Chantry Primary School Long Term Curriculum Planning Year 1 2023-24

	Term 1 All creatures great and small	Term 2 Superheroes to the rescue	Term 3 Into the Arctic	Term 4 Amazing Africa	Term 5 Once upon a time	Term 6 To infinity and beyond
Proposed trips/ special days	Animal encounter visit (KS1)	Visit from the police and fire service (KS1)		Bexhill Library		Space trip/visit
Text English	The snail and the whale . Character description. . Non-fiction writing – fact file. . Ordering and retelling the text. . Writing in role – postcard. . Poetry.	Traction Man . Annotating a text's illustrations. . Writing a set of instructions. . Character description. . Plan and write own adventure story.	The princess and the white bear king . Make and write predictions based on illustrations. . Descriptive writing - settings. . Non-fiction writing – information page. . Writing in role – diary entry. . Poetry.	Grace and family/Lila and the secret of rain . Character profile. . Make and write predictions based on illustrations. . Writing in role. . To ask and answer questions about the text.	The Three Billy Goats Gruff . Retell the text in the role of the troll or goat. . Persuasive writing. . To annotate a character's thoughts. . Writing in role – letter.	Man, on the moon . Order events in a chronological order. . Persuasive writing. . Writing in role – letter/diary. . Writing a set of instructions. . Non-fiction writing - fact file. . Poetry.
Reading	Read, write inc. Read Purple Storybooks; read some Set 2 sounds	Read, write inc. Read Pink Storybooks; read all Set 2 sounds	Read, write inc. Read Orange Storybooks; read some Set 3 sounds	Read, write inc. Read Yellow Storybooks	Read, write inc. Read Yellow Storybooks; read all of Set 3 sounds	Read, write inc. Read Blue Storybooks

Spellings	Ready to write: . Leaving spaces between words. . Separation of words with spaces. Punctuating sentences: . Introduction to capital letters and full stops to demarcate sentences. . Beginning to punctuate sentences using a capital letter and full stop.	Sentences: . How words can combine to make sentences. Capital letters 1: . Using a capital letter for names of people, places, the days of the week and the personal pronoun I.	Conjunctions: . Joining words and joining clauses using 'and.' . How words can combine to make sentences. Exclamations: . Introduction to exclamation marks to demarcate sentences. . Beginning to punctuate sentences using an exclamation mark.	Capital letters 2: . Using a capital letter for names of people, places, the days of the week and the personal pronoun I. Questions: . Introduction to question marks to demarcate sentences. . Beginning to punctuate sentences using a question mark.	Singular and plural: . Regular plural noun suffixes -s or -es, including the effects of these suffixes on the meaning of the noun. Prefixes: . How the prefix un- changes the meaning of the verbs and adjectives.	Suffixes: . Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper.) Sequencing sentences: . Sequencing sentences to form short narratives.
Maths	Number: Place Value (within 10) Number: Addition and Subtraction (within 10)	Number: Addition and Subtraction (within 10) Geometry: Shape	Number: Place Value (within 20) Number: Addition and Subtraction (within 20)	Number: Place Value (within 50) Measurement: Length and height Measurement: Weight and volume	Number: Multiplication and division Number: Fractions Geometry: Position and direction	Number: Place Value (within 100) Measurement: Money Measurement: Time
Science	Animals including humans. . Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals. . Describe and compare the structure of a variety of common animals	Everyday materials . Distinguish between an object and the material from which it is made. . Identify and name a variety of everyday materials,	Animals, including humans. . Identify and name a variety of common animals that are carnivores, herbivores, and omnivores. . Identify, name, draw and label the	Seasonal changes . Observe changes across the 4 seasons. . Observe and describe weather associated with the seasons and how day length varies.	Plants . Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. . Identify and describe the	Everyday materials . Describe the simple physical properties of a variety of everyday materials. . Compare and group together a variety of

