



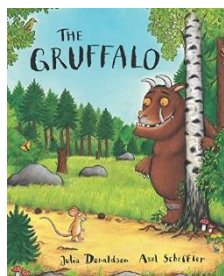
Mansbridge Primary School Long Term Curriculum Plan – Year 1



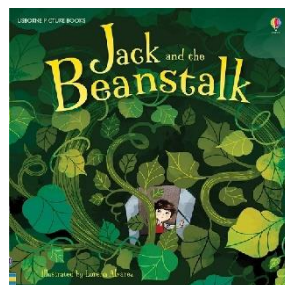
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Amazing me	Festivals	Incredible Creatures	Traditional Tales	Exploring Environments	Journeys
Reading	• Children will develop a love of reading through hearing, sharing and discussing a wide range of high quality fiction and non-fiction books including some at a level beyond which they can read independently. Taking part in talk about shared and personal reading. Taking turns and listening to what others say. Making connections with their own experiences. Participating in role play to identify with and explore characters and try out language they have listened to Statutory terminology for pupils: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark • Retrieval - Children will develop their ability to explain clearly their understanding of what they have read and what is read to them. Checking their understanding during and after reading and correcting inaccurate reading. Recalling things that they read or are read to them (supported by growing familiarity with text types) Beginning to use some processes to find out information Decoding (covered through daily phonics see ELS planning)- Children will be able to sound and blend unfamiliar words quickly and accurately using the phonic knowledge and skills they have already learned. This will include: • Applying phonic knowledge and skills as the route to decode words • Responding speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Reading common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Reading other words of more than one syllable that contain taught GPCs • Reading aloud accurately, books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • Re-reading these books to build up their fluency and confidence in word reading.					
	To answer a range of simple retrieval questions To locate title, front cover, author and show understanding of these terms To show awareness that books are set in different places.	To begin to make statements about likes and dislikes in reading, sometimes with reasons To show some awareness that different genres have different features To retrieve information from a text	To increase vocabulary and awareness of grammatical structures. This will include: -discussing new word meanings - linking new word meanings to those already known To discuss their favourite words and begin to recognise and comment on some	To begin to predict events and make inferences. This will include: -drawing on what they already know or on background information and vocabulary provided by the teacher to predict what might happen To recognise and join in with familiar phrases/patterns	To begin to use some processes to find out information To check their understanding during and after reading and correcting inaccurate reading. To recall things that they read or are read to them (supported by growing familiarity with text types)	To begin to understand how written language can be structured in order – for example – to build surprise/ present facts To draw on what they already know or on background information and vocabulary provided by the teacher to predict what might happen

	To explain what happened in the story. To identify rhyming words To read words containing -ing To retrieve information about character. To begin to use contractions To learn to appreciate rhymes and poems To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently, thinking about mood of poem created by author. To become familiar with rhymes and poems, some of which they can recite by heart.	To begin to predict events and make simple inferences.	language choices/ effects (e.g. individual words; alliteration) To begin to understand how written language can be structured in order – for example – to build surprise/ present facts To show awareness that books are set in different places. To discuss the author's choice of language.	To become familiar with and develop the ability to retell key stories, fairy stories and traditional tales To read words containing -s/-es, -ed/ To retrieve information about character.	To participate in role play to identify with and explore characters and try out language they have listened to To read words containing -er, -est, -ed. To read words with contractions and understand the apostrophe represents admitted letter (s).	To use titles, covers etc. to support predictions To predict what might happen on the basis of what has been said and done and read so far To read words with contractions and understand the apostrophe represents admitted letter (s). To show some awareness that books are set in different times and places.
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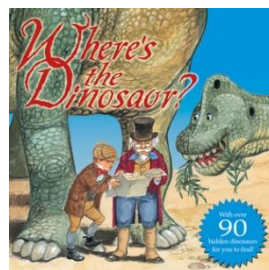
Key Texts



