

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
Form lower-case letters in the correct direction, starting and finishing in the right place

Mathematics – included on termly Success and Challenge cards

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.: Festivals

To learn about:
A festival is a time of celebration and explores both sad and happy memories
There are common elements in most celebrations (e.g. food, clothes, gifts, cards, family gatherings, saying 'thank you')
Religious and worldview festivals concern significant events from the past showing relevance for the present

Understanding of the World

GEOGRAPHY: Countries and Capital Cities
Geographical similarities and differences
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: Searching the web, digital images E-Safety and Stop motion animation

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

AUTUMN TERM 1

Activities

50 Books To Read Before You're 11 ¾

Year One

Physical Development

Athletics (1)

To share space safely with others
Identify changes in body during exercise
Run with control using various speeds
Develop spatial awareness whilst running
Introduce concept of sending and receiving
Explore basic hand eye coordination skills
Remember and repeat actions with control
Explore different ways of moving, including jumping and hopping
Jump with increasing control – explore height and distance

Dance (1)

To explore travel movements and respond imaginatively to visual or auditory stimuli
To explore jump movements
To explore balance movements
To use the 5 basic movement actions (balance, travel, turn, jump and gesture) to create simple dances

Expressive Art and Design

DT: Exploring mechanisms
Explore and use mechanisms (levers, sliders, wheels and axles)
Build structures, exploring how they can be made stronger, stiffer and more stable
Find out where food comes from

Design purposeful, functional, appealing products for themselves and other users

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics

Music: Traditional songs and Nursery Rhymes

Use their voices expressively and creatively by singing songs and speaking chants and rhymes

London Bridge is falling down....