

**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

**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

**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

**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....