
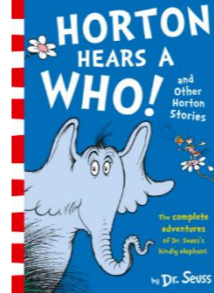


Year 1 - Autumn Term 2 Explore and Enquire MTP 2022-2023





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




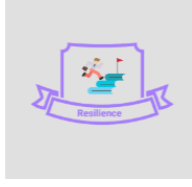
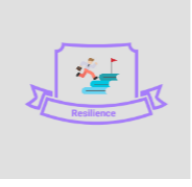








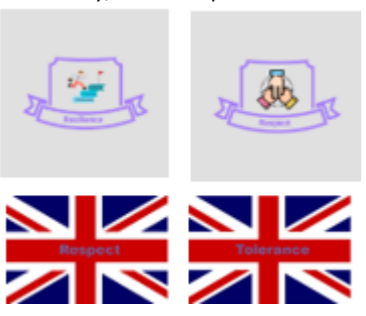







		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
English	Unit: letter write			Unit: Rhyming poem			Unit: Information Text		
	<p>Supporting Text: Meerkat Mail, Emily Garrett</p> <p>NC Link: Writing – Composition saying out loud what they are going to write about composing a sentence orally before writing 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.</p> <p>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.</p> <p>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.</p> <p>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 – Geography: Where does Mansfield fit in the world?</p>			<p>Supporting Text: Roger Mc Gough Sensational</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.</p> <p>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 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Enrichment	<p>Launch: Mansfield Library Visit</p> <p>Media/Visual Literacy: VR rainforest immersion</p> <p>Visits/Visitors: Class art exhibition, parents invited</p>						
	SPAG Focus	<p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop.</p>	<p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop.</p>	<p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop.</p>	<p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop.</p>	<p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop.</p>	<p>To use subject, predicate stop. To start a sentence with a capital letter. To use finger spaces. To use a full stop.</p>
Maths	<p>Unit: Addition and subtraction</p> <p>13. Fact families – the eight facts 14. Subtraction – take away/cross out (How many left?) 15. Take away (How many left?)</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>16. Subtraction on a number line 17. Add or subtract 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>	<p>Unit: Addition and subtraction</p> <p>Consolidation week</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: Geometry</p> <p>1. Recognise and name 3-D shapes 2. Sort 3-D shapes 3. Recognise and name 2-D shapes</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: Geometry</p> <p>4. Sort 2-D shapes 5. Patterns with 2-D and 3-D shapes</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: Consolidation</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: Consolidation</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>

Science	<p>Unit: Animals and humans</p> <p><u>Question: What type of animals are there?</u></p> <p><u>Lesson:</u> To name a variety of birds, reptiles, amphibians, mammals and fish. To understand the differences between mammals, birds, reptiles, amphibians, and fish.</p> <p>Curriculum Link – English: Meerkat Mail</p>	<p>Unit: Animals and humans</p> <p><u>Question: What do animals eat?</u></p> <p><u>Lesson:</u> To understand that different animals have different diets. To identify carnivores, herbivores, and omnivores.</p>	<p>Unit: Animals and humans</p> <p><u>Question: What parts of the body are there?</u></p> <p><u>Lesson:</u> Parts of the body</p> <p>NC Link: Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p>	<p>Unit: Animals and humans</p> <p><u>Question: How are animal bodies different to ours?</u></p> <p><u>Lesson:</u> To identify and name different animal body parts.</p>	<p>Unit: Animals and humans</p> <p><u>Question: What are animal babies like?</u></p> <p><u>Lesson:</u> To know that animals give birth to offspring, which develop into adults. To know the names of the offspring of different animals.</p>	<p>Unit: Animals and humans</p> <p><u>Question: What are the five senses?</u></p> <p><u>Lesson:</u> To know the five senses and the body parts responsible for them.</p> <p>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.</p> <p>Curriculum Link – Senses Poem</p>	<p>Unit: Animals and humans</p> <p><u>Question: How do we care for animals?</u></p> <p><u>Lesson:</u> To know how to care for and how to look after animals. Arrange visit to dogs trust to complete workshop. If not possible use online resources. https://www.learnwithdogstrust.org.uk/resources/#ks1-and-ks2</p>
	<p>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.</p>		 	<p>Animals, including humans: -identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -identify and name a variety of common animals that are carnivores, herbivores and omnivores. -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) -identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>		 	
Computing	<p>Unit: Creating Media (digital painting) Lesson 1 How can we paint using computers?</p>	<p>Unit: Creating Media (digital painting) Lesson 2 Using shapes and lines</p>	<p>Unit: Creating Media (digital painting) Lesson 3 Making careful choices</p>	<p>Unit: Creating Media (digital painting) Lesson 4 Why did I choose that?</p>	<p>Unit: Creating Media (digital painting) Lesson 5 Painting all by myself</p>	<p>Unit: Creating Media (digital painting) Lesson 6 Comparing computer art and painting</p>	
	<ul style="list-style-type: none"> NC link: use technology purposefully to create, organise, store, manipulate and retrieve digital content use logical reasoning to predict the behaviour of simple programs <p>Curriculum link – Art: What is Pattern?</p>						

