

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

Curriculum Subject/Area				
EYFS	KS1/2	Term	Nursery	Reception
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 &amp; Me</u> Colour Palettes:	Painting - mixing
		Spring 1	<u>Night time &amp; Winter</u> Printing:	
		Spring 2	<u>Traditional Tales</u> Developing drawing skills:	Painting and printing -
		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
	Design and Technology	Autumn 1	<u>All about me and my family</u> • Exploring materials	
		Autumn 2	<u>Celebrations &amp; Me</u> • Block house and enclosures	Structures: Shelters
		Spring 1	<u>Night time &amp; Winter</u>	Textiles: Bookmarks
		Spring 2	<u>Traditional Tales</u> • Sculpture – characters	
		Summer 1	<u>Growing/ Farm/ Jack and the Beanstalk</u> Form: Construct farm buildings, tractors	Structures: Junk modelling
		Summer 2	<u>Mini-beasts</u> • Bug Hotels	
	Music	Autumn 1	<u>Nursery rhymes &amp; rhythm sticks</u>	Charanga: ME!

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		Autumn 2	<u>Using my voice for singing</u>	Charanga: My stories	
		Spring 1	<u>Exploring Instruments</u>	Charanga: Everyone!	
		Spring 2	<u>Story songs</u>	Charanga: Our World!	
		Summer 1	<u>Use of rhythm</u>	Charanga: Big Bear Funk	
		Summer 2	<u>Minibeast ball – songs and movement</u>	Charanga: Reflect, Rewind and Replay	
Understanding the world	Science	Autumn 1	<u>All about me and my family</u>	<u>All about me and my family</u>	
		Autumn 2	<u>Celebrations &amp; Me</u>	<u>Celebrations &amp; Night time</u>	
	The Natural World	Spring 1	<u>Night Time &amp; Winter</u>	<u>Winter &amp; Birds around the world</u>	
		Spring 2	<u>Traditional Tales</u>	<u>Traditional Tales</u>	
		Summer 1	<u>Growing/ Farm/ Jack and the Beanstalk</u>	<u>Holidays – Past &amp; Present</u>	
		Summer 2	<u>Mini-beasts and Growing</u>	<u>Mini-beasts and Growing</u>	
		Autumn 1	<u>All about me and my family</u>	<u>All about me and my family</u>	
	History	Past & Present	Autumn 2	<u>Celebrations &amp; Me</u>	<u>Celebrations &amp; Night time</u>
			Spring 1	<u>Night Time &amp; Winter</u>	<u>Winter &amp; Birds around the world</u>
			Spring 2	<u>Traditional Tales</u>	<u>Traditional Tales</u>
			Summer 1	<u>Growing/ Farm/ Jack and the Beanstalk</u>	<u>Holidays – Past &amp; Present</u>
			Summer 2	<u>Mini-beasts and Growing</u>	<u>Mini-beasts and Growing</u>
			Autumn 1	<u>All about me and my family</u>	<u>All about me and my family</u>
Geography	Autumn 1	<u>All about me and my family</u>	<u>All about me and my family</u>		

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	The Natural World	Autumn 2	<u>Celebrations &amp; Me</u>	<u>Celebrations &amp; Night time</u>
		Spring 1	<u>Night Time &amp; Winter</u>	<u>Winter &amp; Birds around the world</u>
		Spring 2	<u>Traditional Tales</u>	<u>Traditional Tales</u>
		Summer 1	<u>Growing/ Farm/ Jack and the Beanstalk</u>	<u>Holidays – Past &amp; Present</u>
		Summer 2	<u>Mini-beasts and Growing</u>	<u>Mini-beasts and Growing</u>
	Computing	Autumn 1		
		Autumn 2		
		Spring 1		
		Spring 2		
		Summer 1		
		Summer 2		
	RE	Autumn 1	<u>Special People</u>	Which people are special and why?
		Autumn 2	<u>Special Times</u>	Which stories are special and why?
		Spring 1	<u>Special Places</u>	Which places are special and why?
		Spring 2	<u>Special Stories</u>	Which times are special and why?
		Summer 1	<u>The Natural world</u>	What is special about our world?
		Summer 2	<u>Belonging and Special People to Me</u>	Where do we belong?
	MFL	Autumn 1		
		Autumn 2		
		Spring 1		
		Spring 2		
		Summer 1		

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		Summer 2		
Personal, Social and Emotional Development	PSHE	Autumn 1	Building Attachments	Building attachments and communicating confidently Emotional regulation
		Autumn 2	Cooperative play and making friends	Communicating needs and responding to the needs of others
		Spring 1	Exploring environments	Wonderful me
		Spring 2	Emotional regulation	Resilience and Respect
		Summer 1	Caring for me, caring for others	Positive Relationships
		Summer 2	Proud of my achievements.	Healthy self.
Physical Development	PE	Autumn 1	-	Intro to PE: Unit 2
		Autumn 2	Intro to PE: Unit 1	Fundamentals: Unit 2
		Spring 1	Intro to PE: Unit 1	Ball Skills: Unit 2
		Spring 2	Fundamentals: Unit 1	Gymnastics: Unit 2
		Summer 1	Fundamentals: Unit 1	Dance: Unit 2
		Summer 2	Dance: Unit 1	Games: Unit 2

