

Outcomes and Resources

Curriculum milestones and outcomes, themes lists, and links to external resources.

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Curriculum Outcomes

Milestones and outcome descriptions for each educational level.

Early Years Milestones and Outcomes

Overview

These Early Years curriculum areas and outcomes are drawn from the Curriculum for Excellence (Scotland) [experiences and outcomes](#), the Common Core (USA) [Maths](#) and [Language](#) standards, the Michigan (USA) [Science](#), [Social Studies](#), [Physical Education](#) and [Computer Science](#) standards, and the [Australian Curriculum](#) music and art capabilities. In the Early Years, there is a lot of overlap between different curriculum areas and therefore some experiences, outcomes, or standards may appear here under a different macro-area than in the curricula they have been drawn from. The age 3-4 milestones have also been drawn from the CDC Milestones [Age 3](#) and [Age 4](#), and [Alberta Health](#).

Language Skills

| Code | Milestone (age 3-4) | Outcome (age 5-6) | Reference Code |
|--|---|---|--|
| Spoken Language | | | |
| L01 - Sounds, words, and patterns of language. | | | |
| L01a | I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. I can form regular plurals. | I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. I can form regular plurals. | Scotland LIT 0-01a, LIT 0-11a, LIT 0-20a, LGL 0-02a USA LS-1c |

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| L01b | I explore and experiment with words and phrases in all my languages, and can recognise and name common objects. | I explore and experiment with words and phrases in all my languages, and can correctly use commonly occurring words and relate them to real life. | Scotland LGL 0-11a; USA LS-1b, LS-5c |
| L01c | I ask “who”, “what”, “where”, and “why” questions, and can answer simple ones. I can understand prepositions such as “on”, “under”, “behind”, and “next to”, but I may not produce them yet. | I understand and use question words (who, what, where, when, why, how) and common prepositions (to, from, in, out, on, off, for, of, by, with). | USA LS-1d, LS 1e |

L02 - Conversational turn-taking

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| L02a | I am learning to take turns and am developing my awareness of when to talk and when to listen in different situations. | I am learning to take turns and am developing my awareness of when to talk and when to listen in different situations. | Scotland LIT 0-02a; USA SL-1a |
| L02b | I can continue a conversation through at least two back-and-forth exchanges. | I can continue a conversation through multiple turns of each person. | USA SL-1b |
| L02c | I am beginning to share my thoughts with others. | I can share my thoughts with others to help further develop ideas and solve problems. | Scotland TCH 0-04c |

L03 - Phrases and Meanings

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| L03a | I can recognise and name common objects, and I can identify what actions is happening in a picture of book when asked, such as “running”, “eating”, or “playing”. | I can relate common verbs and adjectives to their opposites, and distinguish shades of meaning between words describing the same general concept, for example by acting out “walk” and “march”. | USA LS-5b, LS-5d |
| L03b | I mostly learn words by context and being shown their referent, but I’m beginning to ask questions to help learn the meaning of a new word. | When I hear a new word or phrase, I can use common affixes (such as -ed, -s, re-, un-, pre-, -ful, -ness) as clues to their meaning and ask questions to help me understand the new word. | Scotland LIT 0-10a, USA L-4, LS-4b |

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| L03c | I am rapidly learning new words to say, and can say between 400 and 1000 words. | When I discover a new word or phrase, I can accurately use it to help me express my ideas, thoughts, and feelings when talking to, working and playing with others. | Scotland LIT 0-10a, GAI 0-02a, USA LS-4a |
| L03d | I commonly use two- and three-word sentences, and am beginning to produce four-, five-, and even six-word sentences. | I can produce complete sentences. | USA LS-1f |
| L03e | I understand most of what I hear, including long sentences. | | |

Storytelling

L04 - Demonstrates preferences.

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|------|---|--|--|
| L04a | I listen to, read, or watch story-telling, games, rhymes, and songs, and show understanding of what I am hearing. | I listen to, read, or watch story-telling, games, rhymes, and songs, engaging with them with purpose and understanding. I enjoy using them to explore sound patterns, words, and phrases in all my languages. | Scotland LIT 0-01b, LGL 0-01a, LGL 0-05a, LGL 0-07a, LGL 0-08a; USA L-10 |
| L04b | I enjoy choosing stories. | I enjoy choosing stories and other texts and can share my likes and dislikes. | Scotland LIT 0-01B, LIT 0-11b |
| L04c | | I have experienced the energy and excitement of being part of an audience for other people's presentations and performances. I can respond to these experiences by discussing my thoughts and feelings, and I can give constructive comment on others' work. | Scotland EXA 0-01a, EXA 0-15a |

L05 - Exploring stories.

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| L05a | I can remember parts of a story, and can say what comes next in a story I know well. | I can identify the purpose, key words, main characters, locations, ideas and events in a story or text. | Scotland LIT 1-04a, USA L-3, L-1 |
| L05b | I can answer questions about a story, such as who the main character is and what they did. | I ask questions to help me understand stories and other texts, and link what I am learning with what I already know. | Scotland LIT 0-07a, LIT 0-16a, ENG 0-17a |
| L05c | I enjoy exploring characters and events in stories through imaginative play, pretending to be something else such as a teacher, superhero, or do, and I use these explorations to invent my own stories. I often imagine that my toys can talk to me. | I enjoy exploring characters and events in stories and other texts by comparing, contrasting, and discussing various new and familiar stories, and I use these explorations to invent my own stories and share them with others in various imaginative ways. | Scotland LIT 0-01c, LIT 0-09b, 0-31a, 0-19a; USA L-9 |
| L05d | | I can share my experiences, feelings, ideas, and information within both real and imaginary situations, in a way that communicates my message. | Scotland LIT 0-09a |

L06 - Presenting stories.

