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| **Subject** | **Objectives and aims** | **Subject outcome** |
| **Literacy** | Story set in a familiar setting, letter writing, 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 adventure story based on ‘Traction Man’
* Children will be able to write a recount of their school trip to Felixstowe
* 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* Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later
* Measure and begin to record time
* Tell the time to the hour and half past and draw the hands on a clock face to show these

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

Weight/mass* Compare, describe and solve practical problems for mass/weight
* Measure and begin to record mass/weight

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

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

3D shape* Recognise and name common 3D 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
* 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* Choose and use appropriate standard units to estimate and measure length/height in any direction
* Compare and order lengths
* Read scales

Weight/mass* Choose and use appropriate standard units to estimate and measure mass/weight in any direction
* Compare and order mass
* Read scales

Multiplication and division* Use multiplication facts to made deductions outside know multiplication facts
* Solve word problems involving multiplication and division with more than one step
* Recognise the relationships between addition and subtraction and rewrite addition statements as simplified multiplication statements

Position and direction* Order and arrange combinations of mathematical objects in patterns and sequences
* Use mathematical vocabulary to describe position, direction and movement

3D shape* Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces
 | * Children will be able to solve problems for time
* Children will be able to measure and record time
* Children will be able to draw the hands to show time
* Children will be able to tell the time
* Children will be able to sequence intervals of time
* Children will know about lengths of time
* Children will be able to solve problems for length/height
* Children will be able to measure and record length/height
* Children will be able to use appropriate units to measure length/height
* Children will be able to compare and order lengths
* Children will be able to read scales when measuring
* Children will be able to solve problems for mass/weight
* Children will be able to measure and record mass/weight
* Children will be able to use appropriate units to measure mass/weight
* Children will be able to compare and order mass
* Children will be able to solve problems involving multiplication
* Children will be able to solve problems involving division
* Children will be able to make deductions about multiplication facts
* Children will be able to solve two-step multiplication and division problems
* Children will recognise the relationship between addition and multiplication
* Children will be able to describe position and direction
* Children will be able to order and arrange patterns
* Children will be able to recognise and name 3D shapes
* Children will be able to identify the properties of 3D shapes
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| **History** | * Changes within living memory
* The lives of significant individuals in the past who have contributed to national and international achievements
 | * Children will be able to explain what Victorians used to do at the seaside
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| **Geography** | * To use basic geographical vocabulary
* To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied
* To use aerial photographs and to recognise landmarks and basic human and physical features
* To name, locate and identify characteristics of the four countries and capital cities of the UK
* To use simple compass directions and locational and directional language to describe the location of features and routes on a map
* To use simple fieldwork and observational skills
 | * Children will be able to locate seasides
* Children will be able to describe seaside locations
* Children will be able to describe a seaside town in the UK
* Children will be able to identify the main British islands
* Children will visit a seaside resort
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| **Science** | * To observe and describe how day length varies
* To observe changes across the four seasons
* To observe and describe weather associated with the seasons
 | * Children will understand how day length varies
* Children will be able to describe the weather in spring
* Children will be able to describe the weather in summer
* Children will be able to explain how to stay safe in the sun
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| **Art/D&T** | * Explore and evaluate a range of existing products
* Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
* Select from and use a range of tools and equipment to perform practical tasks
* Select from and use a wide range of materials and components
* To learn about the work of a range of artists and craftmakers, making links to their own work
* To develop a wide range of art and design techniques
 | * Children will be able to design, make and evaluate a bunting
* Children will be able to create a picture using paper-weaving
* Children will be able to design and create a batik
* Children will be able to dye a batik
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| **Music** | * To explore timbre, tempo and dynamics
 | * Children will be able to identify timbre, tempo and dynamics
* Children will be able to create music with timbre, tempo and dynamics
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