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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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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