

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

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	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						
		Spring 1	Relationships and Sex Education Who are the people in my life who love and care for me? What are the differences and similarities between girls and boys? 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?	Relationships and Sex Education What is private? (Body parts) What happens when the body grows from young to old? What is fair, unfair, kind and unkind? (Friendship) 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?	Relationships and Sex Education What is personal space? What does a healthy relationship look like? Why is being equal important in relationships? 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?	Relationships and Sex Education What is diversity? Do boys and girls have different roles? What changes happen to my body as I grow up? Mental and Emotional Health What is resilience? What does it mean to have responsibility over my choices and actions? What is discrimination?	Relationships and Sex Education What is puberty? What are the different relationships in my life? What is unwanted touch? Understanding FGM. 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)	Relationships and Sex Education What changes happen in my life? What happens in a loving relationship and what is forced marriage? How is a baby made? 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?

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EYFS	KS1/2		Y1	Y2	Y3	Y4	Y5	Y6
		Spring 2						
		Summer 1	Living in the Wider World What are class rules? (British Values) Where does our money come from? What is the environment? BAME input and Online Safety TBC	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? BAME input and Online Safety TBC	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? BAME input and Online Safety TBC	Living in the Wider World What are the rights of the child? How do we look after our money? What is sustainability? BAME input and Online Safety TBC	Living in the Wider World How are rules and laws made and changed? What is Fair Trade? How can I develop my enterprise skills? BAME input and Online Safety TBC	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? BAME input and Online Safety TBC
		Summer 2						
Physical Development (Greenacres scheme of work)	PE	Autumn 1	<i>Team Building</i> <i>Fundamentals</i>	<i>Team Building</i> <i>Fundamentals</i>	<i>Football/hockey/basketball/tag rugby</i> <i>Fundamentals</i>	<i>Football</i> <i>Gymnastics</i>	<i>Basketball</i> <i>Swimming</i>	<i>Football</i> <i>Gymnastics</i>
		Autumn 2	<i>Sending and receiving</i> <i>Dance</i>	<i>Sending and receiving</i> <i>Dance</i>	<i>Basketball</i> <i>Dance</i>	<i>Basketball</i> <i>Dodgeball</i>	<i>Handball</i> <i>Swimming</i>	<i>Netball</i> <i>Dodgeball</i>
		Spring 1	<i>Ball skills</i> <i>Gymnastics</i>	<i>Ball skills</i> <i>Gymnastics</i>	<i>Tag rugby</i> <i>Gymnastics</i>	<i>Hockey</i> <i>Dance</i>	<i>Tag rugby</i> <i>Swimming</i>	<i>Hockey</i> <i>Dance</i>
		Spring 2	<i>Invasion</i> <i>Fitness</i>	<i>Invasion</i> <i>Fitness</i>	<i>OAA</i> <i>Handball</i>	<i>OAA</i> <i>Swimming</i>	<i>OAA</i> <i>Gymnastics</i>	<i>OAA</i> <i>Badminton</i>
		Summer 1	<i>Athletics</i> <i>Yoga</i>	<i>Athletics</i> <i>Yoga</i>	<i>Athletics</i> <i>Yoga</i>	<i>Athletics</i> <i>Swimming</i>	<i>Athletics</i> <i>Dance</i>	<i>Athletics</i> <i>Yoga</i>
		Summer 2	<i>Striking and fielding</i> <i>Target games</i>	<i>Striking and fielding</i> <i>Target games</i>	<i>Cricket</i> <i>Fitness</i>	<i>Cricket</i> <i>Swimming</i>	<i>Cricket</i> <i>Dodgeball</i>	<i>Cricket</i> <i>Volleyball</i>
Communication and Language Development	ORACY (Adapted from Voice 21 to meet the needs of the children at Chapel Street Community Primary School)	Physical	*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	*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	*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	*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	*Speak fluently in front of an audience. *Have a stage presence *Consciously adapt, tone, pace and volume of voice

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	Voice 21 – The National Oracy Education Charity https://voice21.org/#:~:text=In%202015%2C%20Voice%2021%20set,in%20school%20and%20in%20life.			and support meaning when speaking e.g. nodding along, facial expressions	*Consider position and posture when addressing an audience	an issue in the playground	*Consciously adapt tone, pace and volume of voice within a single context.	
		Linguistic	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
		Cognitive	*Offer reasons for their opinions *Recognise when they haven't understood something and ask a question *Disagree with someone else's opinion politely *Explain ideas and events in chronological order	*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	*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	*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	*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.

