





<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"> • Identify and find key information in fiction and non-fiction texts. • Make notes under given headings for different purposes. • Identify the main ideas and purpose of texts. • Make appropriate suggestions about the purpose of a text. • Answer and ask questions about texts. • Recognise the difference between fact and opinion. <p><u>Writing</u> Within my level I will:</p> <ul style="list-style-type: none"> • Plan and organise ideas and information using an appropriate format. • Make notes to help plan my writing and use these to create new texts. • Organise writing in a logical order. • Use relevant and interesting vocabulary as appropriate for the context. • Write independently, punctuating most sentences accurately, for example using a capital letter, full stop, question mark or exclamation mark. • Use my knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words. <p><u>Listening and Talking</u> Within my level I will:</p> <ul style="list-style-type: none"> • Communicate clearly and audibly. • Contribute to group and class discussions, engaging with others for a range of purposes. • Select and share ideas using appropriate vocabulary in a logical order. • Select and use appropriate resources to engage with others, for example objects, pictures and photographs. <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"> • Use a range of strategies to solve addition, subtraction, multiplication and division problems. • Apply strategies to determine multiplication and division facts, for example repeated addition/subtraction, grouping, arrays and multiplication facts. <p><u>Data and Analysis</u> Within my level I will:</p> <ul style="list-style-type: none"> • Ask and answer questions to extract key information from a variety of data sets including charts, diagrams, bar graphs and tables. • Select and use the most appropriate way to gather and sort data for example, a survey, questionnaire or group tallies. • Use a variety of different methods, including the use of digital technologies, to display data, for example block graphs, bar graphs, tables, Carroll diagrams and Venn diagrams. <p><u>Fractions</u></p> <ul style="list-style-type: none"> • Explain what a fraction is using concrete materials, pictorial representations and appropriate mathematical vocabulary. • Demonstrate understanding that the greater the number of equal parts, the smaller the size of each share. • Use the correct notation for common fractions. • Compare the size of fractions and place simple fractions in order on a number line.

	<ul style="list-style-type: none"> • Use pictorial representations and other models to demonstrate my understanding of simple equivalent fractions. • Explain the role of the numerator and denominator. • Use known multiplication and division facts and other strategies to find unit fractions of whole numbers.
<p>Health and Wellbeing (including PE)</p> 	<p><u>PE – Gymnastics</u> Within my level I will:</p> <ul style="list-style-type: none"> • Perform movement skills in sequence, for example, jump from bench and cushion the landing by staying in balance. • Show awareness of body parts and body positions when performing a range of movements. • Demonstrate an understanding of flexibility in simple terms and how it affects everyday life and ability to perform. • Develop a range of strategies to increase self-control when performing independently and/or with others. <p><u>Relationships, Sexual Health and Parenthood</u> Within my level I will:</p> <ul style="list-style-type: none"> • Identify what is needed for growth and development of animals, plants and humans. <p><u>Building Resilience – Have a goal</u> 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><u>Health and Wellbeing – Mental and Emotional Wellbeing</u> 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><u>Social Studies – Whole School Scotland Focus</u> Within my level I will:</p> <ul style="list-style-type: none"> • Draw a short timeline and locate events on the line in the correct order. • Use information learned from sources to relate the story of a local place through media, such as drawings, models or writing. • Draw or make a model of features in my local landscape, for example a hill, river or building. • Identify at least two forms of agriculture in Scotland and foods associated with these. • Describe ways in which land is used in my local area, for example shops, houses and farming. <p><u>Expressive Arts</u> Art 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 or illustrator, giving reasons for likes and dislikes. <p><u>Science</u> Within my level I will:</p>

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| | <ul style="list-style-type: none">• Use components to make a simple model of a skeleton which identifies the skull, spine, ribcage, some bones of the arms and leg and how the skeleton gives support and protects my organs.• Describe the position and function of major organs including the brain, heart, lungs, stomach and bladder.• Describe how skin, as an organ, provides a barrier to infection and helps to control my temperature.• Structure a presentation or report on how to have a healthy lifestyle, for example through a balanced diet, regular exercise, sufficient sleep and by avoiding substance misuse. |
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