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|------|--|---|---|
| L06a | I can retell the next part of a familiar story, and when prompted I can talk about at least one thing that happened during my day. | I can retell familiar stories, and describe familiar people, places, things, and events, including key details and I can answer questions about what I have just said to provide additional detail. | USA L-2, SL-4 |
| L06b | I can speak clearly enough for strangers to understand me most of the time. | I can speak audibly to express my thoughts, feelings, and ideas. I am learning how I can use my voice, movement, and expression to tell stories in recitation, role play, and drama, by exploring how pace, gesture, expression, emphasis, and choice of words are used to engage others. | Scotland EXA 0-12a, GAI 1-03a, USA SL-6 |

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| L06c | | I have experienced the energy and excitement of presenting or performing for an audience, and I can accept constructive comment on my own work. | Scotland EXA 0-01a, EXA 0-15a |
| L07 - Illustrations and props. | | | |
| L07a | I can point to the correct picture or part of a picture when asked a simple question about it. | I can describe the relationship between illustrations and the story in which they appear. | USA L-7 |
| L07b | I am beginning to draw people with three or more body parts. | I use a combination of speaking, drawing and writing to convey information, give opinions and preferences, and narrate events. I can add drawings and other visual displays to descriptions to provide additional detail. | USA W-1, W-2, W-3, SL-5 |

Written Language

L08 - Letters and sounds.

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| L08a | I am just beginning to be able to recognise written letters and associate them with the sounds they make. | I explore sounds and letters and am familiar with how they relate. I can show letter-sound correspondences by producing one or several of the most common sounds for each letter, or by writing a letter or letters for most sounds of speech. | Scotland LIT 0-13a, LIT 0-21a, LGL 1-11a, LIT 0-01a, LIT 0-11a, LIT 0-20a; USA R-3a, R-3b |
| L08b | | I can spell simple words phonetically, drawing on my knowledge of sound-letter relationships. | USA LS-2d |

L09 - Words.

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|--------------------------|---|--|---|
| L09a | | I am discovering how different letters and sounds work together to form written words, and I can use this to help me as I read and write. | Scotland LIT 0-13a, LIT 0-21a, LGL 1-11a |
| L09b | | I can distinguish between similarly-spelt words by identifying the sounds of the letters that differ. | USA R-3d |
| L09c | | I can read common high-frequency words, such as “the”, “of”, “to”, “you”, “she”, “my”, “is”, “are”, “do”, “does”, and my family’s names, by sight. | USA R-3c, LS-2b |
| L09d | | I understand that the first word in a sentence is capitalised. | USA LS-2a |
| L10 - Texts. | | | |
| L10a | | I can recognise and name common text types, such as storybooks, poems, and signs. | USA L-5 |
| L10b | | I can use signs, books, charts, and other texts to find information, and I use this information to plan, make choices, or learn new things. | Scotland LIT 0-14a, MNU 0-20c, LIT 0-04a, LGL 0-04a, USA P2.4 |
| L10c | | I can use various strategies to read and interpret tables, graphs, graphics, maps, and texts. | USA P1.1 |
| L11 - Penmanship. | | | |
| L11a | I can draw a straight line, a circle, and a square, and am beginning to write some capital letters. | I can print many upper- and lower-case letters. | USA LS-1a |
| L11b | | I can write my own name. | |

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| L11c | I can hold a pencil or crayon between my thumb and forefinger, rather than in a fist. | I enjoy exploring interesting materials for writing, and different ways of recording my experiences and feelings, ideas and information. | Scotland LIT 0-21b, TCH 0-11a |
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Self-Awareness

| Code | Milestone (age 3-4) | Outcome (age 5-6) | Reference Code |
|----------------------------|--|--|--------------------------------|
| S00 - Identity. | | | |
| S00a | I know my full name and can refer to myself by it. | | |
| S00b | I know my age and gender. | | |
| Mental Health | | | |
| S01 - Emotional Awareness. | | | |
| S01a | I am beginning to be able to express my feelings using words. | I am aware of and able to express my feelings, and am developing the ability to talk about them. I acknowledge responsibility of my own behaviour. | Scotland HWB 0-01a, USA S4.2.K |
| S01b | I sometimes comfort others who are hurt or sad, such as hugging someone who is crying. | I know that we all experience a variety of thoughts and emotions that affect how we feel and behave. | Scotland HWB 0-02a |
| S01c | | I can identify activities which are enjoyable to me. | USA S5.3.Ka |
| S02 - Resilience. | | | |

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|-----------------------------------|--|--|-------------------------------|
| S02a | | I understand that my feelings and reactions can change depending on what is happening within and around me, and this helps me to understand my own behaviour and the way others behave. | Scotland HWB 0-04a |
| S02b | | I understand the importance of mental wellbeing and that it can be strengthened through coping skills and positive relationships. | Scotland HWB 0-06a |
| S02c | I calm down within ten minutes after my parents leave me at Tot Time, Playgroup, or Sunday School. | I am learning ways of managing my own feelings and behaviours, such as skills and strategies which can support me in challenging times such as during change. | Scotland HWB 0-02a, 0-07a |
| S02d | | I can describe situations in which I have demonstrated maturity, self-discipline, and responsibility, such as caring for a pet, completing chores, taking turns and working in a group. | USA K-C5.0.01 |
| S02e | | I know that it isn't always possible to feel happy, and that if I feel sad, worried, or uneasy, there are people I can talk to to gain access to practical and emotional support to help me. | Scotland HWB 0-03a, HWB 0-06a |
| S03 - Imaginative Play. | | | |
| S03a | I use play and drama to explore real and imaginary situations, but sometimes my imagination gets the better of me and I develop unrealistic fears. | I use play and drama to explore real and imaginary situations, helping me to understand my world and express my thoughts and feelings. | Scotland EXA 0-14a, EXA 0-13a |
| S04 - Learning and Growth. | | | |
| S04a | | I value and make use of the opportunities I am given to improve and to manage my learning. | Scotland HWB 0-11a |

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| S04b | I make simple choices in my everyday life, such as what to wear and what to play. | I explore and make choices to develop my learning and interests in everyday activity and play. | Scotland HWB 0-19a |
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Gross-Motor Skills