Curriculum Subject/Area				
EYFS	KS1/2	Term	Nursery	Reception
Literacy Development	Reading	Autumn 1	Nursery rhymes	Little Wandle
		Autumn 2	Listening and attention grabbers	Little Wandle
		Spring 1	Voice sounds	Little Wandle
		Spring 2	Rhythm	Little Wandle
		Summer 1	Rhyme	Little Wandle
		Summer 2	Voice sounds Rhythm Initial phoneme Oral blending	Little Wandle
	Writing	Autumn 1	Exploring with marks - sensory	Gross Motor/ Fine Motor Focus Big Mark making – using symbols
		Autumn 2	Exploring with marks	Using symbols

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				Labels
		Spring 1	Giving marks meaning	Labels use of phonics
		Spring 2	Giving marks meaning	Phrases
		Summer 1	Develop pencil grip with increased maturity	Simple sentences
		Summer 2	Increased control over mark making	Sentences
Communication and Language Development	Speaking and Listening	Autumn 1		
		Autumn 2		
		Spring 1		
		Spring 2		
		Summer 1		
		Summer 2		
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
		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 - 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
		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
		Summer 1	Number and place value Calculation	Addition and subtraction - addition by counting on, taking away by counting back

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		Measurement Geometry –properties of shapes	Number and place value - counting to and from 20 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

Curriculum Subject/Area		Term	Year Group					
EYFS	KS1/2		Y1	Y2	Y3	Y4	Y5	Y6
Personal, Social and Emotional Development	PSHE (Manchester Approved Syllabus)	Autumn 1	<b>Keeping Safe</b> What are the rules for keeping me safe at school and outside? What are the rules about household substances? What is an emergency and what do I do?  <b>Healthy Lifestyle</b> What food should I eat? How do I look after my teeth? Why is it important to wash my hands?	<b>Keeping Safe</b> How do medicines help us when we are unwell? How do I keep safe at home? What is my responsibility for keeping myself and others safe?  <b>Healthy Lifestyle</b> How do I keep myself healthy? Why is it important to keep active? How can I prevent diseases spreading?	<b>Keeping Safe</b> What happens when I breathe smoke in the air? How do I recognise risks in my life? What do I do in an emergency?  <b>Healthy Lifestyle</b> What is a healthy diet? What is an unhealthy diet? How do I keep safe in the sun? Why is personal hygiene important?	<b>Keeping Safe</b> How do I manage risks in my life? What is self-control? What is the difference between legal and illegal drugs? Are all drugs harmful?  <b>Healthy Lifestyle</b> How do I make sure that I sleep well? What is fuel for the body? How do I know if I am physically ill?	<b>Keeping Safe</b> How do I respond to dares? What are "habits"? Who or what influences me?  <b>Healthy Lifestyle</b> How can we stop the spread of infection? Why is it important to know about the nutritional content of food?	<b>Keeping Safe</b> How do drugs affect the mind and body? How do I manage peer pressure? What are basic emergency first aid skills?  <b>Healthy Lifestyle</b> How is my mental and physical wellbeing connected? How do I keep myself physically healthy? Can I plan and prepare a healthy meal?
		Autumn 2						
		Spring 1	<b>Relationships and Sex Education</b> Who are the people in my life who love and care for me? What are the differences and	<b>Relationships and Sex Education</b> What is private? (Body parts) What happens when the body grows from young to old?	<b>Relationships and Sex Education</b> What is personal space? What does a healthy relationship look like?	<b>Relationships and Sex Education</b> What is diversity? Do boys and girls have different roles?	<b>Relationships and Sex Education</b> What is puberty? What are the different relationships in my life? What is unwanted touch?	<b>Relationships and Sex Education</b> What changes happen in my life? What happens in a loving relationship and

