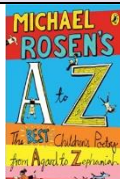
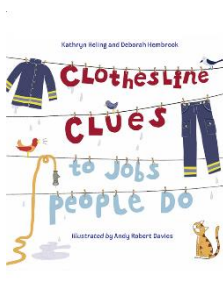
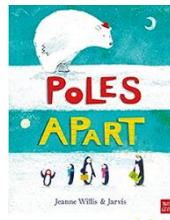






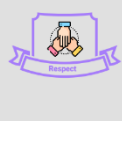










| Year 1 - Autumn Term 1 Explore and Enquire MTP 2022-2023 | | | | | | | |
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| Theme: Mansfield: Now and then Driver: History The Big Question: Where does Mansfield fit in the world? | | | | Reading for Pleasure Class Novel: The World Around Me (Look Closer)  | | | |
| | Week 1 (w/c 5 th Sep) | Week 2 (w/c 12 th Sep) | Week 3 (19 th Sep) | Week 4 (w/c 26 th Sep) | Week 5 (w/c 3 rd Oct) | Week 6 (w/c 10 th Oct) | Week 7 (End of term) |
| Weekly question: | What do people in Mansfield like to do? | What is it like to live in Mansfield today? | Is Mansfield a city, town or village? | What makes Mansfield unique? | How can we look after the environment in Mansfield? | Where does Mansfield fit in the world? | |
| English | <p>Unit: List and simple sentences (introducing Rainbow Grammar)</p> <p>Supporting Text: Clothesline clues to jobs people do</p>  | | <p>Unit: Setting description</p> <p>Supporting Text: Poles Apart</p>  | | <p>Unit: speech bubbles</p> <p>Supporting Text: What the Ladybird heard, Julia Donaldson</p>  | | |
| | <p>NC Link: Writing – Composition 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 discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. Vocab, grammar, and punctuation leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing. Handwriting Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. Spelling words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Curriculum Link – History: What did people in Mansfield do in the past?</p> | | <p>NC Link: Writing – Composition 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 discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. Vocab, grammar, and punctuation leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing. Handwriting Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. Spelling words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Curriculum Link – Computing: Use an ipad to add labels and captions.</p> | | | | |

















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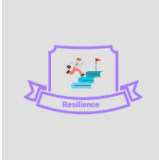






















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| Maths | <p>Unit: Place value</p> <p>Count numbers to 10 accurately — forwards and backwards Count similar objects up to 10 with accuracy and fluency. Read and write all numbers to 10 in numerals and in words</p> <p>NC Link: Given a number, identify one more and one less 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 read and write numbers from 1 to 20 in numerals and words. read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p> | <p>Unit: Place value</p> <p>Use the terms 'more than' and 'less than' as key terms. compare numbers using the terms '1 more than' and '1 less than'</p> <p>NC Link: Given a number, identify one more and one less 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 read and write numbers from 1 to 20 in numerals and words. read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p> | <p>Unit: Place value value</p> <p>To learn different ways of making numbers using number bond diagrams.</p> <p>NC Link: Given a number, identify one more and one less 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 read and write numbers from 1 to 20 in numerals and words. read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p> | <p>Unit: Place value</p> <p>Use their understanding of number bonds to create number stories using pictorial representations</p> <p>NC Link: Given a number, identify one more and one less 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 read and write numbers from 1 to 20 in numerals and words. read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p> | <p>Unit: Place value</p> <p>Add two different numbers within 10 Add by counting on complete number sentences and gain an understanding of inverse operations Make addition stories</p> <p>NC Link: Given a number, identify one more and one less 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 read and write numbers from 1 to 20 in numerals and words. read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p> | <p>Unit: Addition and Subtraction subtract using number bonds solve a subtraction sentence by counting back, using a number line as support. Introduce parts and wholes Step 2 Part-whole model Step 3 Write number sentences Step 4 Fact families — addition facts Step 5 Number bonds within 10 Step 6 Systematic number bonds within 10 Step 7 Number bonds to 10 Step 8 Addition — add together</p> <p>NC Link: Given a number, identify one more and one less 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 read and write numbers from 1 to 20 in numerals and words. read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p> | <p>Unit: Addition and Subtraction Addition — add more Step 10 Addition problems Step 11 Find a part Step 12 Subtraction — find a part Step 13 Fact families — the eight facts Step 14 Subtraction — take away/cross out (How many left?) Step 15 Take away (How many left?) Step 16 Subtraction on a number line Add or subtract 1 or 2</p> <p>NC Link: Given a number, identify one more and one less 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 read and write numbers from 1 to 20 in numerals and words. read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p> |
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| | Science | Unit: Seasonal change <u>Lesson:</u> To know the different types of weather | Unit: Seasonal change <u>Lesson:</u> To know the names of the 4 seasons | Unit: Seasonal change <u>Lesson:</u> To know the changes from summer to autumn | Unit: Seasonal change <u>Lesson:</u> To know that changes from Autumn to Winter | Unit: Seasonal change <u>Lesson:</u> To know the changes from Winter to spring | Unit: Seasonal change <u>Lesson:</u> To understand that the weather effects our activities | Unit: Seasonal change <u>Lesson:</u> To know how day length varies Maths: Counting and measuring |
| | | NC Link: Working scientifically: -asking simple questions and recognising that they can be answered in different ways -observing closely, using simple equipment -performing simple tests -identifying and classifying -using their observations and ideas to suggest answers to questions -gathering and recording data to help in answering questions. | | | Seasonal change: Pupils should be taught to: <ul style="list-style-type: none"> - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. 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. | | | |
| | Computing | Unit: Technology around us. <u>Lesson: Technology around us.</u> LO: To identify technology. | Unit: Technology around us. <u>Lesson: Using technology.</u> LO: To identify a computer and its main parts. | Unit: Technology around us. <u>Lesson: Developing mouse skills.</u> LO: To use a mouse in different ways. | Unit: Technology around us. <u>Lesson: Using a computer keyboard.</u> LO: To use a keyboard to type on a computer. | Unit: Technology around us. <u>Lesson: Developing keyboard skills.</u> LO: To use the keyboard to edit text Curriculum link: Literacy – Adding labels and captions (publish your work on an iPad.) | Unit: Technology around us. <u>Lesson: Using a computer responsibly.</u> LO: To create rules for using technology responsibly. | |
| | | NC link: <ul style="list-style-type: none"> ● Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions ● Create and debug simple programs ● Use logical reasoning to predict the behaviour of simple programs ● Recognise common uses of information technology beyond school  | | | | | | |
| | Geography | | | | | | | |

