

Curriculum
Subject/Area

Chapel Street Community Primary School Curriculum Long Term Plan
"A curriculum worth coming to school for."



EYFS	KS1/2	Term	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communication and Language Development	Speaking and Listening ORACY (Adapted from Voice 21 to meet the needs of the children at Chapel Street Community Primary School)	Autumn 1	See EYFS LTP to see progression in objectives.	See EYFS LTP to see progression in objectives.	<p>Physical</p> <p>*Speak clearly and confidently in a range of contexts</p> <p>*Use appropriate tone of voice in the right context e.g. To project their voice to a large audience.</p> <p>*Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing</p> <p>Linguistic</p> <p>Speak in sentences using joining phrases to link ideas *Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier</p>	<p>Physical</p> <p>*Speak clearly and confidently with appropriate volume and pace in a range of contexts</p> <p>*Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea</p> <p>*Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions</p> <p>Linguistic</p> <p>*Speaking in sentences using</p>	<p>Physical</p> <p>*Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas</p> <p>*Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk</p> <p>*Consider position and posture when addressing an audience</p> <p>Linguistic</p> <p>*Be able to use specialist language to describe their</p>	<p>Physical</p> <p>*Deliberately select movement and gesture when addressing an audience</p> <p>*To use pauses for effect in presentational talk e.g. when telling an anecdote or joke</p> <p>*Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground</p> <p>Linguistic</p> <p>*Carefully consider the words and phrasing they use to express their ideas and how this supports the</p>	<p>Physical</p> <p>Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story</p> <p>*Project their voice to a large audience</p> <p>*Gestures become increasingly natural</p> <p>*Consciously adapt tone, pace and volume of voice within a single context.</p> <p>Linguistic</p> <p>*Use an increasingly</p>	<p>Physical</p> <p>*Speak fluently in front of an audience.</p> <p>*Have a stage presence</p> <p>*Consciously adapt, tone, pace and volume of voice</p> <p>Linguistic</p> <p>*Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy</p> <p>*Vary sentence structures and length for effect when speaking</p> <p>*Be comfortable using idioms and expressions</p> <p>Cognitive</p>
		Autumn 2								

		Spring 1			rather than bigger and smaller *Take opportunities to try out new language, even if it is not always correctly used *Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with...'	joining phrases to create longer sentences *Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom *Use sentence stems to signal when they are building or challenging others' ideas in group'	own and others' talk *Use specialist vocabulary e.g. speak like an archaeologist *Make precise language choices e.g. instead of describing a cake as 'ice' using 'delectable'	purpose of the talk e.g. to persuade or to entertain Cognitive *Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event *Ask probing questions *Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets	sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions *Consider the words and phrases used to express their ideas and how this supports the purpose of talk Cognitive *Draw upon knowledge of the world to support their own point of view and explore different perspectives *To be able to give supporting evidence e.g. citing a text, a previous example or a historical event *Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about ...?	*Construct a detailed argument or complex narrative *Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate *Reflect on their own and others' oracy skills and identify how to improve. Social and Emotional *Use humour effectively *Begin to be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions
		Spring 2			because...' 'linking to...' *Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally Cognitive *Listen and respond appropriately to others *Be willing to change their mind based on what they have heard	*Ask questions to find out more about a subject *Build on others' ideas in discussions *Make connections between what has been said and their own and others' experiences Social and Emotional *Start to develop an awareness of audience e.g. what might interest a certain group	'delectable' Cognitive *Offer opinions that aren't their own e.g. taking on the role of ... *Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve *Reach shared agreement in discussions Social and Emotional *Speak with confidence in front of an audience *Begin to recognise different roles within group talk e.g. chairperson *Adapt the content of their	*Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets Social and Emotional Use more natural and subtle prompts for turn taking *Start to develop empathy with an audience *Consider the impact of their words on others when giving feedback		
		Summer 1			*Begin to organise group discussions independently of an adult Social and Emotional *Listen and respond					

