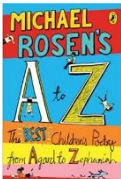




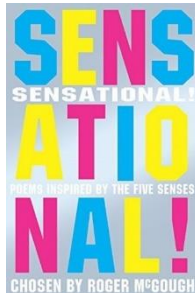

Year 1 - Autumn Term 2 Explore and Enquire MTP 2022-2023

Theme: Mansfield: Now and then
Driver: History
The Big Question: Where does Mansfield fit in the world?

Reading for Pleasure Class Novel: Michael Rosen The best children’s poetry




















	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:	Where does Mansfield get it's name?	Which everyday materials might we see in our school?	What toys do children play with today?	What toys did Mansfield children play with in the past?	How does Mansfield Primary Academy fit into our town?	What might Mansfield be like in the future?	Where does Mansfield fit in the word?





English	<div><div>Unit: letter write</div><div>Supporting Text: Meerkat Mail, Emily Garrett</div><div><div>NC Link:</div><div>Writing – Composition</div><div>saying out loud what they are going to write about</div><div>composing a sentence orally before writing it</div><div>sequencing sentences to form short narratives</div><div>re-reading what they have written to check that it makes sense</div><div>discuss what they have written with the teacher or other pupils</div><div>read aloud their writing clearly enough to be heard by their peers and the teacher.</div><div>Vocab, grammar, and punctuation</div><div>leaving spaces between words</div><div>joining words and joining clauses using and</div><div>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</div><div>using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</div><div>learning the grammar for year 1 in English Appendix 2</div><div>use the grammatical terminology in English Appendix 2 in discussing their writing.</div><div>Handwriting</div><div>Pupils should be taught to:</div><div>sit correctly at a table, holding a pencil comfortably and correctly</div><div>begin to form lower-case letters in the correct direction, starting and finishing in the right place</div><div>form capital letters</div><div>form digits 0-9</div><div>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</div><div>Spelling</div><div>words containing each of the 40+ phonemes already taught</div><div>common exception words</div><div>the days of the week</div><div>name the letters of the alphabet:</div><div>naming the letters of the alphabet in order</div><div>using letter names to distinguish between alternative spellings of the same sound</div><div>add prefixes and suffixes:</div><div>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</div><div>using the prefix un–</div><div>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]</div><div>apply simple spelling rules and guidance, as listed in English Appendix 1</div><div>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</div><div><div>Curriculum link – Geography: Where does Mansfield fit in the world?</div><div></div></div></div><div></div></div>	<div><div>Unit: Rhyming poem</div><div>Supporting Text: Roger Mc Gough Sensational</div><div><div>NC Link:</div><div>Writing – Composition</div><div>saying out loud what they are going to write about</div><div>composing a sentence orally before writing it</div><div>sequencing sentences to form short narratives</div><div>re-reading what they have written to check that it makes 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ELS books on Mansfield</div><div><div>NC Link:</div><div>Writing – Composition</div><div>saying out loud what they are going to write about</div><div>composing a sentence orally before writing it</div><div>sequencing sentences to form short narratives</div><div>re-reading what they have written to check that it makes sense</div><div>discuss what they have written with the teacher or other pupils</div><div>read aloud their writing clearly enough to be heard by their peers and the teacher.</div><div>Vocab, grammar, and punctuation</div><div>leaving spaces between words</div><div>joining words and joining clauses using and</div><div>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</div><div>using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</div><div>learning the grammar for year 1 in English Appendix 2</div><div>use the grammatical terminology in English Appendix 2 in discussing 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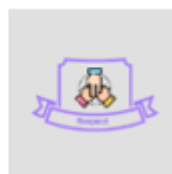














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	Maths	<p>Unit: Addition and subtraction</p> <p>subtract using number bonds solve a subtraction sentence by counting back, using a number line as support. Introduce parts and wholes Step 2 Part-whole model Step 3 Write number sentences Step 4 Fact 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</p> <p>subtract using number bonds solve a subtraction sentence by counting back, using a number line as support. 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They will use their understanding of addition and subtraction to create fact families.</p> <p>NC Link: Addition and subtraction 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: calculations</p> <p>Add by counting on from the greater number add the sum of the ones to the 10 by separating the ones and the 10</p> <p>NC Link: Addition and subtraction 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: Number and place value</p> <p>Recognise, read and write numbers up to 20 in words and numerals use the terms 'more than' or 'less/fewer than' to compare numbers within 20.</p> <p>NC Link: Addition and subtraction 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>

