


**Mattishall Primary School**  
**Orange Class Year 1**  
**Long Term Curriculum Plan**

|  | Autumn Term   |  | Spring Term  |   | Summer Term   |   |
|---|---|--|--|---|---|---|
|   | Half Term 1   | Half Term 2  | Half Term 1  | Half Term 2   | Half Term 1   | Half Term 2   |
| <b>English</b>  | <b>LITERACY TREE - WRITING</b>  |  |  |   |   |   |
|   | <b>CAVE BABY - Julia Donaldson</b><br>Outcomes:<br><ul style="list-style-type: none"> <li><b>Narrative retellings</b><br/>Labels and captions, informal letters</li> </ul>  | <b>I WANT MY HAT BACK - Jon Klassen</b><br>Outcomes:<br><ul style="list-style-type: none"> <li><b>Story sequels</b><br/>Questions, speech bubbles, letters, lists</li> </ul>   | <b>BEEGU - Alexis Deacon</b><br>Outcomes:<br><ul style="list-style-type: none"> <li><b>Own version 'alien' narratives</b><br/>Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction reports</li> </ul> | <b>STANLEY'S STICK - John Hegley and Neal Layton</b><br>Outcomes:<br><ul style="list-style-type: none"> <li><b>Own version narratives</b><br/>Retellings, descriptions</li> </ul>             | <b>LOST &amp; FOUND - Oliver Jeffers</b><br>Outcomes:<br><ul style="list-style-type: none"> <li><b>Own version 'losing/finding' narratives</b><br/>Character descriptions, retellings, advice, instructions, non-chronological reports</li> </ul> | <b>IGGY PECK ARCHITECT - Andrea Beatty and David Roberts</b><br>Outcomes:<br><ul style="list-style-type: none"> <li><b>Fact files</b><br/>Labels, captions, character comparisons, thought and speech bubbles</li> </ul>                  |
|   | <b>ASTRO GIRL - Ken Wilson-Max</b><br>Outcomes:<br><ul style="list-style-type: none"> <li><b>Fact files about being astronauts</b><br/>Writing in role, commands, 'how to' guides</li> </ul>  | <b>BILLY &amp; THE BEAST - Nadia Shireen</b><br>Outcomes:<br><ul style="list-style-type: none"> <li><b>Own version 'defeat a monster' narratives</b><br/>Wanted posters, summaries, emails, character descriptions, recipes</li> </ul> | <b>THE ODD EGG - Emily Gravett</b><br>Outcomes:<br><ul style="list-style-type: none"> <li><b>Egg-spotter's guides (non-fiction reports)</b><br/>Thought and speech bubbles, diaries, letter, certificate</li> </ul>            | <b>DINOSAURS AND ALL THAT RUBBISH - Michael Foreman</b><br>Outcomes:<br>Pamphlets, letters, setting descriptions, instructions, narrative retellings, pamphlets, posters                      | <b>YETI &amp; THE BIRD - Nadia Shireen</b><br>Outcomes:<br><ul style="list-style-type: none"> <li><b>Own version narratives about unlikely friendships</b><br/>List of rules, letters, postcards, character descriptions</li> </ul>               | <b>THE MAGIC BED - John Burningham</b><br>Outcomes:<br><ul style="list-style-type: none"> <li><b>Own version fantasy stories</b><br/>Setting descriptions, additional scenes, description of magical piece of furniture, lists</li> </ul> |
|   | <b>READING:</b><br>Our school follows the <b>Read Write Inc Phonics</b> programme from Reception onwards. Children are taught to read in small groups, in incremental steps. Following completion of <b>Read Write Inc Phonics</b> , children participate in daily <b>Reading for Understanding</b> lessons, building on vocabulary and comprehension skills.<br><b>SPELLING:</b><br>We follow the <b>Spelling Shed</b> scheme, which provides daily opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary. |  |  |   |   |   |
| <b>Maths</b>  | <b>WHITE ROSE MATHS</b>   |  |  |   |   |   |
|   | <ul style="list-style-type: none"> <li><b>NUMBER</b><br/>Place value (within 10)</li> </ul>   | <ul style="list-style-type: none"> <li><b>NUMBER</b><br/>Addition and subtraction (within 10)</li> <li><b>GEOMETRY</b><br/>Shape</li> </ul>  | <ul style="list-style-type: none"> <li><b>NUMBER</b><br/>Place value (within 20)</li> <li><b>NUMBER</b><br/>Addition and subtraction (within 20)</li> </ul>  | <ul style="list-style-type: none"> <li><b>NUMBER</b><br/>Place value (within 50)</li> <li><b>MEASUREMENT</b><br/>Length and height</li> <li><b>MEASUREMENT</b><br/>Mass and volume</li> </ul> | <ul style="list-style-type: none"> <li><b>NUMBER</b><br/>Multiplication and division</li> <li><b>NUMBER</b><br/>Fractions</li> <li><b>GEOMETRY</b><br/>Position and direction</li> </ul>  | <ul style="list-style-type: none"> <li><b>NUMBER</b><br/>Place value (within 100)</li> <li><b>MEASUREMENT</b><br/>Money</li> <li><b>MEASUREMENT</b><br/>Time</li> </ul>   |
| <b>Science</b>  | <b>CORNERSTONES</b>   |  |  |   |   |   |
|   | <ul style="list-style-type: none"> <li><b>EVERYDAY MATERIALS</b></li> </ul>   | <ul style="list-style-type: none"> <li><b>HUMAN SENSES</b></li> </ul>  | <ul style="list-style-type: none"> <li><b>SEASONAL CHANGES</b></li> </ul>  |   | <ul style="list-style-type: none"> <li><b>PLANT PARTS</b></li> </ul>  | <ul style="list-style-type: none"> <li><b>ANIMAL PARTS</b></li> </ul>   |
| <b>Art &amp; Design</b>   | <b>CORNERSTONES</b>   |  |  |   |   |   |
|   | <ul style="list-style-type: none"> <li><b>MIX IT</b></li> <li><b>FUNNY FACES &amp; FABULOUS FEATURES</b></li> </ul>   |  | <ul style="list-style-type: none"> <li><b>RAIN &amp; SUNRAYS</b></li> </ul>  |   | <ul style="list-style-type: none"> <li><b>STREET VIEW</b></li> </ul>  |   |
| <b>Design &amp; Technology</b>  | <b>CORNERSTONES</b>   |  |  |   |   |   |
|   |   | <ul style="list-style-type: none"> <li><b>SHADE &amp; SHELTER</b></li> </ul>   |  | <ul style="list-style-type: none"> <li><b>TAXI</b></li> </ul>   |   | <ul style="list-style-type: none"> <li><b>CHOP, SLICE &amp; MASH</b></li> </ul>   |

