





<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 the purpose of a text with a suitable explanation and identify the main ideas of a text with appropriate detail, making relevant comments about the vocabulary, sentence structure and punctuation. • Find, select and sort relevant information from a range of sources. • Respond to a range of questions including literal, inferential and evaluative questions. I will also create different types of questions to show my understanding of texts. • Recognise techniques used to influence the reader e.g. word choice and emotive language. <p><u>Writing</u> Within my level I will:</p> <ul style="list-style-type: none"> • Apply knowledge of spelling patterns, rules and strategies to spell most words correctly. Extend my use of a range of punctuation and apply accurately. Use sentences of different lengths and types and vary sentence openings. • Write in a fluent and legible way. • Use notes and/or other sources to develop my thinking and create new texts. • Organise information in a logical way. Select relevant ideas and information. Use appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience. <p><u>Listening and Talking</u> Within my level I will:</p> <ul style="list-style-type: none"> • Plan and deliver an organised presentation/talk with relevant content and appropriate structure using suitable vocabulary for purpose and audience. Select and use appropriate resources to support this communication. • Apply verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone. <p><u>French</u> Within my level I will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a range of classroom instructions through physical movement, carrying out tasks or responding to instructions in French. • Respond appropriately to questions about myself using sentences and phrases.
<p>Mathematics and Numeracy</p> 	<p><u>Number, Money and Measure</u> Counting and Place Value Within my level I will:</p> <ul style="list-style-type: none"> • Use correct mathematical vocabulary associated with place value. • Read, write and order whole numbers to 1,000,000 starting from any number in the sequence. • Explain the link between a digit, its place and its value for whole numbers to 1,000,000 and for numbers to 3 decimal places. • Read, write and order sets of decimal fractions to 3 decimal places. (Tenths, hundredths, thousandths) • Partition a wide range of whole numbers and decimal fractions to 3 decimal places, e.g. $3.6 = 3 \text{ ones and } 6 \text{ tenths} = 36 \text{ tenths}$. <p><u>Estimation and Rounding</u> Within my level I will:</p> <ul style="list-style-type: none"> • Round whole numbers to the nearest 1000, 10,000 and 100,000. • Round decimal fractions to the nearest whole number, to 1 decimal place and 2 decimal places. • Apply knowledge of rounding to give an estimate to a calculation appropriate to the context.

	<p>Mental Agility Within my level I will:</p> <ul style="list-style-type: none"> • Develop fluency in mental processes through a sound knowledge of key number facts, based around multiplication, division, addition and subtraction.
<p>Health and Wellbeing (including PE)</p> 	<p>H&WB - Building Resilience – Get Active Within my level I will:</p> <ul style="list-style-type: none"> • Suggest different ways of being active and the positive effect this can have on my health. • Participate daily in moderate to vigorous physical activity. • Identify and access opportunities for sport and / or outdoor learning within my place of learning and community. • Explain the inter-relationship of daily physical activity, diet, rest and sleep on health and wellbeing. <p>PE – Hockey skills, drills and games Within my level I will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a range of verbal and non-verbal communication skills and apply them appropriately in practice and performance environments, for example, shout and signal for the ball. • Move efficiently in personal and shared space. • Initiate and work co-operatively with others, providing support and encouragement. <p>In my second hour of PE I will:</p> <ul style="list-style-type: none"> • Perform movement skills with confidence, for example, using active footwork to move to a space to receive the ball. • Demonstrate eye/hand and eye/foot co-ordination to execute movement skills, for example, striking a ball with a bat or kicking a ball towards a target. <p>UNCRC Within my level I will:</p> <ul style="list-style-type: none"> • Learn about the UNCRC to support our class charter and be able to relate this to our school vision, values and aims.
<p>Interdisciplinary learning IDL</p> 	<p>Art Within my level I will:</p> <ul style="list-style-type: none"> • Recognise and describe the visual elements in my own and others work. • Use a range of drawing implements to produce specific effects, for example, use different grades of pencil to create tone or use pen and ink to create bolder lines. • Select, present and discuss the work of a chosen artist/ illustrator/ designer in relation to how and why they used colour or shape in their work. <p>Genius Hour</p> <ul style="list-style-type: none"> • I will use skills from across the curriculum to extend my learning on a topic I have chosen. • I will use a variety of sources to research my chosen topic and I will produce a poster which shows evidence of my learning. • I will present my learning to my class in the form of a spoken presentation using the poster to support. <p>Social Studies Within my level I will:</p> <ul style="list-style-type: none"> • Be able to describe the major characteristic features of Southern Scotland’s landscape and explain how these are formed. • Identify at least three impacts of human activity on the environment. • Present information in any preferred form on Southern Scotland, including local place names, two major employers and types of employment. • Extract information from more than one kind of map.