	Geography	<p><u>Unit: Where do I live?</u> <u>Investigate places</u></p> <p><u>Lesson 1 –</u> <u>Can I Identify Uk, Nottingham,</u> <u>Mansfield on a map?</u></p> <p>NC link: use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Curriculum Link: History, what was Victorian Mansfield like?</p>	<p><u>Unit: Where do I live?</u></p> <p><u>Lesson 2 – Know what people In Mansfield like to do. Ask – what is this place like? Who or what will I see in this place? What do people do in this place? (Fieldwork??)</u></p> <p>NC Link: use basic geographical vocabulary to refer to: - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p><u>Unit: Where do I live?</u></p> <p><u>Lesson 3 - Name The key features of Mansfield. Is Mansfield a city town or village?</u> Say whether it is a city, town village, costal or rural area.</p> <p>NC Link use basic geographical vocabulary to refer to: - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><u>Unit:tWhere do I live?</u></p> <p><u>Lesson 4 –Can I use world maps, atlases and globes to identify the countries studied? (Introduce new country and recap Mansfield location on a map)</u></p> <p><u>Lesson:</u></p> <p>NC Link:</p>  	<p><u>Unit: Where do I live?</u></p> <p><u>Lesson 5 – Ask – What is this place like? Who or what will I see in this place? What do people do in this place?</u></p> <p><u>Lesson:</u></p> <p>NC Link:</p>  	<p><u>Unit: Where do I live?</u></p> <p><u>Lesson 6 – Name the key features of XXXXXX</u></p> <p><u>Lesson:</u></p> <p>NC Link: use basic geographical vocabulary to refer to: - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p>	<p><u>Unit Where do I live?</u></p> <p><u>Lesson 7: Compare Mansfield and area to a non-European country (island,tropical country)</u></p> <p>Looking at aerial photographs NC Link: use basic geographical vocabulary to refer to: - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use aerial photographs and plan perspectives to recognise landmarks and</p>
	History			<p>Unit: Mansfield: This is me <u>Lesson:</u> Can I identify old and new toys? NC Link changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> 	<p>Unit: Mansfield: This is me <u>Lesson:</u> What toys did our grandparents play with? NC Link events beyond living memory that are significant nationally or globally</p> 	<p>Unit: Mansfield: This is me <u>Lesson:</u> What toys did Victorians play with? NC Link events beyond living memory that are significant nationally or globally</p> 	<p>Unit: Mansfield: This is me <u>Lesson:</u> What changes have happened to toys? NC Link events beyond living memory that are significant nationally or globally</p> 	
	D.T		<p>Unit: Moving pictures Lesson 1 – Can I design a moving picture?</p>	<p>Unit: Moving pictures Lesson 2 Can I make a moving picture?</p>	<p>Unit: Moving pictures Lesson 3 – Can I evaluate a moving picture?</p> <p>Curriculum link: Geography: Where does Mansfield fit in the world? (Mansfield moving picture book)</p>			

	<p>Design</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>select from and use a range of tools and equipment to perform practical tasks</p> <p>select from and use a wide range of materials and components, including textiles, according to their characteristics</p> <p>Evaluate</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p> <p>explore and use mechanisms in their products</p>						
	<p>Curriculum link – History: What toys did our grandparents play with?</p> 				<p>Unit: pattern</p> <p>Lesson: What can I find out about Gustav Klimt?</p> <p>Quality artist - Klimt tree of life</p>	<p>Unit: pattern</p> <p>Lesson: What is a pattern?</p>	<p>Unit: pattern</p> <p>Lesson: (See computing) Can I create a repeating pattern?</p>
Art	<p>NC Link:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>learn 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>Curriculum Link – Computing: Creating a digital painting</p>						
Music	<p><u>Charanga Unit : Rhythm in the way we walk and banana rap.</u></p> <p>NC Link:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>  <p>Curriculum Link P.E – What is rhythm?</p>	<p><u>Charanga Unit : Rhythm in the way we walk and banana rap.</u></p> <p>NC Link:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> 	<p><u>Charanga Unit : Rhythm in the way we walk and banana rap.</u></p> <p>NC Link:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> 	<p><u>Charanga Unit : Rhythm in the way we walk and banana rap.</u></p> <p>NC Link:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> 	<p><u>Charanga Unit : Rhythm in the way we walk and banana rap.</u></p> <p>NC Link:</p> <p>- Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> 	<p><u>Charanga Unit : Rhythm in the way we walk and banana rap.</u></p> <p>NC Link:</p> <p>- Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> 	<p><u>Charanga Unit : Rhythm in the way we walk and banana rap.</u></p> <p>NC Link:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> 
PE	<p>Unit: Dance</p> <p>Lesson: balance and coordination</p>	<p>Unit: Dance</p> <p>Lesson: Individual dance</p>	<p>Unit: Dance</p> <p>Lesson: Team dance</p>	<p>Unit: Team games.</p> <p>Lesson: invasion games</p>	<p>Unit: Team games.</p> <p>Lesson: invasion games</p>	<p>Unit: Team games.</p> <p>Lesson: team games</p>	<p>Unit: Team games.</p> <p>Lesson: team games</p>