S05 - Movement

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| S05a | I am developing my movement skills through daily opportunities to participate in different kinds of energetic play, dance, and movement, both outdoors and indoors. | I am developing my movement skills through daily opportunities to participate in different kinds of energetic play, dance, and movement, both outdoors and indoors. I use these opportunities to choose and explore ways that I can move rhythmically, expressively, and playfully. | Scotland HWB 0-25a, EXA 0-10a, HWB 0-22a, EXA 0-08a; USA S3.1.K, S1.5.K |
| S05b | I am learning to move my body well and am exploring how to manage and control it. I can move my body into different shapes, such as wide, narrow, curled, twisted, and stretched. | I am learning to move my body well and am exploring how to manage and control it. I can move my body into different shapes, such as wide, narrow, curled, twisted, and stretched. | Scotland HWB 0-21a, USA S1.7.Kb, S1.10.K, S1.9.K |

S06 - Balance

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|------|--|---|-------------|
| S06a | I can hop, run, stand on my tip-toes, and walk forwards and backwards while maintaining balance. | I can hop, run, skip, stand on my tip-toes, leap, and walk forwards and backwards while maintaining balance. | USA S1.1.K |
| S06b | I can stand on one foot for 5 seconds. | I can maintain stillness for at least a second or two while standing on different platforms and in different positions. | USA S1.7.Ka |
| S06c | I can move at different speeds while maintaining balance. | I can move at different speeds while maintaining balance. | USA S2.3.K |

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| S06d | I can kick a stationary ball while standing still. | I can kick a stationary ball while standing still, tapping it using the inside of my foot. | USA S1.18.K |
| S06e | I can jump on the spot. | I can jump at least once over a rope turned by myself or someone else. | USA S1.27.Ka, S1.27.Kb |
| S06f | I can climb up stairs by myself, taking the steps one at a time and alternating feet. | I can climb up stairs by myself, taking the steps one at a time and alternating feet. | |
| S06g | I can bend over without falling. | I can bend over without falling. | |
| S06h | I can ride a tricycle using the pedals. | I can ride a tricycle and am learning how to ride a bicycle. | |

S07 - Use of Space.

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| S07a | | I am learning how to use and share space, and I can differentiate between movement in personal space and general space. | Scotland HWB 0-21a, USA S2.1.Ka |
| S07b | I am beginning to learn that I should behave differently in different places, such as the playground as compared to the church. | I understand the difference between what is appropriate indoors and outdoors, such as moving at different speeds. | USA S2.3.K |

S08 - Throwing

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| S08a | I can throw a ball or balloon upwards. | I can throw underhand with my opposite foot forward, and I can throw a balloon upwards. | USA S1.13.K, S1.22.K |
| S08b | | I can drop a ball and catch it before it bounces twice, or hit it with my palm to make it bounce again. | USA S1.16.Ka, S1.17K |
| S08c | I can catch a large ball tossed at me by a skilled thrower most of the time. | I can catch a large ball tossed at me by a skilled thrower. | USA S1.16.Kb |
| S08d | | I can hit a lightweight object with a paddle or short-handled racket. | USA S1.24.K |

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| S09 - Swimming | | | |
| S09a | I can float on my back using a floatation aide. | I can float on my front and back using a floatation aide. | USA S1.28.K |
| S09b | | I can use a combination of arms and legs to move and stay afloat in the water while using a floatation aide. | USA S1.30.1 |

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| Body Knowledge | | | |
| S10 - Results of Exercise. | | | |
| S10a | | I know that being active is a healthy way to be, and that it helps your heart muscle grow stronger. | Scotland HWB 0-27a, USA S5.1.K, S3.3.1 |
| S10b | | I can describe how I feel after taking part in energetic activities, and am becoming aware of some of the changes that take place in my body, such as breathing faster and my heart beating fast. | Scotland HWB 0-28a, USA S3.3.K |
| S10c | | I know that some physical activities are challenging or difficult, but that this is sometimes good, and I can identify physical activities which are enjoyable to me. | USA S5.2.K, S5.3.Ka |
| S11 - Hygiene. | | | |
| S11a | I am learning what I can do to look after my body. I can wash and dry my hands and brush my teeth on my own, and am beginning to go to the toilet on my own. I usually stay dry when I'm awake. | I am learning what I can do to look after my body. I am becoming aware of how cleanliness, hygiene, and safety can affect health and wellbeing, and I apply this knowledge to my everyday routines such as taking care of my teeth. I rarely or never have a toileting accident. | Scotland HWB 0-33a, HWB 0-15a |

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| S11b | | I know the symptoms of some common diseases caused by germs. | Scotland SCN 1-13a |
| S11c | | I understand how diseases spread and can discuss some methods of preventing and treating disease and how this benefits myself and others. | Scotland SCN 1-13a |
| S12 - Anatomy. | | | |
| S12a | I can identify my senses. | I can identify my senses. | Scotland SCN 0-12a |
| S12b | I am developing an awareness of my own body. | I am aware of my growing body, and developing my understanding of my own and other bodies. I use this knowledge to maintain and improve my wellbeing and health. | Scotland HWB 0-15a, HWB 0-47b |
| S12c | I am learning the correct names for the different external parts of my body. | I am learning the correct names for the different parts of my body. I can describe and locate different body parts including skeleton and major organs, and how they work. | Scotland HWB 0-47b, SCN 1-12a |
| S12d | | I can explain what I need to do to keep different body parts and organs healthy. | Scotland SCN 1-12a |
| S12e | I get dressed and undressed by myself, although I sometimes need help with buttons, zippers, and laces. | I can confidently get dressed and undressed by myself. | |
| S13 - Nutrition. | | | |
| S13a | I eat a range of foods in a range of social situations. | I eat a range of foods in a range of social situations. | Scotland HWB 0-29a |
| S13b | I enjoy exploring and discovering foods by choosing, handling, tasting, talking and learning about different foods. | I explore and discover foods and their origins by choosing, handling, tasting, talking and learning about different foods. I enjoy exploring and working with foods in different contexts. | Scotland HWB 0-30a, HWB 0-35a, TCH 0-04a |

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|------|--|--|-------------------------------|
| S13c | I know that people need different kinds of food to keep them healthy. | I know that people need different kinds of food to keep them healthy, and I am discovering ways in which eating and drinking may help us to grow and keep healthy. | Scotland HWB 0-32a, HWB 0-30a |
| S13d | I understand that there are things I should not touch or eat, and I will avoid touching hot objects, such as a stove, when warned. | I understand that there are things I should not touch or eat, and I am learning what is meant by medicines and harmful substances and how to keep myself safe. | Scotland HWB 0-38a |

