

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> <ul style="list-style-type: none"> *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 <p>Linguistic</p> <ul style="list-style-type: none"> Speak in sentences using joining phrases to link ideas *Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier 	<p>Physical</p> <ul style="list-style-type: none"> *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 <p>Linguistic</p> <ul style="list-style-type: none"> *Speaking in sentences using 	<p>Physical</p> <ul style="list-style-type: none"> *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 <p>Linguistic</p> <ul style="list-style-type: none"> *Be able to use specialist language to describe their 	<p>Physical</p> <ul style="list-style-type: none"> *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 <p>Linguistic</p> <ul style="list-style-type: none"> *Carefully consider the words and phrasing they use to express their ideas and how this supports the 	<p>Physical</p> <ul style="list-style-type: none"> 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. <p>Linguistic</p> <ul style="list-style-type: none"> *Use an increasingly 	<p>Physical</p> <ul style="list-style-type: none"> *Speak fluently in front of an audience. *Have a stage presence *Consciously adapt, tone, pace and volume of voice <p>Linguistic</p> <ul style="list-style-type: none"> *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 <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... 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 *Begin to organise group discussions independently of an adult Social and Emotional *Listen and respond	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' Cognitive *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	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' 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	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 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	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								
		Summer 1								

		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	Building Attachments	Building attachments and communicating confidently Emotional regulation	Keeping Safe 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? Healthy Lifestyle What food should I eat? How do I look after my teeth? Why is it important to wash my hands?	Keeping Safe 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? Healthy Lifestyle How do I keep myself healthy? Why is it important to keep active? How can I prevent diseases spreading?	Keeping Safe What happens when I breathe smoke in the air? How do I recognise risks in my life? What do I do in an emergency? Healthy Lifestyle What is a healthy diet? What is an unhealthy diet? How do I keep safe in the sun? Why is personal hygiene important?	Keeping Safe 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? Healthy Lifestyle How do I make sure that I sleep well? What is fuel for the body? How do I know if I am physically ill?	Keeping Safe How do I respond to dares? What are "habits"? Who or what influences me? Healthy Lifestyle How can we stop the spread of infection? Why is it important to know about the nutritional content of food?	Keeping Safe How do drugs affect the mind and body? How do I manage peer pressure? What are basic emergency first aid skills? Healthy Lifestyle 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	Cooperative play and making friends	Communicating needs and responding to the needs of others							
		Spring 1	Exploring environments	Wonderful me	Relationships and Sex Education Who are the people in my life who love and care for me? What are the differences and	Relationships and Sex Education What is private? (Body parts) What happens when the body grows from young to old?	Relationships and Sex Education What is personal space? What does a healthy relationship look like?	Relationships and Sex Education What is diversity? Do boys and girls have different roles? What changes happen to my	Relationships and Sex Education What is puberty? What are the different relationships in my life?	Relationships and Sex Education What changes happen in my life? What happens in a loving relationship and	

				<p>similarities between girls and boys?</p> <p>Mental and Emotional Health What makes me happy? What are feelings? What is the difference between good secrets and bad secrets? How does my behaviour affect others?</p>	<p>What is fair, unfair, kind and unkind? (Friendship)</p> <p>Mental and Emotional Health 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?</p>	<p>Why is being equal important in relationships?</p> <p>Mental and Emotional Health 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?</p>	<p>body as I grow up?</p> <p>Mental and Emotional Health What is resilience? What does it mean to have responsibility over my choices and actions? What is discrimination?</p>	<p>What is unwanted touch? Understanding FGM.</p> <p>Mental and Emotional Health 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)</p>	<p>what is forced marriage? How is a baby made?</p> <p>Mental and Emotional Health How can I challenge negative thoughts and feelings? What is stereotyping? How can the internet positively and negatively affect our mental health?</p>
	Spring 2	Emotional regulation	Resilience and Respect						
	Summer 1	Caring for me, caring for others	Positive Relationships	<p>Living in the Wider World What are class rules? (British Values) Where does our money come from? What is the environment?</p> <p>BAME input and Online Safety TBC</p>	<p>Living in the Wider World What groups and communities am I part of? How do we make choices about spending money? How can we look after the environment?</p> <p>BAME input and Online Safety TBC</p>	<p>Living in the Wider World 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?</p> <p>BAME input and Online Safety TBC</p>	<p>Living in the Wider World What are the rights of the child? How do we look after our money? What is sustainability?</p> <p>BAME input and Online Safety TBC</p>	<p>Living in the Wider World How are rules and laws made and changed? What is Fair Trade? How can I develop my enterprise skills?</p> <p>BAME input and Online Safety TBC</p>	<p>Living in the Wider World Why is it important to be critical of the media online and offline? How do people manage money? What do I want to be?</p> <p>BAME input and Online Safety TBC</p>
	Summer 2	Proud of my achievements.	Healthy self.						

