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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 traditional tale based on ‘The little red hen’
* Children will be able to write a poem about Pentecost
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| **Maths** | **Year 1**Addition and subtraction* Recall at least four of the six number bonds for 10 and reason about associated facts
* Represent and use number bonds within 20
* Add one-digit and two-digit numbers to 20, including zero

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

Time* Compare, describe and solve practical problems for time
* Measure and begin to record time
* Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Position and direction* Describe position, direction and movement, including whole, half, quarter and three-quarter turns

**Year 2**Addition and subtraction* Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships
* Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
* Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens

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
* Solve word problems involving multiplication and division with more than one step

Time* Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
* Read the time on a clock to the nearest 15 minutes

Position and direction* Order and arrange combinations of mathematical objects in patterns and sequences
* Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns
 | * Children will become confident with their number bonds
* Children will be able to add one-digit and two-digit numbers to 20
* Children will be able to solve multiplication problems
* Children will be able to solve division problems
* Children will be able to measure and record time
* Children will be able to tell the time to the hour an half past
* Children will be able to describe position, direction and movement
* Children will be able to recall and use addition and subtraction facts to 20
* Children will be able to add and subtract a two-digit number and tens
* 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
* Children will begin to solve problems with more than one step
* Children will be able to tell and write the time to five minutes
* Children will be able to read the time to the nearest 15 minutes
* Children will be able to order and arrange objects in patterns and sequences
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| **History** | * To develop an awareness of the past, knowing where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods
* To find out about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
 | * Children will understand what a monarch is and the qualities needed to be a good monarch
* Children will find out about some important British monarchs
* Children will find out how the title of king or queen is inherited
* Children will find out what kings and queens ate during medieval banquets
* Children will compare the lives of Elizabeth I and Queen Victoria
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| **Geography** | * To understand similarities and differences through studying human and physical geography
* To understand similarities and differences through studying the human and physical geography of a small area of the United Kingdom
* To use basic geographical vocabulary to refer to key physical features and key human features
 | * Children will be able discuss similarities and differences between urban and rural locations
* Children will be able to know and identify different types of homes
* Children will be able to name different types of shops
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| **Science** | Everyday materials and their uses* To identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock
* To distinguish between an object and the material from which it is made
* To describe the simple physical properties of a variety of everyday materials
* To identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
 | * Children will be able to identify and name different materials
* Children will be able to tell the difference between an object and the materials it’s made from
* Children will be able to describe the properties of everyday materials
* Children will be able to identify uses of different everyday materials
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| **Art/D&T** | * To use a range of materials creatively to design and make products
* To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
 | * Children will be able to create art work based around buildings
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| **Music** | * To explore dynamics, timbre and tempo
 | * Children will be able to understand what dynamics are
* Children will be able to understand what timbre is
* Children will be able to understand what tempo is
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| **Computing** | * Use technology purposefully to create, organise, store, manipulate and retrieve digital content
* Recognise common uses of information technology beyond school
 | * Children will learn how to type on a keyboard
* Children will be able to edit text
* Children will be able to format text
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