		Summer 2			appropriately to others *Be willing to change their mind based on what they have heard *Begin to organise group discussions independently of an adult	*Start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them *Recite/deliver short pre-prepared material to an audience	speech for a specific audience		Social and Emotional *Listen for extended periods of time including notetaking, drawing visual *Adapt the content of their speech for a specific audience e.g. use of humour *Speak with flair and passion	
Personal, Social and Emotional Development	PSHE	Autumn 1	<p>Me, Myself & I Recognise similarities and differences</p> <p>These Feelings Demonstrate strategies for managing feelings</p> <p>The Weather Inside Me! Talk about the emotions in our bodies</p> <p>Healthy Minds A Name ways to 'grow' friendship</p> <p>The Colour Poem Name and connect emotions</p>	<p>Marvellous Me Celebrate similarities and differences</p> <p>Is there anyone like me? Celebrate individuality and differences</p> <p>Amazing Daisy Understand persistence and set a goal</p> <p>Exploring Kindness Identify agreements that create a kind, caring room</p> <p>Ted The Tiger Tamer Name emotions and make positive choices</p>	<p>Keeping Safe What are the rules for keeping me safe at school and outside?</p> <p>What are the rules about household substances?</p> <p>What is an emergency and what do I do?</p>	<p>Keeping Safe How do medicines help us when we are unwell?</p> <p>How do I keep safe at home?</p> <p>What is my responsibility for keeping myself and others safe?</p>	<p>Keeping Safe What happens when I breathe smoke in the air?</p> <p>How do I recognise risks in my life?</p> <p>What do I do in an emergency?</p>	<p>Keeping Safe How do I manage risks in my life?</p> <p>What is self-control?</p> <p>What is the difference between legal and illegal drugs? Are all drugs harmful?</p>	<p>Keeping Safe How do I respond to dares?</p> <p>What are "habits"?</p> <p>Who or what influences me?</p>	<p>Keeping Safe How do drugs affect the mind and body?</p> <p>How do I manage peer pressure?</p> <p>What are basic emergency first aid skills?</p>
		Autumn 2	<p>How We Feel Recognise that everyone has feelings</p> <p>Wally The Wave</p>	<p>Adventures of Anonymouse Understand small acts of kindness</p>	<p>Healthy Lifestyle What food should I eat?</p> <p>How do I look after my teeth?</p>	<p>Healthy Lifestyle How do I keep myself healthy?</p>	<p>Healthy Lifestyle What is a healthy diet? What is an unhealthy diet?</p>	<p>Healthy Lifestyle How do I make sure that I sleep well?</p>	<p>Healthy Lifestyle How can we stop the spread of infection?</p>	<p>Healthy Lifestyle How is my mental and physical wellbeing connected?</p>

			<p>Begin to demonstrate self-regulation</p> <p>Healthy Minds B Name sounds and sensations</p> <p>I Have A Plan Demonstrate compassion</p> <p>The Wall Celebrate diversity and accept others</p>	<p>Curly The Chameleon Name 5 different emotions</p> <p>Practising Kindness Express kindness in actions and intentions</p> <p>Ahmed's Journey Name their 5 senses</p> <p>Faisal's Not Himself Boys and girls can do the same things</p>	<p>Why is it important to wash my hands?</p>	<p>Why is it important to keep active?</p> <p>How can I prevent diseases spreading?</p>	<p>How do I keep safe in the sun?</p> <p>Why is personal hygiene important?</p>	<p>What is fuel for the body?</p> <p>How do I know if I am physically ill?</p>	<p>Why is it important to know about the nutritional content of food?</p>	<p>How do I keep myself physically healthy?</p> <p>Can I plan and prepare a healthy meal?</p>
	Spring 1	<p>The Tale of Baby Beetroot Recognise kind behaviour</p> <p>Lara The Yellow Ladybird Express self-confidence and self-esteem</p> <p>My Voice Demo empowerment and voice, regardless of gender</p> <p>Healthy Minds C Experience calming after movement</p> <p>Kitchi's Moccasins Respect everyone's ideas, thoughts and feelings</p>	<p>Biyu The Brave Pea Experience empathy</p> <p>Thabo And The Trees Show responsibility for the environment</p> <p>Exploring Sensations Describe various sensations</p> <p>Passing Clouds Recall strategies to help control own feelings</p> <p>Yoshi Is Different Show empathy towards other who have different ideas/interests</p>	<p>Mental and Emotional Health What makes me happy? What are feelings?</p> <p>What is the difference between good secrets and bad secrets?</p> <p>How does my behaviour affect others?</p>	<p>Mental and Emotional Health What is the difference between small feelings and big feelings?</p> <p>How can I keep safe online?</p> <p>What makes others happy?</p> <p>What is the difference between joking, teasing and bullying?</p>	<p>Mental and Emotional Health How do my feelings affect my behaviour?</p> <p>How can I manage my feelings?</p> <p>What are the ways that we are communicating online?</p> <p>What am I good at?</p>	<p>Mental and Emotional Health What is resilience?</p> <p>What does it mean to have responsibility over my choices and actions?</p> <p>What is discrimination?</p>	<p>Mental and Emotional Health What is mental health?</p> <p>How do I negotiate and compromise?</p> <p>How do I stay safe on a mobile or tablet?</p> <p>How can I be happy being me? (Body Image)</p>	<p>Mental and Emotional Health How can I challenge negative thoughts and feelings?</p> <p>What is stereotyping?</p> <p>How can the internet positively and negatively affect our mental health?</p>	

