

**Numeracy****Early level**

I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. **MNU 0-01a**

I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. **MNU 0-02a**

- **Numbers to 20(sequencing and ordering)**

**First Level**

I can use addition, **division** when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a**

- **Apply a range of strategies to determine division facts, for example repeated subtraction, grouping, arrays and multiplication facts**
- **Apply knowledge of inverse operations (multiplication and division)**

**Fractions****Early level**

I can share out a group of items by making smaller groups and can split whole object into smaller parts. **MNU 0-07a.**

- **Split whole objects into smaller parts.**
- **Use appropriate vocabulary to describe halves.**

**First Level**

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.**

- **Split objects in halves, quarters, eights using associate vocabulary.**
- **Comparing fractions pictorially.**
- **Share groups of items into half or quarter.**
- **Describe numerator/denominator.**

**Beyond Number****Time****Early level**

I am aware of how routines and events in my world link with times and seasons and have explored ways to record and display these using clocks, calendars and other methods. **MNU 0-10a**

- **Name the days of the week**
- **Read analogue and digital o'clock times.**
- **Use appropriate language when discussing time (before, after, o'clock, hour hand and minute hand).**

**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 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**

**Literacy**

A sound per week will be taught alongside 'silly' words.

**P1 – 'sh', 'ch', 'th', 'ng', 'ee', 'ai', 'ie', 'oa', 'oo', 'oi', and 'ue'**

**P2 – 'au' 'aw' consolidation of all sounds learned in P2.**

**P3 – 'y for l', 'a for o', 'aw, au and al', homophones, 'ear, eer and ere', 'ure' 'gn for n', 'ph and gn for f'.**

**Early level****Listening and Talking**

I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. **LIT 0-01a / LIT 0-11a / LIT 0- 20a**

I listen or watch for useful or interesting information, and I use this to make choices or learn new things. **LIT 0-04a**

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-09a**

I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. **LIT 0-09b / LIT 0-31a**

As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. **LIT 0-10a**

**Reading**

I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. **LIT 0-01a / LIT 0-11a / LIT 0- 20a**

I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. **LIT 0-01b / LIT 0-11b**

I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. **ENG 0-12a / LIT 0-13a / LIT 0-21a**

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **LIT 0-19a**

- **'Dandelion Launchers' reading scheme**

**Writing**

I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. **LIT 0-01a / LIT 0- 11a / LIT 0-20a**

I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. **ENG 0-12a / LIT 0- 13a / LIT 0-21a**

As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. **LIT 0-21b**

- **Holiday recount**
- **Instructional Writing**
- **Report writing.**

**First Level****Listening and Talking**

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. **LIT 1-02a**

I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. **ENG 1-03a**

As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **LIT 1-04a**

As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. **LIT 1-05a**

I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-06a**

I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. **LIT 1-07a**

To help me develop an informed view, I am learning to recognise the difference between fact and opinion. **LIT 1-08a**

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. **LIT 1-09a**

I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. **LIT 1-10a**



- Record the time (o'clock, half past, quarter to/past) analogue and digital clocks.
- Differentiate am and pm.
- Measuring time (seconds, minutes and hours)

### Money

#### Early

I am developing my awareness of how money is used and can recognise and use a range of coins. **MNU 0-09a**

- Identifies all coins to £2.
- Applies addition and subtraction skills.

#### 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**

- Identify and name all coins and notes to £10.
- Making amounts in different ways
- Read and write monetary values (using £ or p)
- Change from £1

### Patterns & Relationships

#### Early level

I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. **MTH 0-13a**

- Creates and continues simple patterns involving objects, shapes, and numbers.
- Explores, recognises and continues simple patterns.

#### First level

I can continue and devise more involved repeating patterns or designs, using a variety of media. **MTH 1-13a**

Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied. **MTH 1-13b**

- Create repeating patterns involving shapes, pictures, symbols, and movements.
- Explain pattern rules.
- Count forwards and backwards in 2's, 5's and 10's.

### Angles, Symmetry & Transformation (symmetry ones)

#### Early

I have had fun creating a range of symmetrical pictures and patterns using a range of media. **MTH 0-19a**

#### First

I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes. **MTH 1-19a**

- Identify symmetry in patterns, pictures, nature and 2d Shapes
- Create symmetrical pictures patterns and shapes with one line of symmetry.

### Reading

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 am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. **LIT 1-15a**

To help me develop an informed view, I can recognise the difference between fact and opinion. **LIT 1-18a**

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**

- Reading comprehension Task maps
- Short reads linked to writing topic

### Writing

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 1-20a**

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**

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

- Verbs, commas, future/past and present tense.

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**

- Holiday recount
- Instructional Writing
- Report writing.

**Health and Wellbeing****Physical Education**

In PE pupils will be focusing on 'fitness' and 'athletics' in preparation for sports day.