Physical Development	PE	Autumn 1	-	Intro to PE: Unit 2	Invasion/team building/net and wall/ball skills Gymnastics	Invasion/team building/net and wall/ball skills Multi-Sports	Football/hockey/ basketball/tag rugby Gymnastics	Football/hockey/ basketball Gymnastics	Swimming Gymnastics	Football/hockey/ basketball/tag rugby Gymnastics
		Autumn 2	Intro to PE: Unit 1	Fundamentals: Unit 2	Invasion/team building/net and wall/ball skills Multi-Sports	Invasion/team building/net and wall/ball skills Dance	Football/hockey/ basketball/tag rugby Multi-Sports	Football/hockey/ basketball Multi-Sports	Swimming Multi-Sports	Football/hockey/ basketball/tag rugby Multi-Sports
		Spring 1	Intro to PE: Unit 1	Ball Skills: Unit 2	Invasion/team building/net and wall/ball skills Dance	Invasion/team building/net and wall/ball skills Multi-Sports	Football/hockey/ basketball/tag rugby Multi sports	Football/hockey/ basketball Multi-Sports	Swimming Multi-Sports	Football/hockey/ basketball/tag rugby Multi-Sports
		Spring 2	Fundamentals: Unit 1	Gymnastics: Unit 2	Invasion/team building/net and wall/ball skills Multi-Sports	Invasion/team building/net and wall/ball skills Yoga	Football/hockey/ basketball/tag rugby Yoga	Swimming Yoga	Football/hockey/ basketball Yoga	Football/hockey/ basketball/tag rugby Yoga
		Summer 1	Fundamentals: Unit 1	Dance: Unit 2	Athletics Yoga	Striking and fielding Multi-Sports	Athletics Dance	Swimming Dance	Athletics Dance	Striking and fielding Dance
		Summer 2	Dance: Unit 1	Games: Unit 2	Striking and fielding Multi-Sports	Athletics Gymnastics	Striking and fielding Multi-Sports	Swimming Multi-Sports	Striking and fielding Multi-Sports	Athletics Multi-Sports
Literacy Development	Reading	Autumn 1	Nursery rhymes Listening and attention grabbers Voice sounds Rhyme Voice sounds Rhythm Initial phoneme Oral blending	Little Wandle Daily Phonics sessions 3 x reading sessions a week. Read 1 – Decoding Read 2 – Prosody Read 3 - Comprehension	Guided Reading carousel Session 1 – Pre – read – vocabulary focus Session 2 – Guided read – key skill focus – retrieval – Teacher works with this group Session 3 Return to text – independent activity Session 4 Independent phonics activity – Sound based on book. Session 5	4 reading lesson (30 minutes) Session 1 Pre – Read Text introduction and predictions. Read text with children and identify new/ambiguous vocabulary and text specific vocabulary. Session 2 Vocabulary Explore the vocabulary identified in the pre-read Session 3 Guided read with teacher	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

