



Learning Intentions: We are Learning To

Languages and Literacy: Writing

I can say some nursery rhymes and can write/identify the missing rhyming word.

I can use games to explore rhyme.

I can provide a real or nonsense word, which rhymes with a given word.

I can clap the correct number of syllables in my name.

I can spell the first 100 common words.

I can write to convey messages or information during play, (e.g. receipts at the shop)

I can reread the text I have created.

Languages and Literacy: Reading

I can recite rhymes confidently and independently.

I can clap out the syllables in familiar names.

I can blend phonemes to read words like play and push.

I can use my letter sounds to read and write new words.

I am beginning to ask and answer questions at different levels about events and ideas in my text.

I can ask questions to help me predict what will happen next.

Languages and Literacy: Listening & Talking

I can respond and contribute to discussions.

I can show an awareness of gesture, expression and emotion.

I can listen to a speaker and make a comment or offer a contribution.

I can speak with relevance about a chosen subject.

With support, I can tell the difference between story, information text and poem.

I can offer a relevant comment about a text.

I can ask questions about what I watch or listen to.

I can link what I listen to or watch with what I already know.

I am beginning to converse confidently in social situations.

I can respond to what others have to say in a group.

MFL: French

Listening and Talking:

I can use basic greetings.

Maths

Data Analysis:

*collect objects from a variety of sources

*ask simple questions to collect data for a specific purpose.

*understand the need to organise objects or information I have collected.

*choose how to organise objects or information.

*collect and organise objects for a specific purpose.

*contribute to concrete or pictorial displays where one object or drawing represents one data value, using digital technologies as appropriate.

*explain to others what I have done and what I have found out.

*use the information I have collected and displayed to help make choices or decisions e.g. which game to play based on votes from a group.

*apply counting skills to ask and answer questions and make relevant choices and decisions based on the data.

*match objects which have something in common, e.g. same colour, or are identical.

*sort objects using set criteria.

*make a decision about what belongs/ does not belong to a set.

*choose my own criteria for matching and sorting, and can organise items using this.

*explain and justify the criteria I have chosen for matching and sorting.

*use knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways.

*understand that charts give me information.

*explain what information a chart gives me e.g. a birthday chart.

*understand that signs give me information.

*explain what information a specific sign gives me.

*use a chart to get information I need or want.

*interpret simple graphs, charts and signs and demonstrate how they support planning, choices and decision-making.

Money:

*talk about how we use money to pay for things.

*talk about different forms of money (and understand that money is not only coins and notes).

*talk about ways of keeping my money safe e.g. purse, piggy bank.

*tell the difference between needs and wants and can give examples of each.

*pay for amounts in play and in a variety of real life contexts, e.g. shop, bus.

*understand that I will get change if I give too much money to pay for an item in play and in real life contexts.

*understand that different coins and notes have different values.

*compare and contrast different coins and notes.

*sort coins and notes by different criteria e.g. shape, colour, size.

*explain why it is important to save money and can give examples of what I might save for.

*count out the correct number of 1p coins to pay for an item.

*pay for an item using the correct coin e.g. a 5p coin for an item costing 5p.

*identify all coins to £2.

*applies addition (and subtraction) skills and use 1p, 2p, 5p and 10p coins to pay the exact value for items for 10p.

Health & Wellbeing

HWB for All: Included: *Seek and accept help positively*

*I know who I can go to if I need help

*I am able to go to someone for help when I experience difficult emotions and understand that this might make me feel better

*I am beginning to understand what an "emergency situation" is and name some of the people who can help me

*I know that I can find out information from people, books and posters

Building Resilience: Have a Goal

Setting a realistic goal helps to motivate us

*I can work towards a goal

*I know my goal needs to be challenging but achievable

*I can keep going even when it seems hard

Learning to overcome setbacks helps us cope with future ones

*I know that everyone fails sometimes

*I know it is okay to make mistakes

*I know that we can get better at some things with practice

It is important to celebrate our successes

*I can achieve my goal

*I am proud of my achievement

*I know it is important to celebrate my achievement

PE: Continue to use East Renfrewshire PE planners – Movement and Games

*Understand space, direction and travel

*Use and share space safely

*Explore and play with different equipment

*Create and cooperate with a partner

*Listen to and follow instructions

*Further develop basic motor skills

*Jump and land safely

*Develop basic ball handling motor skills

*Demonstrate increased control when travelling with, sending or receiving an object

Food:

*Describes which foods come from plants and which come from animals when working with and tasting foods.