**Early Level**

I am developing my movement skills through practice and energetic play. **HWB 0-22a**

I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. **HWB 0-23a**

By exploring and observing movement, I can describe what I have learned about it. **HWB 0-24a**

**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.**

**Relationships and Sexual Health****Early Level**

- Unique, similar and different
- Our families
- My Body
- My Body belongs to me.
- Personal Space and Privacy
- Looking after a baby.

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 0-10a**

I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. **HWB 0-15a**

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 0-45a**

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication **HWB 0-45b**

I recognise that we have similarities and differences but are all unique. **HWB 0-47a**

I am aware of my growing body and I am learning the correct names for its different parts and how they work. **HWB 0-47b**

I am learning what I can do to look after my body and who can help me. **HWB 0-48a**

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 0-49a**

**First Level**

- Similarity, Diversity and Respect
- My family/All families are different.
- My Body
- Privacy (Private pants rule)
- Keeping Clean

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)**

**Context for Learning**

Pupils will begin the topic 'Plants and Animals' as their context for learning. Pupils have chosen the key questions below relating to the Experiences and Outcomes.

- 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?
- How many types of plants are there in the world?
- Which animals are nearly extinct/endangered?
- What are megalodons and how big are they?
- How are dinosaurs compared to our animals now?

- What do each group of animals eat? What are their food chains like?

## **Science**

### **Early Level**

I have observed living things in the environment over time and am becoming aware of how they depend on each other. **SCN 0-01a**

I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them. **SCN 0-03a.**

### **First Level**

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**

## **Health and Wellbeing**

### **Early Level**

I am learning about where living things come from and about how they grow, develop and are nurtured. **HWB 0-50a**

I am able to show an awareness of the tasks required to look after a baby. **HWB 0-51a**

### **First Level**

I am learning about where living things come from and about how they grow, develop and are nurtured. **HWB 1-50a**

I am able to show an awareness of the tasks required to look after a baby. **HWB 1-51a**

## **Expressive Arts**

### **Performance**

I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. **EXA 0-01a/ EXA1-01a.**

## **Art & Design**

### **Early Level**

I have the freedom to discover and choose ways to create images and objects using a variety of materials. **EXA 0-02a**

### **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**

## **Drama**

### **Early Level**

I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama. **EXA 0-12a**

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts, and feelings through drama. **EXA 0-13a**

I use drama to explore real and imaginary situations, helping me to understand my world. **EXA 0-14a**

### **First Level**

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**

## **Music**

### **Early Level**

I have the freedom to use my voice, musical instruments, and music technology to discover and enjoy playing with sound and rhythm. **EXA 0-17a.**

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 0-18a.**

I can respond to music by describing my thoughts and feelings about my own and others' work. **EXA 0-19a**

### **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 can respond to music by describing my thoughts and feelings about my own and others' work. **EXA 0-19a**

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.**

## **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.

## 1+2 Modern Languages

Pupils will continue to use French language as part of their daily routines.

### Early level

I am learning to listen actively to the sounds of the target language through play, classroom language, songs, games and rhymes. **MLAN 0-01a**

I am learning to take an active part in some daily classroom routines, responding to simple instructions which are accompanied by gesture and expression. **MLAN 0-01b**

- **Days of the week, greetings, weather**

I am beginning to identify key information from a short predictable conversation and react with words and/or gesture. **MLAN 0-02a**

I am beginning to share information about myself using familiar, rehearsed vocabulary to answer questions. **MLAN 0-02b**

- **Family members, likes & dislikes, numbers to 10.**

### First Level

I explore the patterns and sounds of language through songs and rhymes and show understanding verbally or nonverbally. **MLAN 1-01a**

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**

- Days of the week, greetings, weather

I can listen to and show understanding of language from familiar voices and sources. **MLAN 1-01c**

I am beginning to identify key information from a short predictable conversation and react with words and/or gesture. **MLAN 1-02a**

I am beginning to share information about myself using familiar vocabulary and basic language structures. **MLAN 1-02b**

I can participate in a range of collaborative activities. **MLAN 1-05b**

- **Family members, likes & dislikes, numbers to 20, months of the year.**

## Digital Learning

*Plan is to continue developing typing skills through Typing Club and creating an "All About Me" factfile in a digital format using the different iPad apps and features.*

### Early Level:

I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts. **TCH 0-01a**

I can use digital technologies to explore how to search and find information. **TCH 0-02a**

### 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**

Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. **TCH 1-02a**

*Plan is to use digital technologies to enhance IDL learning using various digital tools*

### Early Level:

I enjoy playing with and exploring technologies to discover what they can do and how they can help us. **TCH 0-05a**

I explore and discover different ways of representing ideas in imaginative ways. **TCH 0-11a**

I can experiment with and identify uses of a range of computing technology in the world around me. **TCH 0-14b**

### 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.**