

**Engage:
Express:**

Literacy

Spoken Language:

Participate in discussions, presentations, performances, role-play, improvisations and debates
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
Speak audibly and fluently with increasing command of Standard English
Listen and respond appropriately to adults and their peers
Ask relevant questions to extend their understanding and knowledge
Maintain attention and participate actively in collaborative conversations staying on topic and initiating and responding to comments

Reading:

Check that the text makes sense to them as they read and correct inaccurate reading
Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
Predict what might happen on the basis of what has been read so far
Listen to and discuss a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently
Explain clearly their understanding of what is read to them
Recognise and join in with predictable phrases
Make inferences on the basis of what is being said and done
Discuss word meanings, linking new meanings to those already known
Draw on what they already know or on background information and vocabulary provided by the teacher

Writing:

Say out loud what they are going to write about
Re-read what they have written to check that it makes sense
Join words and join clauses using 'and'
Sequence sentences to form short narratives
Compose a sentence orally before writing it
Discuss what they have written with other pupils

Personal, Social and Emotional Development

PSCHE: New Beginnings

Meet with and talk with people (with outside visitors such as religious leaders, police officers, and the school nurse)
Making someone feel welcome
Doing something brave
Solving a problem – using a process
Calming down/helping someone to calm down

R.E.: Belonging

Understand ways in which we belong
Understand how belonging is expressed and made explicit
Understand the concept of belonging to a family
Understand there are a number of religions in the world
Understand religious people belong to a faith
Understand religious people have different ways of showing the ways in which they belong to a community

AUTUMN TERM 1

Objectives

I ❤️ London
Year One

Knowledge Outcomes

What continent is the United Kingdom in and what is its capital city?
What are the 6 main London landmarks?
What river runs through London?
What is the climate in London?

Challenge

Where does the River Thames start and finish?

Mathematics

Included on termly Success and Challenge cards

Physical Development

Multi Skills

Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.

Understanding of the World

GEOGRAPHY: Countries and Capital Cities

Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas
Use simple compass directions (N,E,S,W) and locational and directional language (near, far, left, right) to describe the location of features and routes on a map
Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country

HISTORY:

Learn about events beyond living memory that are significant nationally or globally

SCIENCE: Everyday materials, working scientifically

Distinguish between an object and the material from which it is made
Use their observations and ideas to suggest answers to questions

Computing: Algorithms

Give simple instructions to everyday devices to make things happen.

Expressive Art and Design

Art: Drawing

Use lines to represent a shape or outline.
Use lines of different thickness.
Draw from or talk about experiences, creative ideas and observations.

Music: Listen to a piece of music, identifying if it is slow or fast, happy or sad.