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| **Subject** | **Objectives and aims** | **Subject outcome** |
| **Literacy** | Stories from other cultures, recounts, 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 use talk for writing to help them write their own story * Children are to adapt a story from another culture to create their own * Children to recognise characters, settings and plot in a story * Children will be able to write a recount * Children will be able to recite a poem * Children will be able to write their own poem |
| **Maths** | Number and place value   * Count and read numbers to 100 in numerals * Count and write numbers to 100 in numerals * Count in multiples of twos, fives and tens from 0 * Read and write numbers from 1 to 20 in words * Partition and combine numbers using apparatus if required * Count in steps of 3 from 0 (Y2) * Recognise the place value of each digit in a two-digit number (Y2) * Read and write numbers to at least 100 in words (Y2) * Use reasoning within addition e.g. reason that the sum of 3 odd numbers will always be odd (Y2)   Addition and subtraction   * Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs * 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 * Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers (Y2) * Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot (Y2) * Solve missing number problems using addition and subtraction (Y2)   Multiplication and division   * Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher * Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2) * Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs (Y2) * Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot (Y2)   Measurement   * Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later * Measure and begin to record time * Recognise and know the value of different denominations of coins and notes * Compare and sequence intervals of time (Y2) * Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value (Y2) * Find different combinations of coins that equal the same amounts of money (Y2) * Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (Y2) | * Children to be confident in age appropriate objectives * Children to have a good understanding on place value * Children to be able to write numbers from 1 to 20 in words * Y2 children to be able to write numbers from 1-100 in words * Children will be able to use subtraction facts within 20 * Children will be able to use their 2, 5 and 10 times tables to multiply and divide * Children will be able to sequence intervals of time * Children will be able to combine different amounts of money * Children will be able to solve problems involving money |
| **History** | * To learn about the lives of significant individuals in the past who have contributed to national and international achievements – Mary Jones, Florence Nightingale and Grace Darling | * Children will read about these women and answer questions about them * Children will learn what impact these women had on British history |
| **Geography** | * To use world maps, atlases and globes to identify where Kenya is in the world * To identify seasonal and daily weather patterns and the location of hot areas of the world * To use basic geographical vocabulary to refer to key physical features and key human features | * Children will be able to locate where Kenya is * Children will know what a national park or game reserve is * Children will learn about the ‘Big Five’ and why they are important to tourism |
| **Science** | Animals including humans   * Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) * Notice that animals have offspring which grow into adults   Seasonal changes   * Observe changes across the four seasons | * Children will be able to describe the structure of some animals * Children will be able to explain that animals have offspring * Observe changes in season between winter and spring |
| **Art/D&T** | * To use a range of materials creatively to design and make products * To use drawing and painting to develop ideas and imagination | * Children will be able to create an African piece of art |
| **Music** | * Exploring instruments and symbols * To understand a musical score | * Children will be able to understand what instruments sound like * Children will be able to read a simple musical score |