				Reading for pleasure	Introduce the key skill gem, image and definition				
	Autumn 2		Little Wandle Daily Phonics sessions 3 x reading sessions a week. Read 1 – Decoding Read 2 – Prosody Read 3 - Comprehension	<p>Guided Reading carousel</p> <p>Session 1 – Pre – read – vocabulary focus</p> <p>Session 2 – Guided read – key skill focus – retrieval – Teacher works with this group</p> <p>Session 3 Return to text – independent activity</p> <p>Session 4 Independent phonics activity – Sound based on book.</p> <p>Session 5 Reading for pleasure</p>	<p>4 reading lesson (30 minutes)</p> <p>Session 1 Pre – Read Text introduction and predictions. Read text with children and identify new/ ambiguous vocabulary and text specific vocabulary.</p> <p>Session 2 Vocabulary Explore the vocabulary identified in the pre-read</p> <p>Session 3 Guided read with teacher Introduce the key skill gem, image and definition</p> <p>Session 5 Independent single skill Independent focus on same content from previous lesson</p>	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		Little Wandle Daily Phonics sessions	<p>Guided Reading carousel</p>	<p>4 reading lesson (30 minutes)</p>	Retrieve x1 Define x1 Inference x2	Retrieve x1 Define x1 Infer x2	Retrieve x1 Define x1 Infer x2	Retrieve x1 Define x1 Infer x2

			3 x reading sessions a week. Read 1 – Decoding Read 2 – Prosody Read 3 - Comprehension	<p>Session 1 – Pre – read – vocabulary focus</p> <p>Session 2 – Guided read – key skill focus – retrieval – Teacher works with this group</p> <p>Session 3 Return to text – independent activity</p> <p>Session 4 Independent phonics activity – Sound based on book.</p> <p>Session 5 Reading for pleasure</p>	<p>Session 1 Pre – Read Text introduction and predictions. Read text with children and identify new/ ambiguous vocabulary and text specific vocabulary.</p> <p>Session 2 Vocabulary Explore the vocabulary identified in the pre-read</p> <p>Session 3 Guided read with teacher Introduce the key skill gem, image and definition</p> <p>Session 5 Independent single skill Independent focus on same content from previous lesson</p>	Explore x2 Infer: Making inferences about character’s feelings, thoughts and actions. Beginning to explain my inferences. Explore: Beginning to discuss words and phrases that capture the reader’s interest and imagination 3 complete comprehensions	Summarise x1 Explore x1 Explore: Discussing words and phrases that capture the reader’s interest and imagination and beginning to justify our opinions 3 complete comprehensions	Summarise x1 Explore x2 Consolidation of prior learning. 3 complete comprehensions	Summarise x1 Compare x1 Inference: Giving extended responses when making inferences. 3 complete comprehensions
	Spring 2		Little Wandle Daily Phonics sessions 3 x reading sessions a week. Read 1 – Decoding Read 2 – Prosody Read 3 - Comprehension	<p>Guided Reading carousel</p> <p>Session 1 – Pre – read – vocabulary focus</p> <p>Session 2 – Guided read – key skill focus – retrieval – Teacher works with this group</p> <p>Session 3 Return to text –</p>	<p>4 reading lesson (30 minutes)</p> <p>Session 1 Pre – Read Text introduction and predictions. Read text with children and identify new/ ambiguous vocabulary and text specific vocabulary.</p> <p>Session 2 Vocabulary</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	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	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.	Retrieve x1 Define x1 Infer x2 Summarise x1 Relate x1 Inference: Making impressions about characters and situations and justifying these with evidence. 2 complete comprehensions

				<p>independent activity</p> <p>Session 4 Independent phonics activity – Sound based on book.</p> <p>Session 5 Reading for pleasure</p>	<p>Explore the vocabulary identified in the pre-read</p> <p>Session 3 Guided read with teacher Introduce the key skill gem, image and definition</p> <p>Session 5 Independent single skill Independent focus on same content from previous lesson</p>	2 complete comprehensions	within texts and between texts. 2 complete comprehensions	2 complete comprehensions	
	Summer 1	Little Wandle Daily Phonics sessions 3 x reading sessions a week. Read 1 – Decoding Read 2 – Prosody Read 3 - Comprehension	<p>Guided Reading carousel</p> <p>Session 1 – Pre – read – vocabulary focus</p> <p>Session 2 – Guided read – key skill focus – retrieval – Teacher works with this group</p> <p>Session 3 Return to text – independent activity</p> <p>Session 4 Independent phonics activity – Sound based on book.</p> <p>Session 5 Reading for pleasure</p>	<p>4 reading lesson (30 minutes)</p> <p>Session 1 Pre – Read Text introduction and predictions. Read text with children and identify new/ambiguous vocabulary and text specific vocabulary.</p> <p>Session 2 Vocabulary Explore the vocabulary identified in the pre-read</p> <p>Session 3 Guided read with teacher Introduce the key skill gem, image and definition</p> <p>Session 5</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>Retrieve x1 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>	

