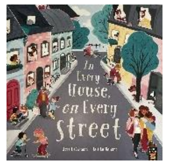
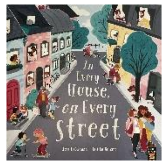
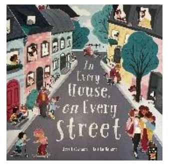
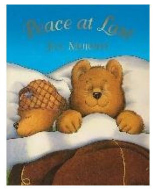
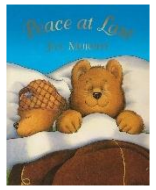
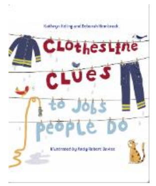
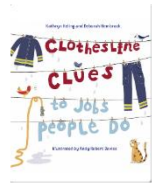
Year 1 Autumn 1 MTP

Theme: Mansfield Then and Now Driver: Geography The Big Question: Where does Mansfield fit in the world?	Reading for Pleasure Class Novel: Stories by Dapo Adeola 

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	English	**Unit: Labels, lists and captions** **Supporting Text: In Every House, on Every Street**  **NC Link:** **Composition** saying out loud what they are going to write about composing a sentence orally before writing it 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 **Handwriting** 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 **Spelling** words containing each of the 40+ phonemes already taught common exception words the days of the week	**Unit: Labels, lists and captions** **Supporting Text: In Every House, on Every Street**  **NC Link:** **Composition** saying out loud what they are going to write about composing a sentence orally before writing it 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 **Handwriting** 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 **Spelling** words containing each of the 40+ phonemes already taught common exception words the days of the week	**Unit: Labels, lists and captions** **Supporting Text: In Every House, on Every Street**  **NC Link:** **Composition** saying out loud what they are going to write about composing a sentence orally before writing it 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 **Handwriting** 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 **Spelling** words containing each of the 40+ phonemes already taught common exception words the days of the week	**Unit: Simple sentences** **Supporting text: Peace at Last**  **NC Link:** **Composition** saying out loud what they are going to write about composing a sentence orally before writing it 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 **Handwriting** 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 **Spelling** words containing each of the 40+ phonemes already taught common exception words the days of the week	**Unit: Simple sentences** **Supporting text: Peace at Last**  **NC Link:** **Composition** saying out loud what they are going to write about composing a sentence orally before writing it 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 **Handwriting** 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 **Spelling** words containing each of the 40+ phonemes already taught common exception words the days of the week	**Unit: Character description** **Supporting Text: Clothesline Clues to Jobs People Do**  **NC Link:** **Composition** saying out loud what they are going to write about composing a sentence orally before writing it 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 **Handwriting** 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 **Spelling** words containing each of the 40+ phonemes already taught common exception words the days of the week	**Unit: Character description** **Supporting Text: Clothesline Clues to Jobs People Do**  **NC Link:** **Composition** saying out loud what they are going to write about composing a sentence orally before writing it 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 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	Enrichment	**Launch:** Making a giant world map for our display board, working together as a class – making maps exciting for children **Media/Visual Literacy:** Google earth, VR/interactive video **Visits/Visitors:** Mansfield Museum- Mindfulness Workshop						
	SPAG Focus	Subject, predicate, stop. Finger spaces. Capitals.	Subject, predicate, stop. Finger spaces. Capitals.	Subject, predicate, stop. Finger spaces. Capitals.	Subject, predicate, stop. Finger spaces. Capitals.	Subject, predicate, stop. Finger spaces. Capitals.	Subject, predicate, stop. Finger spaces. Capitals.	Subject, predicate, stop. Finger spaces. Capitals.

	Guided Reading	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme
	Maths	**Unit:** Place value 1. Sort objects 2. Count objects 3. Count objects from a larger group **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.	**Unit:** Place value 4. Represent objects 5. Recognise numbers as words 6. Count on from any number 7. 1 more **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.	**Unit:** Place value 8. Count backwards within 10 9. 1 less 10. Compare groups by matching 11. Fewer, more, same **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.	**Unit:** Place Value 12. Less than, greater than, equal to 13. Compare numbers 14. Order objects and numbers 15. The number line **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.	**Unit:** Addition and Subtraction 1. Introduce parts and wholes 2. Part-whole model 3. Write number sentences 4. Fact families – addition facts **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.	**Unit:** Addition and Subtraction 5. Number bonds within 10 6. Systematic number bonds within 10 7. Number bonds to 10 8. Addition – add together **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.	**Unit:** Addition and Subtraction 9. Addition – add more 10. Addition problems 11. Find a part 12. Subtraction – find a part **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.
	Science	**Unit** The human body **Lesson** Identify and name parts of the human body	**Unit** The human body **Lesson** Sight	**Unit:** The human body **Lesson** Sound	**Unit:** The human body **Lesson** Taste	**Unit:** The human body **Lesson** Touch	**Unit:** The human body **Lesson** Smell	**Unit: Seasonal change** Lesson: To know how day length varies
		NC Link: - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Working scientifically** • Asking simple questions and recognising that they can be answered in different ways. • Using their observations and ideas to suggest answers to questions. • Performing simple tests.						**NC Link:** Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. Working scientifically • Asking simple questions and recognising that they can be answered in different ways. Gathering and recording data to help in answering questions.

