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| **Subject** | **Objectives and aims** | **Subject outcome** |
| **Literacy** | Story from another culture, recounts and poetru   * Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * Become familiar with key stories * Discussing the significance of the title and events * Making inferences on the basis of what is being said and done * Participate in discussion about what is read to them, taking turns and listening to what others say * Saying out loud what they are going to write about * Composing a sentence orally before writing it * Sequencing sentences to form short narratives * Re-reading what they have written to check that it makes sense * Evaluating their writing with the teacher and other pupils (Y2) * Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form (Y2) | * Children will be able to create their own story from another culture, based on ‘Tiddalick the frog’ * Children will be able to write a recout * Children will be able to say what the opening, build-up, problem, resolution and ending are in a story * Children will be able to recite a poem * Children will be able to write their own poem |
| **Maths** | **Year 1**  Addition and subtraction   * Represent and use number bonds within 20 * Represent and use subtraction facts within 20 * Add one-digit and two-digit numbers to 20, including zero * Subtract one-digit and two-digit numbers to 20, including zero * Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations   Mass and capacity   * Compare, describe and solve practical problems for mass/weight * Compare, describe and solve practical problems for capacity and volume * Measure and begin to record mass/weight * Measure and begin to record capacity and volume   Money   * Recognise and know the value of different denominations of coins and notes   Number and place value   * Count to and across 100, forwards and backwards * Count and read numbers to 100 in numerals * Count and write numbers to 100 in numerals * Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least * Read and write numbers from 1 to 20 in numerals * Partition and combine numbers using apparatus if required   Multiplication   * Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher   **Year 2**  Addition and subtraction   * Solve problems with addition and subtraction using concrete objects and pictorial representations * Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 * Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers * Show that addition of two numbers can be done in any order and subtraction of one number from another cannot * Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems   Mass and capacity   * Choose and use appropriate standard units to estimate and measure mass and capacity to the nearest appropriate unit * Compare and order mass, volume/capacity and record the results, using >, < and = * Read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given   Money   * Recognise and use symbols for pounds and pence; combine amounts to make a particular value * Find different combinations of coins that equal the same amounts of money * Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change   Number and place value   * Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward * Identify, represent and estimate numbers using different representations, including the number line * Compare and order numbers from 0 up to 100; use <, > and = signs * Use place value and number facts to solve problems * Partition two-digit numbers into different combinations of tens and ones using apparatus if needed * Use reasoning within addition * Recall the multiples of 10 below and above any given 2 digit number   Multiplication   * Show that multiplication of two numbers can be done in any order and division of one number by another cannot * Solve problems involving multiplication * Use multiplication facts to make deductions outside known multiplication facts * Solve word problems involving multiplication with more than one step | * Children will be able to use number bonds and subtraction facts within 20 * Children will be able to add and subtract one-digit and two-digit numbers to 20 * Children will be able to solve one-step problems involving addition, subtraction and multiplication * Children will be able to measure and solve problems for mass * Children will be able to measure and solve problems for capacity and volume * Children will be able to recognise and know the value of coins and notes * Children will be able to count, read and write numbers to 100 * Children will be able to partition and combine numbers * Children will be able to recall and use addition and subtraction facts to 20 fluently * Children will be able to add three one-digit numbers * Children will understand the term commutative * Children will be able to recognise and use the inverse relationship * Children will be able to compare and order mass and volume/capacity * Children will be able to read scales * Children will be able to combine money * Children will be able to solve problems involving money, including giving change * Children will be able to count in steps of 2, 3, 5 and 10 * Children will be able to compare numbers * Children will be able to use place value and number facts to solve problems * Children will be able to partition two-digit numbers * Children will be able to solve problems involving multiplication * Children will be able to solve word problems involving multiplication with more than one step |
| **History** | * Changes within living memory * Significant historical events, people and places in their own locality | * Children will be able to explain what life was like for a child in the second world war * Children will understand what the term ‘rationing’ means * Children will be able to explain what an air raid was * Children will understand what the term evacuation means |
| **Geography** | * To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; to devise a simple map; and use and construct basic symbols in a key * To use basic geographical vocabulary * To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world * To name and locate the world’s seven continents and five oceans | * Children will be able to read a simple map or plan * Children will be able to follow journey lines * Children will be able to make their own map * Children will be able to use an atlas |
| **Science** | * Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees * Identify and describe the basic structure of a variety of common flowering plants, including trees * Observe and describe how seeds and bulbs grow into mature plants * Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy | * Children will be able to identify and name a variety of common wild and garden plants * Children will be able to identify and describe the basic structure of a variety of common flowering plants * Children will observe and describe how seeds and bulbs grow * Children will find out what plants need to survive |
| **Art/D&T** | * To develop a wide range of art and design techniques in using colour and texture * To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines | * Children will be able to paint a landscape using colour and texture * Children will look at the work of Monet * Children will use pastels to create a cityscape picture * Children will look at the work of Van Gogh * Children will look at the work of Metzinger * Children will create a mosaic |
| **Music** | * To explore duration | * Children will be able to identify the duration in a piece of music * Children will be able to create their own piece of music with different durations |