Geography	<p>Unit: Where do I live? <u>Investigate places</u></p> <p>Lesson 1 – <u>Can I Identify UK, Nottingham, 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>Unit: Where do I live?</p> <p>Lesson 2 – What is Mansfield like?</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>Unit: Where do I live?</p> <p>Lesson 3 – What are the features of Mansfield? 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>Unit: Where do I live?</p> <p>Lesson 4 –Can I use world maps, atlases and globes to identify countries?</p> <p>Lesson: 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>Unit: Where do I live?</p> <p>Lesson 5 – What is Crich Tramway Museum like?</p> <p>Lesson: 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>Unit: Where do I live?</p> <p>Lesson 6 –Can I compare Mansfield to Rio?</p> <p>Lesson: 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>Unit Where do I live?</p> <p>Lesson 7: Can I compare Mansfield to Rio?</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</p>	
	History							
	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 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</p> <p>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</p> <p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Technical knowledge explore and use mechanisms in their products</p> <p>Curriculum link – History: What toys did our grandparents play with?</p> 						
Art					<p>Unit: pattern</p> <p>Lesson: How does Gustav Klimt use pattern? 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>
	<p>NC Link: 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 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: 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>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: 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 : Rhythm in the way we walk and banana rap.</u></p> <p>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.</p> 	<p><u>Charanga Unit : Rhythm in the way we walk and banana rap.</u></p> <p>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.</p> 	<p><u>Charanga Unit : Rhythm in the way we walk and banana rap.</u></p> <p>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.</p> 	<p><u>Charanga Unit : Rhythm in the way we walk and banana rap.</u></p> <p>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.</p> 	<p><u>Charanga Unit : Rhythm in the way we walk and banana rap.</u></p> <p>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.</p> 

PE	Unit: Ball skills Lesson: Unit: Invasion Games	Unit: Ball skills Lesson: Unit: Invasion Games	Unit: Ball skills Lesson: Unit: Invasion Games	Unit: Ball skills Lesson: Unit: Invasion Games	Unit: Ball skills Lesson: Unit: Invasion Games	Unit: Ball skills Lesson: Unit: Invasion Games	Unit: Ball skills Lesson: Unit: Invasion Games
	NC link: The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives. 			<ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. 			
RE	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.	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.	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.	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.	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.	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	
	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. 			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 Healthy: Washing Hands 	Unit: 1 Decision- Keeping/Staying Healthy: Washing Hands 	Unit: 1 Decision- Keeping/Staying Healthy: Washing Hands 	Unit: 1 Decision- Keeping/Staying Healthy: Washing Hands 	Unit: 1 Decision- Keeping/Staying Healthy: Washing Hands 	Unit: 1 Decision- Keeping/Staying Healthy: Washing Hands 