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| | History | <p><u>Unit: Mansfield: This is me Chronology</u> Lesson: Which toys did children play with? Chronology of toys from grandparents to present day</p> <p>NC Link events beyond living memory that are significant nationally or globally</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Curriculum Link – English: Clothesline clues to jobs people do</p>   | <p><u>Unit: Mansfield: This is me Cause and significant events</u> Lesson: How have toys changed since our grandparent’s time?</p> <p>NC Link events beyond living memory that are significant nationally or globally</p>   | <p><u>Unit: Mansfield: This is me Consequence and legacy</u> Lesson: What happened in Mansfield in the past? Mansfield houses in the past NC Link events beyond living memory that are significant nationally or globally</p> <p>Curriculum Link – English: Summarising Jobs</p>  | <p><u>Unit: Mansfield: This is me childhood</u> Lesson: What happened in Mansfield in the past? Schools NC Link events beyond living memory that are significant nationally or globally</p>   | <p><u>Unit: Mansfield: This is me Significant people and impact</u> Lesson: Who is Rebecca Adlington? NC Link events beyond living memory that are significant nationally or globally Significant historical events, people and places in their own locality.</p>    | <p><u>Unit: Mansfield: This is me Life and death</u> Lesson: Why was life dangerous for children? NC Link events beyond living memory that are significant nationally or globally</p> |
| | | Art | <p><u>Unit: Colour</u> Lesson Do I know the names of the primary colours? Matisse</p> <p>NC Link:</p> <ul style="list-style-type: none">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. <p>Pupils taught 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.</p> | <p><u>Unit: Colour</u> Lesson: How do artists use colour?</p> | <p><u>Unit: Colour</u> Lesson: How Can I use colour?</p> | <p><u>Unit: Colour</u> Lesson: Can I create my own art work using colour?</p> | |

