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