> <li>having a modern world view and showing resilience, adaptability and a determination to succeed.</li> <li>discussing, setting and meeting roles and expectations within a working environment.</li> </ul>