

Numeracy

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

Multiplication & Division**First Level**

- 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**
- Having explored the need for rules for the order of operations in number calculations, I can apply them correctly when solving simple problems. **MTH 2-03c**

Calculating with Decimals**Second Level**

- I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods. **MNU 2-03b**

Fractions, Decimals & Percentages**First Level**

- Having explored fractions by taking part in practical activities, I can show my understanding of:
 - how a single item can be shared equally
 - the notation and vocabulary associated with fractions
 - where simple fractions lie on the number line.**MNU 1-07a**
- Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division. **MNU 1-07b**
- Through taking part in practical activities including use of pictorial representations, I can demonstrate my understanding of simple fractions which are equivalent. **MTH 1-07c**

Second Level

- I have investigated the everyday contexts in which simple fractions, percentages or decimal fractions are used and can carry out the necessary calculations to solve related problems. **MNU 2-07a**
- I can show the equivalent forms of simple fractions, decimal fractions and percentages and can choose my preferred form when solving a problem, explaining my choice of method. **MNU 2-07b**
- I have investigated how a set of equivalent fractions can be created, understanding the meaning of simplest form, and can apply my knowledge to compare and order the most commonly used fractions. **MTH 2-07c**

Literacy**Reading**

Reading will be carried out in groups with each group focusing on its own novel.

- Children will progress through their book and complete task maps to aid their comprehension.
- Children will continue to focus on a reading strategy each week (making connections, predictions, monitoring, questioning, summarising, visualising) and complete follow up tasks based on the strategy.
- 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 pleasure for 6 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**
- I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. **LIT 1-13a**
- 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**
- I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. **ENG 1-19a**

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**
- I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. **LIT 2-13a**
- 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**
- I can:
 - discuss structure, characterisation and/or setting
 - recognise the relevance of the writer's theme and how this relates to my own and others' experiences
 - discuss the writer's style and other features appropriate to genre.**ENG 2-19a**

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.

Money**First Level**

- I can use money to pay for items and can work out how much change I should receive. **MNU 1-09a**
- I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change. **MNU 1-09b**

Second Level

- I can manage money, compare costs from different retailers, and determine what I can afford to buy. **MNU 2-09a**
- I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important. **MNU 2-09b**
- I can use the terms profit and loss in buying and selling activities and can make simple calculations for this. **MNU 2-09c**

Time**First Level**

- I can tell the time using 12 hour clocks, realising there is a link with 24 hour notation, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day. **MNU 1-10a**
- I can use a calendar to plan and be organised for key events for myself and my class throughout the year. **MNU 1-10b**
- I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers. **MNU 1-10c**

Second Level

- I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning. **MNU 2-10a**
- I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use. **MNU 2-10b**
- Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance. **MNU 2-10c**

Information Handling**First Level**

- I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. **MNU 1-20a**
- I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria. **MNU 1-20b**
- Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. **MTH 1-21a**
- I can use appropriate vocabulary to describe the likelihood of events occurring, using the knowledge and

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 practise 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 Plants & Animals topic:

First Level

- 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**
- I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. **LIT 1-28a / LIT 1-29a**
- 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

- 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. I recognise the need to acknowledge my sources and can do this appropriately. **LIT 2-25a**
- I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. **LIT 2-29a**
- 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**

<p>experiences of myself and others to guide me. MNU 1-22a</p> <p>Second Level</p> <ul style="list-style-type: none"> • Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading. MNU 2-20a • I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. MNU 2-20b • I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. MTH 2-21a • I can conduct simple experiments involving chance and communicate my predictions and findings using the vocabulary of probability. MNU 2-22a 	<p>Grammar</p> <p>First Level</p> <ul style="list-style-type: none"> • I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a • Throughout the writing process, I can check that my writing makes sense. LIT 1-23a <p>Second Level</p> <ul style="list-style-type: none"> • 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 • Throughout the writing process, I can check that my writing makes sense and meets its purpose. LIT 2-23a
<p>Context for Learning</p> <p><i>Our context for learning is Plants & Animals. The pupils have come up with key questions that they would like to learn about:</i></p> <ul style="list-style-type: none"> - How many types of animals are there in the world? - How do plants get their colour and how are their roots different? - How do animals get their own fur pattern? - How much underwater animals are still left to be discovered? - What are the differences between monkeys and gorillas? How did we evolve from them? - Which animals are nearly extinct/endangered? - How are dinosaurs compared to our animals now? - What are megalodons and how big are they? - What do each group of animals eat? What are their food chains like? - How many types of plants are there in the world? <p>First Level</p> <ul style="list-style-type: none"> • I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions. SCN 1-01a • I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. SCN 1-02a • I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school. SCN 1-03a • By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited. SCN 1-14a <p>Second Level</p> <p>I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. SCN 2-01a</p> <ul style="list-style-type: none"> • I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a • I have collaborated in the design of an investigation into the effects of fertilisers on the growth of plants. I can express an informed view of the risks and benefits of their use. SCN 2-03a • By investigating the lifecycles of plants and animals, I can recognise the different stages of their development. SCN 2-14a • By exploring the characteristics offspring inherit when living things reproduce, I can distinguish between inherited and non-inherited characteristics. SCN 2-14b 	