	(fish, amphibians, reptiles, birds, and mammals including pets) . Identify and name a variety of common animals that are carnivores, herbivores, and omnivores.	including wood, plastic, glass, metal, water, and rock.	basic parts of the human body and say which part of the body is associated with each sense.		basic structure of a variety of common flowering plants, including trees.	everyday materials on the basis of their simple physical properties.
Geography		***Use simple compass directions and use basic geographical vocabulary (human and physical features)*** <u>Helping Traction Man</u> The children will be introduced to and use simple compass directions to help Traction Man get to his missions (they will also use locational and directional language.) They will then use a map to look at different types of homes – flats, detached, semi-detached etc. in our local area and	***Use world maps, atlases, and globes to identify places and countries.*** <u>The Arctic</u> The children will begin by identifying the 7 continents and 5 oceans on a world map. They will then locate the Arctic and Antarctica on the globe and understand why these places are cold all the time. They will then learn about who and what live at each of the poles and compare and contrast these places to England and some hotter countries too (ask the children if/where they have		***Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.*** <u>Our School and town</u> The children will look at and create a map of the playground, using a key to help them. They will then locate different objects on the playground, identifying weather they are human or physical features. They will then look at and draw a simple map of Bexhill beach (creating a simple key) and locate the beach on a simple map of Bexhill seafront. We will revisit compass directions in relation to finding key places, for example, the clock tower, The De La Warr Pavilion, etc.	

		explore places that they like to visit, grouping them into human and physical features.	been on holiday and compare to these). During this term the children will also be looking closely at the weather and compare our weather (in the UK) to the Arctic and Antarctica.			
History	***Changes within living memory*** <u>Toys in the past (toys that parents/grandparents used to play with).</u> The children will be looking at and talking about toys today. . What does 'the past' mean? . What do we want to know about toys from the past? . Can we find out about toys from the past? They will then learn how to use different sources to help them answer questions about toys from the past. (for example, talking to parents/grandparents, writing to Orchard House). **Activity:** Comparing and sorting toys. <u>Communication & Technology.</u> Compare to parents and grandparents' childhood experiences. . What is communication? . How do we communicate today?			***Significant historical events, people and places in their own locality.*** <u>History of local buildings/places.</u> We will look at our favourite places in Bexhill and what these parts of Bexhill looked like years ago. Were these places around when our parents/grandparents were younger? How can we find out? <u>British Motor Racing(May) and Bexhill 100 Festival of Motoring</u> The children will learn about Bexhill		***The lives of significant individuals in the past who have contributed to national and international achievements.*** <u>Neil Armstrong</u> The children will gather information about Neil Armstrong and will understand how his achievement is still remembered today. They will then compare the life and achievements of Neil

	. How do we communicate with different family/friends who live nearer/closer? . What technology do we have today? . Has it always been around? . What technology did our parents/grandparents have? . How did they use to communicate? How can we find this information out? **Activity:** What methods of communication are still around today that we use/don't use? Why? Sort pictures of old and new technology.			being the birthplace of British Motor Racing. . Has anyone been to Bexhill 100? **Activity:** Sorting old and new cars, looking at similarities and differences. . What methods of transport were there before cars? . Why have we got electric cars now? . What do you think cars might be like in the future?		Armstrong to Christopher Columbus who sailed the seas.
Art and design	<u>Fairy Tales Vs Real Life</u> Artists: Paula Rego, Mark Chagall, L.S Lowry Media: Sculpture, collage Skills: Shape, cutting	<u>Rangoli patterns</u> Artists: Various Media: Felt tips, rice, chalk Skills: Line, shape 	<u>Weather tiles</u> Artists: Kandinsky Media: Clay, pastels Skills: Sketching, shaping, moulding, cutting, rolling	<u>Van Gogh</u> Artists: Van Gogh Media: Paint, crayon Skills: Animation, editing, drawing 	<u>Mr Men Animations</u> Artists: Roger Hargreaves Media: Crayon, pencil Skills: Animation, editing, drawing	<u>Space</u> Artists: Sean Parker (photographer) Media: Paint, paper Skills: Stippling, splatters, dry brush
Design Technology		<u>Mechanisms</u> (sliders and levers) Design, make and evaluate a Christmas card with moving parts	<u>Structures</u> (freestanding structures) Design, make and evaluate a class role play area of		<u>Structures</u> (freestanding structures) Design, make and evaluate a small bride for	<u>Mechanisms (sliders and levers)</u> Design, make and evaluate a story box to

