



**Today we
had sciences**

**We learned how
to make a caterpillar**

Curriculum for Excellence in action
Bringing life to learning and learning to life

**Tatties and minibeasts project
at Rothies Primary, Moray**

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SCOTTISH GOVERNMENT



It's been really good this term because when we go and play outside we also look after our vegetable garden.

Bringing life to learning and learning to life

We're growing tatties and onions and cress.
I find that funny because I've got a dog called
Cress and my mummy says we should get
another one called Mustard.

We made something the teacher called a windbreak
to protect our vegetables from breaking in the wind.
I'm glad we don't break in the wind even though we
get cold. We got rid of weeds. That was good.

We also picked up the worms so that they
wouldn't get the tatties. Naughty worms,
I don't like them but we were told what
they did for the environment and had
what's called a discussion all about them.
A disgusting discussion someone said and
we all giggled.



Raising standards

At harvest time we took the vegetables into school. We had to decide how much to keep and how much to sell. We had too much to keep and we had to decide how much money we should charge.

There was a very large onion that Billy said was worth 20 pounds. Everybody found that very funny. We made a Mister Potato Head. We then helped to wash and peel the vegetables we kept to make soup to have at our snack time. It was very thick soup. I don't usually eat soup but this tasted nice. I liked it.

Improving knowledge

Some days we met with the big children in the primary school and went on a walk. We met a man called a ranger who told us all about the beasts that live in the grass and other things.

We looked through binoculars at birds and through magnifying glasses at minibeasts on leaves and bark and in the moss. There's a big world and a little world and we're somewhere in between. We kept some of the insects on things called palettes.

Developing skills

The most fun was banging the drums and cymbals and moving around like the minibeasts. The second best fun was making giant models of the beasts with all sorts of stuff that nobody wants like cans and chair legs and other junk. We made drawings too. We were dancing and playing and painting – it was great.

We always tidied up at the end of our sessions. Tidying up together is much better than tidying up alone and I made up a little song with Sally and Jenny called Tidying up Together and even though we know we'll never hear it on the radio it made Mrs Reid smile. She told our mums and dads what great girls we are.



A beastie made from vegetables

Teaches us where our food comes from

Makes the farmer money

Won the school art competition

Curriculum for Excellence in a nutshell

Curriculum for Excellence is about bringing life to learning and learning to life. It has been introduced to raise standards of learning and teaching and help improve our children's life chances.

It focuses on the importance of knowledge and skills. It offers a broad and deep general education to S3 with options in the senior phase. It promotes the ability to learn – a skill for life that will help young people go on to further study, to secure work and to navigate through life.

It brings real life into the classroom and takes lessons beyond the classroom.

It promises to support children in every way possible so that they can fulfil their potential and make the most of their opportunities.

All those working with children and young people will be responsible for delivering skills in literacy and numeracy – skills that unlock other subjects and are vital in everyday life.

All staff will be responsible for young people's health and wellbeing and for identifying the personal support a child needs on a day-to-day basis. Parents can ask for help too.

Staff will work together to plan a child's 'learning journey' from 3 to 18. They will ensure young people can learn in a way that works for them, at a pace they can cope with and with enough challenge to stretch them. Staff will support them as they move up from nursery to primary, on to secondary and beyond.

There are new ways of assessing progress and ensuring children achieve their best. There are qualifications for literacy and numeracy from 2012/2013 and new National 4 and 5 qualifications from 2013/2014, replacing the Standard Grade and Intermediate 1 and 2. Our well-regarded Access, Highers and Advanced Highers will be updated.

Professionals can teach subjects more creatively, work together and with others, and share best practice, ideas and innovation.

Ultimately, the aim is to improve our children's achievements and life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens.



Fact file

Tatties and minibeasts was a joint sciences project that involved the nursery and P1 classes at Rothes Primary School in Moray.

The collaboration between nursery and primary was designed to help with the transition from early years to primary.

The project encouraged working and planning together. It was designed to help with active learning and motivation. It made links between different curriculum areas and led to a better understanding of the purpose of play.

It covered the ethos and life of the school, outdoor learning, sciences, numeracy, technologies, social studies, expressive arts, working together to prepare and progress from nursery to Primary 1.

What it means for parents

Nina has really enjoyed the joint sciences project. She's been full of enthusiasm for weeks and now wants to grow vegetables at home as well. It seems to tap right into the children's imaginations. I'm really impressed by the way sciences has been delivered in the classroom and is taught in a combination of ways.

It's funny how much you invest in your children. Nina is only wee and still at nursery but I still want her to have the opportunity to fulfil her potential. At this stage I feel she is achieving this, she is happy; making friends, mixing well, contributing well in the class and of course behaving herself.

One of the great things is that teachers from each stage work together, to plan so that children can move from nursery to primary and on to secondary with as little trauma as possible. It's a comfort too, that every teacher is responsible for health and wellbeing, because you want to keep your child safe from risks and learn how to make good decisions that will support them throughout their life.

Nina's mum, Rothes



What parents can do – sharing, planning and learning!

- Play, talk, read with your child:
Visit this website for more ideas – www.infoscotland.com/playtalkread
- Sing songs together, dance, have fun
- Praise effort
- Go out for walks and visits and talk about what you see
- Help them to think about others
- Take an interest – find out what they are doing at nursery or school and think about what you can do at home to build on this
- Look for opportunities at home to develop literacy and numeracy skills: Counting, money, time, measuring, matching, size, reading, pointing out words, naming things
- Encourage them to make their own choices
- Help prepare for change – talk about it together
- Ask for extra help if you think your child needs it for any reason.
Visit www.infoscotland.com/justask
- Be there – help, listen, support and encourage
- Talk to them about how they are feeling
- Talk to the staff working with your child
- Share important information with staff

Curriculum for Excellence encourages child-led creativity in the classroom. It promotes higher order thinking skills too – challenging, questioning, analysing. It is very inclusive so all pupils can achieve. It really makes teachers think about how they teach, recognising that we all learn in different ways and presenting lessons in ways that suit the learning styles of the children. *Rosemary Garrity, Headteacher of Rothies Primary*

With thanks to Rothies Primary School, Moray

For further information parents can find out more at:

www.parentzonescotland.gov.uk

www.curriculumforexcellencescotland.gov.uk

Quotes are not word for word. They were inspired by listening to children taking part in real projects and by listening to parents during a major piece of research that told us parents wanted to hear about Curriculum for Excellence from professionals who know their children. (We've changed names to protect individuals' privacy).