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| **Subject** | **Objectives and aims** | **Subject outcome** |
| **Literacy** | Stories in familiar settings, historical recount (diary entry), 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 story in a familiar setting to create their own * Children will be able to write a diary entry * 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   * Read and write numbers from 1 to 20 in numerals * Partition and combine numbers using apparatus if required * Count and read numbers to 100 in numerals * Count in multiples of twos, fives and tens from 0 * Identify one more and one less of a given number   Addition and subtraction   * Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs * Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs * Represent and use number bonds within 20 * Represent and use subtraction facts within 20   Multiplication and division   * Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher * Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher   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   Properties of shape   * Recognise and name common 2-D shapes * Recognise and name common 3-D shapes   **Year 2**  Number and place value   * Demonstrate an understanding of place value supported by the use of apparatus if required * Count in steps of 2, 3, 5 and 10s * Recognise the place value of each digit in a two-digit number * Compare and order numbers from 0 up to 100; use <, > and = signs * Read and write numbers up to at least 100 in numerals * Partition two-digit numbers into different combinations of tens and ones using apparatus if needed   Addition and subtraction   * Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures * 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 ones * 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   Multiplication and division   * Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers * Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs * Solve problems involving multiplication and division, using concrete materials and mental methods * Solve problems involving multiplication and division using arrays, repeated addition and multiplication and division facts, including problems in contexts   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   Properties of shape   * Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line * Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces * Identify 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder and a triangle on a pyramid * Compare and sort common 2-D and 3-D shapes and everyday objects describing similarities and differences | * Children will be able to read and write numbers 1-20 * Children will be able to partition 2-digit numbers * Children will begin to count in 2s, 3s, 5s and 10s * Children will be able to identify one more and one less * Children will be able to compare and order numbers up to 100 * Children will be able to add and subtract numbers within 20 * Children will be able to add and subtract numbers within 100 * Children will be able to solve one-step multiplication and division problems * Children will be able to recognise, find and name half and quarter * Children will be able to recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity * Children will be able to name common 2-D and 3-D shapes * Children will be able to name some of the properties of 2D and 3D shapes * Children will be able to sort 2D and 3D shapes |
| **History** | * Events beyond living memory that are significant nationally or globally * The impact of the Great fire of London | * Children will be able to say when the Great fire of London took place and how it happened * Children will be able to explain the causes of the Great fire of London |
| **Geography** | * To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas * To use basic geographical vocabulary to refer to key physical features and key human features * To use world maps, atlases and globes to identify the United Kingdom and its countries * To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features | * Children will be able to locate the four countries and capital cities of the UK on a map * Children will be able to create their own aerial plans |
| **Science** | * To explore and compare the differences between things that are living, dead, and things that have never been alive * To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other * To identify and name a variety of plants and animals in their habitats, including microhabitats * To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food | * Children will be able to compare things that are living, dead and have never been alive * Children will be able to describe different habitats * Children will be able to name a variety of plants and animals in their habitats * Children will be able to create a food chain |
| **Art/D&T** | * To explore colours * Try out tools and techniques and apply these to materials and processes * To design and make an image * To review own work and the work of others * To add details * To design and make a model | * Children will be able to create their own colour wheel * Children will use a range of tools in order to create a fire painting * Children will design their own Tudor house * Children will make their own model Tudor house |
| **Music** | * To explore sounds | * Children will be able to identify different sounds in a piece of music * Children will be able to create their own piece of music using different sounds |