

### Values

Compassion Faithfulness  
 Forgiveness Integrity  
 Justice Peace  
 Respect Service

### Experiences and Outcomes (Es & Os)

Es and Os drive curricular forward planning and assessment. Clear learning intentions and success criteria are formulated from the outcomes and shared with learners. Key resources: Skills progressions pathways for reading, Writing, Listening and Talking, , Big Writing, Literacy World, Novel Studies, Circle Time, Sulp programme, Weekly reading for enjoyment in school library, Spanish taught from Primary 1 to P7, use of Big Books for cooperative learning.

### Personal Support

Curriculum planning enables staff to identify skills being developed and appropriate success criteria given meet individual needs. Personal feedback is given throughout the working week. Termly evaluations highlight particular strengths or areas for development and then impact on next term's planning. Cooperative learning enables pupils to work together, supporting each other's learning. Children with specific needs have an in class support plan or an ASP, reviewed termly and shared with all partners including parents and carers. Ongoing assessment and formal assessments are used to ensure pupils are appropriately challenged and working at correct level.

## Curriculum Planner – Technologies

### Totality of the Curriculum

The application of knowledge and skills to extend human capabilities and help satisfy human needs and wants had profound effects on society. Learning in technologies provides a strong foundation for the development of skills and knowledge which are, and will continue to be, essential in maintaining Scotland's economic prosperity. The technologies curriculum relates particularly to contexts that provide scope for developing technological skills, Knowledge, understanding and attributes through creative, practical and work related activities. Learning in technologies enables children to be informed, skilled, thoughtful, adaptable and enterprising citizens and to develop understanding of the role and impact of technologies in changing and influencing societies, contribute to building a better world by taking responsible, ethical actions to improve their lives, the lives of others and the environment, gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community, become informed consumers and producers who have an appreciation of merits and impacts of products and services, be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues, broaden their understanding that the role of information and communication technologies (ICT) has in Scotland and in the global community, broaden their understanding of applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences, experience work related learning, establish firm foundations for life long learning and for some specialized study and a diverse range of careers.

### Successful learner

**Attributes:** Enthusiasm and motivation for learning; determination to reach high standards of achievement; openness to new thinking and ideas.

**Capabilities:** use literacy, numeracy and communication skills; use technology for learning; think creatively and independently; learn independently and as part of a group; make reasoned evaluations; link and apply different kinds of learning in new situations.

### Confident Individuals

**Attributes:** self respect; a sense of physical, mental and emotional wellbeing; secure values and belief; ambition.

**Capabilities:** relate to others and manage themselves; pursue a healthy and active lifestyle; be self aware; develop and communicate their own beliefs and view of the world; live as independently as they can; assess risk and make informed decisions; achieve success in different areas.

Learner

### Responsible Citizen

**Attributes:** respect for others; commitment to participate responsibly in political, economic, spiritual, social and cultural life;

**Capabilities:** develop knowledge and understanding of the world and Scotland's place in it; understand different beliefs and cultures; make informed choices and decisions; evaluate environmental, scientific and technological issues; develop informed, ethical views of ethical issues.

### Effective Contributors

**Attributes:** an enterprising attitude; resilience; self-reliance.

**Capabilities:** Communicate in different ways and settings; work in partnership and teams; take the initiative and lead; apply critical thinking in new contexts; create and develop; solve problems.

### Learning and Teaching

**Pedagogy:** curiosity and problems solving skills, a capacity to work with others and take initiative, planning and organisational skills in a range of contexts. Creativity and innovation, e.g. through ICT and computer aided design and manufacturing approaches skills in using tools, equipment, software and materials. Skills in collaboration, leading and interacting with others, critical thinking through exploration and discovery within a range of learning contexts, discussion and debate. searching and retrieving information to inform thinking with in diverse learning contexts; making connections between specialist skills developed within learning and skills for work; evaluating products, systems and services; presentation skills

### Entitlements

1. Every child and young person is entitled to experience a curriculum which is coherent from 3-18.
2. Every child and young person is entitled to experience a broad general education.
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.
4. Every child and young person is entitled to develop skills for learning, skills for work, with a continuous focus on literacy and numeracy and health and wellbeing.
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.
6. Every young person is entitled to support in moving into a positive and sustained destination.

### Assessment

Assessment in technologies focuses on practical, problem solving and collaborative activities, which enable children to show that they know, understand and can use technological skills and concepts across all of the contexts for learning in technologies. Teachers gather evidence as part of children's' day to day learning and specific assessment tasks will also contribute to assessing progress. From Early Years through to the senior stages children can demonstrate in making models and preparing food, in planning and carrying out practical investigation and solving problems, in discussing and debating ideas with peers and adults, and in recording and presenting their thinking in different ways including ICT.

**Principles:** Challenge and Enjoyment; Breadth; Progression; Depth; Personalisation and Choice; Coherence; Relevance; Teachers highlight planners to reflect the principle(s) that is being planned.