The Gruffalo
Julia Donaldson



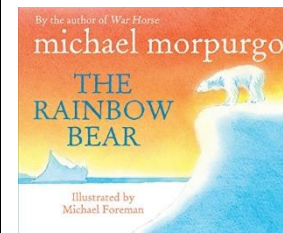
Jack and the Beanstalk



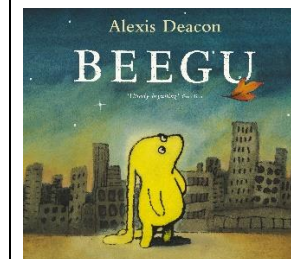
Where's the Dinosaur?
Keith Moseley



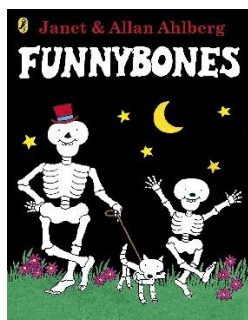
The True Story of the 3
Little Pigs!
Jon Scieszka



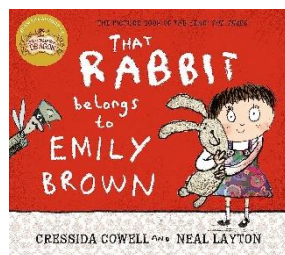
The Rainbow Bear
Michael Morpurgo



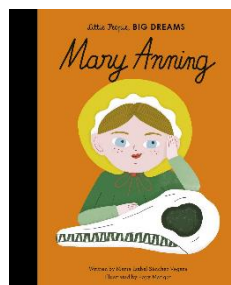
Beegu
Alexis Deacon



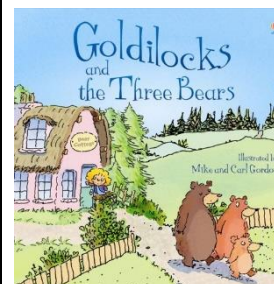
Funny Bones
Janet & Allan Ahlberg



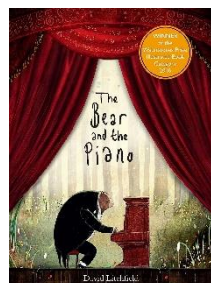
That Rabbit Belongs to
Emily Brown
Cressida Cowell



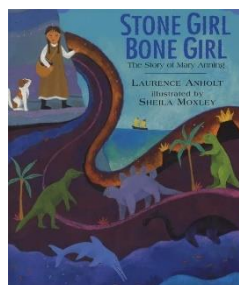
Little People, Big
Dreams: Mary
Anning



Goldilocks and the
Three Bears



The Bear and the Piano
David Litchfield



Stone Girl, Bone Girl
Laurence Anholt



Baboon on the Moon
(digital literacy)

Storytime

Human Body extreme facts by Steffi Cavell-Clarke
I care about my body – Liz Lennon
Your body, Your senses by Franklin Watts
All kinds of bodies – Franklin Watts
Winnie's Big Bad Robot – Valerie Thomas
The Button Box – M Reid

Poems out loud – Ladybird
Paddington – Michael Bond
Where's the fairies? – Keith Mosely
You choose fairytales – Nick Sharratt
Mr Wolf's Pancakes – Jan Fearnley
Wild Weather – Emily Bone

The Big Book of Blooms – Yuval Zoomer
Trees, Seasons Come, Seasons Go – Patricia Hegarty
Britannica First Big Book of Why – Sally Symes
Weird but true – Wild and wacky facts 2022- National Geographic
Journey – Aaron Becker's Wordless book