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			similarities between girls and boys?  <b>Mental and Emotional Health</b> What makes me happy? What are feelings? What is the difference between good secrets and bad secrets? How does my behaviour affect others?	What is fair, unfair, kind and unkind? (Friendship)  <b>Mental and Emotional Health</b> What is the difference between small feelings and big feelings? How can I keep safe online? What makes others happy? What is the difference between joking, teasing and bullying?	Why is being equal important in relationships?  <b>Mental and Emotional Health</b> How do my feelings affect my behaviour? How can I manage my feelings? What are the ways that we are communicating online? What am I good at?	What changes happen to my body as I grow up?  <b>Mental and Emotional Health</b> What is resilience? What does it mean to have responsibility over my choices and actions? What is discrimination?	Understanding FGM.  <b>Mental and Emotional Health</b> What is mental health? How do I negotiate and compromise? How do I stay safe on a mobile or tablet? How can I be happy being me? (Body Image)	what is forced marriage? How is a baby made?  <b>Mental and Emotional Health</b> How can I challenge negative thoughts and feelings? What is stereotyping? How can the internet positively and negatively affect our mental health?
		Spring 2						
		Summer 1	<b>Living in the Wider World</b> What are class rules? (British Values) Where does our money come from? What is the environment?  <b>BAME input and Online Safety</b> TBC	<b>Living in the Wider World</b> What groups and communities am I part of? How do we make choices about spending money? How can we look after the environment?  <b>BAME input and Online Safety</b> TBC	<b>Living in the Wider World</b> How do rules and law protect me? What is the difference between my local British communities and global communities? What are the links between work and money?  <b>BAME input and Online Safety</b> TBC	<b>Living in the Wider World</b> What are the rights of the child? How do we look after our money? What is sustainability?  <b>BAME input and Online Safety</b> TBC	<b>Living in the Wider World</b> How are rules and laws made and changed? What is Fair Trade? How can I develop my enterprise skills?  <b>BAME input and Online Safety</b> TBC	<b>Living in the Wider World</b> Why is it important to be critical of the media online and offline? How do people manage money? What do I want to be?  <b>BAME input and Online Safety</b> TBC
		Summer 2						
Physical Development  (Greenacres scheme of work)	PE	Autumn 1	<i>Invasion/team building/net and wall/ball skills</i> <i>Gymnastics</i>	<i>Invasion/team building/net and wall/ball skills</i> <i>Multi-Sports</i>	<i>Football/hockey/basketball/tag rugby</i> <i>Gymnastics</i>	<i>Football/hockey/basketball</i> <i>Gymnastics</i>	<i>Swimming</i> <i>Gymnastics</i>	<i>Football/hockey/basketball/tag rugby</i> <i>Gymnastics</i>
		Autumn 2	<i>Invasion/team building/net and wall/ball skills</i> <i>Multi-Sports</i>	<i>Invasion/team building/net and wall/ball skills</i> <i>Dance</i>	<i>Football/hockey/basketball/tag rugby</i> <i>Multi-Sports</i>	<i>Football/hockey/basketball</i> <i>Multi-Sports</i>	<i>Swimming</i> <i>Multi-Sports</i>	<i>Football/hockey/basketball/tag rugby</i> <i>Multi-Sports</i>
		Spring 1	<i>Invasion/team building/net and wall/ball skills</i> <i>Dance</i>	<i>Invasion/team building/net and wall/ball skills</i> <i>Multi-Sports</i>	<i>Football/hockey/basketball/tag rugby</i> <i>Multi sports</i>	<i>Football/hockey/basketball</i> <i>Multi-Sports</i>	<i>Swimming</i> <i>Multi-Sports</i>	<i>Football/hockey/basketball/tag rugby</i> <i>Multi-Sports</i>

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		Spring 2	<i>Invasion/team building/net and wall/ball skills Multi-Sports</i>	<i>Invasion/team building/net and wall/ball skills Yoga</i>	<i>Football/hockey/basketball/tag rugby Yoga</i>	<i>Swimming Yoga</i>	<i>Football/hockey/basketball Yoga</i>	<i>Football/hockey/basketball/tag rugby Yoga</i>
		Summer 1	<i>Athletics Yoga</i>	<i>Striking and fielding Multi-Sports</i>	<i>Athletics Dance</i>	<i>Swimming Dance</i>	<i>Athletics Dance</i>	<i>Striking and fielding Dance</i>
		Summer 2	<i>Striking and fielding Multi-Sports</i>	<i>Athletics Gymnastics</i>	<i>Striking and fielding Multi-Sports</i>	<i>Swimming Multi-Sports</i>	<i>Striking and fielding Multi-Sports</i>	<i>Athletics Multi-Sports</i>
Communication and Language Development	ORACY (Adapted from Voice 21 to meet the needs of the children at Chapel Street Community Primary School)  Voice 21 – The National Oracy Education Charity <a href="https://voice21.org/#:~:text=In%202015%2C%20Voice%2021%20set,in%20school%20and%20in%20life.">https://voice21.org/#:~:text=In%202015%2C%20Voice%2021%20set,in%20school%20and%20in%20life.</a>	<b>Physical</b>	*Speak clearly and confidently in a range of contexts *Use appropriate tone of voice in the right context e.g. To project their voice to a large audience. *Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing	*Speak clearly and confidently with appropriate volume and pace in a range of contexts *Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea *Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions	*Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas *Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk *Consider position and posture when addressing an audience	*Deliberately select movement and gesture when addressing an audience *To use pauses for effect in presentational talk e.g. when telling an anecdote or joke *Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground	*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 *Project their voice to a large audience *Gestures become increasingly natural *Consciously adapt tone, pace and volume of voice within a single context.	*Speak fluently in front of an audience. *Have a stage presence *Consciously adapt, tone, pace and volume of voice
		<b>Linguistic</b>	Speak in sentences using joining phrases to link ideas *Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier 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... because...' 'linking to...' *Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally	*Speaking in sentences using 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'	*Be able to use specialist language to describe their 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'	*Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain	*Use an increasingly 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	*Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy *Vary sentence structures and length for effect when speaking *Be comfortable using idioms and expressions
		<b>Cognitive</b>	*Offer reasons for their opinions *Recognise when they haven't understood something	*Ask questions to find out more about a subject *Build on others' ideas in	*Offer opinions that aren't their own e.g. taking on the role of ... *Begin to reflect on	*Give supporting evidence e.g. citing a text (using sentence stems) a previous	*Draw upon knowledge of the world to support their own point of view	*Construct a detailed argument or complex narrative *Spontaneously



