

Numeracy**Addition & Subtraction**

*Children will work within their capabilities (10,000 or 100,000 or 1,000,000 or beyond)*

**First Level**

- I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a**
- I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a**

**Second Level**

- Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. **MNU 2-03a**

**Multiples, Factors & Prime****Second Level**

- Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers. **MTH 2-05a**

**Mathematics – Its impact on the world, past, present & future****First Level**

- I have discussed the important part that numbers play in the world and explored a variety of systems that have been used by civilisations throughout history to record numbers. **MTH 1-12a**

**Second Level**

- I have worked with others to explore, and present our findings on, how mathematics impacts on the world and the important part it has played in advances and inventions. **MTH 2-12a**

**Properties of 2D Shape & 3D Objects****First Level**

- I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. **MTH 1-16a**
- I can explore and discuss how and why different shapes fit together and create a tiling pattern with them. **MTH 1-16b**

**Second Level**

- Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment. **MTH 2-16a**
- Through practical activities, I can show my understanding of the relationship between 3D objects and their nets. **MTH 2-16b**
- I can draw 2D shapes and make representations of 3D objects using an appropriate range of methods and efficient use of resources. **MTH 2-16c**

Literacy**Reading**

Reading will be carried out through a programme called Sleuth IT.

Pupils will access the programme digitally and will take part in adventure games which will develop their core literacy skills, reading for understanding, critical thinking skills, collaboration and communication.

Within the games, pupils will be told a story and become a detective by sifting through evidence, analysing witness interviews, exploring locations and cracking codes to gather all the information needed to solve the mystery.

**First Level**

- Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. **LIT 1-14a**
- To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. **LIT 1-16a**
- To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17**

**Second Level**

- Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. **LIT 2-14a**
- To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. **LIT 2-16a**
- To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. **ENG 2-17a**

Children will be given the opportunity to explore various short reads that will help them to identify good structure and features from a wide range of texts.

Children will have their own personal reader which they can read at home and in class for enjoyment and fluency.

Children will take part in whole class reading time for 7 minutes a day.

**First Level**

- I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. **LIT 1-11a**

**Second Level**

- I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. **LIT 2-11a**

**Spelling**

Spelling will focus on developing and consolidating children's knowledge of phonemes and the different grapheme representations. Learning will also involve, spelling rules and growing words by adding suffixes and prefixes.

In class, children will be supported to generate word lists, with spelling lists being given appropriately for practice.

Pupils will practice their spelling words through the Kaligo app and a spelling grid once a week.

**First Level**

- I can spell the most commonly used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a**

### Second Level

- I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a**

### Handwriting

**Pupils will practice their handwriting using the Kaligo programme. Kaligo will help the children to improve their letter formation, presentation of work as well as aid their spelling.**

#### First Level

- I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. **LIT 1-24a**

#### Second Level

- I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a**

### Writing

**Children will write in various formats and linked to their Healthy Me topic:**

#### First Level

- I can describe and share my experiences and how they made me feel. **ENG 1-30a**
- Throughout the writing process, I can check that my writing makes sense. **LIT 1-23a**
- I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. **LIT 1-25a**
- Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. **ENG 1-31a**

#### Second Level

- As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. **ENG 2-30a**
- Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a**
- I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. **LIT 2-25a**
- Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. **ENG 2-31a**

### Grammar

**Children will write in various formats and linked to their Healthy Me topic:**

#### First Level

- I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a**

#### Second Level

- In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a**

**Physical Education**

In PE, Mrs Duncan will focus on dance.

**First Level**

- I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. **EXA 1-08a**
- Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. **EXA 1-09a**
- I am becoming aware of different features of dance and can practise and perform steps, formations and short dance. **EXA 1-10a**

**Second Level**

- As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. **HWB 2-21a**
- By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further. **HWB 2-24a**

**Health & Wellbeing**

**Bounce Back will be used to focus on bullying and the different effects this can have on a person. It will also encourage the children to think about how we can stop bullying.**

**First Level**

- I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 1-05a**
- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB 1-08a**
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 1-13a**
- I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 1-14a**

**Second Level**

- I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 2-05a**
- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB 2-08a**
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 2-13a**
- I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 2-14a**

**Outdoor Learning**

**Outdoor Learning will continue to run fortnightly, focussing on team-work, problem solving and resilience. Pupils will complete Green Tree School challenges as part of the "Go Green in 15" project.**

**Expressive Arts****First Level**

- I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. **EXA 1-02a**
- I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a**

**Second Level**

- I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. **EXA 2-02a**
- I can create and present work that shows developing skill in using the visual elements and concepts. **EXA 2-03a**

**Christmas Show**

**Pupils will develop the following skills throughout their Christmas show.**

**First Level**

- I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performance. **EXA 1-01a**
- I enjoy creating, choosing and accepting roles, using movement, expression and voice. **EXA 1-12a**
- Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. **HWB 1-12a**
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 1-13a**

- I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. **HWB 1-11a**
- Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. **HWB 1-19a**

### Second Level

- I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology. **EXA 2-12a**
- Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. **HWB 2-12a**
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 2-13a**
- I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. **HWB 2-11a**
- Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. **HWB 2-19a**

### Enterprise

Pupils will develop the following skills throughout their enterprise project.

#### First Level

- I can recognise a variety of materials and suggest an appropriate material for a specific use **TCH 1-10a**
- I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. **TCH 1-11a**
- I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success. **SOC 1-22a**

#### Second Level

- I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. **TCH 2-10a**
- I can use a range of graphic techniques, manually and digitally, to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work. **TCH 2-11a**
- By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. **SOC 2-22a**

### Digital Technologies

Pupils will develop the following technology skills:

#### First Level

- I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. **TCH 1-01a**
- I understand the instructions of a visual programming language and can predict the outcome of a program written using the language. **TCH 1-14a**
- I can demonstrate a range of basic problem-solving skills by building simple programs to carry out a given task, using an appropriate language. **TCH 1-15a**

#### Second Level

I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. **TCH 2-01a**

- I can explain core programming language concepts in appropriate technical language. **TCH 2-14a**
- I can create, develop and evaluate computing solutions in response to a design challenge. **TCH 2-15a**

### 1 + 2 Modern Languages

Pupils will continue to use French language as part of their daily routines. Pupils will learn how to have conversations in French and use new vocabulary based on their family, pets, classroom jobs and Christmas.

#### First Level

- I am learning to take an active part in daily routines, responding to simple instructions which are accompanied by gesture and expression. **MLAN 1-01b**
- I am beginning to share information about myself using familiar vocabulary and basic language structures. **MLAN 1-02b**
- With support I am becoming an active listener and can understand, ask and answer simple questions to share information. **MLAN 1-03**
- With support, I am beginning to experiment with writing in the language I am learning. **MLAN 1-13**

#### Second Level

- I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression. **MLAN 2-01b**
- I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. **MLAN 2-03b**
- I can use familiar language to describe myself and to exchange straightforward information. **MLAN 2-13b**