		Spring 2	<p>Helping Hands Understand that all jobs can be performed by men and women</p> <p>Diego's Great Idea Understand that nobody should be excluded</p> <p>Head, Heart and Hands Associate the above with thought, emotion and hands</p> <p>My Amazing Brain Name one thing the brain can do</p> <p>Healthy Minds D Name one thing they are grateful for and why</p>	<p>Nisha And The Tiger Show compassion and express empathy</p> <p>Francisco's Family Understand differences and similarities</p> <p>Help Now! Learn additional strategies for regulating the body</p> <p>Zelda Goes On Holiday Demonstrate compassion</p> <p>The Monster In The Smoke Understand they can speak out when something is unfair</p>	<p>Relationships and Sex Education Who are the people in my life who love and care for me?</p> <p>What are the differences and similarities between girls and boys?</p>	<p>Relationships and Sex Education What is private? (Body parts) What happens when the body grows from young to old?</p> <p>What is fair, unfair, kind and unkind? (Friendship)</p>	<p>Relationships and Sex Education What is personal space?</p> <p>What does a healthy relationship look like?</p> <p>Why is being equal important in relationships?</p>	<p>Relationships and Sex Education What is diversity?</p> <p>Do boys and girls have different roles?</p> <p>What changes happen to my body as I grow up?</p>	<p>Relationships and Sex Education What is puberty?</p> <p>What are the different relationships in my life?</p> <p>What is unwanted touch?</p> <p>Understanding FGM.</p>	<p>Relationships and Sex Education What changes happen in my life?</p> <p>What happens in a loving relationship and what is forced marriage?</p> <p>How is a baby made?</p>
		Summer 1	<p>Home Understand that all people deserve shelter</p> <p>A Time To Be Noisy Understand that all feelings and emotions are okay</p> <p>I Love My Planet Demonstrate a sense of responsibility for Earth</p> <p>Anjali's Kite</p>	<p>Nothando's Journey Practice calming strategies and identify emotions</p> <p>Reha To The Rescue Understand that all creatures are important and should be cared for</p> <p>My Amazing Brain A</p>	<p>Living in the Wider World What are class rules? (British Values)</p> <p>Where does our money come from?</p> <p>What is the environment?</p> <p>Bee an Ally Anti-racism workshop</p>	<p>Living in the Wider World What groups and communities am I part of?</p> <p>How do we make choices about spending money?</p> <p>How can we look after the environment?</p> <p>Bee an Ally Anti-racism workshop</p>	<p>Living in the Wider World How do rules and law protect me?</p> <p>What is the difference between my local British communities and global communities?</p> <p>What are the links between work and money?</p> <p>Bee an Ally</p>	<p>Living in the Wider World What are the rights of the child?</p> <p>How do we look after our money?</p> <p>What is sustainability?</p> <p>Bee an Ally Anti-racism workshop</p>	<p>Living in the Wider World How are rules and laws made and changed?</p> <p>What is Fair Trade?</p> <p>How can I develop my enterprise skills?</p> <p>Bee an Ally Anti-racism workshop</p>	<p>Living in the Wider World Why is it important to be critical of the media online and offline?</p> <p>How do people manage money?</p> <p>What do I want to be?</p> <p>Bee an Ally Anti-racism workshop</p>

		<p>Understand the importance of kindness and sharing</p> <p>Healthy Minds E Say how it feels to be kind to animals and insects</p>	<p>Name 3 things the brain can do</p> <p>A Tiny Seed Understand that 1 person can make a difference</p> <p>My Amazing Brain B Understand that neurons create pathways in the brain</p>			Anti-racism workshop			
Summer 2	<p>Sizwe's Smile Understand the effects of positive actions on ourselves and others</p> <p>My Special Hair Value themselves and celebrate diversity</p> <p>Mum/Dad Love Me So Much Recognise gender equality in family roles</p> <p>Healthy Minds F Name 3 ways they can take care of Earth</p> <p>Caring Animals Develop own narratives and explain how to create a book</p>	<p>Our Home Demonstrate responsibility toward the environment</p> <p>Gokul's Game Name strategies to help others feel included</p> <p>My Dream In The Drawer Understand that gender does not affect one's dreams</p> <p>Sydney The Seahorse Discuss diversity in skin colours positively</p> <p>Deji and Nnedi Practise strategies for peaceful conflict resolution based on empathy & conversation</p>	<p>Transition Programme Saying goodbye and preparing for change</p>	<p>Transition Programme Saying goodbye and preparing for change</p>	<p>Transition Programme Saying goodbye and preparing for change</p>	<p>Transition Programme Saying goodbye and preparing for change</p>	<p>Transition Programme Saying goodbye and preparing for change</p> <p>Safe Citizen Programme:</p> <p>Choices and Consequences How can we stay safe on the streets?</p> <p>Me and Others How can you respond to pressuring situation?</p> <p>Managing Relationships and Influences What can we do to get help in an unhealthy relationship?</p> <p>Respect and Empathy How will I show respect and empathy to others?</p>	<p>Transition Programme Saying goodbye and preparing for change</p> <p>Safe Citizen Programme:</p> <p>Choices and Consequences How can we stay safe on the streets?</p> <p>Me and Others How can you respond to pressuring situation?</p> <p>Managing Relationships and Influences What can we do to get help in an unhealthy relationship?</p> <p>Respect and Empathy How will I show respect and empathy to others?</p>	

