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| **Subject** | **Objectives and aims** | **Subject outcome** |
| **Literacy** | Traditional tales, letters, 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 write a story * Children to change a traditional tale to create their own * Children will be able to write a letter * 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, beginning with O or 1, or from any given number   Addition and subtraction   * Represent and use subtraction facts within 20 * 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   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   Measurement   * Compare, describe and solve practical problems for lengths and heights * Compare, describe and solve practical problems for mass/weight * Compare, describe and solve practical problems for time * Measure and begin to record mass/weight * Measure and begin to record time * Sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening * Recognise and use language relating to dates, including days of the week, weeks, months and years * Measure and begin to record length/height   Position and direction   * Describe position, direction and movement, including whole, half, quarter and three-quarter turns   **Year 2**  Number and place value   * Count in steps of 2, 3 and 5 from 0, and in tens from any forward and backward * Use reasoning within addition e.g. reason that the sum of 3 odd numbers will always be odd * Recall the multiples of 10 below and above any given 2 digit number   Addition and subtraction   * Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 * 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 * Use estimation to check that his/her answers to a calculation are reasonable * Solve missing number problems using addition and subtraction   Multiplication and division   * Solve word problems involving multiplication and division with more than one step   Fractions   * Recognise, find name and write fractions 1/3, 1/4, 2/4 and 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   Measurement   * Choose and use appropriate standard units to estimate and measure length/height, mass, temperature, capacity * Compare and sequence intervals of time * Remember the number of minutes in an hour and the number of hours in a day   Position and direction   * Order and arrange combinations of mathematical objects in patterns and sequences * Use mathematical vocabulary to describe position, direction and movement   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 to be confident in age-appropriate objectives * Children to be able to subtract confidently * Children to be able to recognise a half, quarter and third of fractions * Children to be able to compare and measure lengths and heights * Children to be able to compare and measure mass/weight * Children to be able to compare and record time * Children to be able to describe position and direction * Children to be able to count in steps of 2, 3, 5, 10 * Children to be able to reason * Children to be able to use the inverse relationship * Children to be able to solve missing number problems * Children to solve two step word problems * Children to be able to write simple fractions * Children to be able to compare and sequence intervals of time * Children to be able to order patterns * Children to be able to construct and interpret simple statistics |
| **History** | * Events beyond living memory * Significant historical places – castles | * Children will be able to name some castles in the UK |
| **Geography** | * To understand similarities and differences through studying human and physical geography of a small area of the United Kingdom * To use basic geographical vocabulary to refer to key physical features and key human features | * Children will be able to discuss the differences between urban and rural locations |
| **Science** | Everyday materials and their uses   * Distinguish between an object and the material from which it is made * Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock * Describe the simple physical properties of a variety of everyday materials * Compare and group together a variety of everyday materials on the basis of their simple physical properties * Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses * Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.   Seasonal changes   * Observe changes across the four seasons | * Children will be able to recognise different materials and name them * Children will be able to describe simple physical properties of everyday materials * Children will be able to group different materials * Children will be able to identify what certain materials can be used for * Children will be able to find out how some solids can be changed * Observe changes in seasons between spring and summer |
| **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 * To design and create a cushion for a throne | * Children will be able to create a cushion for a throne |
| **Music** | * To explore timbre, tempo and dynamics * To understand what the terms timbre, tempo and dynamics mean | * Children will have an understanding of what timbre, tempo and dynamics are |