						Independent single skill Independent focus on same content from previous lesson				
	Summer 2		Little Wandle Daily Phonics sessions 3 x reading sessions a week. Read 1 – Decoding Read 2 – Prosody Read 3 - Comprehension	<p>Guided Reading carousel</p> <p>Session 1 – Pre – read – vocabulary focus</p> <p>Session 2 – Guided read – key skill focus – retrieval – Teacher works with this group</p> <p>Session 3 Return to text – independent activity</p> <p>Session 4 Independent phonics activity – Sound based on book.</p> <p>Session 5 Reading for pleasure</p>	<p>4 reading lesson (30 minutes)</p> <p>Session 1 Pre – Read Text introduction and predictions. Read text with children and identify new/ ambiguous vocabulary and text specific vocabulary.</p> <p>Session 2 Vocabulary Explore the vocabulary identified in the pre-read</p> <p>Session 3 Guided read with teacher Introduce the key skill gem, image and definition</p> <p>Session 5 Independent single skill Independent focus on same content from previous lesson</p>	Retrieve x1 Define x1 Infer x1 Explore x1 Summarise x1 Predict x1 Summarise: Beginning to simply summarise the key details of texts Consolidation of prior learning. 3 complete comprehensions	Retrieve x1 Define x1 Infer x1 Summarise x1 Compare x1 Relate x1 Explore x1 Consolidation of prior learning. 3 complete comprehensions	Retrieve x1 Define x1 Infer x1 Summarise x1 Compare x1 Relate x1 Explore x2 Consolidation of prior learning. 3 complete comprehensions		
Writing	Autumn 1	Exploring with marks - sensory	Gross Motor/ Fine Motor Focus Big Mark making – using symbols	<p>Basic skills</p> <p>Non-Fiction Labels and captions</p> <p>Narrative</p>	<p>Basic skills</p> <p>Non-Fiction Non-chronological report.</p> <p>Narrative</p>	<p>Basic skills</p> <p>Non-Fiction Letter</p> <p>Narrative Setting description</p>	<p>Basic skills</p> <p>Non-Fiction Letter</p> <p>Narrative Character description</p>	<p>Basic skills</p> <p>Non-Fiction Explanation text about</p> <p>Narrative</p>	<p>Basic skills</p> <p>Non-Fiction Non – chronological report</p> <p>Narrative</p>	

