





<p><b>Literacy and Languages</b></p> <p>(including French)</p> 	<p><b><u>Reading</u></b>                  Within my level I will:</p> <ul style="list-style-type: none"> <li>• Choose a story, book or text, making use of the cover, title, author and illustrator.</li> <li>• Share and discuss a variety of texts, giving reasons for my likes and dislikes.</li> <li>• Hear and say the different single sounds made by letters.</li> <li>• Know the difference between a letter, word and numeral.</li> <li>• Read from left to right.</li> <li>• Use knowledge of sounds, letters and patterns to read words.</li> </ul> <p><b><u>Writing</u></b>                  Within my level I will:</p> <ul style="list-style-type: none"> <li>• Write for enjoyment, exploring patterns and sounds, in a range of play, imaginative and real contexts.</li> <li>• Begin to learn to form lowercase letters legibly (s a t i p n c k).</li> <li>• Use a pencil with increasing control and confidence.</li> <li>• Know the sounds of lowercase letters (s a t i p n c k).</li> <li>• Write words from left to right.</li> <li>• Make an attempt to spell familiar words correctly.</li> </ul> <p><b><u>Listening and Talking</u></b>                  Within my level I will:</p> <ul style="list-style-type: none"> <li>• Participate actively in songs, rhymes and stories.</li> <li>• Engage with stories and texts in different ways, for example by retelling.</li> <li>• Make an attempt to take turns when listening and talking in a variety of contexts.</li> <li>• Listen and respond to others appropriately.</li> <li>• Ask questions and respond relevantly to questions from others.</li> <li>• Follow and give simple instructions.</li> </ul> <p><b><u>French</u></b>                  Within my level I will:</p> <ul style="list-style-type: none"> <li>• Participate in songs, rhymes and poems.</li> </ul>
<p><b>Mathematics and Numeracy</b></p> 	<p><b><u>Estimation and rounding</u></b>                  Within my level I will:</p> <ul style="list-style-type: none"> <li>• Recognise the number of objects in a group without counting (subitising).</li> <li>• Check estimate by counting.</li> <li>• Demonstrate skills of estimation by using relevant vocabulary, including less than, more than and the same.</li> </ul> <p><b><u>Number and number processes</u></b>                  Within my level I will:</p> <ul style="list-style-type: none"> <li>• Identify and recognise numbers to 10.</li> <li>• Order numbers to 10, forwards and backwards.</li> <li>• Identify the number before, after and in between in a sequence to 10.</li> <li>• Use one-to-one correspondence to count.</li> <li>• Identify 'how many?' in regular dot patterns without having to count (subitising).</li> </ul> <p><b><u>Patterns</u></b>                  Within my level I will:</p> <ul style="list-style-type: none"> <li>• Copy, continue and create simple patterns involving objects, shapes and numbers.</li> <li>• Explore, recognise and continue simple number patterns.</li> <li>• Find missing numbers on a number line.</li> </ul> <p><b><u>Data and analysis</u></b>                  Within my level I will:</p> <ul style="list-style-type: none"> <li>• Use knowledge of colour, shape, size and other properties to match and sort items.</li> <li>• Interpret simple graphs, charts and signs and demonstrate how they support my planning, choices and decision making.</li> </ul>

<p><b>Health and Wellbeing</b></p> <p>(including PE)</p> 	<p><b><u>PE – Movement and coordination</u></b></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> <li>• Perform basic components of movement, for example running, jumping and galloping.</li> <li>• Begin to demonstrate eye/hand and eye/foot co-ordination required for movement skills, for example by passing an object from one hand to the other.</li> <li>• Learn how to be a good winner and cope appropriately with losing.</li> <li>• Take turns with others to use equipment safely.</li> <li>• Develop the ability to know when to listen and when to talk when interacting with others.</li> <li>• Develop an awareness of personal space.</li> </ul> <p><b><u>Health and Wellbeing – Mental and Emotional Wellbeing</u></b></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> <li>• Identify and express my feelings and develop the ability to talk about them.</li> <li>• Learn ways of managing the variety of thoughts and emotions that affect how I feel and behave.</li> <li>• Know who I can talk to about my feelings.</li> <li>• Understand that my feelings and reactions can change depending upon what is happening within and around me.</li> </ul> <p><b><u>Building Resilience – Be Resilient</u></b></p> <p>Within in my level I will:</p> <ul style="list-style-type: none"> <li>• Learn that everyone goes through ups and downs in their life.</li> <li>• Find out we can learn to be more resilient.</li> <li>• Understand that resilient people cope better with difficulties.</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 through observing and remembering, for example myself, others and features of the built and natural environment.</li> <li>• Recognise and name the visual elements colour, line, shape and at least one more of the elements form, tone, pattern and texture.</li> </ul> <p><b><u>Technologies</u></b></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> <li>• Enjoy playing with and exploring technologies to discover what they can do and how they can help us.</li> <li>• Discuss times when I have used different technologies.</li> </ul> <p><b><u>Religious and Moral Education</u></b></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> <li>• Share thoughts about what is fair, unfair, caring and sharing.</li> </ul> <p><b><u>Social Studies – Clovenfords Primary School focus</u></b></p> <p>Within my level I will:</p> <ul style="list-style-type: none"> <li>• Identify simple features of the local environment.</li> <li>• Identify different methods of taking journeys.</li> <li>• Talk about something they have done to care for the environment.</li> <li>• Draw or produce simple models of aspects of the local area.</li> <li>• Draw a simple map and the method of transport which was used.</li> <li>• Name and talk about different kinds of weather.</li> <li>• Draw pictures to record the weather for three days.</li> <li>• Describe how weather affects the activities I can undertake.</li> <li>• Talk about how they feel about different kinds of weather.</li> <li>• Describe which weather is likely to be related to which season.</li> </ul>