





<p><b>Literacy and Languages</b></p> <p>(including French)</p> 	<p><b><u>Listening and Talking</u></b></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> <li>• take turns and contribute at the appropriate time when engaging with others in a variety of contexts.</li> <li>• listen and respond appropriately to others in a respectful way, for example by nodding or agreeing, asking and answering questions.</li> <li>• apply a few techniques (verbal and non-verbal) when engaging with others, for example vocabulary, eye contact, expression and body language.</li> <li>• ask and respond to different types of questions to show understanding of the main ideas of spoken texts.</li> </ul> <p><b><u>Reading</u></b></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> <li>• select different texts regularly for enjoyment or for a specific purpose using cover, title, author, illustrator and blurb.</li> <li>• read aloud a familiar piece of text adding expression and showing understanding.</li> <li>• read an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance.</li> <li>• use a range of word recognition strategies.</li> <li>• decode unknown words by locating and pronouncing familiar letter patterns and blends.</li> <li>• use context clues to read and understand texts.</li> <li>• use punctuation and grammar to read with understanding and expression.</li> </ul> <p><b><u>Writing</u></b></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> <li>• use knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.</li> <li>• write independently, punctuating most sentences accurately, for example using a capital letter, full stop, question mark and exclamation mark.</li> <li>• link sentences using common conjunctions, for example and, because, but or so.</li> <li>• start sentences in a variety of ways to engage the reader.</li> <li>• check writing to ensure it makes sense.</li> </ul> <p><b><u>French</u></b></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> <li>• participate actively in songs, rhymes and poems in the target language.</li> <li>• identify the location of the country and some main geographical features.</li> </ul>
<p><b>Mathematics and Numeracy</b></p> 	<p><b><u>Number and number processes</u></b></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> <li>• round whole numbers to the nearest 10 and use this to estimate and check the reasonableness of a solution.</li> <li>• read, write, order and recite whole numbers, starting from any number in the sequence.</li> <li>• demonstrate understanding of zero as a placeholder in whole numbers.</li> <li>• use correct mathematical vocabulary when discussing the four operations including, subtract, add and total.</li> <li>• count forwards and backwards in multiples, for example in 2's.</li> <li>• solve addition and subtraction problems with whole numbers.</li> </ul> <p><b><u>Time</u></b></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> <li>• tell the time using analogue and digital 12 -hour clocks, for example using terms such as half-past, quarter past and o'clock.</li> </ul>

	<ul style="list-style-type: none"> <li>• record 12-hour time using am and pm.</li> <li>• know the number of seconds in a minute, minutes in an hour, hours in a day, days in a week and number of months in the year.</li> <li>• record the date in a variety of ways using words and numbers.</li> <li>• use and interpret a variety of calendars.</li> <li>• order the months of the year and relate these to the appropriate seasons.</li> <li>• select and use appropriate timers for specific purposes.</li> </ul>
<p><b>Health and Wellbeing</b></p> <p>(including PE)</p> 	<p><b><u>PE – Football &amp; Rugby</u></b></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of a range of verbal and non-verbal communication skills and begin to apply.</li> <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> <li>• celebrate values and use achievements as part of improving performance.</li> <li>• identify and discuss how to be a good winner and cope appropriately with losing.</li> </ul> <p><b><u>Building Resilience – Challenge my Mindset</u></b></p> <p>Within in my level I will:</p> <ul style="list-style-type: none"> <li>• learn that who we are and what we are good at is not fixed.</li> <li>• explore the way we think, feel and learn how it shapes our brain.</li> <li>• know I can change through the choices I make.</li> </ul>
<p><b>Interdisciplinary Learning</b></p> 	<p><b><u>Expressive Arts</u></b></p> <p>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 and 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>Science</u></b></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> <li>• create criteria for sorting living things and justify decisions.</li> <li>• sort living things into plant, animal and other groups using a variety of features.</li> </ul> <p><b><u>Social Studies</u></b></p> <p>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 a hill, river or building.</li> <li>• identify a way in which the school looks after our environment.</li> <li>• use instruments to measure and record at least two different weather elements, for example temperature, windfall, wind direction.</li> <li>• contribute to a discussion about how the weather affects life.</li> <li>• produce a basic map for a familiar journey.</li> </ul> <p><b><u>RME</u></b></p> <p>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>