





<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"> • Choose a story, book or text, making use of the cover, title, author and illustrator. • Share and discuss a variety of texts, giving reasons for likes and dislikes. • Participate in storytelling sessions, using pictures, repetitive parts of the story or rhyme to make predictions. • Know the difference between a letter and a word. • Read from left to right and top to bottom. • Use knowledge of sounds, letters and patterns to read words. • Recognise common words in texts. • Use context clues to support understanding of different texts. <p><u>Writing</u> Within my level I will:</p> <ul style="list-style-type: none"> • Write in a range of imaginary and real contexts. • Use a range of stimuli to develop ideas for writing. • Share feelings, experiences, information, messages or ideas in pictures and print. • Form lowercase and uppercase letters correctly and legibly. • Know the sounds and names of lowercase and uppercase letters. • Write words from left to right. • Use a range of different strategies to spell words. <p><u>Listening and Talking</u> Within my level I will:</p> <ul style="list-style-type: none"> • Choose and discuss a variety of texts, giving reasons for likes and dislikes. • Make an attempt to take turns when listening and talking in a variety of contexts. • Use appropriate body language when listening to others, for example eye contact. • Listen and respond to others appropriately. • Follow simple instructions. • Share ideas with a wider audience. <p><u>French</u> Within my level I will:</p> <ul style="list-style-type: none"> • Participate in songs, rhymes and poems.
<p>Mathematics and Numeracy</p> 	<p><u>Number and number processes</u> Within my level I will:</p> <ul style="list-style-type: none"> • Explain that zero means there is none of a particular quantity and is represented by the numeral '0'. • Use one-to-one correspondence to count a given number of objects to at least 20. • Identify 'how many?' in regular and irregular dot patterns, arrays, five frames, ten frames and dice without having to count (subitising). • Begin to recognise number names and numerals. • Count on and back in ones to demonstrate understanding of addition and subtraction. <p><u>Measure</u> <u>Within my level I will:</u></p> <ul style="list-style-type: none"> • Share relevant experiences in which measurements of length, height, weight and capacity are used, for example, in baking. • Describe common objects using appropriate measurement language, for example, tall, heavy and empty. • Compare and describe lengths, heights, weights and capacity using everyday language including longer, shorter, taller, heavier, lighter, more and less. • Estimate, then measure, the length, height, weight and capacity of familiar objects using a range of appropriate non-standard units.

<p>Health and Wellbeing</p> <p>(including PE)</p> 	<p><u>PE – Basic Moves and Ball Skills</u></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • Show awareness of personal space. • Make decisions in response to simple tasks, for example, knowing when to start and stop. • Describe why people participate in physical activity. • Develop an awareness of self and an increasing self-reliance in dealing with new situations. • Begin to use self-control when carrying out simple tasks. • Take turns with others to use equipment safely. <p><u>Relationships, Sexual Health and Parenthood</u></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • Identify body differences and similarities. • Describe how bodies change as they grow. • Identify body parts using correct names. • Demonstrate modesty and privacy through, for example, closing toilet doors. • Manage personal space with respect towards self and others. • Demonstrate an understanding of the concept, ‘my body belongs to me’ <p><u>Building Resilience – Look on the Bright Side</u></p> <p>Within in my level I will:</p> <ul style="list-style-type: none"> • Learn that the way you think can affect the way you feel. • Know there are different ways of looking at the same thing. • Understand that focussing on what you are grateful for can help.
<p>Interdisciplinary Learning</p> 	<p><u>Expressive Arts</u></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • Use a variety of available materials and technology. • Show an understanding that line can have different qualities, for example thick, thin, broken and wavy. • Take on a role within a play or dramatised situation, for example a puppet show, a real or imagined situation, re-enactment of a story or traditional tale. <p><u>Science</u></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • Describe how the rotation of the Earth in relation to the sun gives us day and night. • Talk about how the pattern of night and day changes over the course of a year. <p><u>Social Studies</u></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • Name and talk about at least two different kinds of weather. • Draw pictures to record the weather for three days. • Describe how weather affects the activities you can undertake. • Talk about how I feel about different kinds of weather. • Describe which weather is likely to be related to which season.