

# OPAL Surveys

## Curriculum Links at Primary Level



### Curriculum for Excellence (Levels 0, 1 & 2)

Level 0: Nursery – P1, Level 1: P2 – P4, Level 2: P5-P7

#### Health and wellbeing

In this area of the curriculum, the OPAL surveys give learners an opportunity to explore emotional, social and physical wellbeing outside of the normal classroom setting and a chance to identify and manage risks for themselves.

- I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 0-04a / HWB 1-04a / HWB 2-04a**
- 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 / HWB 1-11a / HWB 2-11a**
- Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute and participate in society. **HWB 0-12a / HWB 1-12a / HWB 2-12a**
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 0-13a / HWB 1-13a / HWB 2-13a**
- I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 0-14a / HWB 1-14a / HWB 2-14a**
- I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 0-16a / HWB 1-16a / HWB 2-16a**
- I know and can demonstrate how to travel safely. **HWB 0-18a / HWB 1-18a / HWB 2-18a**
- I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. **HWB 0-23a**
- I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. **HWB 0-25a**
- I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognize and can adopt different roles in a range of practical activities. **HWB 1-23a**
- Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport making use of available indoor and outdoor space. **HWB 1-25a**
- While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. **HWB 2-23a**
- I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning and in the wider community. **HWB 2-25a**

#### Literacy / Languages

Reading, writing and verbal communication is an integral part of the OPAL survey packs from following a sequence of instructions to learning species names, recording results and organising a team. Learners will need to identify organisms using English and possibly Latin.

- 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 / ENG 0-03a**
- I listen or watch for useful or interesting information and I use this to make choices or learn new things. **LIT 0-04a**
- Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-09a / LIT 0-26a**
- As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. **LIT 0-10a**
- I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. **ENG 0-12a / LIT 0-13a / LIT 0-21a**

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.	LIT 1-02a
As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts.	LIT 1-05a
I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.	LIT 1-06a
I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.	LIT1-07a
When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.	LIT 1-09a
I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.	LIT 1-10a
Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.	LIT 1-14a
I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts.	LIT 1-15a
By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.	LIT 1-26a
When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.	LIT 2-02a
As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.	LIT 2-04a
As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.	LIT 2-05a
I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.	LIT 2-06a
I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.	LIT 2-07a
When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> <li>• share information, experiences and opinions</li> <li>• explain processes and ideas</li> <li>• identify issues raised and summarise main points or findings</li> <li>• clarify points by asking questions or by asking others to say more.</li> </ul>	LIT 2-09a
I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.	LIT 2-10a
Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.	ENG 2-12a
I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection.	LIT 2-13a
Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.	LIT 2-14a
I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.	LIT 2-15a
By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.	LIT 2-26a
I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.	LIT 2-29a

## Numeracy / Mathematics

The OPAL surveys are a chance to collect quantitative information in a meaningful real world setting and record it in appropriate ways. The surveys are explicitly aimed at measurements, data and analysis but can easily be extended to include many other aspects of numeracy within the curriculum.

I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.	MNU 0-01a
I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.	MNU 0-02a
I use practical materials and can 'count on and back' to help me understand addition and subtraction, recording my ideas and solutions in different ways.	MNU 0-03a
I am aware of how routines and events in my world link with times and seasons and have explored ways to record and display these using clocks, calendars and other methods.	MNU 0-10a
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 have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns.	MNU 0-13a
I enjoy investigating objects and shapes and can sort, describe and be creative with them.	MNU 0-16a
I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.	MNU 0-20a
I can match objects and sort using my own and others' criteria, sharing my ideas with others.	MNU 0-20b
I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, and then check my solution by comparing it with the estimate.	MNU 1-01a
I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.	MNU 1-03a
Having explored fractions by taking part in practical activities, I can show my understanding of: <ul style="list-style-type: none"> <li>• how a single item can be shared equally</li> <li>• the notation and vocabulary associated with fractions</li> <li>• where simple fractions lie on the number line</li> </ul>	MNU 1-07a
I can tell time using 12 hour clocks, realising there is a link with 24 hour notation, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day.	MNU 1-10a
I can use a calendar to plan and be organised for key events for myself and my class throughout the year.	MNU 1-10b
I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers.	MNU 1-10c
I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units.	MNU 1-11a
I can estimate the area of a shape by counting squares or other methods.	MNU 1-11b
I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary.	MNU 1-16
I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning.	MTH 1-17a
I have developed an awareness of where grid reference systems are used in everyday contexts and can use them to locate and describe position.	MTH 1-18a
I have explored symmetry in my own and the wider environment and can recognise symmetrical pictures, patterns and shapes.	MTH 1-19a
I have explored a variety of ways in which data is presented and can ask questions about the information it contains.	MNU 1-20a
I have used a range of ways to collect information and can sort it into logical, organised and imaginative ways using my own and others criteria.	MNU 1-20b
Using technology and other methods, I can display data simply clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale.	MTH 1-21a
I can use my knowledge of rounding to routinely estimate the answer to a problem then, after calculations, decide if my answer is reasonable, sharing my solution with others.	MNU 2-01a
I have investigated the everyday contexts in which simple fractions, percentages or decimal fractions are used and can carry out the necessary calculations to solve related problems.	MNU 2-07a
I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use.	MNU 2-10b

- I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure. MNU 2-11a
- I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems. MNU 2-11b
- I can explain how different methods can be used to find the perimeter and area of a simple 2D shape or volume of a simple 3D object. MNU2-11c
- I have investigated angles in the environment, and can describe, discuss and classify angles using appropriate mathematical vocabulary. MTH 2-17a
- I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid. MTH 2-18a
- Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading. MNU 2-20a
- I have carried out investigations and surveys devising and using a variety of methods to gather information and have worked with others to collate organise and communicate the results in an appropriate way. MNU 2-20b
- I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. MTH 2-21a

### Expressive arts

Any outdoor learning can involve art and design, dance, drama and music allowing students a much bigger platform to encourage expression and creativity. Indeed the outdoors can be a rich and stimulating place for learners to become inspired. The OPAL surveys can easily be used as a theme to structure such works.