Physical Development	PE	Autumn 1	-	Intro to PE: Unit 2	Team Building Fundamentals	Team building Fundamentals	Ball Skills Fundamentals	Football Gymnastics	Basketball Swimming	Football Gymnastics
		Autumn 2	Intro to PE: Unit 1	Fundamentals: Unit 2	Sending and Receiving Dance	Sending and receiving Dance	Basketball Dance	Basketball Dodgeball	Handball Swimming	Netball Dodgeball
		Spring 1	Intro to PE: Unit 1	Ball Skills: Unit 2	Ball Skills Gymnastics	Ball Skills Gymnastics	Tag Rugby Gymnastics	Hockey Dance	Tag Rugby Swimming	Hockey Dance
		Spring 2	Fundamentals: Unit 1	Gymnastics: Unit 2	Invasion Fitness	OAA Handball	OAA Handball	OAA Swimming	OAA Gymnastics	OAA Badminton
		Summer 1	Fundamentals: Unit 1	Dance: Unit 2	Athletics Yoga	Athletics Yoga	Athletics Yoga	Athletics Swimming	Athletics Dance	Athletics Yoga
		Summer 2	Dance: Unit 1	Games: Unit 2	Striking and fielding Target games	Cricket Fitness	Cricket Fitness	Cricket Swimming	Cricket Dodgeball	Cricket Volleyball
Literacy Development	Reading	Autumn 1	Nursery rhymes Listening and attention grabbers Voice sounds Rhythm Rhyme Voice sounds Rhythm Initial phoneme Oral blending	Little Wandle Daily Phonics sessions 5 x reading sessions a week. Read 1/2 – Decoding Read 3/4 – Prosody Read 5 - Comprehension	Little Wandle Daily Phonics sessions 5 x reading sessions a week. Read 1/2 – Decoding Read 3/4 – Prosody Read 5 - Comprehension	Little Wandle Daily Phonics sessions 5 x reading sessions a week. Read 1/2 – Decoding Read 3/4 – Prosody Read 5 - Comprehension	Little Wandle Fluency 5 x reading sessions a week. Read 1/2 – Decoding Read 3/4 – Prosody Read 5 - Comprehension Retrieve x 3 Define x 2 Infer x 2 sequence x 1	Retrieve x3 Define x2 Infer x2	Retrieve x3 Define x2 Infer x1 Predict x1	Retrieve x3 Define x2 Infer x2
		Autumn 2		Little Wandle Daily Phonics sessions 3 x reading sessions a week.	Little Wandle Daily Phonics sessions 5 x reading sessions a week.	Little Wandle Daily Phonics sessions 5 x reading sessions a week.	Little Wandle Fluency 5 x reading sessions a week.	Retrieve x2 Define x1 Infer x1 Summarise x2 Predict x1	Retrieve x1 Define x1 Infer x2 Summarise x1 Explore x2	Retrieve x 1 Define x 2 Infer x 1 Summarise x1 Explore x1 Predict x1

			Read 1 – Decoding Read 2 – Prosody Read 3 - Comprehension	Read 1/2 – Decoding Read 3/4 – Prosody Read 5 - Comprehension	Read 1/2 – Decoding Read 3/4 – Prosody Read 5 - Comprehension	Read 1/2 – Decoding Read 3/4 – Prosody Read 5 – Comprehension Retrieve x2 Define x2 Infer x1 Sequence Predict x1 Predict: Beginning to explain my predictions using evidence.	Predict: Predicting what might happen in the text using evidence. Summarise: Beginning to be more specific with summarising.	Consolidation of prior learning.	Consolidation of prior learning.
	Spring 1		Little Wandle Daily Phonics sessions 3 x reading sessions a week. Read 1 – Decoding Read 2 – Prosody Read 3 - Comprehension	Little Wandle Daily Phonics sessions 5 x reading sessions a week. Read 1/2 – Decoding Read 3/4 – Prosody Read 5 - Comprehension	Reading Gems Retrieve x6 Little Wandle Fluency 5 x reading sessions a week. Read 1/2 – Decoding Read 3/4 – Prosody Read 5 - Comprehension	Little Wandle Fluency 5 x reading sessions a week. Read 1/2 – Decoding Read 3/4 – Prosody Read 5 - Comprehension Retrieve x1 Define x1 Inference x2 Explore x2	Retrieve x1 Define x1 Infer x2 Summarise x1 Explore x1	Retrieve x1 Define x1 Infer x2 Summarise x1 Explore x2 Consolidation of prior learning.	Retrieve x1 Define x1 Infer x2 Summarise x1 Compare x1
	Spring 2		Little Wandle Daily Phonics sessions 3 x reading sessions a week. Read 1 – Decoding Read 2 – Prosody Read 3 - Comprehension	Little Wandle Daily Phonics sessions 5 x reading sessions a week. Read 1/2 – Decoding Read 3/4 – Prosody Read 5 - Comprehension	Reading Gems Retrieve x3 Define x2 Sequence x1 Little Wandle Fluency 5 x reading sessions a week. Read 1/2 – Decoding Read 3/4 – Prosody	Little Wandle Fluency 5 x reading sessions a week. Read 1/2 – Decoding Read 3/4 – Prosody Read 5 - Comprehension Retrieve x1 Define x1	Retrieve x1 Define x1 Infer x2 Summarise x1 Compare x1	Retrieve x2 Define x1 Infer x2 Relate x1	Retrieve x1 Define x1 Infer x2 Summarise x1 Relate x1