<p>Expressive Arts: Music Uses voice to explore sound and rhythm, for example, hums, whispers, sings.</p> <p>Uses instruments such as drum, claves, chime bar to play along to a range of music styles.</p> <p>Expressive Arts : Art & Design I can use paint in a variety of ways to create images, including painting, spraying and printing.</p> <p>I can suggest different ways of applying paint and experiment with these (brushes, fingers, scrunched up paper, found objects...)</p> <p>I can use brushes with accuracy to draw lines, make shapes and fill areas.</p> <p>I can add water to change the consistency of my paint (poster and watercolour).</p> <p>I can add paint to wet paper and discuss what I see.</p> <p>I can use the above methods to create a variety of images.</p>	<p>Science: Electricity *Groups objects into those which get electricity either from mains electrical sockets or alternative sources, such as batteries and solar cells. *Talks about the importance of electricity in their daily lives. *Identifies the risks that can be caused by electricity and recognises how to stay safe. *(HWB - Suggests ways to get help in unsafe and emergency situations, for example, seeking out an adult.)</p> <ul style="list-style-type: none"> ✓ Electricity is a form of energy ✓ Electricity is used in many ways in daily life to make things work ✓ It is important to recognise that electricity is dangerous to life:- <ul style="list-style-type: none"> ○ water e.g. wet hands touching sockets ○ putting fingers in sockets ○ trailing wires ○ overcrowded sockets ○ electric substation ○ overhead wires ✓ Electricity is an energy which is generated in a power station and passed through wires to the home 	<p>R.M.E.: Shares thoughts and asks and answers questions to show and support understanding about at least one celebration, festival and custom in Christianity and at least one World Religion.</p> <p>Burns Night *Learn a Scottish poem *Make a haggis, neeps and tatties collage</p> <p>Chinese New Year *Read the Chinese New Year story *Make a Chinese dragon *Have an animal themed race</p> <p>Easter *Read the Easter story *Discuss the symbols of Easter, e.g. eggs, cross, tomb and stone *Paint/ roll eggs *Sequence the Easter story using pictures (focus on stone rolling away)</p>
<p>Expressive Arts: Drama Communicates ideas and feelings using movement.</p> <p>Communicates ideas and feelings using facial expressions.</p> <p>Communicates their ideas through improvised drama i.e. making it up as they go along.</p> <p>Expressive Arts: Dance Performs a range of simple, repeated, intentional movements and gestures.</p> <p>Chooses and explores ways of moving rhythmically, expressively and playfully.</p>	<p>Social Studies: Weather and Seasons *Names and talks about at least two different kinds of weather. *Draws pictures to record the weather for three days. *Describes how weather affects the activities they can undertake. *Talks about how they feel about different kinds of weather. *Describes which weather is likely to be related to which season. *(Maths - Names the days of the week in sequence, knows the months of the year and talks about features of the four seasons in relevant contexts.)</p> <ul style="list-style-type: none"> ✓ Know that the weather varies in Scotland, season by season ✓ Understand the effects of weather on daily life ✓ Identify some weather symbols ✓ Understand some weather vocabulary ✓ Understand how weather is measured and recorded ✓ Know the names and features of each season ✓ Learn to discuss the weather orally using appropriate vocabulary ✓ Learn to communicate their ideas and feelings about the weather conditions 	<p>Technologies ICT: I can create simple words in an application.</p> <p>I can explore and change text size, style and colour.</p> <p>I can use technology to enhance and support sorting activities.</p> <p>I can use simple graphing applications to enter data and produce pictograms and other basic tables and graphs.</p> <p>I have an awareness that devices can be used to collect information electronically e.g. cameras, thermometers, microscopes and data loggers.</p> <p>I can read and interpret information from a graph I have created.</p> <p>Food: Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading.</p>

