|  |  |  |
| --- | --- | --- |
| **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
 |