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| **Subject** | **Objectives and aims** | **Subject outcome** |
| **Literacy** | Traditional tale, 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 use talk for writing to help them write their own story
* Children are to adapt a traditional tale to create their own
* Children to recognise characters, settings and plot in a story
* Children will be able to write an information text about a dragon
* Children will be able to recite a poem
* Children will be able to write their own poem
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| **Maths** | **Year 1**Measuring* Solve problems for length and height by telling which objects are longer or shorter/taller or shorter
* Measure and begin to record length/height
* Solve problems for mass and weights by telling which objects are heavier or lighter
* Measure weight or mass and write these measurements down
* Solve problems for capacity and volume by telling if a container is empty, half full or full and if there is more in one container than another
* Measure capacity or volume and write these measurements down

3D shape* Recognise and name common 3-D shapes such as cuboids, cubes, pyramids and spheres

Position and direction* Talk about whole, half, quarter and three quarter turns. I can then use this to explain movement, direction and position

Addition and subtraction* Show that addition is the opposite of subtraction, for example if 3 + 2 = 5, then 5 – 2 = 3
* Answer problems that use addition and subtraction, including missing number problems, using objects and pictures

**Year 2**Measuring * Choose the right units to measure length, height, mass, temperature or capacity
* Read to the nearest unit and do this on rulers or scales
* Compare amounts using these signs: >, < or =
* Read scales in divisions of ones, twos, fives and tens
* Read scales where not all numbers on the scale are given and work out points in between

3D shape* Notice and explain the properties of 3-D shapes e.g. the number of edges, vertices and faces
* Name some 3-D shapes in pictures or in a group and know some of their properties
* Spot 2-D shapes on the surface of 3-D shapes such as a circle on a cylinder and a triangle on a pyramid
* Compare and sort common 3-D shapes and everyday objects

Statistics* Read and draw 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
* Ask and answer questions about totalling and comparing grouped data

Position and direction* Use mathematical vocabulary to describe position, direction and movement. This could include movement in a straight line

Addition and subtraction* Show that adding 2 numbers can be done in any order but subtraction cannot
* Show that subtraction is the opposite of addition and use this to check my work
* Solve missing number problems using addition and subtraction
 | * Children will be able to measure length/height
* Children will be able to compare lengths/heights
* Children will be able to measure weight/mass
* Children will be able to compare weight/mass
* Children will be able to measure capacity or volume
* Children will be able to compare capacity or volume
* Children will be able to read scales when measuring
* Children will be able to recognise and name 3D shapes
* Children will be able to say the properties of 3D shapes
* Children will be able to read and draw different diagrams in statistics
* Children will be able to answer questions about data
* Children will be able to explain movement, direction and position
* Children will be able to show that addition is the opposite of subtraction
* Children will understand what ‘commutative’ means
* Children will be able to solve missing number problems for addition and subtraction
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| **History** | * Events beyond living memory that are significant nationally or globally – the first aeroplane flight
 | * Children will know when the first aeroplane flight was
* Children will be able to explain who Orville and Wilbur Wright are
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| **Geography** | * To understand geographical similarities and differences through studying the human and physical geography of a non-European country
* To use world maps, atlases and globes to identify the countries
* To use aerial photographs to recognise landmarks and basic human and physical features
 | * Children will be able to locate China on a map
* Children will know some basic facts about China
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| **Science** | Animals including humans* Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
* Identify and name a variety of common animals that are carnivores, herbivores and omnivores
* Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
* Notice that animals have offspring which grow into adults
 | * Children will be able to sort animals into fish, amphibians, reptiles, birds and mammals
* Children will be able to explain the difference between carnivores, herbivores and omnivores
* Children will be able to describe the structure of some animals
* Children will be able to explain that animals have offspring
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| **Art/D&T** | * Use drawing to develop and share their ideas, experiences and imaginations
* Know about the work of a range of artists, making links to their own work
* Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* Use a range of materials creatively to design and make products
* Use sculpture to develop and share their ideas, experiences and imaginations
 | * Children will know about the work of Joan Miro
* Children will be able to create pieces of art inspired by Joan Miro
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| **Music** | * To understand what the term ‘pitch’ means
* To distinguish between high and low sounds
 | * Children will be able to say what the difference between high and low sounds are
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