		for a family member or friend. 	the ice castle from our class text.		 the Three Billy Goats Gruff.	 retell the class text.
Design Technology – food	<u>Food</u> (preparing fruit and vegetables) Design, make and evaluate fruit animals (a healthy snack) 			<u>Food</u> (preparing fruit and vegetables) Design, make and evaluate fruit kebabs (a healthy snack) 		
Music	<u>Sing up</u> . Manage a cumulative structure and remember the order of events. . Work with others to give a performance with props. . Mark rests with sound makers. . Sing a verse in a small solo group.	<u>Sing up</u> . Maintain a rhythmic ostinato during a performance of the rap. . Chant rhythmically, keeping together as a group, marking rests accurately.	<u>Sing up</u> . Play a clapping game while singing. . Sing a song recognising changing speeds (tempo) . Invent new lyrics and clapping patters.	<u>Sing up</u> . Add a pitched melody to the song. . Play a three-note accompaniment accurately using a correct mallet hold. . Use provided rhymes to make up new lyrics and moves.	<u>Sing up</u> . Sing a traditional song set in a minor key. . Remember the counting pattern and fit the long narrative lines accurately to the music. . Perform a dance to accompany the song.	<u>Sing up</u> . Understand the terms verse and chorus in the context of a song. . Mark the pulse throughout the song. . Switch confidently from march to jig time in their singing.
P.E.	<u>Teacher Led:</u> Team games <u>Real PE: Personal</u>	<u>Teacher Led:</u> Gymnastics <u>Real PE: Social</u>	<u>Teacher Led:</u> Dance <u>Real PE: Cognitive</u>	<u>Teacher Led:</u> Net and wall games <u>Real PE: Creative</u>	<u>Teacher Led:</u> Striking and fielding	<u>Teacher Led:</u> Athletics

	Coordination: Footwork. Static Balance: One Leg.	Gym skills: Shape, travel, flight, and rotation.	Dance skills: Shapes, solo, artistry, musicality, partnering shapes, circles solo, artistry abstraction and artistry (making)	Coordination: Ball skills. Counter Balance: With a partner.	<u>Real PE: Physical</u> Coordination: Sending and receiving. Agility: Reaction / response.	<u>Real PE: Health and fitness</u> Agility: Ball chasing. Static Balance: Floor work.
Computing	Computing systems and networks – technology around us.	Creating media – digital painting.	Programming A – moving a robot.	Data and information – grouping data.	Creating media – digital writing.	Programming B – programming animations.
RE	What does it mean to belong to a faith community?	What do Christians believe God is like? <u>Christmas story</u> Retell the Christmas story. How do Christians celebrate Christmas?	Who is Jewish and how do they live?	Who is Jewish and how do they live? <u>Easter Story</u> Retell the Easter story. Talk about the new life that we see in the Spring time.	Who do Christians say made the world?	How should we care for the world and for others, and why does it matter?

	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Discrete PSHE	Brain building and shaping		Safe in the world		Healthy body, healthy mind	

PSHE Running throughout via Empowerment approach

- **NEUROPLASTICITY. GOALS: For children to understand the building of the brain and neuroplasticity**
- **OUR THREE BRAINS.** For children to understand that we have different parts of the brain that look after our body, our feelings and areas that help us to think and learn at our best.
- **OUR NEEDS.** For children to understand that to be at our best and to learn at our best, our body brain and feelings brain have to feel good. To know that we have three different types of needs (linked to Our Three Brains) To know that for each part of the brain we have a range of different needs. To begin to be able to name what these needs are.

- **STRESS RESPONSE.** For children to understand that when are needs are not met, they become stressors and we can experience a stress response. To know the different types of stress response. For children to know that we need strong neural circuits in our learning brain so that we have the 'Control Centre' skills to manage this stressor.
- **HELPING PEOPLE IN A STRESS RESPONSE.** For children to know how we can best help people who are experiencing a stress response.