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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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |