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| **Subject** | **Objectives and aims** | **Subject outcome** |
| **Literacy** | Traditional tale, instructions, 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 make it their own
* Children will be able to write a set of instructions
* 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* 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

Addition* Read and interpret mathematical statements involving addition (+),and equals (=) signs
* Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs
* Represent and use number bonds within 20
* Add one-digit and two-digit numbers to 20
* Solve one-step problems that involve addition

Measurement* Compare, describe and solve practical problems for lengths and heights
* Recognise and know the value of different denominations of coins and notes
* Tell the time to the hour and half past the hour and draw the hands on a clock face to show the times

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

**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
* 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* Solve problems with addition using concrete objects and pictorial representations, including those involving numbers, quantities and measures
* Recall and use addition facts to 20 fluently, and derive and use related facts up to 100
* Add numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones
* Add numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens
* Add numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers
* Show that the addition of two numbers can be done in any order (commutative)

Measurement* Choose and use appropriate standard units to estimate and measure length/height in any direction
* Compare and order lengths
* Recognise and use symbols for pounds and pence
* Combine amounts to make a particular value
* Find different combinations of coins that equal the same amounts of money
* Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
* Read the time on a clock to the nearest 15 minutes

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

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
* As and answer questions about totalling and comparing categorical data
 | * 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 add numbers within 20
* Children will be able to add numbers within 100
* Children will be able to show that addition is commutative
* Children will be able to measure lengths and heights
* Children will be able to choose appropriate units to measure in
* Children will be able to compare and order lengths
* Children will be able to recognise the values of money
* Children will be able to combine money to make an amount
* Children will be able to tell the time to the hour and half past and will be able to draw these on a clock face
* Children will be able to tell and write the time to 5 minutes
* Children will be able to read the time on a clock to the nearest 15 minutes
* 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 construct pictograms, tally charts, block diagrams and tables
* Children will be able to answer statistical questions
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| **History** | * Events beyond living memory that are significant nationally or globally
* The impact of the Gunpowder plot
 | * Children will be able to say when the Gunpowder plot happened
* Children will be able to say who some of the plotters were in the plot
* Children will be able to say what role Guy Fawkes played in the plot
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| **Geography** | * To name and locate the world’s five oceans
* To identify the location of cold areas of the world in relation to the North and South Poles; to identify seasonal weather patterns in relation to the North and South Poles; to use basic geographical vocabulary for key physical features and key human features
* To use world maps, atlases and globes to identify continents and oceans studied at this key stage
* To understand geographical similarities and differences
 | * Children will be able to name and locate the world’s five oceans
* Children will be able to investigate the globe
* Children will investigate the life cycle of a polar bear and a penguin
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| **Science** | * To explore and compare the differences between things that are living, dead, and things that have never been alive
* 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 create a food chain
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| **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 use different materials to create firework pictures
* Children will make their own mini Guy Fawkes
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| **Music** | * To explore pulse and rhythm
 | * Children will be able to identify pulse in a piece of music
* Children will be able to create their own piece of music with a sense of rhythm
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