Knowledge of People

| Code | Milestone (age 3-4) | Outcome (age 5-6) | Reference Code |
|-------------------------------------|--|---|---|
| Relationships | | | |
| P01 - Positive Relationships | | | |
| P01a | I know that caring, sharing and equality are important in relationships, and I am beginning to share when I play. | I know that friendship, caring, sharing, fairness, equality, and love are important in building positive relationships, and I show this by caring for and respecting myself and others. | Scotland HWB 0-05a, RME 0-02a |
| P01b | I am becoming aware of my own and others' needs and feelings, comforting others when they are hurt, sad or crying. | I am aware of my own and others' needs and feelings, especially when taking turns and sharing resources, and I am developing my understanding of what is fair and unfair. | Scotland RME 0-02a, HWB 0-23a |
| P01c | I am becoming aware of personal space and boundaries. | I am aware of the need to respect personal space and boundaries, and when something worries me about a friendship or relationship, I know who I should talk to. | Scotland HWB 0-44b, HWB 0-45b, HWB 0-03a, HWB 0-49a |

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| P01d | I am learning about how politeness works in my culture, for example saying “please” and “thank-you”. | I am developing my ability to recognise and respond appropriately to verbal and non-verbal communication. | Scotland HWB 0-45b |
| P01e | | I understand each individual has a unique blend of abilities and needs, and that people can feel alone, or be misunderstood and left out by others, and I am learning how to give appropriate support and confidence to others and to make my community one which values everyone and is a welcoming place. | Scotland HWB 0-08a, HWB 0-10a, HWB 0-13a, HWB 0-47a |
| P02 - Friendships | | | |
| P02a | I can notice other children and join them in play. If there is no-one to play with, I ask my caregiver, “Can I play with [Name]?” | I am aware of how friendships are formed, and value the opportunities I have to make friends and be part of a group. | Scotland HWB 0-44a, HWB 014a, HWB 0-11a |
| P02b | | I know that likes, dislikes, special qualities, and needs can influence friendships, and I know who I can talk to if something upsets me. | Scotland HWB 0-44a, HWB 0-44b |
| P02c | I enjoy playing with other children and express spontaneous affection for my playmates. | I can discuss positive things about friendships, and describe things I enjoy about playing with friends. | Scotland HWB 0-44b, USA S5.3.Kb |

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| Civic Life | | | |
| P03 - Place in the Community. | | | |
| P03a | I am beginning to understand the importance of sharing and cooperating with others. | I understand the importance of caring for, sharing, and co-operating with others. | Scotland RME 0-02a, USA S4.4.K |

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| P03b | I know that there are people in our lives who care for and look after us. | I know that there are people in our lives who care for and look after us, and I am discovering the different roles that people in my local community play and how they can help. | Scotland HWB 0-45a, SOC 0-16a |
| P03c | .I am exploring the rights to which I and others are entitled, especially around personal property, and I can understand the concepts of “mine”, “yours”, and “his/hers”. I am learning how to exercise my rights appropriately. | I am exploring the rights to which I and others are entitled, and I am able to exercise these rights appropriately and show respect for the rights of others. | Scotland HWB 0-09a |

P04 - Responsibilities in the Community.

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| P04a | I recognise the need to follow instructions which keep me safe, and can follow such instructions when they’re given to me. | I recognise the need to follow rules and instructions, and I know that rules are there to keep us safe. I can explain some of the reasons for rules at home and in the community, and why people don’t always have the right to do whatever they want. | Scotland HWB 0-23a, USA S4.1.K, S4.3.K, S4.6.K, K-C2.0.2 |
| P04b | | I understand that I am responsible to show consideration for others when I make choices in my everyday experiences and play. Some of these choices include where I work, how I work, and who I work with. | Scotland HWB 0-09a, HWB 0-12a, SOC 0-17a, SOC - 18a |
| P04c | | In showing consideration for others, I can describe fair ways for groups to make decisions. | Scotland HWB 0-12a, USA K-C2.0.3 |
| P04d | I participate in the wider community with my family, gaining confidence through imitating my parents and friends. | I participate in the wider community with my family, and representing them encourages my self-worth and confidence. | Scotland HWB 0-12a |

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| P04e | | I can identify several important symbols of my immediate and larger communities, such as flags and logos. | USA K-C2.0.1 |
| P05 - Economy. | | | |
| P05a | I explore the concepts of workplaces and shops through real-life settings and imaginative play. | I can describe some of the kinds of work that people do to provide us with what we need and want in our daily lives. I explore these local shops and services through real-life settings and imaginative play. | Scotland HWB 0-20a, TCH 0-07a, SOC 0-20a, USA K-E1.0.1 |
| P05b | | I understand the difference between goods, which are things you can buy, and services, which are things people do. | USA K-E1.0.2 |
| P05c | I am developing an awareness of how money is swapped for goods. | I can identify situations in which people trade, and am developing an awareness of how money is used to do so. I can recognise and use a range of coins and notes. | Scotland MNU 0-09a, USA K-E1.0.3 |
| P06 - Emergency Situations. | | | |
| P06a | I am learning to assess and manage risk, such as not jumping from tall heights at the playground. | I am learning to assess and manage risk, to protect myself and others by reducing the potential for harm where possible. | Scotland HWB 0-16a |
| P06b | | I can show ways of getting help if a situation is unsafe or in an emergency. | Scotland HWB 0-42a |
| P06c | | I can demonstrate how to respond appropriately to keep myself and others safe in a range of emergency situations. | Scotland HWB 0-17a |

Holy Orthodoxy

| Code | Milestone (age 3-4) | Outcome (age 5-6) | Reference Code |
|------|---------------------|-------------------|----------------|
|------|---------------------|-------------------|----------------|

R01 - Relationship with God.