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		Social and Emotional	*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> 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 Reading for pleasure	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 Introduce the key skill gem, image and definition Session 5 Independent single skill Independent focus on same content from previous lesson	Retrieve x 3 Define x 2 Infer x 2 sequence x 1 Recap and review of existing knowledge and skills. Using books from our Reading Spin and other year-group specific texts	Retrieve x3 Define x2 Infer x2 Recap and review of existing knowledge and skills. Using books from our Reading Spin and other year-group specific texts	Retrieve x3 Define x2 Infer x1 Predict x1 Recap and review of existing knowledge and skills. Using books from our Reading Spin and other year-group specific texts	Retrieve x3 Define x2 Infer x2 Recap and review of existing knowledge and skills. Using books from our Reading Spin and other year-group specific texts

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		Autumn 2	<p><u>Guided Reading carousel</u></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>	<p>Retrieve x2 Define x2 Infer x1 Sequence Predict x1 Predict: Beginning to explain my predictions using evidence.</p> <p>Using books from our Reading Spin and other year-group specific texts</p>	<p>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.</p> <p>Using books from our Reading Spin and other year-group specific texts</p>	<p>Retrieve x1 Define x1 Infer x2 Summarise x1 Explore x2 Consolidation of prior learning.</p> <p>Using books from our Reading Spin and other year-group specific texts</p>	<p>Retrieve x1 Define x2 Infer x1 Summarise x1 Explore x1 Predict x1 Consolidation of prior learning.</p> <p>Using books from our Reading Spin and other year-group specific texts</p>
		Spring 1	<p><u>Guided Reading carousel</u></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>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</p>	<p>Retrieve x1 Define x1 Inference x2 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</p>	<p>Retrieve x1 Define x1 Infer x2 Summarise x1 Explore x1 Explore: Discussing words and phrases that capture the reader's interest and imagination and beginning to justify our opinions</p>	<p>Retrieve x1 Define x1 Infer x2 Summarise x1 Explore x2 Consolidation of prior learning.</p> <p>Using books from our Reading Spin and other year-group specific texts</p>	<p>Retrieve x1 Define x1 Infer x2 Summarise x1 Compare x1 Inference: Giving extended responses when making inferences. Using books from our Reading Spin and other year-group specific texts</p>

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			<p>Session 4 Independent phonics activity – Sound based on book.</p> <p>Session 5 Reading for pleasure</p>	<p>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>	Using books from our Reading Spin and other year-group specific texts	Using books from our Reading Spin and other year-group specific texts		
		Spring 2	<p><u>Guided Reading carousel</u></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</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>Using books from our Reading Spin and other year-group specific texts</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>Using books from our Reading Spin and other year-group specific texts</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>Using books from our Reading Spin and other year-group specific texts</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>Using books from our Reading Spin and other year-group specific texts</p>

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				Independent focus on same content from previous lesson				
		Summer 1	<p><u>Guided Reading carousel</u></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>	<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.</p> <p>Using books from our Reading Spin and other year-group specific texts</p>	<p>Retrieve x1 Define x1 Infer x1 Compare x1 Compare: Making simple comparisons within texts and between texts.</p> <p>Using books from our Reading Spin and other year-group specific texts</p>	<p>Retrieve x1 Define x1 Infer x1 Summarise x1</p> <p>Inference: Giving extended responses when making inferences.</p> <p>Using books from our Reading Spin and other year-group specific texts</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.</p> <p>Using books from our Reading Spin and other year-group specific texts</p>
		Summer 2	<p><u>Guided Reading carousel</u></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>4 reading lesson (30 minutes)</p> <p>Session 1 Pre – Read Text introduction and predictions. Read text with children and identify new/ ambiguous vocabulary</p>	<p>Retrieve x1 Define x1 Inference x1 Explore x1 Summarise x1 Predict x1 Summarise: Beginning to simply summarise the key details of texts</p>	<p>Retrieve x1 Define x1 Infer x1 Summarise x1 Compare x1 Predict x1 Explore x1 Consolidation of prior learning.</p>	<p>Retrieve x1 Define x1 Infer x1 Summarise x1 Compare x1 Relate x1 Explore x1 Consolidation of prior learning.</p>	<p>Retrieve x1 Define x1 Infer x1 Summarise x1 Compare x1 Relate x1 Explore x2 Consolidation of prior learning.</p>

