





<p>Literacy and Languages (Including French)</p> 	<p>Reading 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 eg. word choice and emotive language. <p>Writing 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 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>Listening and Talking 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. • Identify key areas of spoken language and use gathered information for a specific purpose. <p>French 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 • Uses support such as a bilingual dictionary, word banks, close activities or writing frames to produce written text in the target language. • Produce written work in the target language which is mostly accurate in terms of: punctuation, spelling and accents
<p>Mathematics and Numeracy</p> 	<p>Number, Money and Measure 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 ones and 6 tenths = 36 tenths. <p>Estimation and Rounding Within my level I will:</p> <ul style="list-style-type: none"> • Round whole numbers to the nearest 1000, 10,000 and 100,000.

	<ul style="list-style-type: none"> • 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"> • Increase my speed of recall of mental calculations based around multiplication, division, addition and subtraction with regular practise.
<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"> • Demonstrate understanding of the importance of physical activity on mental wellbeing. • Discuss my hobbies and interests and explain the impact they have on my mental wellbeing. • Understand the importance of building resilience and what this means for me. <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"> • Demonstrate positive effort and self-motivation in movement challenges. • Show knowledge of how to sustain an appropriate level of physical activity which provides challenge. • Show postural control when performing accurate physical actions. <p>UNCRC: Within my level I will:</p> <ul style="list-style-type: none"> • Learn more 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 and shape in their work. <p>Social Studies Within my level I will:</p> <ul style="list-style-type: none"> • Be able to describe the major characteristic features of the Scottish Borders’ landscape and explain how these are formed, such as volcanoes, hills and rivers. • Describe the causes of a natural disaster such as a volcano, earthquake or extreme weather event. <p>Expressive Arts – Drama: Within my level I will:</p> <ul style="list-style-type: none"> • Choose voice appropriately for role, considering volume, tone, clarity, pace, characterisation and emotion. • Create a short drama, as part of a group or individually, using improvisation or a published script. • Build on the contributions of others in developing ideas for a shared drama, regarding plot, characters and theatre arts. • Present a short drama, as part of a group, using improvisation or a script.