						Read 5 - Comprehension	Inference x1 Summarise x1			
		Summer 1		Little Wandle Daily Phonics sessions 3 x reading sessions a week. Read 1 – Decoding Read 2 – Prosody Read 3 - Comprehension	Little Wandle Daily Phonics sessions 5 x reading sessions a week. Read 1/2 – Decoding Read 3/4 – Prosody Read 5 - Comprehension	Reading Gems Retrieve x2 Define x1 Sequence x1 Infer x2 Little Wandle Fluency 5 x reading sessions a week. Read 1/2 – Decoding Read 3/4 – Prosody Read 5 - Comprehension	Little Wandle Fluency 5 x reading sessions a week. Read 1/2 – Decoding Read 3/4 – Prosody Read 5 – Comprehension Retrieve x2 Define x1 Inference x2 Explore x1	Retrieve x1 Define x1 Infer x1 Compare x1	Retrieve x1 Define x1 Infer x1 Summarise x1	Retrieve x1 Define x1 Infer x1 Relate x1 .
		Summer 2		Little Wandle Daily Phonics sessions 3 x reading sessions a week. Read 1 – Decoding Read 2 – Prosody Read 3 - Comprehension	Little Wandle Daily Phonics sessions 5 x reading sessions a week. Read 1/2 – Decoding Read 3/4 – Prosody Read 5 - Comprehension	Reading Gems Retrieve x2 Define x1 Sequence x1 Infer x2 Little Wandle Fluency 5 x reading sessions a week. Read 1/2 – Decoding Read 3/4 – Prosody Read 5 - Comprehension	Little Wandle Fluency 5 x reading sessions a week. Read 1/2 – Decoding Read 3/4 – Prosody Read 5 - Comprehension Retrieve x1 Define x1 Inference x1 Explore x1 Summarise x1 Predict x1	Retrieve x1 Define x1 Infer x1 Summarise x1 Compare x1 Predict x1 Explore x1 Consolidation of prior learning.	Retrieve x1 Define x1 Infer x1 Summarise x1 Compare x1 Relate x1 Explore x1 Consolidation of prior learning.	Retrieve x1 Define x1 Infer x1 Summarise x1 Compare x1 Relate x1 Explore x2 Consolidation of prior learning.
		Autumn 1	Exploring Marks Understanding action and consequence Recognise name card	Exploring Marks (4 weeks) Labels and captions (2 weeks)	Basic skills (2 weeks) Labels and captions (1 week) Letter – Invitation (2 weeks)	Basic skills (2 weeks) Non- Chronological Report (2 weeks) Recount (2 weeks)	Basic skills (2weeks) Setting description (1 week) Story – retelling (2 weeks)	Basic skills (2weeks) Diary (2 weeks) Non-Chron (2weeks)	Basic skills (2weeks) Persuasive letter (2weeks) Story with suspense (horror) (2weeks)	Basic skills (2weeks) Non-Fiction - Non – chronological report (2weeks)

			Story Re-tell captions (2 weeks)	Setting description (2 weeks)	Non-Chronological report (2 weeks)	Setting description with dialogue (2weeks)	Poetry- Cinquain (1 week)	Narrative – focus on setting (2weeks)
					Poetry - Haiku & Tankas (1 week)			Poetry Sonnets (classics) (1 week)
Autumn 2	Exploring Marks Include mark making and early writing in play Recognise name card	Recount (1 week) Story - re-tell (5 weeks)	Instructions (2 weeks) Recount (2 weeks) Story – re-tell a fairy tale (2 weeks) Poetry list poems (1 week)	Story – using predictable and patterned language (2 weeks) Letter (2 Weeks) Instructions (2 weeks) Poetry Acrostic Poems (1 week)	Character description (2 weeks) Persuasive leaflet (2 weeks) Recount (1 week) Poetry - Haiku & Tankas (1 week)	Persuasive letter (2weeks) Instructions (2weeks) Story - re-telling in different ways. E.g. extending the narrative, changing the ending etc. (2weeks) Poetry - Limericks (1 week)	Diary entry (2weeks) Biography (2weeks) Story – with flashbacks (2weeks)	Persuasive letter – controversial issue – pig heart (2weeks) Explanation (2weeks) Story – dialogue (2weeks) Poetry Blank verse (1 week)
Spring 1	Imitate adults' writing by making continuous lines of shapes and symbols Magnetic letters for building name	Information - poster (1 week) Character description (2 weeks) Information - Fact file (3 weeks)	Basic skills (1 week) Fact file (2 weeks) Character description – Lost poster (2 weeks) Story (2 weeks)	Basic Skills (1 week) Story – re-tell (2 weeks) Non-Chronological Report (2 weeks) Recount (2 weeks)	Basic skills (1 week) Letter (2 weeks) Non – Chronological report (2 weeks) Story – Historical Context (2 weeks)	Basic skills (1 week) Play script (2weeks) News report (2weeks) Story – Myths and Legends (2weeks) GDS – different perspective. Rest – retell myth	Basic skills (1 week) Non-Chronological report (2weeks) Play script (2weeks) Story – myths and legends (2weeks)	Basic skills (1 week) Non-Fiction Diary (2weeks) Biography (2weeks) Narrative Story – flashbacks (2weeks)
Spring 2	Story re-tell Represent experiences through drawing and mark making Show an interest in letters, shapes and symbols	Story - re-tell (3 weeks) Instructional (1 week)	Recount (2 weeks) Story re-tell (2 weeks) Poetry (1 week)	Setting Description (2 weeks) Poetry – Quatrain AABB or ABAB (1 week)	Instructions (2 weeks) Character Description (2 weeks) Poetry - Question & Answer poems (1 week)	Poetry - Monologue poetry (1 week) Instructions (2weeks) Story – Historical context (2weeks)	Biography (2weeks) Story – set in fantasy world (2weeks) Poetry- Simile and metaphor (1 week)	Non-Fiction Non-Chronological report (2weeks) Narrative Story with dialogue (3 weeks)