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			<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>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>	<p>Consolidation of prior learning.</p> <p>Using books from our Reading Spin and other year-group specific texts</p>	<p>Using books from our Reading Spin and other year-group specific texts</p>	<p>Using books from our Reading Spin and other year-group specific texts</p>	<p>Using books from our Reading Spin and other year-group specific texts</p>
Literacy development	Writing	Autumn 1	<p>Basic skills</p> <p>Non-Fiction Labels and captions</p> <p>Narrative Character description</p>	<p>Basic skills</p> <p>Non-Fiction Non-chronological report.</p> <p>Narrative Setting Description</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 Story with suspense (horror)</p>	<p>Basic skills</p> <p>Non-Fiction Non – chronological report</p> <p>Narrative Setting description</p>
		Autumn 2	<p>Non-Fiction Instructions</p> <p>Narrative Short version of the story (one paragraph)</p> <p>Poetry List poems – alliterative sentences. E.g. lazy lizards licked luscious lollies</p>	<p>Narrative Story – using predictable and patterned language</p> <p>Non-Fiction</p> <p>Poetry Acrostic Poems</p>	<p>Non-Fiction</p> <p>Narrative Story – set in a historical setting</p> <p>Poetry Narrative with Rhyme</p>	<p>Non-Fiction Leaflet</p> <p>Narrative Story - re-telling in different ways. E.g. extending the narrative, changing the ending etc.</p> <p>Poetry Limericks</p>	<p>Non-Fiction Diary entry</p> <p>Narrative Story – with flashbacks</p> <p>Poetry Cinquain</p>	<p>Non-Fiction Persuasive – controversial issue – deforestation</p> <p>Narrative Story – dialogue</p> <p>Poetry Blank verse</p>
		Spring 1	<p>Basic Skills</p>	<p>Basic skills</p>	<p>Basic skills</p>	<p>Basic skills</p>	<p>Basic skills</p>	<p>Basic skills</p>

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			<u>Non-Fiction</u> Postcard <u>Narrative</u> Re-tell a fairy tale	<u>Non-Fiction</u> Explanation <u>Narrative</u> Character description	<u>Non-Fiction</u> Instructions <u>Narrative</u> Story – Myths and legends	<u>Non-Fiction</u> Diary <u>Narrative</u> Story – set in historical context	<u>Non-Fiction</u> Letter <u>Narrative</u> Story – myths and legends	<u>Non-Fiction</u> Balanced argument <u>Narrative</u> Story – flashbacks	
		Spring 2	<u>Poetry</u> Repetitive – non rhyming poem (3 lines) <u>Narrative</u> Setting description	<u>Non-Fiction</u> Recount <u>Narrative</u> Stories from a different culture <u>Poetry</u> Quatrain – AABB or ABAB	<u>Non-Fiction</u> Letter <u>Narrative</u> Character Description <u>Poetry</u> Question & Answer poems	<u>Non-Fiction</u> Biography <u>Narrative</u> Story – set in a fantasy world <u>Poetry</u> Monologue poetry	<u>Non-Fiction</u> Newspaper report <u>Narrative</u> Story – set in fantasy world <u>Poetry</u> Simile and metaphor	<u>Non-Fiction</u> <u>Diary</u> <u>Narrative</u> Story with dialogue <u>Poetry</u> Sonnets (classics)	
		Summer 1	<u>Basic Skills</u> <u>Non-fiction</u> Non-chronological report <u>Narrative</u> Story	<u>Basic skills</u> <u>Non-Fiction</u> Non-Chronological report <u>Narrative</u> Traditional/ folk tale	<u>Basic skills</u> <u>Non-Fiction</u> Non-Chronological report <u>Narrative</u> Setting description	<u>Basic skills</u> <u>Non-Fiction</u> Non – Chronological report <u>Narrative</u> Setting description	<u>Basic skills</u> <u>Non-Fiction</u> Non – Chronological report <u>Narrative</u> Setting description	<u>Basic skills</u> <u>Non-Fiction</u> Non-Chronological report <u>Narrative</u> Setting description	<u>Basic skills</u> <u>Non-Fiction</u> Explanation text <u>Narrative</u> Letter
		Summer 2	<u>Non-Fiction</u> <u>Poetry</u> Performance poetry <u>Narrative</u> Recount	<u>Non-Fiction</u> <u>Narrative</u> Story – historical context <u>Poetry</u> Shape Poem	<u>Non-Fiction</u> Play script <u>Narrative</u> Story – retelling <u>Poetry</u> Haiku & Tankas	<u>Non-Fiction</u> <u>Narrative</u> Story including dialogue <u>Poetry</u> Metaphor poetry	<u>Non-Fiction</u> Recount <u>Narrative</u> Story with familiar settings <u>Poetry</u> Personification poetry	<u>Non-Fiction</u> Persuasive writing <u>Narrative</u> Story – myth, legend or fable <u>Poetry</u> 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	

