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| <p>Literacy and Languages</p> <p>(Including French)</p>  | <p><u>Reading</u> Within my level I will:</p> <ul style="list-style-type: none"> • select different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb. • explain preferences for particular texts and authors. • read aloud a familiar piece of text adding expression and showing understanding. • read an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance. • use a range of word recognition strategies independently. • decode unknown words by locating and pronouncing familiar letter patterns and blends. • use context clues to read and understand texts. • use punctuation and grammar to read with understanding and expression. <p><u>Writing</u> Within my level I will:</p> <ul style="list-style-type: none"> • create texts selecting subject, purpose, format and resources for a range of purposes and audiences. • spell most commonly used words correctly. • spell most vocabulary used across the curriculum correctly. • use knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words. • use knowledge of the alphabet to locate words in a dictionary or other reference source to help spell me less regular or unfamiliar words. • write independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark. • link sentences using common conjunctions, for example, and, because, but or so. <p><u>Listening and Talking</u> Within my level I will:</p> <ul style="list-style-type: none"> • select spoken texts regularly for enjoyment or to find information for a specific purpose and give a reason for my preferences. • take turns and contribute at the appropriate time when engaging with others in a variety of contexts. • listen and respond appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions. • apply a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language. <p><u>French</u> Within my level I will:</p> <ul style="list-style-type: none"> • participate actively in songs, rhymes and poems in the target language. |
| <p>Mathematics and Numeracy</p>  | <p><u>Number and number processes</u> Within my level I will:</p> <ul style="list-style-type: none"> • read, write, order and recite whole numbers to 1000, starting from any number in the sequence. • demonstrate understanding of zero as a placeholder in whole numbers to 1000. • use correct mathematical vocabulary when discussing the four operations including, subtract, add, sum of, total, multiply, product, divide and shared equally. • identify the value of each digit in a whole number with three digits, for example, $867 = 800 + 60 + 7$. • count forwards and backwards in 2s, 5s, 10s and 100s. • solve addition and subtraction problems with three digit whole numbers. |

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| | <p><u>Measure</u> Within my level I will:</p> <ul style="list-style-type: none"> • use knowledge of everyday objects to provide reasonable estimates of length, height, mass and capacity. • make 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. • record 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). |
| <p>Health and Wellbeing (including PE)</p>  | <p><u>PE –</u> Within my level I will:</p> <ul style="list-style-type: none"> • show awareness of the space around me and the space of others, and begin to use this information to control my movements. • manipulate objects while maintaining balance, for example, receiving and sending a ball with the preferred foot. • identify and discuss how to be a good winner and cope appropriately with losing. • move at different speeds and be able to maintain balance whilst changing direction quickly. <p><u>Relationships, Sexual Health and Parenthood</u> Within my level I will:</p> <ul style="list-style-type: none"> • explain that there are different types of families, with different roles. • identify that families may differ, but they still care for each other. <p><u>Building Resilience – Look on the Bright Side</u> Within in my level I will:</p> <ul style="list-style-type: none"> • understand the way you think can affect the way you feel. • understand there are different ways of looking at the same thing. • understand that focusing on what you are grateful for can help. |
| <p>Interdisciplinary Learning</p>  | <p><u>Expressive Arts</u> Within my level I will:</p> <ul style="list-style-type: none"> • record directly from experiences across the curriculum, for example, observe and sketch a view from a window, features of the built environment, pets, self or others. • recognise and name most of the visual elements: line, shape, form, colour, tone, pattern, texture. • share views and listens appropriately to views of others, suggesting what works well and what could be improved in my own and others’ work, using some art and design vocabulary. <p><u>Science</u> Within my level I will:</p> <ul style="list-style-type: none"> • describe how the Earth spins around its axis in 24 hours resulting in day and night. • observe and record the different patterns of movement of the moon and explain why the moon appears to have different shapes and positions in the sky at different times in a lunar month. • show understanding of how the Earth takes one year to completely orbit the sun. • demonstrate understanding of how the tilt of the Earth on its axis as it circles the sun causes the pattern of the seasons and changes to the number of daylight hours over the course of a year. <p><u>Social studies</u> Within my level I will:</p> <ul style="list-style-type: none"> • use instruments to measure and record at least two different weather elements, for example, temperature, rainfall, wind direction. • contribute to a discussion giving reasoned opinions on how the weather affects life. • draw two conclusions about how living things adapt to the climate in any chosen area. |