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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
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| **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
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| **History** | * Events beyond living memory
* Significant historical places – castles
 | * Children will be able to name some castles in the UK
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| **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
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| **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
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| **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
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| **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
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