

## HG&E

- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

## RE – What we mean by celebration?

- Talk about similarities between themselves and others, and among families, communities and traditions.
- Name some celebrations and talk about how they are celebrated.
- Talk about their experiences and feeling connected to celebrations or customs.
- Explore and ask questions about the meanings of celebrations.

## PSHCE – How to keep safe.

Expressing our feeling and discussing firework safety.

## ICT

### **Communicating with others:**

- To control the mouse when using a simple art programme.
- To make choices by clicking with the mouse e.g. To choose a new colour in an art programme.
- To know that pressing letters on the keyboard makes them appear on the screen.

### **Finding things out:**

- To listen to a talking story on the computer.
- To use a simple counting programme.

### **Using computers:**

- To take turns on the computer.
- To name the parts of the computer.

## PE

### **Real PE:**

- To work sensibly with others, taking turns and sharing.
- To explore seated balance, balancing with 1 foot or 1 hand down, no hands or feet.
- To pick up a cone/beanbag one side, swap hands and pass to the other side. (close to body.)

### **Rolling a Ball:**

- To explore rolling different equipment.
- To explore running, dodging and jumping techniques.
- To develop the skill of rolling different equipment.
- To apply simple tactics in a team.

## Literacy -Reading

- Secure at reading words with phase 3 and 4 phonic sounds
- Identify which words appear again and again
- Relate reading to own experiences.
- Re-reads if reading does not make sense.
- Re-tell with considerable accuracy.
- Make predictions on basis of what has been read.
- Make inferences on basis of what is being said & done.

# Let's Celebrate Autumn 2

## S&T

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

### **Notes and guidance:**

Pupils should observe and talk about changes in the weather and the seasons. Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.

## Literacy - Writing

### **Writing: Spelling**

- To begin to spell common exception words.

### **Writing: Composition**

- Say sentence orally before writing it.
- Sequence sentences to form short narratives.
- Re-read what they have written to check that it makes sense.

### **Writing – vocabulary, grammar and punctuation**

- Write sentence with capital letters, full stops and finger spaces.
- Use the conjunction and to join sentences.
- To begin to punctuate sentences using a capital letter and a full stop.
- Use a capital letter for names of people, places, the days of the week and the personal pronoun I

### **Handwriting**

- Use the correct formation for lower case letters
- Use the correct formation for capital letters
- Use the correct formation of numbers

## Numeracy

### **Number & Place Value**

- Count to 20, forwards and backwards, beginning with 0 or 1, or any given number.
- Count read and write numbers to 20 in numerals and words.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
- Count in multiples of twos.

### **Number: Addition and Subtraction.**

- Represent and use number bonds and related subtraction facts (within 10)
- Add and subtract one digit numbers (to 10), including zero.
- Read, write and interpret mathematical statements involving addition (+) and subtraction (-) and equals (=) signs.
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.