						Non-Chronological report (2 weeks)				
		Summer 1	Labels and captions Represent experiences through drawing and mark making Making letter-type shapes	Setting description (2 weeks) Informative poster (2 weeks) Recount (1 week)	Fact file (2 weeks) Story – re-tell (2 weeks) Instructions (2 weeks)	Basic Skills (1 week) Recount (2 weeks) Story – retell with innovated ending (3 weeks)	Basic skills (1 week) Diary (2 weeks) Story – Myths and Legends Retell with innovated setting (3 weeks)	Basic skills (1 week) Non – Chronological report (2weeks) Story with dialogue (3 weeks)	Basic skills (1 week) <i>Leading into...</i> Narrative – short extract focus on setting (1 weeks) Non-Chronological report (2weeks) Persuasive speech (2 weeks)	Basic Skills (2weeks) Narrative Story (2weeks) Complaint Letter (2 weeks)
		Summer 2	Labels and captions Making letter-type shapes Attempt words using combinations of lines, circles, curves and letter-type shapes Attempting to name write	Information - Fact file (4 weeks) Instructional - Letter (1 week)	Basic skills (2 week) Letter – Postcard (2 weeks) Story – retell with innovated character (2 weeks) Performance poetry (1 week)	Instructions (2 weeks) Letter (2 weeks) Story (2 weeks) Poetry (1 week)	Letter (2 weeks) Instructions (2 weeks) Story (2 weeks) Poetry - Narrative with Rhyme (1 week)	Persuasive letter (2weeks) Story (2weeks) Setting description (2weeks) Poetry- Metaphor poetry (1 week)	Diary entry (2 weeks) Story with familiar settings (2 weeks) Non-Fiction Persuasive writing (2 weeks) Poetry- Personification poetry (1 week)	Non-Fiction Persuasive writing (2weeks) Biography (2weeks) Narrative Story – myth, legend or fable (2weeks) Poetry Narrative/classic (1 week)
Mathematics	Maths	Autumn 1	Number rhymes Shape puzzles Block play Capacity	Number and place value - Numbers to 5 Number and place value - comparing groups within 5	Number and place value	Number and place value Addition and subtraction	Number and place value Addition and subtraction	Number and place value Addition and subtraction	Number and place value Addition and subtraction	Number and place value Addition, subtraction, multiplication and division
		Autumn 2	Place value – conservation of number Passage of Time Prepositions Shapes in the environment	Properties of shape - shape Addition and subtraction - change within 5 Addition and subtraction -	Addition and subtraction Properties of shape	Addition and subtraction Properties of shape	Multiplication and division	Measurement Multiplication and division	Multiplication and division Fractions inc. decimals	Fractions Measurement

			number bonds within 5 Properties of shape - space						
Spring 1	More Subitising 1:1 corresponding Cardinal principle Block play	Number and place value - counting to 6,7,8,9,10 Number and place value - comparing groups up to 10 Addition and subtraction - combining 2 groups to find the whole Number and place value - length, height, distance and weigh	Addition and subtraction	Measurement Multiplication and division	Multiplication and division Measurement	Multiplication and division Measurement	Multiplication and division Fractions (inc. decimals and percentages)	Ratio and proportion Alegebra	
Spring 2	Numbers to 5 and beyond Matching numerals to said number Mark making for Maths Patterns Measuring	Addition and subtraction - using a ten frame, the part-whole model to 10 Addition and subtraction - subtraction Properties of shape - making simple patterns and complex patterns	Place value Measurement	Measurement Statistics	Fractions Measurement	Fractions inc. decimals Statistics	Algebra Decimals Percentages Measurement		
Summer 1	Number and place value Calculation Measurement Geometry – properties of shapes	Addition and subtraction - addition by counting on, taking away by counting back Number and place value - counting to and from 20	Multiplication and division Fractions Position and direction	Fractions Position and direction	Fractions Measurement	Decimals Measurement	Properties of shape Decimals	Statistics Properties of shapes	

