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