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