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|------|--|--|-----------------------------------|
| R01a | I know that God loves me. | I am aware of God's love for me and His call for me to be close to Him. | Scotland RERC 0-04a |
| R01b | I can name some things God has given me which I am thankful for. | I can share my awareness of what makes me a unique child of God, and can name some gifts I have been given by Him, such as the natural world around me. | Scotland RERC 0-01a, RERC 0-02a |
| R01c | I know that when I pray I am speaking to God. | I know that when I pray I am speaking to God. | Scotland RERC 0-14a |
| R01d | | I have explored some stories of the Saints and can mention some of the ways the Holy Spirit exists in my life and the life of others. | Scotland RERC 1-10a, 1-19a, 1-11a |
| R01e | I know that prayer, communion, and unction keep my soul healthy. | I am exploring how practices such as prayer and fasting, and sacraments such as communion, unction, and confession help nurture my faith and heal my soul. | Scotland RERC 1-09a |

R02 - The Faith Community.

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|------|---|--|---------------------|
| R02a | I know that I am part of a local Church community. | I know that I am part of a local faith community, and I have begun to explore aspects of that community. | Scotland RERC 0-08a |
| R02b | I know that we can experience God's love and care through the Church community. | I know that we can experience God's love and care through the Church community. | Scotland RERC 1-08a |
| R02c | I know that God wants us to show love for others. | I know that God invites us to show love to others, and can share some ways I can show love to others. | Scotland RERC 0-20a |

R03 - Liturgical Life.

| | | | |
|------|---|---|---------------------|
| R03a | I regularly experience the Divine Liturgy as a community event. | I regularly experience the Divine Liturgy as a community event. | Scotland RERC 0-17a |
|------|---|---|---------------------|

| | | | |
|------|--|---|--|
| R03b | I know that there are special days when we go to Divine Liturgy. | I know that Sunday and feast days are special days when the Christian community meets to celebrate Divine Liturgy together. | Scotland RERC 0-16a, RERC 1-08a |
| R03c | I know that the Gospel is important and, that we hear from it at Divine Liturgy and at other times, and that I should treat it with reverence. | I know that the Gospel and the rest of the Bible is important, that we hear from it at Divine Liturgy and regularly at other times, and that I should treat it with reverence. | Scotland RERC 0-12a |
| R03d | I am becoming aware of the importance of celebrations, fasting periods, feast days, worship and other customs in my life. | I am becoming aware of the importance of celebrations, fasting periods, feast days, worship and other customs in my life, and I understand that Christians demonstrate their beliefs through these things. | Scotland RME 0-03a, RME 1-03a |
| R03e | I am developing recognition of some of the symbols and actions related to Lent, Pascha, and Holy Nativity. | I am developing recognition of the different feasts and liturgical seasons, and can relate these to my own life and community. I know some of the signs and symbols related to Lent, Pascha, Pentecost, Holy Nativity, and the feasts of the Theotokos. | Scotland RME 1-03b, RERC 0-18a, RERC 1-18a |

R04 - Theology.

| | | | |
|------|---|--|---------------------------------|
| R04a | I am aware that God exists as Father, Son, and Holy Spirit. | I am aware that God exists as Father, Son, and Holy Spirit. | Scotland RERC 0-04a |
| R04b | I know that Mary is the Mother of Jesus and is important to us. | I know that Mary is the Mother of Jesus and the God-Bearer (Theotokos). | Scotland RERC 0-15a |
| R04c | I know that Jesus taught and healed people. | I have explored some of the stories from the Gospels and I know that Jesus is a teacher and healer. I can explain how His example can influence my own life and the lives of others. | Scotland RERC 1-06b, RERC 1-11a |

| | | | |
|------|--|--|---------------------------------|
| R04d | I know that Christ died and came back to life, trampling on Death. | I am familiar with the story of Christ's passion, death, and resurrection, and understand that this will give us eternal life. | Scotland RERC 0-07A, RERC 1-07a |
| R04e | I know the story of Jesus' birth at Holy Nativity. | I am becoming more familiar with the stories of the Twelve Major Feasts, especially Holy Nativity where we celebrate the birth of Jesus. | Scotland RERC 0-05a, RERC 0-01a |
| R04f | I am familiar with the story of my patron Saint. | I am becoming more familiar with the stories of the Saints, including some of the Righteous Forefathers of the Old Testament, and I am exploring how God speaks to us through these stories and what they can mean for how I live. | Scotland RERC 1-11a, RERC 0-21a |

Other Places and Cultures

R05 - Human Diversity.

| | | | |
|------|---|---|--|
| R05a | I can identify a person as a boy or a girl. | I recognise that we have similarities and differences but are all unique. | Scotland HWB 0-47a |
| R05b | | I explore aspects of other cultures through listening, watching, and playing, and I am developing awareness and respect for the practices, values and traditions of others. | Scotland LGL 0-06a, RME 1-03a, RME 0-07a |
| R05c | | I am becoming aware of the different beliefs and festivals of other religions and cultures, especially those in my local community. | Scotland RME 0-04a, RME 0-06a, RME 1-06b |

R06 - History.

| | | | |
|--|--|--|--|
| | | I can learn about important people or events of the past by exploring items or images, and I use these to make a personal link to them. | Scotland SOC 0-03a |
| | | I am aware that there are different types of evidence to help me find out about the past, and that some are more reliable than others. I am beginning to identify some ways in which some forms of evidence are less reliable. | Scotland SOC 0-01a, USA P1.2, P1.4, K-H2.0.3 |
| | | I use imaginative play to explore how people lived in the past and to show how their lives were the same or different from my own and the people around me. | Scotland SOC 0-04a |

