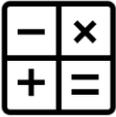


<p><b>Literacy and Languages</b></p> <p>(Including French)</p> 	<p><b><u>Reading</u></b>                  Within my level I will:</p> <ul style="list-style-type: none"> <li>• Choose a story, book or text, making use of the cover, title, author and illustrator.</li> <li>• Share and discuss a variety of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

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