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			and ask a question *Disagree with someone else's opinion politely *Explain ideas and events in chronological order	discussions *Make connections between what has been said and their own and others' experiences	discussions and their own oracy skills and identify areas of strength and areas to improve *Reach shared agreement in discussions	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	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 ...?	respond to and offer increasingly complex questions, citing evidence where appropriate *Reflect on their own and others' oracy skills and identify how to improve.
		<b>Social and Emotional</b>	*Listen and respond 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 develop an awareness of audience e.g. what might interest a certain group *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	*Speak with confidence in front of an audience *Begin to recognise different roles within group talk e.g. chairperson *Adapt the content of their speech for a specific audience	*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	*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	*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
Literacy Development	Reading	Autumn 1	<u>Guided Reading carousel</u>  <b>Session 1</b> – Pre – read –vocabulary focus  <b>Session 2</b> – Guided read – key skill focus – retrieval – Teacher works with this group  <b>Session 3</b> Return to text – independent activity  <b>Session 4</b> Independent phonics activity – Sound based on book.  <b>Session 5</b>	<b>4 reading lesson (30 minutes)</b>  <b>Session 1 Pre – Read</b> Text introduction and predictions. Read text with children and identify new/ ambiguous vocabulary and text specific vocabulary.  <b>Session 2 Vocabulary</b> Explore the vocabulary identified in the pre-read  <b>Session 3</b>	Retrieve x 3 Define x 2 Infer x 2 sequence x 1 Recap and review of existing knowledge and skills. 3 complete comprehension	Retrieve x3 Define x2 Infer x2 Recap and review of existing knowledge and skills. 3 complete comprehensions	Retrieve x3 Define x2 Infer x1 Predict x1 Recap and review of existing knowledge and skills. 3 complete comprehensions	Retrieve x3 Define x2 Infer x2 Recap and review of existing knowledge and skills. 3 complete comprehensions

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			Reading for pleasure	<b>Guided read with teacher</b> Introduce the key skill gem, image and definition  <b>Session 5 Independent single skill</b> Independent focus on same content from previous lesson				
	Autumn 2	<u>Guided Reading carousel</u>  <b>Session 1 –</b> Pre – read –vocabulary focus  <b>Session 2 –</b> Guided read – key skill focus – retrieval – Teacher works with this group  <b>Session 3</b> Return to text – independent activity  <b>Session 4</b> Independent phonics activity – Sound based on book.  <b>Session 5</b> Reading for pleasure	<b>4 reading lesson (30 minutes)</b>  <b>Session 1 Pre – Read</b> Text introduction and predictions. Read text with children and identify new/ambiguous vocabulary and text specific vocabulary.  <b>Session 2 Vocabulary</b> Explore the vocabulary identified in the pre-read  <b>Session 3 Guided read with teacher</b> Introduce the key skill gem, image and definition  <b>Session 5 Independent single skill</b> Independent focus on same content from previous lesson	Retrieve x2 Define x2 Infer x1 Sequence Predict x1 Predict: Beginning to explain my predictions using evidence. 3 complete comprehension	Retrieve x2 Define x1 Infer x1 Summarise x2 Predict x1 Predict: Predicting what might happen in the text using evidence. Summarise: Beginning to be more specific with summarising. 3 complete comprehensions	Retrieve x1 Define x1 Infer x2 Summarise x1 Explore x2 Consolidation of prior learning. 3 complete comprehensions	Retrieve x 1 Define x 2 Infer x 1 Summarise x1 Explore x1 Predict x1 Consolidation of prior learning. 3 complete comprehensions	
	Spring 1	<u>Guided Reading carousel</u>  <b>Session 1 –</b> Pre – read –vocabulary focus  <b>Session 2 –</b>	<b>4 reading lesson (30 minutes)</b>  <b>Session 1 Pre – Read</b> Text introduction and predictions. Read text with children and	Retrieve x1 Define x1 Inference x2 Explore x2 Infer: Making inferences about character's feelings, thoughts and	Retrieve x1 Define x1 Infer x2 Summarise x1 Explore x1 Explore: Discussing words and phrases that capture the reader's	Retrieve x1 Define x1 Infer x2 Summarise x1 Explore x2 Consolidation of prior learning.	Retrieve x1 Define x1 Infer x2 Summarise x1 Compare x1 Inference: Giving extended responses	

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			<p>Guided read – key skill focus – retrieval – Teacher works with this group</p> <p><b>Session 3</b> Return to text – independent activity</p> <p><b>Session 4</b> Independent phonics activity – Sound based on book.</p> <p><b>Session 5</b> Reading for pleasure</p>	<p>identify new/ambiguous vocabulary and text specific vocabulary.</p> <p><b>Session 2 Vocabulary</b> Explore the vocabulary identified in the pre-read</p> <p><b>Session 3 Guided read with teacher</b> Introduce the key skill gem, image and definition</p> <p><b>Session 5 Independent single skill</b> Independent focus on same content from previous lesson</p>	<p>actions. Beginning to explain my inferences. Explore: Beginning to discuss words and phrases that capture the reader's interest and imagination</p> <p>3 complete comprehensions</p>	<p>interest and imagination and beginning to justify our opinions</p> <p>3 complete comprehensions</p>	<p>3 complete comprehensions</p>	<p>when making inferences.</p> <p>3 complete comprehensions</p>
		Spring 2	<p><u>Guided Reading carousel</u></p> <p><b>Session 1 –</b> Pre – read –vocabulary focus</p> <p><b>Session 2 –</b> Guided read – key skill focus – retrieval – Teacher works with this group</p> <p><b>Session 3</b> Return to text – independent activity</p> <p><b>Session 4</b> Independent phonics activity – Sound based on book.</p> <p><b>Session 5</b> Reading for pleasure</p>	<p><b>4 reading lesson (30 minutes)</b></p> <p><b>Session 1 Pre – Read</b> Text introduction and predictions. Read text with children and identify new/ambiguous vocabulary and text specific vocabulary.</p> <p><b>Session 2 Vocabulary</b> Explore the vocabulary identified in the pre-read</p> <p><b>Session 3 Guided read with teacher</b> Introduce the key skill gem, image and definition</p> <p><b>Session 5</b></p>	<p>Retrieve x1 Define x1 Inference x1 Summarise x1 Infer: Making inferences about character's feelings, thoughts and actions. Beginning to explain my inferences. Summarise: Beginning to simply summarise the key details of texts</p> <p>2 complete comprehensions</p>	<p>Retrieve x1 Define x1 Infer x2 Summarise x1 Compare x1 Infer: Making inferences about character's feelings, thoughts and actions. I can then justify my inferences with evidence. Compare: Beginning to make simple comparisons within texts and between texts.</p> <p>2 complete comprehensions</p>	<p>Retrieve x2 Define x1 Infer x2 Relate x1 Relate: Identifying how language, structure and presentation help the meaning of a text Inference: Giving extended responses when making inferences.</p> <p>2 complete comprehensions</p>	<p>Retrieve x1 Define x1 Infer x2 Summarise x1 Relate x1 Inference: Making impressions about characters and situations and justifying these with evidence.</p> <p>2 complete comprehensions</p>

