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| **Subject** | **Objectives and aims** | **Subject outcome** |
| **Literacy** | Fantasy story, information text, 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 create their own fantasy story about dragons
* Children will be able to write an information text about an explorer
* 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**Time* Tell the time to the hour and half past and draw the hands on a clock face to show these times
* Compare, describe and solve practical problems for time

Length/height and mass* Compare, describe and solve practical problems for lengths and heights
* Compare, describe and solve practical problems for mass/weight
* Measure and begin to record mass/weight
* Measure and begin to record length/height

Division* Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Position and direction* Describe position, direction and movement, including whole, half, quarter and three-quarter turns

3D shape* Recognise and name common 3-D shapes

**Year 2**Time* Compare and sequence intervals of time
* 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
* Remember the number of minutes in an hour and the number of hours in a day
* Read the time on a clock to the nearest 15 minutes

Length/height and mass* Choose and use appropriate standard units to estimate and measure length/height in any direction and mass, to the nearest appropriate unit, using rules and scales
* Compare and order lengths, mass and record the results using <,> and =
* Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given
* Read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given

Division* Recall and use division facts for the 2, 5 and 10 multiplication tables
* Calculate mathematical statements for division within the multiplication tables and write them using the division and equals signs
* Solve problems involving division, using concrete materials and mental methods
* Solve word problems involving multiplication and division with more than one step

Position and direction* Order and arrange combinations of mathematical objects in patterns and sequences
* Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns

3D shape* 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
* Compare and sort common 3-D shapes and everyday objects describing similarities and differences
 | * Children will be able to tell the time to the hour and half past
* Children will be able to draw the hands on a clock face
* Children will be able to solve practical problems for time
* Children will be able to sequence intervals of time
* Children will begin to be able to tell and write the time to five minutes
* Children will be able to say the number of minutes in an hour and the number of hours in a day
* Children will be able to record mass/weight
* Children will be able to record length/height
* Children will be able to choose and use appropriate standards units to estimate and measure
* Children will be able to read scales
* Children will be able to solve one-step problems involving division
* Children will begin to recall and use division facts
* Children will be able to use the division and equals signs in their calculations
* Children will be able to describe position, direction and movement
* Children will be able to order and arrange patterns and sequences
* Children will be able to recognise and name common 3D shapes
* Children will be able to identify and describe the properties of 3D shapes
* Children will be able to identify 2D shapes on the surface of 3D shapes
* Children will be able to compare and sort common 3D shapes and everyday objects
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| **History** | * To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements
 | * Children will be able to explain why a person may be significant
* Children will find out about one of the first great explorers
* Children will find out about Christopher Columbus
* Children will be able to explain why Neil Armstrong is important
* Children will find out about Captain Scott’s journey to Antarctica
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| **Geography** | * Locational knowledge: name and locate the world’s seven continents and five oceans
* Geographical skills and fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries as well as the oceans
 | * Children will be able to say what the seven continents of the world are and say where they are located
* Children will be able to say what the five oceans of the world are and say where they are located
* Children will be able to use aerial photographs and satellite images
* Children will be able to explain why the world is a sphere shape
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| **Science** | * Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
* Identify and describe the basic structure of a variety of common flowering plants, including trees
* Observe and describe how seeds and bulbs grow into mature plants
* Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
 | * Children will be able to identify and name a variety of common wild and garden plants
* Children will be able to identify and describe the basic structure of a variety of common flowering plants
* Children will observe and describe how seeds and bulbs grow
* Children will find out what plants need to survive
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| **Art/D&T** | * Use the basic principles of a healthy and varied diet to prepare dishes
* Understand where food comes from
 | * Children will explore and evaluate a range of existing products, to understand where food comes from
* Children will use a range of tools and equipment to perform practical tasks
* Children will design, make and evaluate a dip and dipper
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| **Music** | * To explore pitch
 | * Children will be able to identify the pitch in a piece of music
* Children will be able to create their own piece of music with different pitches
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