				Character description	Setting Description			Story with suspense (horror)	Setting description
	Autumn 2	Exploring with marks	Using symbols Labels	Non-Fiction Instructions Narrative Short version of the story (one paragraph) Poetry List poems – alliterative sentences. E.g. lazy lizards licked luscious lollies	Narrative Story – using predictable and patterned language Non-Fiction Poetry Acrostic Poems	Non-Fiction Narrative Story – set in a historical setting Poetry Narrative with Rhyme	Non-Fiction <u>Leaflet</u> Narrative Story - re-telling in different ways. E.g. extending the narrative, changing the ending etc. Poetry Limericks	Non-Fiction Diary entry Narrative Story – with flashbacks Poetry Cinquain	Non-Fiction Persuasive – controversial issue – pig heart Narrative Story – dialogue Poetry Blank verse
	Spring 1	Giving marks meaning	Labels use of phonics	Basic Skills Non-Fiction Postcard Narrative Re-tell a fairy tale	Basic skills Non-Fiction Explanation Narrative Character description	Basic skills Non-Fiction Instructions Narrative Story – Myths and legends	Basic skills Non-Fiction Diary Narrative Story – set in historical context	Basic skills Non-Fiction Letter Narrative Story – myths and legends	Basic skills Non-Fiction Balanced argument Narrative Story – flashbacks
	Spring 2	Giving marks meaning	Phrases	Poetry Repetitive – non rhyming poem (3 lines) Narrative Setting description	Non-Fiction Recount Narrative Stories from a different culture Poetry Quatrain – AABB or ABAB	Non-Fiction Letter Narrative Character Description Poetry Question & Answer poems	Non-Fiction Biography Narrative Story – set in a fantasy world Poetry Monologue poetry	Non-Fiction Newspaper report Narrative Story – set in fantasy world Poetry Simile and metaphor	Non-Fiction <u>Diary</u> Narrative Story with dialogue Poetry Sonnets (classics)
	Summer 1	Develop pencil grip with increased maturity	Simple sentences	Basic Skills Non-fiction Non-chronological report Narrative Story	Basic skills Non-Fiction Non-Chronological report Narrative Traditional/ folk tale	Basic skills Non-Fiction Non-Chronological report Narrative Setting description	Basic skills Non-Fiction Non – Chronological report Narrative Setting description	Basic skills Non-Fiction Non-Chronological report Narrative Setting description	Basic skills Non-Fiction Explanation text Narrative Letter

		Summer 2	Increased control over mark making	Sentences	Non-Fiction Poetry Performance poetry Narrative Recount	Non-Fiction Narrative Story – historical context Poetry Shape Poem	Non-Fiction Play script Narrative Story – retelling Poetry Haiku & Tankas	Non-Fiction Narrative Story including dialogue Poetry Metaphor poetry	Non-Fiction Recount Narrative Story with familiar settings Poetry Personification poetry	Non-Fiction Persuasive writing Narrative Story – myth, legend or fable Poetry Narrative/classic poetry
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 - number bonds within 5 Properties of shape - space	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	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,	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)

			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	Place value Measurement	Properties of shape Fractions	Measurement Fractions	Fractions inc. decimals	Fractions (inc. decimals and percentages)	Algebra Measurement Ratio and proportion
	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 - doubling, halving and sharing, odds and evens	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	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	measurement	Measurement	Properties of shapes Position and direction	Position and direction measurement	Problem solving statistics

				Measurement - my day						
Understanding the world	Science The Natural World	Autumn 1	<u>All about me and my family</u>	<u>All about me and my family</u>	Seasonal Changes	Animals inc. humans	Forces and magnets	Sound	Everyday materials	Animals inc.humans
		Autumn 2	<u>Celebrations & Me</u>	<u>Celebrations & Night time</u>	Seasonal Changes	Animals inc. humans	Forces and magnets	Sound	Everyday materials	Animals inc.humans
		Spring 1	<u>Night Time & Winter</u>	<u>Winter & Birds around the world</u>	Everyday materials	Everyday materials	Everyday materials - rocks	Everyday materials/States of Matter	Forces: Earth and Space	Evolution and inheritance
		Spring 2	<u>Traditional Tales</u>	<u>Traditional Tales</u>	Everyday materials	Everyday materials	Plants	Animals inc.humans (digestion)	Forces: Earth and Space	Living things and their habitats - Classification
		Summer 1	<u>Growing/ Farm/ Jack and the Beanstalk</u>	<u>Holidays – Past & Present</u>	Plants –	Plants	Light and electricity	Living things and their habitats	Animals inc.humans	Light
		Summer 2	<u>Mini-beasts and Growing</u>	<u>Mini-beasts and Growing</u>	Animals inc humans	Plants	Animals inc.humans	Light and electricity	Living things and their habitats	Electricity
	History Past & Present	Autumn 1	<u>All about me and my family</u>	<u>All about me and my family</u>						
		Autumn 2	<u>Celebrations & Me</u>	<u>Celebrations & Night time</u>						
		Spring 1	<u>Night Time & Winter</u>	<u>Winter & Birds around the world</u>	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	<u>Traditional Tales</u>	<u>Traditional Tales</u>	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	<u>Growing/ Farm/ Jack and the Beanstalk</u>	<u>Holidays – Past & Present</u>	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	<u>Mini-beasts and Growing</u>	<u>Mini-beasts and Growing</u>						