Environment

| The Human Environment | | | |
|-----------------------|---|--|----------------------------------|
| E01 - Maps. | | | |
| E01a | I am developing an awareness of my local environment and the world around me. | I explore and discover the interesting features of my local environment to develop an awareness of the world around me. | Scotland SOC 0-07a, USA K-G2.0.1 |
| E01b | I am becoming familiar with specific locations and how they relate to each other in space, being near or distant from other places. | I have begun to develop a mental map of my local area through my journeys and activities in it, and have experimented with ways of representing the world around me. | Scotland SOC 0-09a, SOC 1-14a |
| E01c | | I can use maps and globes that I or others have created, because I understand that they represent places. | Scotland SOC 1-14a, USA K-G1.0.1 |

| | | | |
|-------------------------------------|--|--|--|
| R01d | I can use position words to identify locations in my immediate environment, e.g. up, down, in, out, above, below, left or right. | I can use directions and positional words to identify locations in my immediate environment, e.g. up, down, in, out, above, below, left or right. | USA K-G1.0.2 |
| E02 - The Built Environment. | | | |
| E02a | I know that land is used in different ways to meet different needs. | I understand that both humans and animals change the environment to meet their needs. When I explore the landscape of my local area, I can describe the various ways in which the land has been used, e.g. for houses, for a garden, for farming, for a playground, for roads. | Scotland SOC 1-13a, USA K-G2.0.1, K-ESS2-2 |
| E02b | I know that different sorts of buildings are used for different things. | I am exploring my community and can identify and consider how different types of structures and houses meet different needs. | Scotland SOC 1-11a |
| E02c | | I can design and build a structure to meet various needs, such as providing shade from the sun. | USA K-PS3-1, K-PS3-2 |

| | | | |
|---------------------------------------|---|--|--|
| The Natural Environment | | | |
| E03 - Environmental Diversity. | | | |
| E03a | I use my senses to explore the world around me and appreciate the wonder of nature within different environments. | I use my senses to explore the world around me and appreciate the wonder of nature within different environments. | Scotland SCN 0-12a, SOC 0-08a, RERC 0-01a |
| E03b | I am discovering how different things live in different environments. | I am discovering how the physical features of different environments can provide for basic needs such as food and shelter, and influence the variety of living things within them. | Scotland SOC 1-13b, USA K-G5.0.1, K-ESS3-1 |

E04 - Care for Land.

| | | | |
|------|--|---|----------------------------------|
| E04a | I am learning to keep my space tidy and to not litter. | I appreciate the different environments around me and play a part in caring for them, such as keeping it tidy, picking up litter, and reusing my resources. | Scotland SOC 0-08a, TCH 0-06a |
| E04b | | I consider new ways I can care for my home, my community, and the local environment, and am beginning to communicate these ideas to others. | Scotland SOC 1-08a, USA K-ESS3-3 |

Time and Seasons

E06 - Weather

| | | | |
|------|--|--|--|
| E06a | I am investigating how water can change from one form to another. | I can name and describe the different seasons, and have begun to associate certain clothes or events with them. | |
| E06b | I am developing an understanding of buoyancy by floating and sinking objects in water. | I have learnt outdoors in different weathers, and can describe the weather on those occasions, its effects and how it makes me feel. I can relate these observations to the seasons. | Scotland SOC SCN 0-12a, SOC 0-12a |
| E06c | | I can use my observations of local weather conditions to describe patterns over time. I am beginning to extrapolate this to describe the likelihood of certain weather events occurring, and I can ask questions to prepare for and respond to these weather events. | Scotland MNU 1-22a, USA K-ESS2-1, K-ESS2-2 |

E07 - Astronomy.

| | | | |
|-------------------------|---|--|----------------------------------|
| E07a | I have experienced the wonder of looking at the vastness of the sky, and can recognise the sun and the moon. | I have experienced the wonder of looking at the vastness of the sky, and can recognise the sun, moon, and some stars and constellations. | Scotland SCN 0-06a |
| E07b | I understand “morning”, “afternoon”, and “night”, and know that the sun and moon are in different positions at these times. | I have safely observed the sun and the moon and can describe their patterns of movement and change over time. I can relate these movements and changes to the patterns of daily life, such as the lengths of a day, a month, and a year. | Scotland SCN 0-06a, SCN 1-06a |
| E08 - Calendars. | | | |
| E08a | | I am aware of how my routines work with times and seasons, and have explored ways to record and display these using clocks, charts, and other methods. | Scotland MNU 0-10a |
| E08b | | I am aware of how events and festivals in my life link with seasons, and have explored ways to record and display these in calendars, charts, timelines, and other methods. | Scotland MNU 0-10a, USA K-H2.0.2 |
| E08c | | I can distinguish between past, present, and future, and have created a timeline of my life using notable events from it. | USA K-H2.0.1, K-H2.0.2 |

Living Things

E09 - Plants.

| | | | |
|----------------------------|--|---|--|
| E09a | | I have helped grow plants, and I can talk about how they grow and what I need to do to look after them. | Scotland SCN 0-03a, HWB 0-50a |
| R09b | I can recognise different sorts of plants, such as flowers, trees, and grass. | I can name the basic parts of plants. | Scotland SCN 0-03a |
| E10 - Animals. | | | |
| E10a | I can recognise several sorts of animal and say how animals are different from each other or the same. | I am learning about where humans and animals come from and about how they grow and develop. | Scotland HWB 0-50a |
| E10b | | I compare generations of plants, animals, and humans, and am beginning to understand how characteristics are inherited. | Scotland SCN 1-14a |
| E10c | | I am learning how young plants, animals, and humans are nurtured, and I can show an awareness of the tasks required to look after a baby. | Scotland HWB 0-50a, HWB 0-51a |
| E11 - Biodiversity. | | | |
| E11a | I can distinguish between moving and non-moving things. | I can distinguish between living and non-living things, and I can sort living things into groups and explain my decisions. | Scotland SCN 1-01a |
| E11b | | I have observed living things in my environment over time and I am becoming aware of how they depend on each other. I have explored some of these ways and can describe how animals and plants depend on each other for food through food chains. | Scotland SCN 0-01a, SCN 1-02a, USA K-LS1-1 |

Material Knowledge and Skills

Numbers and Measures

M01 - Numbers.

| | | | |
|------|---|--|--|
| M01a | I firmly understand the difference between “one” and “two”, and I can count up to four objects, but I don’t always understand higher numbers. | I understand that numbers represent quantities, and that they come in a particular order with each successive number representing a quantity one larger. When asked “How many?”, I can count out up to twenty objects, saying the number names in the correct order and pairing only one object with only one number name. | Scotland MNU 0-02a, USA M-K-CC-4a, M-K-CC-4b, M-K-CC-4c, M-K-CC-5, M-K-CC-3b |
| M01b | I understand the concept of counting to find out “how many”. | I can add and subtract by “counting on and back” using practical materials such as objects, fingers, or drawings, and I can record my solutions in different ways. | Scotland MNU 0-03a, USA M-K.OA-1, M-K.OA-2 |
| M01c | | I can share out a group of items into smaller groups, or split a whole object into smaller parts, and I can do this in more than one way, such as splitting five into 2 and 3, 4 and 1, 2 and 2 and 1, et cetera. | Scotland MNU 0-07a, USA M-K.OA-3 |
| M01d | | I can work out how many to add to make 10 when starting with any number between 1 and 9. | USA M-K.OA-4 |
| M01e | | I know that different civilisations use different ways to represent numbers, and I can write the numbers 0 to 20 in the common way for my society, and relate those numerals to a number (or absence) of physical objects. | Scotland MTH 1-12a, USA M-K-CC-3a, M-K-CC-3b |

M02 - Measures.

| | | | |
|------|---|---|----------------------------------|
| M02a | I am developing a sense of amount by observing, exploring, using and communicating with others about things in the world around me, and I know the difference between “one”, “two”, and “many”. | I am developing a sense of amount by observing, exploring, using and communicating with others about things in the world around me, and I can identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. | Scotland MNU 0-01a, USA M-K.CC-6 |
| M02b | I am developing a sense of size differences, and can describe something as “big” or “little”. | I am developing a sense of size by observing and exploring, and have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others. | Scotland MNU 0-01a, MNU 0-11a |
| M02c | I can directly compare two objects, and can describe them as “the same” or “different”, or say that one person is taller or shorter than the other. | I can describe several different ways an object can be measured, such as length, width, or weight, and I can directly compare two objects, for example by saying that one person is taller or shorter than another. | USA M-K.MD-1, M-K.MD-2 |

Investigating and Making Patterns

M03 - Sequences.

| | | | |
|------|---|---|--|
| M03a | I explore patterns in my environment and I can copy and continue these. | I have spotted and explored patterns in my environment and I can copy and continue these, and create my own patterns. | Scotland MTH 0-13a |
| | | I can use numbers to create sequences, such as counting to 100 by ones and by tens beginning at any number. | Scotland MNU 0-02a, USA M-K.CC-1, M-K.CC-2 |

M04 - Sorting.

| | | | |
|------|---|--|--|
| M04a | I can sort objects by shape and colour. | I can collect and investigate objects, identifying patterns in the objects and creatively sorting them by matching according to my own and others' criteria. | Scotland MNU 0-20a, MTH 0-16a; USA LS-5a, M-K.MD-3 |
| M04b | | I can share my ideas with others by organising objects into categories, describing and displaying my findings about these categories in various ways. | Scotland MNU 0-20a, MNU 0-20b; USA LS-5a, M-K.MD-3 |

Art

M05 - Shapes and Symmetry.

| | | | |
|------|--|--|-------------------------------|
| M05a | | I have created a range of symmetrical pictures and patterns using a range of materials and techniques. | Scotland MTH 0-19a |
| M05b | I can identify common shapes. | I can identify shapes as 2D (flat) or 3D (solid), and correctly name them and describe their number of sides, corners, and attributes such as having sides the same length. | USA M-K.G-2, M-K.G-3, M-K.G-4 |
| M05c | I can describe objects around me in terms of their shapes, and their relative positions to other objects by using words like "above", "below", "beside", "behind", "in front of", and "next to". | I can describe objects around me in terms of their shapes, and their relative positions to other objects by using words like "above", "below", "beside", "behind", "in front of", and "next to". | USA M-K.G-1 |
| M05d | I can draw circles and squares. | I can draw shapes and build them from components such as sticks, balls, and surfaces, and I can use simple shapes to make larger shapes. | USA M-K.G-5, M-K.G-6 |
| M05e | I can complete a puzzle with four pieces. | | |

M06 - Creating and Engaging with Artworks.

| | | | |
|------|---|--|---|
| M06a | | I am inspired by a range of stimuli to imagine, express and communicate my ideas, thoughts, experiences and feelings through visual artworks and design. | Scotland EXA 0-05a, EXA 0-04a; Australia ACAVAM106, ACAVAM108 |
| M06b | I enjoy making art and experimenting with new ways to make pictures. | I am experimenting and choosing ways to create artworks, images and objects using a variety of materials, techniques, and processes. | Scotland EXA 0-02a, Australia ACAVAM107 |
| M06c | | I am exploring different materials and textiles and can share my reasoning for selecting materials and techniques for different purposes. | Scotland SCN 0-15a, TCH 0-04b |
| M06d | I can correctly name colours and the different colours I see in artworks. | I can respond to the artworks and designs of others by considering where and why it was made and discussing my thoughts and feelings. | Scotland EXA 0-07a, Australia ACAVAR109 |

Technology

M07 - Gadgetry.

| | | | |
|------|--|--|-------------------------------|
| M07a | I have experienced and used a range of toys and common appliances. I can use a cup, spoon, and fork with ease, serving and feeding myself food and pouring water with adult supervision. | I have experienced and used a wide range of toys and common appliances. I am enjoying playing with and exploring technologies to discover what they can do and how they can help us. | Scotland SCN 0-04a, TCH 0-05a |
| M07b | I am beginning to recognise simple types of forces and their effects, such as what “makes” a toy or appliance “go”. | I can recognise simple types of forces and their effects, describing what “makes” a toy or appliance “go” and what they do when they work. | Scotland SCN 0-04a, SCN 0-07a |

| | | | |
|---------------------------------------|--|--|--|
| M07c | I can screw and unscrew jar lids and turn rotating door handles, determining whether I need to change the strength or direction of my turns, pushes and pulls in order to achieve my goal. | I am beginning to be able to investigate when toys or appliances do not work as intended, determining whether I need to change the speed or direction of an object with a push or a pull and comparing the effects of different strengths or directions of pushes and pulls. | USA K-PS2-1, K-PS2-2 |
| M07d | I am beginning to understand how to stay safe when using electricity. | I know how to stay safe when using electricity. | Scotland SCN 0-09a |
| M08 - Construction. | | | |
| M08a | I attempt to solve problems. | I can make observations, ask questions, and gather information about a situation to define a simple problem which might be solved by developing a new or improved object or tool. | USA K-2-ETS1-1, K-2-ETS1-3 |
| M08b | | I explore ways to design and construct models using everyday materials, and can display the design as a sketch or physical model to show how it functions to solve the problem. | Scotland TCH 0-09a, TCH 0-10a, EXA 0-06a; USA K-2-ETS1-2 |
| M08c | | I can recognise a variety of materials and am familiar enough with them to suggest an appropriate material for a specific use. | Scotland TCH 1-10a |
| M08d | I can string together items such as large beads or pasta. | I can string beads, thread a darning needle, and sew a running stitch. | |
| M08e | I can use age-appropriate scissors. | I can use scissors. | |
| M08f | I can stack a tower of five to ten blocks. | | |
| M09 - Computational Processes. | | | |