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		Autumn 2	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 and percentages)	Fractions Measurement
		Spring 1	Number and place value Addition and subtraction	Measurement Multiplication and division	Measurement Fractions	Multiplication and division Measurement	Multiplication and division Fractions (inc. decimals and percentages)	Ratio and proportion Algebra
		Spring 2	Place value Measurement	measurement Statistics	Measurement	Fractions (inc. decimals and percentages)	Measurement Statistics	Fractions (inc. decimals and percentages) Measurement
		Summer 1	Multiplication and division Fractions	Fractions Position and direction	Fractions Measurement	Fractions (inc. decimals and percentages) Measurement	Properties of shapes Position and direction Fractions (inc. decimals and percentages)	Statistics Properties of shape
		Summer 2	Position and direction Number and Place value Measurement	Measurement Addition and subtraction	Properties of shapes Statistics	Properties of shape Statistics Position and direction	Fractions (inc. decimals and percentages) Number and place value Measurement	Position and direction Addition, subtraction, multiplication and division
Understanding the world	Science	Autumn 1	Seasonal Changes	Animals inc. humans	Forces and magnets	Sound	Everyday materials – properties and change of matter	Animals inc.humans – The Heart
		Autumn 2	Everyday materials	Everyday materials	Everyday materials - rocks	Everyday materials/States of Matter	Earth and Space	Evolution and inheritance
		Spring 1	Everyday materials	Everyday materials	Plants	Animals inc.humans (digestion)	Forces	Living things and their habitats - Classification
		Spring 2	Plants	Plants	Light	Electricity	Animals inc.humans	Light
		Summer 1	Animals inc humans	Living things and their habitats	Animals inc.humans	Living things and their habitats	Living things and their habitats	Electricity
		Summer 2	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
	Geography	Autumn 1	Our place in the UK	What are the continents and oceans in the world?	Coasts	What makes the UK great?	An American tale	Rainforests

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Curriculum Subject/Area		Term	Year Group					
EYFS	KS1/2		Y1	Y2	Y3	Y4	Y5	Y6
		Autumn 2	Our place in the UK	What are the continents and oceans in the world?	Maps	Natural disasters – what makes the Earth angry??	An American tale	Rainforests
		Spring 1						
		Spring 2						
		Summer 1						
		Summer 2	The Poles and the equator	Where would you prefer to live, England or Kenya?	Life in contrasting locations - deserts	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	Toys past and present	The Great fire of London	Stone Age & Bronze Age	Ancient Greeks	Anglo-Saxons	WWI
		Spring 2	Toys past and present	The Great fire of London	The Indus Valley	Romans	Vikings	Local History - WWII
		Summer 1	What is the story of Chapel Street? (Local History Study)	Historical figures – Rosa Parks, Emmeline Pankhurst & Alan Turing	Ancient Egyptians	Romans	The Ancient Maya	Crime and Punishment
		Summer 2						
	RE (Manchester Approved NATRE syllabus)	Autumn 1						
		Autumn 2	Who is a Christian and what do they believe?	Who is Jewish? What do Jews believe?	What do different people believe about God? Why do people pray?	Why is the bible so important today? Why is Jesus inspiring?	Why do people think God exists? What would Jesus do?	Is it better to express your beliefs in arts and architecture or in charity? What does it mean to be a Muslim in Britain today?
		Spring 1						
		Spring 2	Who is a Muslim and what do they believe?	Celebrate sacred and special times	Why are festivals important to religious communities? What does it mean to be a Christian in Britain today?	Why do some people think that life is like a journey and what significant experiences mark this?	If God is everywhere, why go to a place of worship?	Why is Jesus inspiring? What can be done to reduce racism?