Geography	The Natural World	Autumn 1	<u>All about me and my family</u>	<u>All about me and my family</u>	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	<u>Celebrations & Me</u>	<u>Celebrations & Night time</u>	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	<u>Night Time & Winter</u>	<u>Winter & 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 & Present</u>						
		Summer 2	<u>Mini-beasts and Growing</u>	<u>Mini-beasts and Growing</u>	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
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 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
RE	People, Culture & Communities	Autumn 1	<u>Special People</u>	Which people are special and why?						
		Autumn 2	<u>Special Times</u>	Which stories are special and why?	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	What does it mean to be a Hindu in Britain today?	Why do people think God exists? Christians and non-religious	What do religions say to us when life gets hard? Hindus

						Why do people pray? Hindu		What would Jesus do?	Is it better to express your beliefs in arts and architecture or in charity? Muslims
Spring 1	<u>Special Places</u>	Which places are special and why?							
Spring 2	<u>Special Stories</u>	Which times are special and why?	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 and non-religious Why is Jesus inspiring?	If God is everywhere, Why go to a place of worship? Christianity and Judaism	What matters most to Christians and Humanists ? What can be done to reduce racism? Muslims, Christians and non-religious	
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?	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 and Muslims	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? C/H/J What difference does it make to believe in ahimsa (harmlessness), grace and or/ ummah (community)? Christians	

MFL	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	
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	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 (portrait) Artist: Jackson Pollock Country: America	Art skill: Drawing (Line/shape) Style: Surrealism (portrait) Artist: Frida Kahlo Country: Mexico
		Autumn 2	<u>Celebrations & Me</u> Colour Palettes:	Painting - mixing						
		Spring 1	<u>Night time & Winter</u> Printing:		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	<u>Traditional Tales</u> Developing drawing skills:	Painting and printing -						
		Summer 1	<u>Growing/ Farm/ Jack and the Beanstalk</u>		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)

			Form: Construct farm buildings, tractors		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	<u>Mini-beasts and Growing Collage</u>	Sculpture and 3D: Creation station							
Design and Technology	Autumn 1	<u>All about me and my family</u> • Exploring materials								
	Autumn 2	<u>Celebrations & Me</u> • Block house and enclosures	Structures: Shelters	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	<u>Night time & Winter</u>	Textiles: Bookmarks							
	Spring 2	<u>Traditional Tales</u> • Sculpture – characters		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	<u>Growing/ Farm/ Jack and the Beanstalk</u> Form: Construct farm buildings, tractors	Structures: Junk modelling							
	Summer 2	<u>Mini-beasts</u> • Bug Hotels		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	
	Autumn 1	<u>Nursery rhymes & rhythm sticks</u>	Charanga: ME!	Hey You! Style of song: old school hip-hop Unit theme: How pulse, rhythm and	Hands, feet, heart Style of song: Afropop, South African	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	
Music										

				pitch work together	Unit theme: South African music				
	Autumn 2	<u>Using my voice for singing</u>	Charanga: My stories	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	<u>Exploring Instruments</u>	Charanga: Everyone!	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	<u>Story songs</u>	Charanga: Our World!	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				
	Summer 1	<u>Use of rhythm</u>	Charanga: Big Bear Funk	MUSIC – WIDER OPPS – LEARNING TO PLAY AN INSTRUMENT	MUSIC – WIDER OPPS – LEARNING TO PLAY AN INSTRUMENT				
	Summer 2	<u>Minibeast ball – songs and movement</u>	Charanga: Reflect, Rewind and Replay	MUSIC – WIDER OPPS – LEARNING TO PLAY AN INSTRUMENT	MUSIC – WIDER OPPS – LEARNING TO PLAY AN INSTRUMENT				