

**Literacy and Languages**



**Reading**

Within my level I will:

- select texts regularly for enjoyment or to find information for a specific purpose.
- explain preferences for particular texts, authors or sources with supporting detail.
- read with fluency, understanding and expression using appropriate pace and tone.
- use knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding.

**Writing**

Within my level I will:

- 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.
- link sentences using a range of conjunctions.
- write most sentences in a grammatically accurate way.

**Listening and Talking**

Within my level I will:

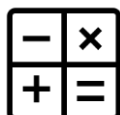
- contribute a number of relevant ideas, information and opinions when engaging with others.
- show respect for the views of others and offer my own viewpoint.
- build on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.
- apply verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone.
- recognise some techniques used to engage or influence the listener, for example, vocabulary, emphasis, tone and/or rhetorical questions.

**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 where the target language is spoken, such as differences in school systems, foods and how festivals are celebrated.

**Mathematics and Numeracy**



**Number and Number Processes**



Within my level I will:

- 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.  $3.6 = 3 \text{ ones and } 6 \text{ tenths} = 36 \text{ tenths}$ .

**Estimation and Rounding**

Within my level I will:

- round whole numbers to the nearest 1000, 10,000 and 100,000.
- apply knowledge of rounding to give an estimate to a calculation appropriate to the context.

	<p><b><u>Measure</u></b>  Within my level I will:</p> <ul style="list-style-type: none"> <li>• use the comparative size of familiar objects to make reasonable estimations of length, mass, area and capacity.</li> <li>• estimate to the nearest appropriate unit, then measures accurately: length, height and distance in millimetres (mm), centimetres (cm), metres (m) and kilometres (km); mass in grams (g) and kilograms (kg); and capacity in millilitres (ml) and 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>• 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 learning 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>• participate daily in moderate to vigorous physical activity.</li> <li>• identify and access opportunities for sport and / or outdoor learning within my place of learning and community.</li> <li>• explain the inter-relationship of daily physical activity, diet, rest and sleep on health and wellbeing.</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>• recognise and describe the visual elements in my own and others work.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b><u>RME</u></b>  Within my level I will:</p> <ul style="list-style-type: none"> <li>• discuss ways in which my own values can affect my actions.</li> <li>• discuss and express views about the importance of values such as honesty, respect and compassion.</li> </ul> <p><b><u>Social Studies</u></b>  Within my level I will:</p> <ul style="list-style-type: none"> <li>• be able to describe the major characteristic features of an area of the Scottish landscape and explain how these are formed.</li> <li>• identify at least three impacts of human activity on the environment.</li> <li>• present information in any preferred form on a specific area of Scotland, including local place names, two major employers and types of employment.</li> <li>• extract information from more than one kind of map.</li> </ul>