

**Literacy and Languages**



**Reading**

Within my level I will:

- select different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb.
- read aloud a familiar piece of text adding expression and showing understanding.
- read an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance.
- use a range of word recognition strategies independently.
- decode unknown words by locating and pronouncing familiar letter patterns and blends.
- use context clues to read and understand texts.
- use punctuation and grammar to read with understanding and expression.

**Writing**

Within my level I will:

- use knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.
- write independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.
- link sentences using common conjunctions, for example, and, because, but or so.
- start sentences in a variety of ways to engage the reader.
- check writing to ensure it makes sense.

**Listening and Talking**

Within my level I will:

- take turns and contribute at the appropriate time when engaging with others in a variety of contexts.
- listen and respond appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions.
- apply a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language.
- ask and respond to different types of questions to show understanding of the main ideas of spoken texts.

**French**

Within my level I will:

- participate actively in songs, rhymes and poems in the target language.
- identify some similarities and differences between Scotland and the country/countries where the target language is spoken, for example, the school day, the climate or different currencies.



**Mathematics and Numeracy**



**Number and Number Processes**

Within my level I will:

- round whole numbers to the nearest 10 and 100 and use this to estimate and check the reasonableness of a solution.
- read, write, order and recite whole numbers to 1000, starting from any number in the sequence.
- demonstrate understanding of zero as a placeholder in whole numbers to 1000.
- use correct mathematical vocabulary when discussing the four operations including, subtract, add, sum of, total digits, for example,  $867 = 800 + 60 + 7$ .
- count forwards and backwards in 2s, 5s, 10s and 100s.
- solve addition and subtraction problems with three-digit whole numbers

	<p><b><u>Measure</u></b>  Within my level I will:</p> <ul style="list-style-type: none"> <li>• use knowledge of everyday objects to provide reasonable estimates of length, height, mass and capacity.</li> <li>• make accurate use of a range of instruments including rulers, metre sticks, digital scales and measuring jugs when measuring lengths, heights, mass and capacities using the most appropriate instrument for the task.</li> <li>• record measurements of length, height, mass and capacity to the nearest standard unit, for example, millimetres (mm), centimetres (cm), grams (g), kilograms (kg), millilitres (ml), litres (l).</li> </ul>
<p><b>Health and Wellbeing</b>   (including PE)</p> 	<p><b><u>PE -</u></b>  Within my level I will:</p> <ul style="list-style-type: none"> <li>• demonstrate eye/hand and eye/foot co-ordination required for movement skills, for example, track the flight of the ball with the eyes, then catch it.</li> <li>• demonstrate knowledge and understanding of what a quality movement looks like, and feels like.</li> <li>• manipulate objects while maintaining balance, for example, receiving and sending a ball with the preferred foot.</li> <li>• show control over movement in personal and shared space which includes adapting to changes in speed, direction and level.</li> <li>• show an enthusiasm to participate and enjoys being challenged.</li> </ul> <p><b><u>HWB - Building Resilience - Get Active</u></b>  Within my level, I will be able to:</p> <ul style="list-style-type: none"> <li>• suggest different ways of being active and the positive effect this can have on my health.</li> <li>• articulate how much sleep is needed in childhood and why this is important to me.</li> <li>• explain that food is the fuel that gives my body energy.</li> </ul>
<p><b>Interdisciplinary learning</b></p> 	<p><b><u>Expressive Arts - Art and Design</u></b>  Within my level I will:</p> <ul style="list-style-type: none"> <li>• record directly from experience across the curriculum, for example, myself, others and features of the built and natural environment.</li> <li>• recognise and name most of the visual elements: colour line, shape, form, tone, pattern, texture.</li> <li>• show some understanding of the qualities and limitations of selected media, for example when a pencil is more suitable than a large brush to make fine marks.</li> </ul> <p><b><u>RME</u></b>  Within my level I will:</p> <ul style="list-style-type: none"> <li>• describe and discuss at least one personal belief and at least one example of how my own beliefs might affect my actions.</li> <li>• describe and discuss at least one personal value and at least one example of how my own values might affect my actions.</li> </ul> <p><b><u>Social Studies</u></b>  Within my level I will:</p> <ul style="list-style-type: none"> <li>• draw or make a model of features in my local landscape, for example, hill, river, building.</li> <li>• identify at least two forms of agriculture in Scotland and food associated with these, for example arable, dairy or pastoral.</li> <li>• identify at least 2 different types of housing and the kinds of households who may inhabit them.</li> <li>• describe at least three different ways in which land is used in the local area, for example, shops, houses, farming.</li> <li>• produce a basic map for a familiar journey.</li> </ul>