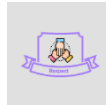
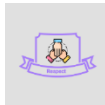
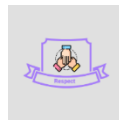
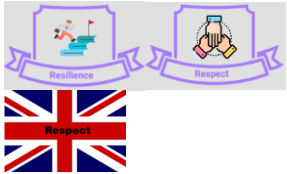
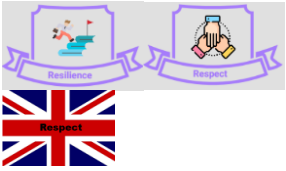
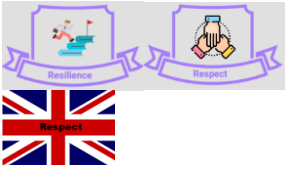
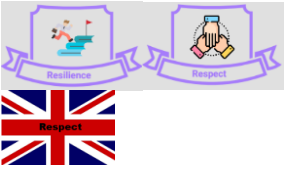
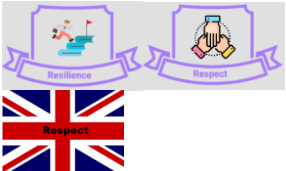


	Guided Reading	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme
	Maths	Unit: Place value - Sort objects - Count objects - Count objects from a larger group NC Link: Given a number, identify one more and 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 - Represent objects - Recognise numbers as words - Count on from any number 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 - Count backwards within 10 1 less - Compare groups by matching - 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 - Less than, greater than, equal to - Compare numbers - Order objects and numbers - 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 - Introduce parts and wholes - Part-whole model - Write number sentences - 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 - Number bonds within 10 - Systematic number bonds within 10 - Number bonds to 10 - 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 - Addition – add more - Addition problems - Find a part - 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 1: Parts of the Human Body Learning Objective To identify and name the main parts of the human body. Success Criteria • I can point to body parts. • I can name body parts. • I can compare body parts with a partner. Key Vocabulary head, neck, arm, elbow, hand, leg, knee, foot, face, ear, eye, nose, mouth, teeth, hair Activities Starter • Sing "Heads, Shoulders, Knees and Toes". Main Activity • Human body labelling activity. • Partner game: "Simon Says". • Draw around a child's foot and begin enquiry question: ◦ <i>Do the oldest children have the longest feet?</i> Plenary • Quiz: "What body part am I pointing to?"	Unit The human body Lesson 2: Drawing and Labelling the Human Body Learning Objective To draw and label the main parts of the human body. Success Criteria • I can draw a person. • I can label body parts correctly. • I can look for patterns in simple data. Key Vocabulary As Lesson 1. Activities Starter • Recap body parts using flashcards. Main Activity • Draw a full-body self-portrait. • Label body parts. • Continue enquiry: ◦ Order footprint outlines from longest to shortest. ◦ Compare oldest and youngest children's footprints. ◦ Discuss findings. Plenary • Share and explain labelled drawings.	Unit: The human body Lesson 3: Sight and Sound Learning Objective To identify the body parts used for seeing and hearing. Success Criteria • I know that eyes help us see. • I know that ears help us hear. • I can carry out simple tests. Key Vocabulary eyes, light, dark, blind, ears, hear, loud, quiet, noisy Activities Starter • What can you see? What can you hear? Main Activity 1: Sight • Beanbag and bucket challenge: ◦ Both eyes open. ◦ One eye covered. ◦ Discuss results. Main Activity 2: Sound • Instrument identification game. • Sound walk around school. Plenary • Match body part to sense.	Unit: The human body Lesson 4: Taste Learning Objective To identify the body part used for taste. Success Criteria • I know the tongue helps us taste. • I can sort foods by taste. • I can describe different tastes. Key Vocabulary sweet, salty, sour, bitter, savoury, tongue Activities Starter • Look at mouths in mirrors and identify tongue and teeth. Main Activity • Taste testing investigation. • Sort foods into: ◦ sweet ◦ salty ◦ sour ◦ bitter ◦ savoury • Rank favourite tastes. Plenary • Taste survey graph.	Unit: The human body Lesson 5: Touch Learning Objective To identify the body part used for touch. Success Criteria • I know skin helps us feel. • I can describe textures. • I can identify objects using touch. Key Vocabulary skin, rough, smooth, hard, soft Activities Starter • Texture vocabulary sorting. Main Activity • Feely bag challenge. • Mystery objects with gloves. • Compare touching with hands and feet. Plenary • Describe an object using texture words only.	Unit: The human body Lesson 6: Smell and End-of-Unit Review Learning Objective To identify the body part used for smell and review learning about the human body. Success Criteria • I know the nose helps us smell. • I can identify smells. • I can match all five senses to the correct body parts. Key Vocabulary nose, smell, sniff, scent, stench Activities Starter • Recall all five senses. Main Activity 1: Smell Investigation • Smelling jars challenge: ◦ coffee ◦ vanilla ◦ vinegar ◦ cheese ◦ garlic • Identify and describe smells. Main Activity 2: Human Body Review Carousel 1. Label body parts. 