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| | Music | <p><u>Charanga Unit: Hey you!</u></p> <p>Lesson 1: a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song Hey You!</p> <p><u>NC Link:</u> Use their voices expressively and creatively by singing songs and speaking chants and Rhymes. Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded Music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p><u>Charanga Unit: Hey you!</u></p> <p>Lesson 2: a. Warm-up Games b. Flexible Games (optional) c. Sing the song Hey You! d. Play instrumental parts</p> <p><u>NC Link:</u> Use their voices expressively and creatively by singing songs and speaking chants and Rhymes. Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded Music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p><u>Charanga Unit: Hey you!</u></p> <p>Lesson 3: a. Warm-up Games b. Flexible Games (optional) c. Sing the song Hey You! d. Play instrumental parts e. Improvise (optional extension activities for improvisation)</p> <p><u>NC Link:</u> Use their voices expressively and creatively by singing songs and speaking chants and Rhymes. Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded Music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p><u>Charanga Unit: Hey you!</u></p> <p>Lesson 4: a. Warm-up Games b. Flexible Games (optional) c. Sing the song Hey You! d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Compose</p> <p><u>NC Link:</u> Use their voices expressively and creatively by singing songs and speaking chants and Rhymes. Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded Music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p><u>Charanga Unit: Hey you!</u></p> <p>Lesson 5: a. Warm-up Games b. Flexible Games (optional) c. Sing the song Hey You! d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Play your composition(s) within the song</p> <p><u>NC Link:</u> Use their voices expressively and creatively by singing songs and speaking chants and Rhymes. Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded Music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p><u>Charanga Unit: Hey you!</u></p> <p>Lesson 6: a. Warm-up Games b. Flexible Games (optional) c. Sing the song Hey You! d. Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option . Play your composition(s) within the song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance</p> <p><u>NC Link:</u> Use their voices expressively and creatively by singing songs and speaking chants and Rhymes. Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded Music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | | |
| | PE | <p><u>Unit: Multi Skills</u> Lesson: Balance</p> | <p><u>Unit: Multi Skills</u> Lesson : Balance</p> | <p><u>Unit: Multi Skills</u> Lesson: Agility</p> | <p><u>Unit: Multi-Skills</u> Lesson: Agility</p> | <p><u>Unit: Multi-Skills</u> Lesson: agility and balance</p> | <p><u>Unit: Multi-Skills</u> Lesson: Agility and balance</p> | <p><u>NC link:</u> The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none">develop competence to excel in a broad range of physical activitiesare physically active for sustained periods of timeengage in competitive sports and activitieslead healthy, active lives. <div></div> | |

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| RE | <p>Unit: Belonging-What does it mean to belong to a community?</p> <p>What Does It Mean to Belong to a Family? To know what it means to belong to a family by exploring how different families can be made up and the roles taken by each person in a family. I can talk about what it means to belong to a family. I can talk about different types of family. I can begin to respect the feelings and experiences of others.</p> <p>NC Link: Recall and name different beliefs and</p> <div></div> <p>practices, including festivals, worship, rituals, and ways of life, to find out about the meanings behind them.</p> | <p>Unit: Belonging-What does it mean to belong to a community?</p> <p>Who Am I? To understand who I am and how I belong by exploring our school and class community and my likes and dislikes. I can talk about what it means to belong to my class. I can talk about my likes and dislikes. I can talk about the people and things that are important to me.</p> <p>NC Link Pupils will learn from the principal religions represented in the UK, in line</p> <div></div> <p>with the law. These are Christians, Islam, Hinduism, Sikhism, Buddhism and Judaism. Developing a growing sense of the child’s awareness of self, their own community, and their place within this.</p> <p>History – What was Mansfield like in the past?</p> | <p>Unit: Belonging-What does it mean to belong to a community?</p> <p>What Does It Mean to Belong to the Christian Community? To understand what it means to belong to the Christian community by exploring some features, symbols and practices of Christian life. I can name the Christian place of worship. I can identify some important Christian symbols. I can talk about some important Christian festivals and how they might link to a Christian’s sense of belonging.</p> <p>NC Link Pupils will learn from the principal religions represented in the UK, in line</p> <div></div> <p>with the law. These are Christians, Islam, Hinduism, Sikhism, Buddhism and Judaism. Developing a growing sense of the child’s awareness of self, their own community, and their place within this.</p> | <p>Unit: Belonging-What does it mean to belong to a community?</p> <p>What Does It Mean to Belong to the Jewish Community? To understand what it means to belong to the Jewish community by exploring some features, symbols and practices of Jewish life. I can name the Jewish place of worship. I can identify some important Jewish symbols and practices. I can talk about the Jewish day of rest and how this might link to a Jewish person’s sense of belonging.</p> <p>NC Link: Recall and name different beliefs and practices, including festivals, worship, rituals, and ways of life, to find out about the meanings behind them. Pupils will learn from the principal religions represented in the UK, in line with the law. These are Christians, Islam,</p> <div></div> <p>Hinduism, Sikhism, Buddhism and Judaism. Developing a growing sense of the child’s awareness of self, their own community, and their place within this.</p> | <p>Unit: Belonging-What does it mean to belong to a community?</p> <p>. What Does It Mean to Belong to the Muslim Community? To understand what it means to belong to the Muslim community by exploring some features, symbols and practices of Muslim life. I can name the Muslim place of worship. I can identify some important Muslim symbols and practices. I can talk about the Islamic birth ceremony of Aqiqah and explain how a new baby is welcomed into the Muslim faith.</p> <p>NC Link: Recall and name different beliefs and practices, including festivals, worship, rituals, and ways of life, to find out about the meanings behind them. Pupils will learn from the principal</p> <div></div> <p>religions represented in the UK, in line with the law. These are Christians, Islam, Hinduism, Sikhism, Buddhism and Judaism. Developing a growing sense of the child’s awareness of self, their own community, and their place within this.</p> | <p>Unit: Belonging-What does it mean to belong to a community?</p> <p>Symbols and Belonging To know how symbols are used in religions by thinking about what symbols mean and how they express a community’s way of life. To link this to their own experiences. I can recall and name religious objects from 2 different religions. I can talk about how symbols are used in different religious. I can think about symbols in my life and how they impact my sense of belonging.</p> <p>NC Link: Recall and name different beliefs and practices, including festivals, worship, rituals, and ways of life, to find out about the meanings behind them. Pupils will learn from the principal religions represented in the UK, in line with the law. These are Christians, Islam,</p> <div></div> <p>Hinduism, Sikhism, Buddhism and Judaism. Developing a growing sense of the child’s awareness of self, their own community, and their place within this.</p> | |
| | <p>NC Link: Recall and name different beliefs and practices, including festivals, worship, rituals, and ways of life, to find out about the meanings behind them. Pupils will learn from the principal religions represented in the UK, in line with the law. These are Christians, Islam, Hinduism, Sikhism, Buddhism and Judaism. Developing a growing sense of the child’s awareness of self, their own community, and their place within this.</p> <div></div> | | | | <p>NC Link: Recall and name different beliefs and practices, including festivals, worship, rituals, and ways of life, to find out about the meanings behind them. Pupils will learn from the principal religions represented in the UK, in line with the law. These are Christians, Islam, Hinduism, Sikhism, Buddhism and Judaism. Developing a growing sense of the child’s awareness of self, their own community, and their place within this.</p> <div></div> | | |