RE		<p>NC link: 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.			<ul style="list-style-type: none">participate in team games, developing simple tactics for attacking and defendingperform dances using simple movement patterns.		
							
		<p>Gifts and Giving- What gifts do we give and why is giving important? What Is Eid Al-Fitr? Explain religious rituals and ceremonies and the meaning of them, including their own experiences of them. I can tell you what usually happens during Ramadan. I can tell you why many Muslims fast during Ramadan. I can tell you when Eid Al-Fitr is celebrated. I can tell you why Eid Al-Fitr might be celebrated.</p>	<p>Gifts and Giving- What gifts do we give and why is giving important? How Is Eid Al-Fitr Celebrated? Explain religious rituals and ceremonies and the meaning of them, including their own experiences of them. I can tell you two ways Muslims might celebrate Eid Al-Fitr. I can explain why celebrating Eid Al-Fitr is important to many Muslims.</p>	<p>Gifts and Giving- What gifts do we give and why is giving important? Eid Al-Fitr Presents Children begin to recall and name different beliefs and main festivals associated with religions. I can tell you what is given as Zakat Al-Fitr. I can explain who Zakat Al-Fitr is given to and why.</p>	<p>Gifts and Giving- What gifts do we give and why is giving important? What Is Christmas? Describe the main beliefs and festivals of a religion. I can explain when and why Christmas might be celebrated. I can sequence the Christmas story.</p>	<p>Gifts and Giving- What gifts do we give and why is giving important? How Is Christmas Celebrated? Children begin to recall and name different beliefs and main festivals associated with religions. I can tell you two ways Christmas might be celebrated. I can explain why celebrating Christmas is important to many Christians.</p>	<p>Gifts and Giving- What gifts do we give and why is giving important? Christmas Presents Children begin to recall and name different beliefs and main festivals associated with religions. I can name the first three gifts given to baby Jesus. I understand that Christians believe Jesus was a gift from God</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>			<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>		
							

	PSHE	<p><u>Unit: celebrating difference</u></p> <p><u>Lesson: The same as...</u></p> <p><u>Nc Link</u> To recognise how their behaviour affects other people. To listen to other people and play and work cooperatively. To identify and respect the differences and similarities between people.</p> <div data-bbox="258 518 593 800">     </div>	<p><u>Unit: celebrating difference</u></p> <p><u>Lesson: Different from...</u></p> <p><u>Nc Link</u> To recognise how their behaviour affects other people. To listen to other people and play and work cooperatively. To identify and respect the differences and similarities between people.</p> <div data-bbox="635 518 970 800">     </div>	<p><u>Unit: celebrating difference</u></p> <p><u>Lesson3 What is bullying?</u></p> <p><u>Nc Link</u> To recognise how their behaviour affects other people. To listen to other people and play and work cooperatively. To identify and respect the differences and similarities between people.</p> <div data-bbox="1012 518 1347 800">     </div>	<p><u>Unit: celebrating difference</u></p> <p><u>Lesson:</u></p> <p><u>Nc Link</u> To recognise how their behaviour affects other people. To listen to other people and play and work cooperatively. To identify and respect the differences and similarities between people.</p> <div data-bbox="1394 518 1730 800">     </div>	<p><u>Unit: celebrating difference</u></p> <p><u>Lesson:</u></p> <p><u>Nc Link</u> To recognise how their behaviour affects other people. To listen to other people and play and work cooperatively. To identify and respect the differences and similarities between people.</p> <div data-bbox="1765 518 2101 800">     </div>	<p><u>Unit: celebrating difference</u></p> <p><u>Lesson:</u></p> <p><u>Nc Link</u> To recognise how their behaviour affects other people. To listen to other people and play and work cooperatively. To identify and respect the differences and similarities between people.</p> <div data-bbox="2166 518 2502 800">     </div>	
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