





<p>Literacy and Languages (Including French)</p> 	<p>Reading - Within my level I will:</p> <ul style="list-style-type: none"> Skim and scan texts to identify the purpose, main ideas and find key information. Find, select and sort relevant information from a range of sources. Read, make and use notes to create new texts that show my understanding of a topic. <p>Writing - Within my level I will:</p> <ul style="list-style-type: none"> Apply knowledge of spelling patterns, rules and strategies to spell most words correctly. Extend my use of a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Use notes and/or other sources to develop thinking and create new texts. Acknowledge sources making clear where the information came from. Organise information in a logical way. Select relevant ideas and information. Use appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience. <p>Listening and Talking - Within my level I will:</p> <ul style="list-style-type: none"> Plan and deliver an organised presentation/talk with relevant content and appropriate structure using suitable vocabulary for purpose and audience. I will select and use appropriate resources to support this communication. Apply verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone. <p>French - Within my level I will:</p> <ul style="list-style-type: none"> Consolidate learning of personal conversational phrases such as saying my name, age and where I live etc. Be able to count to and recognise the names for numbers to 100. Learn and use the names for family members. Respond to daily routine vocabulary within our school environment.
<p>Mathematics and Numeracy</p> 	<p>Number, Money and Measure - Fractions, Decimals and Percentages Within my level I will:</p> <ul style="list-style-type: none"> Use knowledge of equivalent forms of common fractions, decimal fractions and percentages, for example, $\frac{3}{4} = 0.75 = 75\%$, to solve problems. Calculate simple percentages of a quantity. Calculate simple fractions of a quantity and use this knowledge to solve problems, for example, find $\frac{3}{5}$ of 60. Create equivalent fractions and uses this knowledge to put a set of most commonly used fractions in order. Express fractions in their simplest form. <p>Basic Maths/Arithmetic - Within my level I will:</p> <ul style="list-style-type: none"> Increase my speed of recall of mental calculations based around multiplication, division, addition and subtraction.
<p>Health and Wellbeing (including PE)</p>  <p>(HWB)</p>	<p>H&WB - Building Resilience - Look on the Bright Side Within my level I will:</p> <ul style="list-style-type: none"> Understand that the way I think can affect the way I feel. Know that there are different ways of looking at the same situation. Understand that it helps to focus on what I am grateful for in my life.

	<p><u>RSHP Emotional Wellbeing/Body Image-</u> <u>Within my level I will:</u></p> <ul style="list-style-type: none"> • Identify the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect. • Explain the impact of positive relationships on emotional wellbeing. • Describe the physical and emotional changes during puberty including hormones, mood swings. • Identify positive things about my own body image and appearance. <p><u>PE-</u> Team games – As part of block of learning on Hockey I will:</p> <ul style="list-style-type: none"> • Improve my range of hockey skills such as dribbling, passing and shooting, demonstrate tactics and achieve identified goals. <p>Physical Fitness – In my second hour of PE I will:</p> <ul style="list-style-type: none"> • Improve my speed, core stability, strength and flexibility through taking part in a variety of activities in a rotation format such as planks, squats, star jumps, step-ups etc.
<p>Interdisciplinary learning</p> 	<p><u>Learning about Rights, Responsibilities and Global Goals -</u> <u>Within my level I will:</u></p> <ul style="list-style-type: none"> • Suggest ways in which we can be effective global citizens. Discuss the differences between extreme and relative poverty. • Consider and discuss the effects of poverty on physical, social, emotional and mental wellbeing. • Understand the importance of having access to education and discuss the impact of a lack of formal education on opportunities in life. <p><u>Art -</u> <u>Within my level I will:</u></p> <ul style="list-style-type: none"> • Record from experiences across the curriculum, showing recognition of detail, for example, observe and capture the detail seen in a natural form, such as a feather or a plant or an interesting personal item, such as a bicycle. • Recognise and describe the visual elements in my own and others’ work. • Explain, with supporting reasons, what works well and what could be improved in my own or others’ work, using appropriate art and design vocabulary. <p><u>Genius Hour -</u></p> <ul style="list-style-type: none"> • I will use skills from across the curriculum to extend my learning on a topic I have chosen. • I will use a variety of sources to research my chosen topic and I will produce a poster which shows evidence of my learning. • I will present my learning to my class in the form of a spoken presentation using the poster to support.