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				<b>Independent single skill</b> Independent focus on same content from previous lesson				
	Summer 1	<p><u>Guided Reading carousel</u></p> <p><b>Session 1</b> – Pre – read –vocabulary focus</p> <p><b>Session 2</b> – Guided read – key skill focus – retrieval – Teacher works with this group</p> <p><b>Session 3</b> Return to text – independent activity</p> <p><b>Session 4</b> Independent phonics activity – Sound based on book.</p> <p><b>Session 5</b> Reading for pleasure</p>	<p><b>4 reading lesson (30 minutes)</b></p> <p><b>Session 1 Pre – Read</b> Text introduction and predictions. Read text with children and identify new/ ambiguous vocabulary and text specific vocabulary.</p> <p><b>Session 2 Vocabulary</b> Explore the vocabulary identified in the pre-read</p> <p><b>Session 3 Guided read with teacher</b> Introduce the key skill gem, image and definition</p> <p><b>Session 5 Independent single skill</b> Independent focus on same content from previous lesson</p>	<p>Retrieve x2 Define x1 Inference x2 Explore x1 Explore: Discussing words and phrases that capture the reader’s interest and imagination Infer: Making inferences about character’s feelings, thoughts and actions. Justifying inferences using simple evidence. 2 complete comprehensions</p>	<p><b>Retrieve x1</b> Define x1 Infer x1 Compare x1 Compare: Making simple comparisons within texts and between texts. 2 complete comprehensions</p>	<p>Retrieve x1 Define x1 Infer x1 Summarise x1</p> <p>Inference: Giving extended responses when making inferences. 2 complete comprehensions</p>	<p>Retrieve x1 Define x1 Infer x1 Relate x1 Inference: Giving extended responses when making inferences, including making impressions and justifying these with evidence. 2 complete comprehensions</p>	
	Summer 2	<p><u>Guided Reading carousel</u></p> <p><b>Session 1</b> – Pre – read –vocabulary focus</p> <p><b>Session 2</b> – Guided read – key skill focus – retrieval – Teacher works with this group</p> <p><b>Session 3</b> Return to text – independent activity</p>	<p><b>4 reading lesson (30 minutes)</b></p> <p><b>Session 1 Pre – Read</b> Text introduction and predictions. Read text with children and identify new/ ambiguous vocabulary and text specific vocabulary.</p> <p><b>Session 2 Vocabulary</b></p>	<p>Retrieve x1 Define x1 Inference x1 Explore x1 Summarise x1 Predict x1 Summarise: Beginning to simply summarise the key details of texts Consolidation of prior learning. 3 complete comprehensions</p>	<p>Retrieve x1 Define x1 Infer x1 Summarise x1 Compare x1 Predict x1 Explore x1 Consolidation of prior learning. 3 complete comprehensions</p>	<p>Retrieve x1 Define x1 Infer x1 Summarise x1 Compare x1 Relate x1 Explore x1 Consolidation of prior learning. 3 complete comprehensions</p>	<p>Retrieve x1 Define x1 Infer x1 Summarise x1 Compare x1 Relate x1 Explore x2 Consolidation of prior learning. 3 complete comprehensions</p>	

