

FIRST® LEGO® League Explore curriculum link grid

Literacy	
Curricular Focus	First Level – Experiences and Outcome/Benchmarks
Reading	<p>LIT 1-14a</p> <ul style="list-style-type: none"> Identifies and finds key information in fiction and non-fiction texts using content page, index, headings, sub-headings and diagrams to help locate information. Makes notes under given headings for different purposes.
Writing	<p>LIT 1-26a</p> <ul style="list-style-type: none"> Plans and organises ideas and information using an appropriate format. Makes notes to help plan writing and uses them to create new texts. Includes relevant information in written texts. Organises writing in a logical order and as appropriate to audience. Uses relevant and/or interesting vocabulary as appropriate for the context.
Listening and Talking	<p>LIT 1-02a</p> <ul style="list-style-type: none"> Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts. Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions. Applies a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language. <p>LIT 1-10a</p> <ul style="list-style-type: none"> Communicates clearly and audibly. Contributes to group/class discussions, engaging with others for a range of purposes. Selects and shares ideas/information using appropriate vocabulary in a logical order. Selects and uses, with support, appropriate resources to engage with others, for example, objects, pictures and/or photographs.

Numeracy and Mathematics	
Curricular Focus	First Level – Experiences and Outcome/Benchmarks
Measurement	<p>MNU 1-11a</p> <ul style="list-style-type: none"> Uses knowledge of everyday objects to provide reasonable estimates of length, height, mass and capacity. Makes accurate use of a range of instruments including rulers, metre sticks, digital scales and measuring jugs when measuring lengths, heights, mass and capacities using the most appropriate instrument for the task. Records measurements of length, height, mass and capacity to the nearest standard unit, for example, millimetres (mm), centimetres (cm), grams (g), kilograms (kg), millilitres (ml), litres (l).
Position and Movement	<p>MTH 1-16a</p> <ul style="list-style-type: none"> Names, identifies and classifies a range of simple 2D shapes and 3D objects and recognises these shapes in different orientations and sizes. Identifies 2D shapes within 3D objects and recognises 3D objects from 2D drawings. <p>MTH 1-17a</p> <ul style="list-style-type: none"> Uses technology and other methods to describe, follow and record directions using words associated with angles, directions and turns including, full turn, half turn, quarter turn, clockwise, anticlockwise, right turn, left turn, right angle. Knows that a right angle is 90°. Knows and uses the compass points, North, South, East and West. Uses informal methods to estimate, compare and describe the size of angles in relation to a right angle. Finds right angles in the environment and in well-known 2D shapes
Pattern and Relationships	<p>MTH 1-13a</p> <ul style="list-style-type: none"> Continues and creates repeating patterns involving shapes, pictures and symbols.
Data and analysis	<p>MNU 1-20b</p> <ul style="list-style-type: none"> Selects and uses the most appropriate way to gather and sort data for a given purpose, for example, a survey, questionnaire or group tallies. Uses a variety of different methods, including the use of digital technologies, to display data, for example, as block graphs, bar graphs, tables, Carroll diagrams and Venn diagrams.

Health and Wellbeing	
Curricular Focus	First Level – Experiences and Outcome/Benchmarks
Mental and emotional wellbeing	<p>HWB 1-04a</p> <ul style="list-style-type: none"> – 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. <p>HWB 1-11a</p> <ul style="list-style-type: none"> – 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. <p>HWB 1-12a</p> <ul style="list-style-type: none"> – Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.
Planning for choices and changes	<p>HWB 1-20a</p> <ul style="list-style-type: none"> – Talks about own strengths, interests and skills and links these to career ambitions. – Talks about the world of work, for example, from visits, visitors and interdisciplinary learning.

Expressive Arts	
Curricular Focus	First Level – Experiences and Outcome/Benchmarks
Art and Design	<p>EXA 1-02a</p> <ul style="list-style-type: none"> – Chooses and uses technology and a range of media. <p>EXA 1-03a</p> <ul style="list-style-type: none"> – Presents images and objects created, for example, positions a simple frame over a picture or arranges an object on a simple stand and observes from different angles. <p>EXA 1-04a</p> <ul style="list-style-type: none"> – Records directly from experiences across the curriculum. <p>EXA 1-05a</p> <ul style="list-style-type: none"> – Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some art and design vocabulary. <p>EXA 1-06a</p> <ul style="list-style-type: none"> – Solves at least one design problem related to real-life, showing some evidence of planning.