	Mouse Count- Ellen Stoll Walsh One Fox - Kate Read. The Gingerbread Man The Enormous Turnip Counting Crocodiles- Judy Sierra One to Ten and Back Again by Nick Sharratt and Sue Heap. Mr Gumpy's outing - John Burningham Rapunzel Which One Doesn't Belong? by Christopher Danielson. Smeds and Smoos – Julia Donaldson Stick Man – Julia Donaldson The Scarecrow's Wedding- Julia Donaldson Peace At Last – Jill Murphy Winnie's Amazing Pumpkin – Valerie Thomas Winnie in Winter – Valerie Thomas The Emperor's Egg – Martin Jenkins Mixed A colourful story – Arree Chung		Questions and Answers Weather- Katie Daynes The Gruffalo – Julia Donaldson We all belong – Natalie and Alex Goss Re-read Mermaid- Cerrie Burnell Re-read Funny Bones- Janet and Allan Ahlberg Lifesize – Sophie Henn Lifesize Dinosaurs – Sophie Henn Superworm – Julia Donaldson The Ugly Five – Julia Donaldson Where The Wild Things Are – Maurice Sendak Lost and Found- Oliver Jeffers The Three Little Pigs Little Red Riding Hood Oh Say Can You Say What's The Weather Today? - Dr Suess Billy and The Beast – Nadia Shireen And Tango Makes Three – Justin Richardson & Peter Parnell 1 to 20 Animals Aplenty – Katie Viggers		What did the tree see? - Charlotte Guillain Re-read Where's the dinosaur? – Keith Mosely Re-read Worrysaurus by Rachel Bright Snow White The Lion Inside – Racheal Bright & Jim Field The Squirrels Who Squabbled – Racheal Bright & Jim Field I can name 50 trees today – Dr Suess Look up! By Nathan Bryon Zim, Zam, Zoom – James Carter Stone Girl, Bone Girl – Laurence Anholt	
Additional Texts	Mermaid By Cerrie Burnell <i>Mutual respect and tolerance</i> Fairy Magic By Cerrie Burnell The Sound Collector Roger McGough Wouldn't it be funny if you didn't have a nose? Roger McGough	<i>All about...Autumn (Twinkl info text)</i> <i>Room on the broom By Julia Donaldson</i> <i>A Monster Mistake – Oxford reading tree</i>	The Worrysaurus by Rachel Bright	Ruby's Worry By Tom Percival	Do you love bugs? Why bugs are actually awesome – Matt Robertson	Baboon on the moon- wordless (video clip)
Writing Outcomes	<u>Narrative writing: retelling of The Gruffalo</u> Audience: peers Purpose: to entertain	<u>Narrative writing: retelling of Jack and the Beanstalk</u> Audience: peers Purpose: to entertain <u>Letter to the Queen (linked to Emily Brown)</u>	<u>Setting description for a dinosaur</u> Audience: peers Purpose: to entertain <u>Mary Anning Factfile</u> Audience: peers Purpose: to inform	<u>Big Bad Wolf 'wanted poster'</u> Audience: the villagers Purpose: Inform <u>Letter of apology from Big Bad Wolf</u>	<u>Missing Poster (linked to The Rainbow Bear)</u> Audience: the villagers Purpose: to inform	<u>Narrative writing: retelling of Beegu</u> Audience: peers Purpose: to entertain <u>Letter to Beegu's family</u> Audience: Beegu's family Purpose: to inform

	<u>Narrative writing: retelling of Funnybones</u> Audience: peers Purpose: to entertain <u>Poetry: own version of The Sound Collector</u> Audience: Year R Purpose: Entertain	Audience: peers Purpose: to entertain <u>Postcards home (linked to The Bear and the Piano)</u> Audience: peers Purpose: to inform	<u>Mary Anning Diary</u> Audience: the writer Purpose: to inform	Audience: Three Little Pigs Purpose: To inform <u>Narrative writing: retelling of Goldilocks and the Three Bears</u> Audience: peers Purpose: to entertain	<u>Setting Description (linked to The Rainbow Bear)</u> Audience: peers Purpose: to entertain <u>Recount of trip to Hilliers</u> Audience: peers Purpose: to inform	<u>Digital literacy: write the narrative for the short film 'Baboon on the Moon'</u> Audience: peers Purpose: Entertain
Writing Skills	Spell: - words containing each of the 40+ phonemes already taught - common exception words 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 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 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 - form digits 0-9 - understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these (See Penpals for progression throughout year) Write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - re-reading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils - read their writing aloud, clearly enough to be heard by their peers and the teacher					