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		Summer 1						
		Summer 2	Sacred books and sacred place	Care for others	Family life and festivals	What can we learn from religions about deciding what is right or wrong?	How and why should religious communities do more to care for Earth?	What matters most to Christians and Humanists? What difference does it make to believe in ahimsa (harmlessness), grace and or/ ummah (community)?
	Computing (Kapow)	Autumn 1	Computing systems and networks: Improving mouse skills E-safety	Computing systems and networks 1: What is a computer? E-safety	Computing systems and networks 1: Networks and the internet E-safety	Computing systems and networks: Collaborative learning E-safety	Computing systems and networks: Search engines E-safety	Computing systems and networks: Bletchley Park E-safety
		Autumn 2	Programming 1: Algorithms unplugged E-safety	Programming 1: Algorithms and debugging E-safety	Programming: Scratch E-safety	Programming 1: Further coding with Scratch E-safety	Programming: Music E-safety	Programming: Intro to Python E-safety
		Spring 1	Rocket to the moon E-safety	Computing systems and networks 2: Word processing E-safety	Computing systems and networks 2: Emailing E-safety	Creating media: Website design E-safety	Data handling: Mars Rover 1 E-safety	Data handling: Big data 1 E-safety
		Spring 2	Programming 2: Bee-Bots E-safety	Programming Scratch Jr E-safety	Computing systems and networks 3: Journey inside a computer E-safety	HTML E-safety	Programming: Micro:bit E-safety	Creating Media: History of Computers E-safety
		Summer 1	Creating media: Digital imagery E-safety	Creating media: Stop motion E-safety	Creating media: Video trailers E-safety	Programming 2: Computational thinking E-safety	Creating media: Stop motion animation E-safety	Data handling: Big data 2 E-safety
		Summer 2	Data handling: Introduction to data E-safety	Data handling: International Space Station E-safety	Data handling: Comparison cards databases E-safety	Data handling: Investigating weather E-safety	Mars Rover 2 E-safety	Inventing a product E-safety

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EYFS	KS1/2		Y1	Y2	Y3	Y4	Y5	Y6
				E-safety	E-safety			
	MFL (Language Angels)	Autumn 1			All about me	All about me	All about me	All about me
		Autumn 2			Food	Food	Food	Food
		Spring 1			Hobbies & home	Hobbies & home	Hobbies & home	Hobbies & home
		Spring 2			Animals	Animals	Animals	Animals
		Summer 1			My Town	My Town	My Town	My Town
		Summer 2			The world around me	The world around me	The world around me	The world around me
Expressive Arts and Design	Art	Autumn 1	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
		Autumn 2						
		Spring 1	Sculpture and 3D: Paper play	Painting and mixed media: Life in colour	Craft and design: Ancient Egyptian scrolls	Painting and mixed media: Light and dark	Drawing: I need space	Drawing: Make my voice heard
		Spring 2						
		Summer 1	Painting and mixed media: Colour Splash	Sculpture and 3D: Clay houses	Sculpture and 3D: Abstract shape and space	Craft and design: Fabric of nature	Painting and mixed media: Portraits	Sculpture and 3D: Making memories
		Summer 2						
	Design and Technology (Projects on a Page)	Autumn 1						
		Autumn 2	Structures: Constructing windmills	Structures: Baby bear's chair	Food: Eating seasonally	Structures: Pavilions	Electrical systems: Doodlers	Textiles: waistcoats
		Spring 1						
		Spring 2	Textiles: puppets	Mechanisms: Fairground wheel	Structures: Constructing a castle	Mechanical systems: Making a slingshot car	Mechanical systems: Making a pop-up book	Structure: Playgrounds
		Summer 1						
		Summer 2	Food: Fruit and Vegetables	Mechanisms: Making a moving monster	Structures: Constructing a castle	Electrical systems: Torches	Food: What could be healthier	Digital world: Navigating the world
	Music (Charanga)	Autumn 1	My Musical Heartbeat	Pulse, Rhythm and Pitch	Writing music down	Musical structures	Melody and harmony in music	Music and technology
		Autumn 2	Dance, Sing and Play	Playing in an orchestra	Playing in a band	Exploring feelings when you play	Sing and play in different styles	Developing ensemble skills
		Spring 1	Exploring Sounds	Inventing a musical story	Compose using your imagination	Compose with your friends	Composing and chords	Creative composition

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		Spring 2	Learning to Listen	Recognising different sounds	More musical styles	Feelings through music	Enjoying musical styles	Musical styles connect us
		Summer 1	Having Fun with improvisation	Exploring improvisation	Enjoying improvisation	Expression and improvisation	Freedom to improvise	Improvising with confidence
		Summer 2	Let's perform together	Our big concert	Opening high	The show must go on	Battle of the bands!	Farewell tour