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| PSHE | <p><u>Unit: Being me in my world</u></p> <p><u>Lesson: Special and safe</u> I know how to use my jigsaw journal. I feel special and safe in my class.</p> <p><u>Nc Link</u> I enjoy learning new things. I can tell you about changes that have happened in my life. I know some ways to cope with changes.</p> <div></div> <div></div> | <p><u>Unit: Being me in my world</u></p> <p><u>Lesson: My class.</u> I understand the rights and responsibilities as a member of my class. I know that I belong to my class.</p> <p><u>Nc Link</u> I enjoy learning new things. I can tell you about changes that have happened in my life. I know some ways to cope with changes.</p> <div></div> <div></div> | <p><u>Unit: Being me in my world</u></p> <p><u>Lesson: Right and responsibilities.</u> I understand the rights and responsibilities as a member of my class. I know how to make my class a safe place for everybody to learn.</p> <p><u>Nc Link</u> I enjoy learning new things. I can tell you about changes that have happened in my life. I know some ways to cope with changes.</p> <div></div> <div></div> | <p><u>Unit: Being me in my world</u></p> <p><u>Lesson: Rewards and feeling proud.</u> I know my views are valued and can contribute to the learning charter. I recognise how it feels to be proud of an achievement.</p> <p><u>Nc Link</u> I enjoy learning new things. I can tell you about changes that have happened in my life. I know some ways to cope with changes.</p> <div></div> <div></div> | <p><u>Unit: Being me in my world</u></p> <p><u>Lesson: Consequences.</u> I can recognise the choices I make and understand the consequences. I recognise the range of feelings when I face certain consequences.</p> <p><u>Nc Link</u> I enjoy learning new things. I can tell you about changes that have happened in my life. I know some ways to cope with changes.</p> <div></div> <div></div> | <p><u>Unit: Being me in my world</u></p> <p><u>Lesson: Owning our learning charter.</u> I understand my rights and responsibilities within our learning charter. I understand my choices in following the learning charter.</p> <p><u>Nc Link</u> I enjoy learning new things. I can tell you about changes that have happened in my life. I know some ways to cope with changes.</p> <div></div> <div></div> | |
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