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			<p><b>Session 4</b> Independent phonics activity – Sound based on book.</p> <p><b>Session 5</b> Reading for pleasure</p>	<p>Explore the vocabulary identified in the pre-read</p> <p><b>Session 3</b> <b>Guided read with teacher</b> Introduce the key skill gem, image and definition</p> <p><b>Session 5</b> <b>Independent single skill</b> Independent focus on same content from previous lesson</p>				
Literacy development	Writing	Autumn 1	<p><b>Basic skills</b></p> <p><b>Non-Fiction</b> Labels and captions</p> <p><b>Narrative</b> Character description</p>	<p><b>Basic skills</b></p> <p><b>Non-Fiction</b> Non-chronological report.</p> <p><b>Narrative</b> Setting Description</p>	<p><b>Basic skills</b></p> <p><b>Non-Fiction</b> Letter</p> <p><b>Narrative</b> Setting description</p>	<p><b>Basic skills</b></p> <p><b>Non-Fiction</b> Letter</p> <p><b>Narrative</b> Character description</p>	<p><b>Basic skills</b></p> <p><b>Non-Fiction</b> Explanation text about</p> <p><b>Narrative</b> Story with suspense (horror)</p>	<p><b>Basic skills</b></p> <p><b>Non-Fiction</b> Non – chronological report</p> <p><b>Narrative</b> Setting description</p>
		Autumn 2	<p><b>Non-Fiction</b> Instructions</p> <p><b>Narrative</b> Short version of the story (one paragraph)</p> <p><b>Poetry</b> List poems – alliterative sentences. E.g. lazy lizards licked luscious lollies</p>	<p><b>Narrative</b> Story – using predictable and patterned language</p> <p><b>Non-Fiction</b></p> <p><b>Poetry</b> Acrostic Poems</p>	<p><b>Non-Fiction</b></p> <p><b>Narrative</b> Story – set in a historical setting</p> <p><b>Poetry</b> Narrative with Rhyme</p>	<p><b>Non-Fiction</b> <u>Leaflet</u></p> <p><b>Narrative</b> Story - re-telling in different ways. E.g. extending the narrative, changing the ending etc.</p> <p><b>Poetry</b> Limericks</p>	<p><b>Non-Fiction</b> Diary entry</p> <p><b>Narrative</b> Story – with flashbacks</p> <p><b>Poetry</b> Cinquain</p>	<p><b>Non-Fiction</b> Persuasive – controversial issue – pig heart</p> <p><b>Narrative</b> Story – dialogue</p> <p><b>Poetry</b> Blank verse</p>
		Spring 1	<p><b>Basic Skills</b></p> <p><b>Non-Fiction</b> Postcard</p> <p><b>Narrative</b> Re-tell a fairy tale</p>	<p><b>Basic skills</b></p> <p><b>Non-Fiction</b> Explanation</p> <p><b>Narrative</b> Character description</p>	<p><b>Basic skills</b></p> <p><b>Non-Fiction</b> Instructions</p> <p><b>Narrative</b> Story – Myths and legends</p>	<p><b>Basic skills</b></p> <p><b>Non-Fiction</b> Diary</p> <p><b>Narrative</b> Story – set in historical context</p>	<p><b>Basic skills</b></p> <p><b>Non-Fiction</b> Letter</p> <p><b>Narrative</b> Story – myths and legends</p>	<p><b>Basic skills</b></p> <p><b>Non-Fiction</b> Balanced argument</p> <p><b>Narrative</b> Story – flashbacks</p>
		Spring 2	<p><b>Poetry</b></p>	<p><b>Non-Fiction</b> Recount</p>	<p><b>Non-Fiction</b> Letter</p>	<p><b>Non-Fiction</b> Biography</p>	<p><b>Non-Fiction</b> Newspaper report</p>	<p><b>Non-Fiction</b> <u>Diary</u></p>

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			Repetitive – non rhyming poem (3 lines) <b>Narrative</b> Setting description	<b>Narrative</b> Stories from a different culture  <b>Poetry</b> Quatrain – AABB or ABAB	<b>Narrative</b> Character Description  <b>Poetry</b> Question & Answer poems	<b>Narrative</b> Story – set in a fantasy world  <b>Poetry</b> Monologue poetry	<b>Narrative</b> Story – set in fantasy world  <b>Poetry</b> Simile and metaphor	<b>Narrative</b> Story with dialogue  <b>Poetry</b> Sonnets (classics)
		Summer 1	<b>Basic Skills</b>  <b>Non-fiction</b> Non-chronological report <b>Narrative</b> Story	<b>Basic skills</b>  <b>Non-Fiction</b> Non-Chronological report  <b>Narrative</b> Traditional/ folk tale	<b>Basic skills</b>  <b>Non-Fiction</b> Non-Chronological report  <b>Narrative</b> Setting description	<b>Basic skills</b>  <b>Non-Fiction</b> Non – Chronological report  <b>Narrative</b> Setting description	<b>Basic skills</b>  <b>Non-Fiction</b> Non-Chronological report  <b>Narrative</b> Setting description	<b>Basic skills</b>  <b>Non-Fiction</b> Explanation text  <b>Narrative</b> Letter
		Summer 2	<b>Non-Fiction</b>  <b>Poetry</b> Performance poetry <b>Narrative</b> Recount	<b>Non-Fiction</b>  <b>Narrative</b> Story – historical context  <b>Poetry</b> Shape Poem	<b>Non-Fiction</b> Play script  <b>Narrative</b> Story – retelling  <b>Poetry</b> Haiku & Tankas	<b>Non-Fiction</b>  <b>Narrative</b> Story including dialogue  <b>Poetry</b> Metaphor poetry	<b>Non-Fiction</b> Recount  <b>Narrative</b> Story with familiar settings  <b>Poetry</b> Personification poetry	<b>Non-Fiction</b> Persuasive writing  <b>Narrative</b> Story – myth, legend or fable  <b>Poetry</b> Narrative/classic
Mathematics	Maths (Power Maths)	Autumn 1	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	Addition and subtraction Properties of shape	Measurement Multiplication and division	Multiplication and division	Measurement Multiplication and division	Statistics Multiplication and division Measurement	Fractions Position and direction
		Spring 1	Addition and subtraction	Multiplication and division Statistics measurement	Measurement Statistics	Multiplication and division Measurement	Multiplication and division Fractions (inc. decimals and percentages)	Fractions (inc. decimals and percentages)
		Spring 2	Place value Measurement	Properties of shape Fractions	Measurement Fractions	Fractions inc. decimals	Fractions (inc. decimals and percentages)	Algebra Measurement Ratio and proportion
		Summer 1	Position and direction Addition and subtraction	Position and direction Addition and subtraction	Fractions Measurement Properties of shapes	Measurement Statistics	Properties of shape	Properties of shapes
		Summer 2	Measurement	measurement	Measurement	Properties of shapes Position and direction	Position and direction measurement	Problem solving statistics