| | | | |
|------------------------------------|--|---|-------------------------------|
| M09a | I can follow two- to three-step instructions, such as “pick up your doll and put it on your bed next to the teddy bear”. | I can give simple directions and describe positions in physical games and when using technology. | Scotland MTH 0-17a |
| M09b | | I understand that sequences of instructions are used to control computing technology, and I am exploring these sequences, or computational thinking processes, through a variety of everyday tasks. | Scotland TCH 0-13a, TCH 0-14a |
| M09c | | I can identify a range of uses of computing technology in the world around me, and I can experiment with them. | Scotland TCH 0-14b |
| M10 - Digital Technologies. | | | |
| M10a | | I can play and communicate safely and securely using digital technologies. I can explain a few things that are safe or not safe to do with them. | Scotland TCH 0-01a |
| M10b | | I can use digital technologies to search and find information, and use what I learn to solve problems and share ideas. | Scotland TCH 0-01a, TCH 0-02a |

Music

| | | | |
|---------------------------|---|---|--|
| X01 - Instruments. | | | |
| X01a | I have the freedom to experiment with sounds and rhythms using musical instruments, music technology, body percussion, and found objects. | I have the freedom to experiment with sounds and rhythms using musical instruments, music technology, body percussion, and found objects. | Scotland EXA 0-17a, SCN 0-11a, Australia ACAMUM080 |

| | | | |
|---------------------------|--|---|--|
| X01b | | I know that sounds are made by vibrations, and I have experimented with different ways of producing sounds from vibration and changing the pitch of those sounds. | Scotland SCN 0-11a, SCN 1-11a, USA 1-PS4-1 |
| X01c | I enjoy imitating and playing rhythmically along to music of different styles. | I enjoy imitating and playing rhythmically along to music of different styles. | Scotland EXA 0-16a, Australia ACAMUM080 |
| X02 - Voice. | | | |
| X02a | I have the freedom to explore my voice by imitating and playing with sounds, pitch, and rhythm patterns. | I have the freedom to explore my voice by imitating and playing with sounds, pitch, and rhythm patterns. | Scotland EXA 0-17a, Australia ACAMUM080 |
| X02b | I enjoy singing along to music of different styles. | I enjoy singing along to music of different styles. | Scotland EXA 0-16a |
| X02c | I can use my body to move in my personal space in a rhythm. | I can use my body to move in my personal space in a rhythm. | USA S2.1.Kb, Australia ACAMUM080 |
| X03 - Performance. | | | |
| | I have listened to music of different styles and cultures. | I have listened to music of different styles and cultures. | Scotland EXA 0-16a |
| | I can practise and sing simple chants, songs, and rhymes, and I can perform them to a small audience. | I can sing and play instruments to learn, improvise, create and practise a range of chants, songs, and rhymes, and I can perform them to an audience. | Australia ACAMUM081, ACAMUM082 |
| | | I can respond to music by considering where and why people make music, and describing my thoughts and feelings about my own and others' work. | Scotland EXA 0-19a, ACAMUR083 |

External Resources

Useful websites and channels for videos, activities, and advice.

Activity Ideas Websites

[Activity Village](#)

[Ascetic Life of Motherhood](#)

[Educata11](#)

[Good Books for Young Souls](#)

[High Hill Homeschool](#)

[Kids Soup](#)

[Learn Create Love Animal Crafts](#)

[Learning RZSS](#)

[Montessori Nature Printables](#)

[NASA learning resources](#)

[Orthodox Education Blogspot](#)

[Orthodox Pebbles](#)

[Orthodox Sunday School](#)

[Raising Orthodox Christians](#)

[Teaching 2 and 3 Year Olds](#)

[Zoodle UK](#)

Video Channels and Playlists

[ABC Kids Made and Do](#)

[ABC Kids Moodies](#)

[ABC Reef School](#)

[Ancient Faith Stories](#)

[BBC Wild](#)

[Be the Bee](#)

[Bible Illustrated Kids](#)

[Bible Illustrated Reliquary](#)

[Catholic Kids Media](#)

[CBBC Còig Criomagan](#)

[CBBC Timcheall an t-Saoghal](#)

[CBeebies Dathan, Àireamhan, & Cumaidhean](#)

[CBeebies Dèan Fhèin E](#)

[CBeebies Òrain](#)

[Daily Orthodox Scriptures for Kids](#)

[Discovering God Through Nature and Art](#)

[Dr Nij Science Questions](#)

[Drawing Furry Friends of the Saints](#)

[Facal Gàidhlig na Seachdain](#)

[Gardening Australia Junior](#)

[Gardening Buds](#)

[Growing Through Gaelic](#)

[Highland Village Museum](#)

[How to Make: Brainy Bites](#)

[Kids Health](#)

[Kids Learning Tube](#)

[KLT Wild](#)

[Lumo: The Gospels for the Visual Age](#)

[Miss MacDonald](#)

[Miss Mary](#)

[New Gracanica Department of Religious Education](#)

[One, Two, Threebies](#)

[Operation Ouch](#)

[Òrain le Lina](#)

[Orthodox Pebbles](#)

[Patristic Nectar Kids](#)

[Pencil Pals](#)

[Playschool Colours All Around](#)

[Playschool Science Time](#)

[Playschool Story Time](#)

[Rocko's Music Factory](#)

[SciShow](#)

[The Stickie Gang](#)

[Super Simple Songs](#)

[The Night Star](#)

[The Olive Jar](#)

Toys and Tools Lists

Favourite Baby Items - 0-3 Months

Favourite Baby Items - 3-6 Months

Favourite Baby Items - 6-9 Months