





<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"> • Solve addition and subtraction problems with three-digit whole numbers. • Apply strategies to determine multiplication and division facts, for example repeated addition/subtraction, grouping, arrays and multiplication facts. • Use multiplication and division facts to solve problems within the number range 0 to 1000. • Multiply and divide whole numbers by 10 and 100. <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 to tenths.

	<ul style="list-style-type: none"> • Compare the size of fractions and places simple fractions in order on a number line. • 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, for example $\frac{1}{2}$ of 20.
<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"> • Explain that we are all unique and that development and growth of each individual is different (P3). • Identify the correct words for body parts and their functions (P4). <p><u>Building Resilience – Have a goal</u> Within 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 by expressing personal views in response to the work of a Scottish artist and designer.

- Show my understanding of the concept of scale, for example, represents mountains as bigger than people.
- Solve a design problem related to real life, showing some evidence of planning, to design a Scottish themed bonnet.

Science

Within my level I will:

- 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.