	Computing	**Teach Computing: Computing systems and networks – Technology around us** Lesson 1 Technology in our classroom **NC link:** recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**Teach Computing: Computing systems and networks – Technology around us** Lesson 2 Using Computer Technology **NC link:** recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**Teach Computing: Computing systems and networks – Technology around us** Lesson 3 Developing mouse skills **NC link:** recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**Teach Computing: Computing systems and networks – Technology around us** Lesson 4 Using a computer keyboard **NC link:** recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**Teach Computing: Computing systems and networks – Technology around us** Lesson 5 Developing keyboard skills **NC link:** recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**Teach Computing: Computing systems and networks – Technology around us** Lesson 6 Using a computer responsibly **NC link:** recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	
	Art & Design	**Unit: Colour** **Lesson:** Can I discuss David Hockney's artwork? **NC Link:** Pupils should be taught: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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.	**Unit: Colour** **Lesson:** Can I mix primary colours to create secondary colours? **NC Link:** Pupils should be taught: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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.	**Unit: Colour** **Lesson:** Can I create my own colour wheel? **NC Link:** Pupils should be taught: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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.	**Unit: Colour** **Lesson:** Can I create my own artwork using colour? **NC Link:** Pupils should be taught: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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.			
	Design & Technology					**Unit: Moving pictures** **Lesson 1 –** Can I design a moving picture? **NC link:** Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Curriculum link – History: What toys did our grandparents play with?**	**Unit: Moving pictures** **Lesson 2** Can I make a moving picture? **NC link:** Make select from and use a range of tools and equipment to perform practical tasks select from and use a wide range of materials and components, including textiles, according to their characteristics	**Unit: Moving pictures** **Lesson 3** – Can I evaluate a moving picture? **NC link:** Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge explore and use mechanisms in their products **Curriculum link: Geography: Where does Mansfield fit in the world? (Mansfield moving picture book)**

	Geography	**Unit: Where do I live?** Investigate places Lesson 1 – Can I Identify places in Mansfield? **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	**Unit: Where do I live?** Lesson 2 – What is Mansfield like? **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	**Unit: Where do I live?** Lesson 3 – What are the features of Mansfield? Say whether it is a city, town village, costal or rural area. **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	**Unit: Where do I live?** Lesson 4 –Can I use world maps, atlases and globes to identify countries? **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	**Unit: Where do I live?** Lesson 5 – What is Crich Tramway Museum like? **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	**Unit: Where do I live?** Lesson 6 –Can I compare Mansfield to Rio? **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	
	History		**Unit: Mansfield: This is me** **Chronology** **Lesson:** What toys did children play with? Chronology of toys from grandparents to present day **NC Link** events beyond living memory that are significant nationally or globally 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?	**Unit: Mansfield: This is me** **Cause and significant events** **Lesson:** How have toys changed since our grandparent's time? **NC Link** events beyond living memory that are significant nationally or globally	**Unit: Mansfield: This is me** **Consequence and legacy** **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	**Unit: Mansfield: This is me** **Significant people and impact** **Lesson**: What happened in Mansfield in the past? Schools Mansfield Pit – link to Polonius **NC Link** events beyond living memory that are significant nationally or globally	**Unit: Mansfield: This is me** **childhood** **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.	**Unit: Mansfield: This is me** **Life and death** **Lesson**: Why was life dangerous for children? **NC Link** events beyond living memory that are significant nationally or globally

	Music	**Charanga Unit: Hey You!** **NC Link:** 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.	**Charanga Unit: Hey You!** **NC Link:** 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.	**Charanga Unit: Hey You!** **NC Link:** 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.	**Charanga Unit: Hey You!** **NC Link:** 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.	**Charanga Unit: Hey You!** **NC Link:** 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.	**Charanga Unit: Hey You!** **NC Link:** 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.	
	PE	**Unit: Multi Skills and Kwik Cricket** **NC link:** Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	**Unit: Multi Skills and Kwik Cricket** **NC link:** Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	**Unit: Multi Skills and Kwik Cricket** **NC link:** Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	**Unit: Multi Skills and Kwik Cricket** **NC link:** Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	**Unit: Multi Skills and Kwik Cricket** **NC link:** Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	**Unit: Multi Skills and Kwik Cricket** **NC link:** Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	

	RE		**Unit: Caring for Others** Can I explain how people can look after each other? **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.	**Unit: Caring for Others** Can I explain what the festival of Raksha Bandhan represents.? **NC Link** 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.	**Unit: Caring for Others** Can I explain the message in the story The Good Samaritan? **NC Link** 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.	**Unit: Caring for Others** Can I explain what a langar meal is? **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.	**Unit: Caring for Others** Can I explain the message in the story Be My Guest? **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.	**Unit: Caring for Others** Can I understand different points of view? Monkey King story **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.
	PSHE	**Unit: 1 Decision- Baseline**	**Unit: 1 Decision- Keeping/Staying Safe: Road Safety**	**Unit: 1 Decision- Keeping/Staying Safe: Road Safety**	**Unit: 1 Decision- Keeping/Staying Safe: Road Safety**	**Unit: 1 Decision- Keeping/Staying Safe: Road Safety**	**Unit: 1 Decision- Keeping/Staying Safe: Road Safety**	**Unit: 1 Decision- Keeping/Staying Safe: Road Safety**