	Leave spaces between words					
	using the prefix un– Using – ing Finger spaces and full stops How words can combine to make sentences Begin to sequence sentences to form part of a short narrative	using the prefix un– Using - ing Joining words and clauses using ‘and’ Capital letters for start of sentence and I Question marks and exclamation marks	Using -ed Using -er, -est Adding s / es Capital letters for names of people, places and days of the week Sequence sentences to form short narratives	Using -er, -est Using -ed Sequence sentences to form short narratives Spell days of the week (chrn to be writing long date on work daily)	Using -er, -est Using -ed Spell days of the week (chrn to be writing long date on work daily)	Sequence sentences to form short narratives Spell days of the week (chrn to be writing long date on work daily)
Maths	Place Value Working with numbers to 10- Counting forwards and backwards, writing numbers as numerals and words, 1 more, 1 less, use language more than, less than (fewer), equal to, most, least. The number line. Compare numbers using < > =	Addition and subtraction within 10 Part-whole within 10- read, write and interpret mathematical statements involving + - =. Number bonds and related subtraction facts. Addition and subtraction within 10- Solve one-step word problems and missing number problems. 2D and 3D shapes- naming and recognising. Sorting and patterns.	Place Value Working with numbers to 20- Count and understand numbers to 20, 1 more, 1 less, estimate and compare. Working with a number line. Addition within 20 Subtraction within 20 Represent and use number bonds and related subtraction facts. Read, write and interpret mathematical statements using + - = . Solve one-step word	Working with numbers to 50 Count in 2s, 5s and 10s. Solve one-step word problems and missing number problems. Introducing length and height- Compare, describe, solve problems, measure, record, use language when describing (long, short, tall, short, double, half) Introducing weight and volume - Compare, describe, solve problems, measure, record, use	Multiplication Count in 2s, 5s and 10s. Solve problems involving multiplication. Division Count in 2s, 5s and 10s. Solve problems involving division. Halves and quarters Recognise, find and name halves and quarters of objects, shapes and quantities. Position and direction Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	Working with numbers to 100 Counting forwards and backwards and from any given number. Read and write numerals. 1 more, 1 less, use language more than, less than (fewer), equal to, most, least. Recognise place value of digits (tens and ones). Represent and use number bonds and related subtraction facts. Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Time Compare, describe, solve problems,

			problems and missing number problems. Working with numbers to 50 - counting forwards and backwards and from any given number. Read and write numerals. 1 more, 1 less, use language more than, less than (fewer), equal to, most, least. Recognise place value of digits (tens and ones). Compare and order numbers using $< > =$.	language to describe mass/weight (heavy, light, heavier than, lighter than). Use language to describe capacity and volume (full, empty, more than, less than, half, half full, quarter).		measure, record, order. Use language relating to dates, including days of the week, weeks, months and years. Tell the time to hour and half past. Draw the time on clock face. Money Coin and notes
Science	<u>Human body and senses</u> Name and identify parts of the human body. Name the five senses and the sense associated with each body part. <u>Seasons</u> Identify Autumn and the weather	<u>Seasons</u> Identify Autumn and the weather continued	<u>Animals Identify and name different types of animals</u> (mammals, birds, fish, reptiles and amphibians). Explore diets of animals (herbivore, carnivore and omnivore). <u>Seasons</u> Identify Spring and the weather associated with that season.	<u>Materials</u> Naming a range of materials and their physical properties. Children will work scientifically to explore materials and their properties.	<u>Plants</u> Find out what plants need to grow, name common plants and describe the difference between evergreen and deciduous plants. <u>Seasons</u> Identify Summer and the weather associated with that season.	<u>Seasons</u> Identify summer weather continued
Computing	Online Safety How and when to ask for help	Online Safety (continued)	Digital Literacy 1 Digital Painting - Switching on/off	Coding 1 Scratch Jr	Digital literacy 2 Digital Writing - Opening the program	Coding 2 Beebots

	Giving permission and why Information staying online My work belongs to me Individual liberty	ICT Explain that technology is something that can help us Recognise that some technology can be used in different ways	- Log on/off - Locating software - Use a mouse to navigate - Opening software - Create a digital painting - Using freehand tools (mouse/touchpad) to paint - Use a range of tools within the software to create a painting, e.g. crayon, fill, spray paint. - Save	Choose a command for a given purpose Know an algorithm is a set of instructions Run a command on a program. Program a sequence of individual commands	- To know that a keyboard is an input device - Typing individual letters - Capital letters (using caps lock and shift key) - Full stops - Locating letters on a keyboard - Space bar - Backspace - Save	Move a Beebot forwards and backwards left and right using controls.
PSHE	<u>Health and Wellbeing</u> Importance of exercise, sleep, healthy food, dental health and personal hygiene. Individual liberty Having a positive attitude and setting goals	<u>Health and Wellbeing</u> Change and loss and the associated feelings. Staying safe around household products Rule of law My body – saying yes, no and getting help when needed Rule of law	<u>Relationships</u> Recognising and responding to feelings in self and others. Dealing with uncomfortable feelings and getting help when needed, including not keeping secrets that make them feel uncomfortable. Sharing opinions and speaking up confidently and respectfully.	<u>Relationships</u> Special people to me and caring relationships. Families and characteristics of healthy family life. Identify and respect similarities and differences. Mutual respect & tolerance	<u>Living in the Wider World</u> Rights and responsibilities – classroom and school rules. Rule of law Marvellous me – we are all unique. Sun safety What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these.	<u>Living in the Wider World</u> Money comes from different sources and has different purposes. Keeping money safe, saving or spending money. Individual liberty

