





<p>Literacy and Languages</p> <p>(Including French)</p> 	<p><u>Reading</u></p> <p>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. • begin to 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. • begin to decode unknown words by locating and pronouncing familiar letter patterns and blends. • use context clues to read and understand texts. • begin to use punctuation and grammar to read with understanding and expression. <p><u>Writing</u></p> <p>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. • begin to spell most commonly used words correctly. • begin to spell most vocabulary used across the curriculum correctly. • use knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words. • begin to write independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark. • begin to link sentences using common conjunctions, for example, and, because, but or so. <p><u>Listening and Talking</u></p> <p>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 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></p> <p>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></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • begin to read, write, order and recite whole numbers, starting from any number in the sequence. • demonstrate understanding of zero as a placeholder in whole numbers. • use correct mathematical vocabulary when discussing the four operations including subtract, add, sum of, total. • begin to 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.

	<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"> • follow and understand rules and procedures, developing my ability to achieve personal goals. • adopt different roles in a range of practical activities, • discuss my thoughts and feelings whilst giving and accepting feedback. <p><u>Relationships, Sexual Health and Parenthood</u> Within my level I will:</p> <ul style="list-style-type: none"> • communicate my feelings. • discuss friendships and relationships. • know who can help me and keep me safe and who I can talk to if I am worried. • learn how to communicate effectively. <p><u>Building Resilience – Look on the Bright Side</u> Within in my level I will:</p> <ul style="list-style-type: none"> • recognise that the way you think can affect the way you feel. • understand that there are different ways of looking at the same thing. • focus on what I am grateful for.
<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 listen 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><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. • demonstrate 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.