				Multiplication and division - doubling, halving and sharing, odds and evens						
		Summer 2	Numbers to 10 Calculation Geometry – properties of shapes. Geometry – position and direction	This unit adapted based on cohort Properties of shape - composing and decomposing shapes Number and place value - volume and capacity Addition and subtraction - sorting into 2 groups Measurement - my day	Number and place value Measurement	Measurement Additional and subtraction	Properties of shapes Statistics	Properties of shapes Statistics Position and direction	Number and place value (negative numbers) Measurement	Position and direction Problem solving
Understanding the world	Science The Natural World	Autumn 1	All about me and my family	All about me and my family	Seasonal Changes	Animals inc. humans	Forces and magnets	Sound	Everyday materials – properties and change of matter	Animals inc.humans – The Heart
		Autumn 2	Celebrations & Me	Celebrations & Night time	Everyday materials	Everyday materials	Everyday materials - rocks	Everyday materials/States of Matter	Earth and Space	Evolution and inheritance
		Spring 1	Night Time & Winter	Winter & Birds around the world	Everyday materials	Everyday materials	Plants	Animals inc.humans (digestion)	Forces	Living things and their habitats - Classification
		Spring 2	Traditional Tales	Traditional Tales	Plants	Plants	Light	Electricity	Animals inc.humans	Light
		Summer 1	Growing/ Farm/ Jack and the Beanstalk	Holidays – Past & Present	Animals inc humans	Living things and their habitats	Animals inc.humans	Living things and their habitats	Living things and their habitats	Electricity
		Summer 2	Mini-beasts and Growing	Mini-beasts and Growing	Recap of units across the year	Recap of units across the year	Recap of units across the year	Recap of units across the year	Recap of units across the year	Recap of units across the year

History	Past & Present	Autumn 1	All about me and my family	All about me and my family							
		Autumn 2	Celebrations & Me	Celebrations & Night time	Toys and entertainment	Key events in History: The Gunpowder Plot & Armistice day	Stone Age	Greeks	Anglo-Saxons	WWI	
		Spring 1	Night Time & Winter	Winter & Birds around the world							
		Spring 2	Traditional Tales	Traditional Tales	Local History unit	The Great Fire of London	The Indus Valley	Romans	Vikings	WWII (local history)	
		Summer 1	Growing/ Farm/ Jack and the Beanstalk	Holidays – Past & Present							
		Summer 2	Mini-beasts and Growing	Mini-beasts and Growing	Coming to England	Historical Figures	Ancient Egypt	Key concepts – democracy, chronology, religion and belief	The Ancient Maya	Crime and Punishment	
	Geography	The Natural World	Autumn 1	All about me and my family	All about me and my family	Our place in the UK	Continents and Oceans	Coasts	What makes the UK great?	An American Tale	Rainforests
			Autumn 2	Celebrations & Me	Celebrations & Night time						
			Spring 1	Night Time & Winter	Winter & Birds around the world	The Four Seasons	Around the World	Maps	Natural disasters	Exploring South America	Exploring Brazil
			Spring 2	Traditional Tales	Traditional Tales						
			Summer 1	Growing/ Farm/ Jack and the Beanstalk	Holidays – Past & Present	Poles and the equator	Kenya	Life in contrasting locations	Rivers	Maps	Climate Change
			Summer 2	Mini-beasts and Growing	Mini-beasts and Growing						
Computing		Autumn 1			Computing systems and networks: Improving mouse skills	Computing systems and networks 1: What is a computer?	Computing systems and networks 1: Networks and the internet	Computing systems and networks: Collaborative learning	Computing systems and networks: Search engines	Data handling 1: Big Data 1	
		Autumn 2			Programming 1: Algorithms unplugged	Programming 1: Algorithms and debugging	Programming: Scratch	Programming 1: Further coding with Scratch	Programming: Music	Data handling 1: Big Data 2	
		Spring 1			Programming 2: Bee-Bots	Computing systems and	Computing systems and	Creating media: Website design	Data handling: Mars Rover 1	Programming: Intro to Python	

					networks 2: Word processing	networks 2: Emailing			
	Spring 2			Creating media: Digital imagery	Data handling: International Space Station	Data handling: Comparison cards databases	Programming 2: Computational thinking	Programming: Micro:bit	Computing systems and networks: Bletchley Park
	Summer 1			Data handling: Introduction to data	Creating media: Stop motion	Creating media: Video trailers	Data handling: Investigating weather	Creating media: Stop motion animation	Skills showcase: Inventing a product
	Summer 2			Online safety: Year 1	Online safety: Year 2	Online safety: Year 3	Online safety: Year 4	Online safety: Year 5	Online safety: Year 6
RE	Autumn 1	<u>Special People</u>	Why is the word God so important to Christians?	Who do Christians say made the world?	What is the good news that Christians say Jesus Brings?	What is it like for someone to follow God?	What kind of world did Jesus want?	What does it mean to be a Muslim in Britain today?	Why do Christians believe that Jesus was the Messiah?
	Autumn 2	<u>Special Times</u>	Why do Christians perform nativity plays at Christmas?						
	Spring 1	<u>Special Places</u>	Being Special: Where do we belong?	Who is Jewish and how do they live?	Who is a Muslim and how do they live?	How do festivals and family life show what matters to Jewish people?	What do Hindus believe God is like?	Creation and Science; conflicting or complementary?	Why do Hindus want to be good? What difference does the resurrection make to Christians?
	Spring 2	<u>Special Stories</u>	Why do Christians put a cross on their Easter cards?						
	Summer 1	<u>The Natural world</u>	Which places are special and why?	How should we care for others and the world and why does it matter?	What makes some places sacred to believers?	How and why do people try to make the world a better place?	How and why do people mark the significant events of life?	What matters most to Humanists and Christians?	Why do some people believe in God and some people do not?
	Summer 2	<u>Belonging and Special People to Me</u>	Which stories are special and why?						
	MFL	Autumn 1					I Am Learning Spanish	Presenting myself	The Date
Autumn 2						Animals	My family	Do you have a pet?	Planets
Spring 1						Instruments	At the café	My home	At the weekend
Spring 2						I know how to...	In the classroom	The Olympics	World War II
Summer 1						Ice-Creams	What is the weather?	Clothes	Vikings