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Understanding the world	Science	Autumn 1	Seasonal Changes	Animals inc. humans	Forces and magnets	Sound	Everyday materials	Animals inc.humans
		Autumn 2	Seasonal Changes	Animals inc. humans	Forces and magnets	Sound	Everyday materials	Animals inc.humans
		Spring 1	Everyday materials	Everyday materials	Everyday materials - rocks	Everyday materials/States of Matter	Forces: Earth and Space	Evolution and inheritance
		Spring 2	Everyday materials	Everyday materials	Plants	Animals inc.humans (digestion)	Forces: Earth and Space	Living things and their habitats - Classification
		Summer 1	Plants –	Plants	Light and electricity	Living things and their habitats	Animals inc.humans	Light
		Summer 2	Animals inc humans	Plants	Animals inc.humans	Light and electricity	Living things and their habitats	Electricity
	Geography	Autumn 1	Our place in the UK	What are the continents and oceans in the world?	Maps – how do they work and how do they help us?	Natural disasters – what makes the Earth angry?	An American tale	Rainforests
		Autumn 2	Our place in the UK	What are the continents and oceans in the world?	Life in contrasting locations	What makes the UK great?	An American tale	Rainforests
		Spring 1						
		Spring 2						
		Summer 1						
		Summer 2	The Poles and the bit in the middle	Where would you prefer to live, England or Kenya?	Cracking Coasts	The story of a river.	Maps – how do they work and how do they help us?	Climate change
	History	Autumn 1						
		Autumn 2						
		Spring 1	Are iPads better than my Grandma's old toys?	Who's to blame for the flames?	Stone Age vs Bronze Age	What did we learn from the Ancient Greeks?	Invaders and Settlers	Is it ever right to fight? (WW1 and WW2)
		Spring 2	Are iPads better than my Grandma's old toys?	Who's to blame for the flames?	Stone Age vs Bronze Age	What did we learn from the Ancient Greeks?	Invaders and Settlers	Is it ever right to fight? (WW1 and WW2)
		Summer 1	What is the story of Chapel Street? (Local History Study)	Who deserves to have a statue on display in Levenshulme?	How can we rediscover the wonders of the Indus Valley?	Why did the Romans enjoy living in Britain and what was their legacy?	Early Islamic Civilisations	Local Study
		Summer 2						
	RE	Autumn 1						

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	(Manchester Approved NATRE syllabus)	Autumn 2	Who is a Christian and what do they believe?  Sacred places- Christians	Who is Jewish? What do Jews believe?  Sacred books- Jewish	What do different people believe about God? Hindu  Why do people pray? Hindu	What does it mean to be a Hindu in Britain today?	Why do people think God exists? Christians and non-religious  What would Jesus do?	What do religions say to us when life gets hard? Hindus  Is it better to express your beliefs in arts and architecture or in charity? Muslims
		Spring 1						
		Spring 2	Sacred Places- Muslims  Celebrate special and sacred times -Muslims	Celebrate sacred and special times- Christians	Why is the Bible so important for Christians today?  Why are festivals Important to religious communities? Christian	What can we learn from religions about deciding what is right or wrong? –Christian <b>and non-religious</b>  Why is Jesus inspiring?	If God is everywhere, Why go to a place of worship? Christianity and Judaism	What matters most to <b>Christians</b> and <b>Humanists</b> ?  What can be done to reduce racism? <b>Muslims, Christians</b> and <b>non-religious</b>
		Summer 1						
		Summer 2	Faith community- Jewish  Care for others- Jewish	Care for others- Christian  Celebrate special and sacred times- C, M and J	Family life and festivals- Jewish	Why do some people think that life is like a journey and what significant experiences mark this? Jewish and Humanist  Why are festivals important to religious communities? Jewish  Family life and festivals- Jewish <b>and Muslims</b>	Green Religion? How and why should religious communities do more to care for Earth? C/H/J	Green religion? How and why should religious communities do more to care for Earth? <b>C/H/J</b>  What difference does it make to believe in ahimsa (harmlessness), grace and or/ ummah (community)? Christians
		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