			Mutual respect & tolerance		Democracy	
Geography	Magnificent Mansbridge: Our Local Area Children will learn about the variety of features that for part of Mansbridge. They will learn to identify human and physical features, use geographical terms and use a range of maps of the local area.	N/A	N/A	Weather around the World Children will identify seasonal and daily weather patterns in the UK. They will learn about hot and cold areas in the world in relation to the Equator and the North and South Poles.	Our favourite places (beaches, forests, coasts and farms) Children will learn about different local environments in Hampshire I.e., New Forest, coastlands, farms. They will identify key physical and human features such as beach, cliff, coasts, forest, hill, mountain, sea, dock etc	N/A
History	N/A	<u>Theme- Similarities and Differences</u> How are the toys I play with different from those 50 years ago? Children will be able to identify toys from the past and compare them to toys in the present.	<u>Theme- Significant People</u> Why should we remember Mary Anning? Children will be able to acknowledge how these people contributed to the wider world	N/A	N/A	<u>Theme- Significant people and events in the local area.</u> Why was the invention of the spitfire significant? Children will acknowledge how these people and events contributed to the local area and wider world.
RE Mutual respect & tolerance	Celebrating Harvest and Sukkot Christianity and Judaism Concept: Thankfulness	Nativity Journeys Christianity Concept: Journeys' End	Passover Christianity Concept: Remembering	Palm Sunday Christianity Concept: Remembering	Key Events in Jesus' Life – linked to Miracles Christianity Concept: Authority	Special Places Christianity and Judaism Concept: Specialness

PE	Multi skills Run skilfully, negotiate space, increase control, balance and confidence Gymnastics Balancing, spinning on points and patches	Multi skills Hop, move carefully retaining balance, jump in variety of ways Gymnastics Pathways – step in controlled movement, turn gracefully, jump in different pathways with coordination	Multi skills Skip using a rope, receive a ball and trap it, pass in a different way Dance and Movements Using body to create theme related shapes, movements and actions whilst using good listening skills	Net and wall Send a ball with some degree of accuracy, receive a ball, have awareness of where the ball is Yoga Control breathing pattern, bend, stretch and reach	Dance Using body to create theme related shapes, movements and actions whilst using good listening skills communicate effectively with partner Invasion games Skills 1 Get into a good ready position to receive bounce passes, pass the ball from chest, change direction confidently	Athletics Demonstrate agility, balance, coordination, jump in variety of ways Invasion games skills2 Throw overarm, catch a ball consistently, track an opponent
Art & Design	Key Art Concept - <u>Painting and mixed media</u> Colour mixing skills, learning primary and secondary colours	N/A	Key Art Concept – <u>Sculpture and 3D form</u> Creating 3D sculptures from paper	N/A	Key Art Concept <u>Drawing</u> Exploring line and mark making through observational drawing	N/A
Design & Technology	N/A	Key D&T Concept - <u>Free standing structures</u> Explore, design, make and evaluate a windmill	N/A	Key D&T Concept - <u>Wheels and Axels</u> Explore, design, make and evaluate a small-scale wheeled trolley for the Three Little Pigs	N/A	Key D&T Concept - <u>Cooking and Nutrition</u> Explore, design, make and evaluate a healthy smoothie
Music	Body Parts percussion	Fireworks music Exploring tuned and untuned percussion	Julia Donaldson Songs	Cultural Stories Creating	Mini-beast Rhythms Focus on tempo Creating simple	Journeys Creating Journey Soundscapes – a short

	Listening skills, copying and creating own rhythms using body parts and building rhythmic capability	Focus on pitch, timbre and dynamics Holding and playing a range of percussion instruments appropriately	Joining in with group singing and using chants and rhymes Creating simple signature themes for animals and recording using simple grid notation	accompanying music for cultural stories Creating and choosing sounds in response to given starting points	patterns of long and short notes to represent mini beasts Performing own composition	representation piece using tuned and untuned percussion.
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