		Summer 2					Fruits or Vegetables	Goldilocks	Romans	Me in the world	
Expressive Arts and Design	Art	Autumn 1	<u>All about me and my family.</u> Developing drawing skills: Self portraits	Drawing: Marvellous marks – Self Portraits							
		Autumn 2	<u>Celebrations & Me</u> Colour Palettes:	Painting - mixing	Drawing: Make your mark	Craft and Design: Map it out	Drawing: Growing Artists	Drawing: Power prints	Sculpture and 3D: interactive installation	Craft and design: photo opportunity	
		Spring 1	<u>Night time & Winter</u> Printing:								
		Spring 2	<u>Traditional Tales</u> Developing drawing skills:	Painting and printing – paint my world	Sculpture and 3D: paper play	Painting and mixed media: Life in Colour	Sculpture and 3D: Abstract shape and space	Painting and mixed media: Light and dark	Drawing: I need space	Drawing: Make my voice heard	
		Summer 1	<u>Growing/ Farm/ Jack and the Beanstalk</u> Form: Construct farm buildings, tractors								
		Summer 2	<u>Mini-beasts and Growing</u> Collage	Sculpture and 3D: Creation station	Painting and mixed media: Colour Splash	Sculpture and 3D: Clay houses	Craft and design: Ancient Egyptian scrolls	Craft and design: Fabric of nature	Painting and mixed media: Portraits	Sculpture and 3D: Making memories	
	Design and Technology	Autumn 1	<u>All about me and my family</u> • Exploring materials	Exploring materials, describing texture, joining construction pieces together, building and balancing.	Structures: Constructing a windmill	Structures: Baby bear's chair	Structures: Constructing a castle	Digital world – Mindful moments timer	Textiles: Stuffed Toys	Structures: Playgrounds	
		Autumn 2	<u>Celebrations & Me</u> • Block house and enclosures								
		Spring 1	<u>Night time & Winter</u>	Materials, joining materials and describing textures. To use	Textiles: puppets	Mechanisms: Fairground Wheel	Mechanical systems: Pneumatic toys	Cooking and nutrition: Adapting a recipe	Mechanical systems: pop-up book	Mechanical systems: Automata toys	

				various construction materials						
		Spring 2	<u>Traditional Tales</u> • Sculpture – characters							
		Summer 1	<u>Growing/ Farm/ Jack and the Beanstalk</u> Form: Construct farm buildings, tractors	creating props through role-play. Join materials to create bug/mini-beast houses. Share creations and explain the process used.	Mechanisms: Making a moving story book	Cooking and nutrition: A balanced Diet	Digital World: Wearable Technology	Electrical systems: Torches	Cooking and nutrition: Developing a recipe	Textiles: Waistcoats
		Summer 2	<u>Mini-beasts</u> • Bug Hotels							
	Autumn 1	<u>Nursery rhymes & rhythm sticks</u>	Charanga: Me!	Hey you!	Hands, Feet, Heart	Let Your Spirit Fly	Mamma Mia	Livin' On A Prayer	Happy	
	Autumn 2	<u>Using my voice for singing</u>	Charanga: My stories	Rhythm In the Way We Walk and Banana Rap	Ho Ho Ho	Glockenspiel Stage 1	Glockenspiel Stage 2	Classroom Jazz 1	Classroom Jazz 2	
	Spring 1	<u>Exploring Instruments</u>	Charanga: Everyone!	In the Groove	I Wanna Play In A Band	Three Little Birds	Stop!	Make You Feel My Love	A New Year Carol	
	Spring 2	<u>Story songs</u>	Charanga: Our World!	Round and Round	Zootime	The Dragon Song	Lean On Me	The Fresh Prince Of Bel-Air	You've Got A Friend	
	Summer 1	<u>Use of rhythm</u>	Charanga: Big Bear Funk	Your Imagination	Friendship Song	Bringing Us Together	Blackbird	Dancing In The Street	Music and Me	
	Summer 2	<u>Minibeast ball – songs and movement</u>	Charanga: Reflect, Rewind and Replay	Reflect, Rewind and Replay	Reflect, Rewind and Replay	Reflect, Rewind and Replay	Reflect, Rewind and Replay	Reflect, Rewind and Replay	Reflect, Rewind and Replay	