Science	
Curricular Focus	First Level – Experiences and Outcome/Benchmarks
Materials	<p>SCN 1-15a</p> <ul style="list-style-type: none"> – Identifies properties of different materials, for example, rigidity, flexibility, rough, smooth and waterproof, and their uses linked to their properties.
Forces	<p>SCN 1-07a</p> <ul style="list-style-type: none"> – Predicts and then investigates how a force can make an object change speed, direction or shape, and uses vocabulary such as pushing, pulling, stretching, squashing and twisting to describe forces. – Investigates balanced forces and explains that if a push and pull are equal in strength and opposite in direction then there is no change in movement.
Energy Sources and Sustainability	<p>SCN 1-04a</p> <ul style="list-style-type: none"> – Identifies and talks about types of energy that we get from different energy sources, for example, light, sound, heat and electrical.
Electricity	<p>SCN 1-09a</p> <ul style="list-style-type: none"> – Builds simple circuits containing bulbs, switches, bells and batteries.
Topical Science	<p>SCN 1-20a</p> <ul style="list-style-type: none"> – Discusses and expresses opinions about science topics in real-life contexts, including those featured in the media. – Discusses how people use science in their everyday lives. – Describes a variety of jobs and careers which require scientific knowledge and skills.

Technology	
Curricular Focus	First Level – Experiences and Outcome/Benchmarks
Craft, Design, Engineering and Graphics	<p>TCH 1-09a</p> <ul style="list-style-type: none"> – Design and constructing models/products – Creates and justifies a solution to a given design challenge considering who is it for, where and how will it be used – Uses appropriate tools and joining methods to construct a model <p>TCH 1-10a</p> <ul style="list-style-type: none"> – Exploring uses of materials – Identifies different materials – States the properties of materials (hard, soft...) – Recognises different materials and why they have been selected for a task – Selects materials to use in a specific task <p>TCH 1-11a</p> <ul style="list-style-type: none"> – Representing ideas, concepts, and products through a variety of graphic media – Recognises 2D and 3D shapes and how they can be used to visually represent ideas/concepts. – Creates manual and/or digital sketches to represent ideas.
Computing Science	<p>TCH 1-13a</p> <ul style="list-style-type: none"> – Understanding the world through computational thinking – Follows sequences of instructions/algorithms from everyday situations for example, recipes or directions, including those with selection and repetition. – Identifies steps in a process and describes precisely the effect of each step. – Makes decisions based on logical thinking including IF, AND, OR and NOT for example, if package is blue turn left. – Collects, groups and orders information in a logical, organised way using my own and others' criteria (MNU 1-20a and b). <p>TCH 1-14a</p> <ul style="list-style-type: none"> – Understanding and analysing computing technology – Demonstrates an understanding of the meaning of individual instructions when using a visual programming language (including sequences, fixed repetition and selection). – Explains and predicts what a program in a visual programming language will do when it runs for example, what audio, visual or movement effect will result. <p>TCH 1-15a</p> <ul style="list-style-type: none"> – Designing, building, and testing computing solutions – Simplifies problems by breaking them down into smaller more manageable parts. – Constructs a sequence of instructions to solve a task, explaining the expected output from each step and how each contributes towards solving the task. – Creates programs to carry out activities (using selection and fixed repetition) in a visual programming language. – Identifies when a program does not do what was intended and can correct errors/bugs. – Evaluates solutions/programs and suggests improvements.
Technological Developments in Society and Business	<p>TCH 1-05a</p> <ul style="list-style-type: none"> – Identifies changes to technologies for example, televisions and mobile phones. <p>TCH 1-07a</p> <ul style="list-style-type: none"> – Demonstrates an understanding of how technologies, by meeting our needs and wants, affect the environment in which we live.