- I have the freedom to discover and choose ways to create images and objects using a variety of materials EXA 0-02a
- I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a / EXA 1-04a
- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a / EXA 1-05a / EXA 2-05a
- I have the opportunity to choose and explore a range of media and technologies to create images and objects discovering their effects and suitability for specific tasks. EXA 1-02a
- I can create and present works using the visual elements of line, shape, form, colour tone, pattern and texture. EXA 1-03a
- I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a
- Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a

### Religious and Moral Education

Working in groups and cooperation is a vital part of involvement with the OPAL surveys, and are an opportunity to develop teamwork skills.

- As I play and learn I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others. RME 0-02a / 0-05a / 0-09a
- I am developing respect for others and my understanding of their beliefs and values. RME 0-07a / RME 1-07a / RME 2-07a
- I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 1-08a / RME 2-08a
- I can show my understanding of values such as caring, sharing, fairness, equality and love. RME 1-09b
- I can share my developing views about values such as fairness, equality and love, sharing and human rights. RME 2-02b / 2-05b
- I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others. RME 2-09c

## Sciences

The OPAL surveys are an opportunity to engage in an active scientific study at a national scale and put scientific investigative skills into practice in the local area. There are many opportunities to branch out to other topic areas and disciplines as well as to discuss the social, moral, ethical, economic and environmental issues surrounding the topic.

I have observed living things in the environment over time and am becoming aware of how they depend on each other	SCN 0-01a
By investigating how water can change from one form to another, I can relate my findings to everyday experiences.	SCN 0-05a / SCN 1-05a
I can identify my senses and use them to explore the world around me.	SCN 0-12a
I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions.	SCN 1-01a
I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food.	SCN 1-02a
I am aware of different types of energy around me and can show their importance to everyday life and my survival.	SCN 1-04a
I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction.	SCN 2-01a
I can use my knowledge of the interactions between plants and animals in ecosystems food chains and webs. I have contributed to the design of a wildlife area.	SCN 2-02a
Through carrying out practical activities and investigations, I can show how plants have benefited society.	SCN 2-02b
I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle over time.	SCN 2-05a
By investigating the life cycles of plants and animals, I can recognise the different stages of their development.	SCN 2-14a
I have investigated different water samples from the environment and explored methods that can be used to clean and conserve water. I am aware of the properties and uses of water.	SCN 2-18a
Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society.	SCN 2-20a

## Social studies

The OPAL surveys are ideal tools to explore the link between human society and the natural world. Human impact and conservation are explicit within the survey but ideas surrounding historical relevance and perspectives can also be considered.

I can explore and discover the interesting features of my local environment to develop an awareness of the world around me.	SOC 0-07a
I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment.	SOC 0-08a
While learning outdoors in differing weathers, I have described and recorded the weather, it's effects and how it makes me feel and can relate my recordings to the seasons.	SOC 0-12a
By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things.	SOC 1-13b
I can describe and recreate the characteristics of my local environment by exploring the features of the landscape.	SOC 1-07a
I can consider ways of looking after my school or community and can encourage others to care for their environment	SOC 1-08a
Through activities in my local area I have developed my mental map and sense of place. I can create and use maps of the area.	SOC 1-14a
I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way.	SOC 2-08a
Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit.	SOC 2-10a

## Technologies

Technology plays an increasing role in fieldwork and ecological monitoring. During the survey there are opportunities to explore mobile technologies (such as smart phones), GIS and online databases and how they contribute to our ongoing picture of the natural world in Scotland. Outdoor learning can also be a perfect chance to consider personal lifestyle choices and sustainable living.

I enjoy playing with and exploring new technologies to discover what they can do and how they can help us.	TCH 0-01a
Within and beyond my place of learning, I can reduce, reuse and recycle resources I use, to help care for the environment.	TCH 0-02a
I enjoy taking photographs or recording sound and images to represent my experiences and the world around me.	TCH 0-04b
Throughout my learning, I explore and discover different ways of representing my ideas in imaginative ways.	TCH 0-15a
By exploring and using technologies I can consider the ways in which they help.	TCH 1-01a
Throughout all my learning I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment.	TCH 1-02a
I can create, capture and manipulate sounds, texts and images to communicate experiences, ideas and information in creative and engaging ways.	TCH 1-04b / TCH 2-04b
I am developing my knowledge and use of safe and acceptable conduct as I use different technologies to interact and share experiences, ideas and information with others.	TCH 1-08a / TCH 2-08a
During practical activities and design challenges, I can estimate and measure using appropriate instruments and units.	TCH 1-13a / TCH 2-13a
I am developing an interest, confidence and enjoyment in using drawing and colour techniques, manually or electronically, to represent ideas in different learning situations.	TCH 1-15a
Having analysed how lifestyle can have an impact on the environment and earth's resources, I can make suggestions about how to live in a more sustainable way.	TCH 2-02a
I can use drawing techniques, manually or electronically, to represent objects or ideas, enhancing them by using effects such as light shadow and textures.	TCH 2-15a