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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 * 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 | * Children will be able to write a story set in Kenya * Children will be able to describe characters and setting * Children will be able to write a letter * Children will be able to recite a poem by heart * Children will be able to write their own poem |
| **Maths** | **Year 1**  Number and place value   * Count and write numbers to 100 in numerals * Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least * Read and write numbers from 1 to 20 in words   Money   * Recognise and know the value of different denominations of coins and notes   Fractions   * Recognise, find and name a half as one of two equal parts of an object, shape or quantity * Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity   Subtraction   * Represent and use subtraction facts within 20 * Subtract one-digit and two-digit numbers to 20, including zero * Solve one-step problems that involve subtraction using concrete objects and pictorial representations   Time   * Compare, describe and solve practical problems for time * Measure and begin to record time * Sequence events in chronological order * Recognise and use language relating to dates, including days of the week, weeks, months and years   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   **Year 2**  Number and place-value   * Identify, represent and estimate numbers using different representations, including the number line * Compare and order numbers from 0 up to 100; use <, > and = signs * Read and write numbers to at least 100 in words * Partition two-digit numbers into different combinations of tens and ones using apparatus if needed * Recall the multiples of 10 below and above any given 2 digit number   Money   * Recognise and use symbols for pounds and pence; combine amounts to make a particular value * Find different combinations of coins that equal the same amounts of money * Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change   Fractions   * Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole * Write simple fractions and recognise equivalence   Subtraction   * Solve problems with subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures * Solve problems with subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required * Subtract numbers using concrete objects, pictorial representations and mentally   Time   * Compare and sequence intervals of time * 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   Multiplication and division   * Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables * Show that multiplication of two numbers can be done in any order and division of one number by another cannot * Solve problems involving multiplication and division, using concrete materials and mental methods * Use multiplication and division facts for 2, 5 and 10 to make deductions outside known multiplication facts | * Children will be confident with numbers up to 100 * Children will be able to represent numbers in different ways * Children will be able to write numbers as words * Children will begin to partition numbers into different combinations * Children will recognise the value of money and use symbols * Children will be able to add and subtract money * Children will recognise half * Children will recognise quarter * Children will be able to find a fraction of an object, shape and quantity * Children will be able to solve subtraction problems * Children will be able to subtract numbers using concrete objects, pictorial representations and mentally * Children will be able to compare and sequence time * Children will be able to measure and record time * Children will be able to understand dates * Children will be able to say how many minutes are in an hour and how many hours are in a day * Children will be able to solve multiplication problems * Children will be able to solve division problems * Children will be able to use multiplication and division facts for the 2, 5 and 10 times tables * Children will be able to show that multiplication is commutative but division is not |
| **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 how Florence Nightingale improved nursing * Children will be able to recall and explain facts about Mary Seacole * Children will be able to explain who Edith Cavell was * Children will be able to compare the lives of different nurses |
| **Geography** | * To name and locate the world’s seven continents and five oceans * To use world maps, atlases and globes to identify countries * To devise simple maps * To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country * To use basic geographical vocabulary to refer to key human and physical features | * Children will be able to locate Kenya on a map * Children will understand what life is like for people in Kenya * Children will understand what a national park is * Children will be able to name the big 5 that live in Kenya * Children will understand what Maasai culture is like * Children will be able to compare their life to a Kenyan child’s life |
| **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** | * Explore and evaluate a range of existing products * Explore and use mechanisms in products * Design purposeful, functional and appealing products for themselves and other users based on design criteria * Generate, develop, model and communicate ideas through talking, drawing, templates and mock-ups * Evaluate ideas against design criteria | * Children will design, create and evaluate a moving picture |
| **Music** | * To explore instruments and symbols * To understand a musical score | * Children will be able to understand what instruments sound like * Children will be able to read a simple musical score |
| **Computing** | * Use technology purposefully to manipulate and retrieve digital content * Use technology safely and respectfully | * Children will learn how to move the cursor and click the track pad * Children will learn how to turn on and shut down a computer * Children will learn to save and open files in a folder * Children will learn to drag and drop objects in a file from one location to another |