|  |  |  |
| --- | --- | --- |
| **Subject** | **Objectives and aims** | **Subject outcome** |
| **Literacy** | Story set in a familiar setting, letter writing, poetry   * 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 set in a familiar setting based on ‘Beegu’ * Children will be able to write a letter, based on the story of ‘Dear Greenpeace’ * 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**  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   Fractions   * Recognise, find and name a half as one of two equal parts of an object, shape or quantity * Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity   Addition and subtraction   * Represent and use number bonds to 20 * Represent and use subtraction facts within 20 * Add one-digit and two-digit numbers to 20 * Subtract one-digit and two-digit numbers to 20 * Solve one-step problems that involve addition and subtraction   Multiplication and division   * Solve one-step problems involving multiplication * Solve one-step problems involving division   **Year 2**  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   Fractions   * Recognise find, name and write fractions 1/3, 1/4, 2/4, 3/4 of a length shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole * Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2   Addition and subtraction   * Solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required * 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 a two-digit number and tens * Add and subtract numbers using concrete objects, pictorial representations and mentally including two two-digit numbers * Show that addition of two numbers can be done in any order and subtraction of one number from another cannot * Recall doubles and halves to 20 * Use estimation to check that his/her answers to a calculation are reasonable   Multiplication and division   * Solve problems involving multiplication and division, using concrete materials and mental methods * Use multiplication facts to make deductions outside known multiplication facts * Solve word problems involving multiplication and division with more than one step   Statistics   * Interpret and construct simple pictograms, tally charts, block diagrams and simple tables * Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity * Ask and answer questions about totalling and comparing categorical data | * Children will be able to count and write to 100 * Children will use the language of equal to, more than, less than, most and least * Children will be able to partition and combine numbers * Children will recognise, find and name half and quarter * Children will be confident with number bonds to 20 * Children will be able to represent subtraction facts within 20 * Children will be able to add and subtract up to 20 * Children will be able to solve word problems * Children will be able to count in steps of 2, 3, 5 and 10 * Children will be able to compare and order numbers * Children will be able to partition two-digit numbers into different combinations * Children will be able to recognise, find, name and write fractions 1/3, 1/4, 2/4, ¾ * Children will be able to write simple fractions * Children will be able to make deductions for addition, subtraction and multiplication * Children will be able to add and subtract two two-digit numbers * Children will be able to show that addition is commutative * Children will be able to recall double and halves to 20 * Children will be able to use estimation * Children will be able to solve word problems involving more than one step * Children will be able to create different graphs * Children will be able to ask and answer questions about data |
| **History** | * Changes within living memory * The lives of significant individuals in the past who have contributed to national and international achievements | * Children will be able to explain who Queen Victoria was * Children will be able to explain the difference between the rich and poor in Victorian times * Children will have a go at playing Victorian games * Children will understand what a pleasure garden was |
| **Geography** | * To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world * To understand similarities and difference through studying human and physical geography | * Children will be able to name different types of weather * Children will be able to identify the types of clothes to wear for different weathers * Children will be able to locate the equator * Children will be able to name some characteristics of the four seasons |
| **Science** | * To use observations and ideas to suggest answers to questions * To describe the importance for humans of exercise, of eating the right amounts of different types of food, and hygiene * To describe and compare the structure of a variety of common animals * To observe and describe weather associated with the seasons * To gather and record data to help in answering questions * To perform simple tests * To compare a variety of everyday materials | * Children will be able to make observations * Children will be able to gather and record data * Children will be able to suggest answers to questions * Children will be able to perform simple tests |
| **Art/D&T** | * To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * To learn about the work of a range of artists | * Children will be able to make a collage using primary colours * Children will be able to mix colours * Children will be able to create a drip painting |
| **Music** | * To explore symbols and instruments | * Children will be able to identify different instruments * Children will understand what different symbols mean in music |