2. Match senses to body parts. 3. Sort taste cards. 4. Texture challenge. 5. Sound identification. Plenary • End-of-unit quiz: ◦ Which body part helps us see? ◦ Which body part helps us hear? ◦ Which body part helps us smell? ◦ Which body part helps us taste? ◦ Which body part helps us feel?	Unit: Seasonal change Lesson: To know how day length varies Learning Objective To identify and describe the main changes that happen during autumn. Success Criteria • I can name the four seasons. • I can describe what happens in autumn. • I can identify weather commonly seen in autumn. • I can talk about how daylight changes during autumn. Key Vocabulary • autumn • season • weather • daylight • night
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		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 <u>Lesson 1 Technology in our classroom</u> 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 <u>Lesson 2 Using Computer Technology</u> 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 <u>Lesson 3 Developing mouse skills</u> 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 <u>Lesson 4 Using a computer keyboard</u> 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 <u>Lesson 5 Developing keyboard skills</u> 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 <u>Lesson 6 Using a computer responsibly</u> 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? <u>Investigate places</u> <u>Lesson 1 – Can I Identify places in Mansfield?</u> 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? <u>Lesson 2 – What is Mansfield like?</u> 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? <u>Lesson 3 – What are the features of Mansfield?</u> 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? <u>Lesson 4 –Can I use world maps, atlases and globes to identify countries?</u> 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? <u>Lesson 5 – What is Crich Tramway Museum like?</u> 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? <u>Lesson 6 –Can I compare Mansfield to Rio?</u> 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	<u>Charanga Unit: Hey You!</u> <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. 	<u>Charanga Unit: Hey You!</u> <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. 	<u>Charanga Unit: Hey You!</u> <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. 	<u>Charanga Unit: Hey You!</u> <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. 	<u>Charanga Unit: Hey You!</u> <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. 	<u>Charanga Unit: Hey You!</u> <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. 	
	PE	<u>Unit: Multi Skills and Kwik Cricket</u> <u>NC link:</u> 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 	<u>Unit: Multi Skills and Kwik Cricket</u> <u>NC link:</u> 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 	<u>Unit: Multi Skills and Kwik Cricket</u> <u>NC link:</u> 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 	<u>Unit: Multi Skills and Kwik Cricket</u> <u>NC link:</u> 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 	<u>Unit: Multi Skills and Kwik Cricket</u> <u>NC link:</u> 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 	<u>Unit: Multi Skills and Kwik Cricket</u> <u>NC link:</u> 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		<u>Unit: Caring for Others</u> Can I explain how people can look after each other? <u>NC Link:</u> Recall and name different beliefs and practices, including festivals, worship, rituals, and ways of life, to find out about the meanings behind them. 	<u>Unit: Caring for Others</u> Can I explain what the festival of Raksha Bandhan represents.? <u>NC Link</u> 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. 	<u>Unit: Caring for Others</u> Can I explain the message in the story The Good Samaritan? <u>NC Link</u> 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. 	<u>Unit: Caring for Others</u> Can I explain what a langar meal is? <u>NC Link:</u> 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. 	<u>Unit: Caring for Others</u> Can I explain the message in the story Be My Guest? <u>NC Link:</u> 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. 	<u>Unit: Caring for Others</u> Can I understand different points of view? Monkey King story <u>NC Link:</u> 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	<u>Unit: 1 Decision- Baseline</u> 	<u>Unit: 1 Decision- Keeping/Staying Safe: Road Safety</u> 	<u>Unit: 1 Decision- Keeping/Staying Safe: Road Safety</u> 	<u>Unit: 1 Decision- Keeping/Staying Safe: Road Safety</u> 	<u>Unit: 1 Decision- Keeping/Staying Safe: Road Safety</u> 	<u>Unit: 1 Decision- Keeping/Staying Safe: Road Safety</u> 	<u>Unit: 1 Decision- Keeping/Staying Safe: Road Safety</u> 