|                     |  |   |  |   |  |   |  |
|---------------------|--|---|--|---|--|---|--|
| Geography           | CORNERSTONES   |   |  |   |  |   |  |
|                     |  |   | • BRIGHT LIGHTS, BIG CITY  |   | • Our Wonderful World  |   |  |
| History             | CORNERSTONES   |   |  |   |  |   |  |
|                     | • CHILDHOOD HISTORY  |   |  |   | • SCHOOL DAYS  |   |  |
| Computing           | TEACH COMPUTING  |   |  |   |  |   |  |
|                     | • Technology Around Us   | • Digital Painting  | • Code studio - Block coding<br>Moving a Robot                                     | • Grouping Data   | • Digital Writing  | • Programming Animations  |  |
| Music               | CHARANGA   |   |  |   |  |   |  |
|                     | • Introducing Beat<br>Hey You!   | • Adding Rhythm & Pitch<br>Christmas Carol Practice/Rhythm in<br>the way we walk and Banana rap         | • Introducing Tempo &<br>Dynamics<br>In the Groove                                 | • Combing Pulse, Rhythm and<br>Pitch<br>Round and Round   | • Having Fun with<br>Improvisation<br>Your Imagination               | • Explore Sound and Create a<br>Story<br>Reflect, Rewind & Replay               |  |
| Physical Education  | REALPE +   |   |  |   |  |   |  |
|                     | LESSON 1   | REAL PE UNIT 1 -<br>PERSONAL -<br>Floor movement patterns/<br>Static Balance<br>-JASMINE ONLINE         | REAL PE UNIT 2 -<br>SOCIAL -<br>Dynamic balance to agility/<br>Seated balance      | REAL PE UNIT 3 -<br>COGNITIVE -<br>Dymanic Balance/ Static Balance                                  | REAL PE - UNIT 6 -<br>HEALTH & FITNESS -<br>Ball chasing/ Floor Work | REAL PE UNTI 5 -<br>PHYSICAL -<br>Sending, receiving/ Reaction,<br>Response     | REAL PE UNIT 4 -<br>CREATIVE -<br>Ball skills/ Counter Balance |
|                     | LESSON 2   | <b>Athletics</b><br>RUN, JUMP, THROW  | <b>realGYM</b>   | <b>realGYM</b>  | <b>realDANCE</b>   | <b>Cricket</b>  | <b>Athletics</b><br>RUN JUMP THROW RESOURCE<br>UNIT 1 Age 5-7  |
| Religious Education | DISCOVERY RE   |   |  |   |  |   |  |
|                     | Christianity<br>Does god want Christians to look<br>after the world?   | Christianity<br>What gifts might Christians in<br>my town have given Jesus if he<br>had been born here? | Christianity<br>Was it easy for Jesus to show<br>friendship?                       | Christianity<br>Why was Jesus welcomed like a<br>king or celebrity by the crowds<br>on Palm Sunday? | Judaism<br>Is Shabbat important to Jewish<br>children? Judaism       | Judaism<br>Are Rosh Hashanam and Yom<br>Kipper important to Jewish<br>children? |  |
| RSHE - Life Skills  | <b>My Relationships</b><br>RSE Solution<br>(See RSHE Curriculum Map)   | <b>My feelings</b><br>RSE Solution<br>(See RSHE Curriculum Map)   | <b>My Rights and Responsibilities</b><br>RSE Solution<br>(See RSHE Curriculum Map) | <b>My Body</b><br>RSE Solution<br>(See RSHE Curriculum Map)   | <b>My Beliefs</b><br>RSE Solution<br>(See RSHE Curriculum Map)       | <b>Asking for Help</b><br>RSE Solution<br>(See RSHE Curriculum Map)             |  |
|                     | Curriculum Extras following our annual needs assessment may include: Road Safety, financial Literacy, enterprise, charities (Including FOODBANK, NSPCC etc.), school council, sun safety, fire safety, Friendship Squad, play leaders, peer mentors, police support; stranger danger and anti-social behaviour. We also provide some teaching to support International/National awareness days/weeks as they arise including significant events like Royal Jubilees, The Olympics and Government Elections etc.<br>Other supporting and linked curriculum subjects are: English, Computing, RE and PE (REAL PE). |   |  |   |  |   |  |

**TEACHERS HAVE THE PROFESSIONAL CHOICE TO TEACH THINGS AT DIFFERENT TIMES OF THE YEAR IF REQUIRED BASED ON THE NEEDS ASSESSMENT OF THEIR CURRENT COHORT of CHILDREN.**