
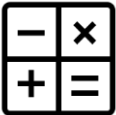




<p>Literacy and Languages</p> <p>(Including French)</p> 	<p><u>Reading</u> Within my level I will:</p> <ul style="list-style-type: none"> • Read from left to right and top to bottom. • Use knowledge of sounds, letters and patterns to read words. • Find information in a text to learn new things. • Show an awareness of a few features of fiction and non-fiction texts. • Ask and answer questions about events and ideas in a text. • Share thoughts and feelings about stories and other texts in different ways. • Relate information and ideas from a text to personal experiences. <p><u>Writing</u> Within my level I will:</p> <ul style="list-style-type: none"> • Form most lowercase letters legibly, using a pencil with increasing control. • Know the sounds of lowercase and some uppercase letters. • Write words from left to right. • Make an attempt to spell familiar words correctly. • Use different approaches to help organise ideas and information for writing. • Write to convey ideas, messages and information in different ways. • Write to reflect on my own experiences and feelings using appropriate vocabulary to convey meaning. <p><u>Listening and Talking</u> Within my level I will:</p> <ul style="list-style-type: none"> • Hear and say the different single sounds made by letters. • Hear and say letter blends/sounds made by a combination of letters. • Talk clearly in simple sentences using an appropriate range of vocabulary in different contexts. • Use my own words to make up stories or recount events. • Talk about experiences and events in a logical order. • Retell a story in a logical sequence. • Relate information and ideas from a text to personal experiences. <p><u>French</u> Within my level I will:</p> <ul style="list-style-type: none"> • Respond appropriately to simple questions about myself using simple sentences, words and gestures.
<p>Mathematics and Numeracy</p> 	<p><u>Number and number processes</u> Within my level I will:</p> <ul style="list-style-type: none"> • Double numbers to a total of at least 20 mentally. • Partition single digit numbers into two or more parts and recognise that this does not affect the total. • Demonstrate understanding of all possible partitions of numbers to at least 10. • Use a range of strategies to add and subtract mentally to at least 10. • Link ‘number families’ when explaining mental strategies for addition and subtraction. • Solve simple missing number equations. • Count in jumps (skip counts) in 2s, 5s and 10s and begin to use this as a useful strategy to find how many in a larger group. • Use the mathematical symbols +, – and = appropriately. <p><u>Data handling</u> Within my level I will:</p> <ul style="list-style-type: none"> • Ask simple questions to collect data for a specific purpose. • Collect and organise objects for a specific purpose.

	<ul style="list-style-type: none"> • Contribute to concrete or pictorial displays where one object or drawing represents one data value, using digital technologies as appropriate. • Use knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways and justify my thinking. • Interpret simple graphs, charts and signs. <p>Fractions</p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • Split a whole into smaller parts and explain that ‘equal parts’ are the same size. • Use appropriate vocabulary to describe each part, including halves and quarters. • Share out a group of items equally into smaller groups.
<p>Health and Wellbeing</p> <p>(including PE)</p> 	<p>PE – Gymnastics</p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • Show control of personal space and body parts when moving. • Hold balance in various shapes and maintain balance when moving. • Begin to perform movement skills in sequence, for example catch an object with two hands. • Begin to demonstrate eye/hand and eye/foot co-ordination required for movement skills, for example pass object from one hand to the other. <p>Relationships, Sexual Health and Parenthood</p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • Give examples of where living things come from, for example plants from seeds and fish from eggs. • Explain that living things need food, water and care to grow and survive. <p>Building Resilience – Have a goal</p> <p>Within in my level I will learn that:</p> <ul style="list-style-type: none"> • Setting a realistic goal helps to motivate me. • Learning to overcome setbacks helps us cope with future ones. • It is important to celebrate our successes. <p>Health and Wellbeing – Mental and Emotional Wellbeing</p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • Know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. • Show care and respect for myself and others, as I develop and value relationships. • Understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. • Know that it is not always possible to enjoy good mental health and that if this happens there is support available. • Learn skills and strategies which will support me in challenging times. • Understand that people can feel alone, be misunderstood and left out by others. • Learn how to give appropriate support.
<p>Interdisciplinary Learning</p> 	<p>Social Studies</p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • Identify simple features of my local environment, for example hills, rivers, roads and railways. • Identify different methods of taking journeys. • Express thoughts about which ways of travelling impact the environment both positively and negatively. • Draw or produce simple models of aspects of the local area, for example roads or buildings. <p>Expressive Arts</p> <p>Art</p> <p>Within my level I will:</p> <ul style="list-style-type: none"> • Share my thoughts and feelings in response to the work of at least one artist/illustrator giving reasons for likes and dislikes.

	<p>Science</p>
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Within my level I will:

- Identify specific parts of the body related to each of the senses.
- Use senses to describe the world around them, giving examples of things they see, hear, smell, taste and feel.