Physical Education

First Level

- I am developing skills and techniques and improving my level of performance and fitness. **HWB 1-22a**
- I can follow and understand rules and procedures, developing my ability to achieve personal goals. I can recognise and can adopt different roles in a wide range of activities. **HWB 1-23a**
- I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback. **HWB 1-24a.**

Second Level

- I practice, consolidate and refine my skills to improve my performance, I am developing and sustaining my level of fitness. **HWB 2-22a**
- While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. **HWB 2-23a**
- 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 being winners and the different ways we can achieve by goal setting and having a positive attitude.

First Level

Through taking part in a variety of events and activities, I am learning to recognize my own skills and abilities as well as those of others. **HWB 1-19a**

Second Level

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**

Relationships, Sexual Health & Parenthood Education

First Level:

- Similarity, Diversity & Respect
 - My Family/All Families are Different
 - My Body
 - Privacy (Private Pants Rule)
 - Keeping Clean
 - How Human Life Begins (Pregnancy and Birth)
- I recognise that we have similarities and differences but are all unique. **(HWB 1-45a)**
 - I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. **(HWB 1-45a)**
 - I am aware of my growing body and I am learning the correct names for its different parts and how they work. **(HWB 1-47b)**
 - I am learning what I can do to look after my body and who can help me. **(HWB 1-48a)**
 - I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. **(HWB 1-49a)**
 - I am learning about where living things come from and about how they grow, develop and are nurtured. **(HWB 1-50a)**

Second Level:

- My Body
 - Menstruation
 - Sex
 - How Human Life Begins (Pregnancy & Birth)
 - Understanding Human Sexuality
 - How Adults Plan & Prevent Pregnancy (Contraception & Condoms)
- I can recognise that how my body changes can affect how I feel about myself and how I may behave. **(HWB 2-47a)**
 - I can describe the physical and emotional changes during puberty, understand why they are taking place and the

importance of personal hygiene. **(HWB 2-48a)**

- I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. **(HWB 2-15a)**
- I am able to describe how human life begins and how a baby is born. **(HWB 2-50a)**

Outdoor Learning

Outdoor Learning will continue to run fortnightly, focussing on team-work, problem solving and resilience. Pupils will complete activities for the RSPB Wild Challenge Award.

Expressive Arts

Our Expressive Arts activities will be linked to the “Plants and Animals” topic.

Art & Design:

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**

Drama:

First Level

- I enjoy creating, choosing and accepting roles, using movement, expression and voice. **EXA 1-12a**
- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **EXA 1-13a**
- I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. **EXA 1-14a**

Second Level

- I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology. **EXA 2-12a**
- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **EXA 2-13a**
- I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. **EXA 2-14a**

Music:

First Level

- I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. **EXA 1-17a**
- Inspired by a range of stimuli and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. **EXA 1-18a**
- I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 1-19a**

Second Level

- I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. **EXA 2-17a**
- Inspired by a range of stimuli and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. **EXA 2-18a**
- I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 2-19a**

Digital Technologies

Pupils will develop their technology skills through the plants and animals topic using various digital tools.

First Level

- I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts **TCH 1-11a**
- I understand how computers process information. **TCH 1-14b**

Second Level

- 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**
- I understand how information is stored and how key components of computing technology connect and interact through networks. **TCH 2-14b**

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, recap previous vocabulary such as colours, school subjects and weather and learn new vocabulary related to home, jobs and hobbies.

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**