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		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 networks 2: Word processing	Computing systems and networks 2: Emailing	Creating media: Website design	Data handling: Mars Rover 1	Computing systems and networks: Bletchley Park
		Spring 2	Creating media: Digital imagery	Data handling: International Space Station	Data handling: Comparison cards databases	Programming 2: Computational thinking	Programming: Micro:bit	Programming: Intro to Python
		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
	MFL (Language Angels)	Autumn 1						
		Autumn 2						
		Spring 1						
		Spring 2			Phonetics 1 and 2 I'm learning Spanish Animals	Phonetics 1 and 2 Fruits Vegetables	Phonetics 1 to 3 Vegetables	Phonetics 1 to 4 Presenting myself
		Summer 1			Musical instruments Fruits	Ancient Britain Presenting myself	Presenting myself Family	Do you have a pet? What is the date? Weather
		Summer 2			Ancient Britain I can...	Classroom House	Romans Clothes	My House School
		Summer 2						
Expressive Arts and Design	Art	Autumn 1	Art skill: Drawing (line/shape) Style: Cubism self portraits Artist: Pablo Picasso Country: Spain	Art skill: Texture Style: Collage Artist: Henry Matisse (Jazz Book) Country: France	Art skill: Drawing (Line/shape) Style: 3D Pyramids Artist: Stefan Pabst Country: Egyptian landscapes	Art skill: Pattern (Drawing) Style: Rangoli drawings Artist: Shanthi Sridharan Country: India	Art skill: Colour (Paint) Style: Abstract art Artist: Jackson Pollock Country: America	Art skill: Drawing (Line/shape) Style: Surrealism (portrait) Artist: Frida Kahlo Country: Mexico
		Autumn 2						
		Spring 1	Art skill: Pattern Style: Aboriginal art Artist: Dorothy Napangardi Country: Australia	Art skill: Form (Clay sculpture) Style: Clay animals Artist: Nicki Mackman Country: England	Art skill: Printing Style: Mono-printing (Cave Printing) Artist: Stone Age Country: European Stone Age	Art skill: Form (clay sculpture) Style: Greek Pots (murals printed on) Artist: Exekias Country: Greece	Art skill: Screen printing Style: Pop art screen prints Artist: Andy Warhol Country: North America	Art skill: Texture (weaving) Style: Persian rug (weaving on a cardboard loom) Artist: Historical pattern Country: Iran
		Spring 2						
		Summer 1	Art skill: Relief Printing	Art skill: Colour (paint) Style: Landscapes	Art skill: Texture Style: Batik (wax resist)	Art skill: Colour (paint)	Art skill: Pattern (Paint/Pastel)	Art skill: Form (wire sculpture)

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			Style: Jaipur Indian block printing Artist: Chhipa community Country: India, Rajasthan	Artist: LS Lowry Country: England, Manchester	Artist: Amri Yahya Country: Indonesia	Style: Ancient Roman panel art Artist: Artists from Ancient Rome Country: Italy	Style: Islamic art – geometric patterns Artist: Islamic historical pattern Country: Pakistan	Style: wire animal sculptures (Manchester bees) Artist: William Ashley-Norman Country: Manchester, England.
		Summer 2						
Design and Technology (Projects on a Page)	Autumn 1							
	Autumn 2	Textiles - Templates and joining techniques	Mechanisms-Sliders and levers	Food- Healthy and varied diet (including cooking and nutrition requirements for KS2)	Food- Healthy and varied diet (including cooking and nutrition requirements for KS2)	Textiles – combining fabric shapes	Structures – Frame structures (Grass Huts)	
	Spring 1							
	Spring 2	Mechanisms - Wheels and axles	Food - Preparing fruit and vegetables	Mechanisms-Levers and linkages	Mechanical Systems- Pneumatics	Mechanical Systems Pulleys or gears	Textiles Using computer-aided design in textiles	
	Summer 1							
	Summer 2	Mechanisms - Sliders and levers	Structures - Freestanding structures	Shell structures (Beach Huts)	Electrical Systems- Simple circuits and switches	Food- Celebrating culture and seasonality	Electrical systems- more complex switches and circuits	
Music (Charanga)	Autumn 1	Hey You! Style of song: old school hiphop Unit theme: How pulse, rhythm and pitch work together	Hands, feet, heart Style of song: Afropop, South African Unit theme: South African music	Glockenspiel 1 Style of song: N/A	Lean on Me Style of song: Gospel Unit theme	MUSIC – WIDER OPPS – LEARNING TO PLAY AN INSTRUMENT	MUSIC – WIDER OPPS – LEARNING TO PLAY AN INSTRUMENT	
	Autumn 2	Hey You! Style of song: old school hiphop Unit theme: How pulse, rhythm and pitch work together	Hands, feet, heart Style of song: Afropop, South African Unit theme: South African music	MUSIC – WIDER OPPS – LEARNING TO PLAY AN INSTRUMENT	MUSIC – WIDER OPPS – LEARNING TO PLAY AN INSTRUMENT	Classroom Jazz 1 Style of song: Bossa Nova and swing Unit theme: Jazz and improvisation	You've got a friend Style of song: 70s Ballad/Pop Unit theme: The music of Carole King	
	Spring 1	Round and Round! Style of song: Bossa Nova Unit theme: Pulse, rhythm and pitch in different styles of music	I wanna play in a band Style of song: Rock Unit theme: Playing together in a band	Bringing us together Style of song: Disco Unit theme: Disco, friendship, hope and unity.	Blackbird Style of song: The Beatles/Pop Unit theme: The Beatles, equality and civil rights.	Dancing in the Street Style of song: Motown Unit theme: Motown	Music and me Style of song: Multi instrumental Unit theme: Empowering and inspirational female role models.	
	Spring 2	Round and Round! Style of song: Bossa Nova	I wanna play in a band Style of song: Rock Unit theme: Playing together in a band					

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			Unit theme: Pulse, rhythm and pitch in different styles of music.					
		Summer 1	MUSIC – WIDER OPPS – LEARNING TO PLAY AN INSTRUMENT	MUSIC – WIDER OPPS – LEARNING TO PLAY AN INSTRUMENT				
		Summer 2	MUSIC – WIDER OPPS – LEARNING TO PLAY AN INSTRUMENT	MUSIC – WIDER OPPS – LEARNING TO PLAY AN INSTRUMENT				