



Chantry Primary School Long Term Curriculum Planning


Year 1 2024-25 CL





| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| | Wild Things! | We can be Heroes | Brrrr! | Once upon a time | Amazing Africa | There's nothing but space, man! |
| Proposed trips/ special days | Jaws n Claws visit | Trip to Sainsbury's | Bexhill museum trip | Bexhill Library | Great Dixter | Planetarium Bexhill Beach |
| Text English | <u>The snail and the whale</u> . Character description. . Non-fiction writing – fact file. . Ordering and retelling the text. . Writing in role – postcard. | <u>Supertato</u> . Annotating a text's illustrations. . Writing a set of instructions. . Character description. . Plan and write own adventure story. . Poetry. | <u>The 'Beast' Series by Chris Judge</u> <i>The Lonely Beast/The Snow Beast/The Brave Beast</i> . Make and write predictions based on illustrations. . Descriptive writing - settings. . Non-fiction writing – information page. . Writing in role – diary entry. . Poetry. | <u>Little Red Riding Hood (traditional and Little Red by Beth Woolvin</u> <u>The Three Billy Goats Gruff</u> . Retell the text in the role of the troll/wolf . Persuasive writing. . To annotate a character's thoughts. . Writing in role – letter. | <u>Grace and family/Lila and the secret of rain</u> . Character profile. . Make and write predictions based on illustrations. . Writing in role. . To ask and answer questions about the text. | <u>Bob, Man on the Moon & The Darkest Dark by Chris Hadfield</u> . Order events in a chronological order. . Persuasive writing. . Writing in role – letter/diary. . Writing a set of instructions. . Non-fiction writing - fact file. |
| Reading | <u>Read, write inc.</u> Read Purple Storybooks; read some Set 2 sounds | <u>Read, write inc.</u> Read Pink Storybooks; read all Set 2 sounds | <u>Read, write inc.</u> Read Orange Storybooks; read some Set 3 sounds | <u>Read, write inc.</u> Read Yellow Storybooks | <u>Read, write inc.</u> Read Yellow Storybooks; read all of Set 3 sounds | <u>Read, write inc.</u> Read Blue Storybooks |

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

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| | <p>(fish, amphibians, reptiles, birds, and mammals including pets)</p> <p>. Identify and name a variety of common animals that are carnivores, herbivores, and omnivores.</p> | <p>including wood, plastic, glass, metal, water, and rock.</p> | <p>basis of their simple physical properties.</p> <p>Conduct fair tests.</p> | | <p>basic structure of a variety of common flowering plants, including trees.</p> | <p>and how day length varies.</p> |
| Geography | | <p>Use simple compass directions and use basic geographical vocabulary (human and physical features)</p> <p>The children will be introduced to and use simple compass directions (they will also use locational and directional language.)</p> <p>They will then use a map to look family places in our local area and explore places that they like to visit, grouping them into human and physical features.</p> | <p>Use world maps, atlases, and globes to identify places and countries.</p> <p><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</p> | | <p>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.</p> <p><u>Our School and town</u></p> <p>The children will look at and create a map of the playground, using a key. They will then locate different objects on the playground, identifying whether they are human or physical features.</p> <p>They will then look at and draw a simple map of</p> | |

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| | | | <p>been on holiday and compare to these).</p> <p>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.</p> | | <p>Bexhill beach (creating a simple key) and locate the beach on a simple map of Bexhill seafront.</p> | |
| History | <p><i>Changes within living memory</i></p> <p><u>Toys in the past (toys that parents/grandparents used to play with).</u></p> <p>The children will be looking at and talking about toys today.</p> <ul style="list-style-type: none"> . 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? <p>They will then learn how to use different sources to help them answer questions about toys from the past. (for example, talking to parents/grandparent</p> | | | <p><i>Significant historical events, people and places in their own locality.</i></p> <p><u>History of local buildings/places.</u></p> <p>We will look at our favourite places in Bexhill and what these parts of Bexhill looked like years ago.</p> <p>Were these places around when our parents/grandparents were younger? How can we find out?</p> <p><u>British Motor Racing(May) and Bexhill 100 Festival of Motoring</u></p> <p>The children will learn about Bexhill</p> | | <p><i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p><u>Neil Armstrong</u></p> <p>The children will gather information about Neil Armstrong and will understand how his achievement is still remembered today.</p> <p>They will then compare the life and achievements of Neil</p> |

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| | <p>s, writing to Orchard House).</p> <p>Activity: Comparing and sorting toys.</p> | | | <p>being the birthplace of British Motor Racing. . Has anyone been to Bexhill 100?</p> <p>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?</p> | | <p>Armstrong to Christopher Columbus who sailed the seas.</p> |
| Art and design | <p><u>Henri Matisse - Animal inspired collage</u></p> <p>Artists: Henri Matisse – the Snail</p> <p>Media: Sculpture, collage</p> <p>Skills: Shape, cutting</p> | | <p><u>Weather tiles</u></p> <p>Artists: Kandinsky</p> <p>Media: Clay, pastels</p> <p>Skills: Sketching, shaping, moulding, cutting, rolling</p> | | | <p><u>Van Gogh – A starry night</u></p> <p>Artists: Van Gogh</p> <p>Media: Paint, crayon</p> <p>Skills: Animation, editing, drawing</p>  |
| Design Technology | | <u>Mechanisms</u> (sliders and levers) | | <u>Mechanisms & Structures</u> (sliders and levers) | <u>Structures</u> (freestanding structures) | |

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| | | <p>Design, make and</p>  <p>evaluate a Christmas card with moving parts for a family member or friend.</p> | | <p>Design, make and evaluate a story box to retell the</p> |  <p>Design, make and evaluate a small bridge for the Three Billy Goats Gruff.</p> | |
| <p>Design Technology – food</p> | <p><u>Food</u> (preparing fruit and vegetables)</p> <p>Design, make and evaluate fruit animals (a healthy snack)</p>  | | | <p><u>Food</u> (preparing fruit and vegetables)</p> <p>Design, make and evaluate fruit kebabs (a healthy snack)</p>  | | |
| <p>Music</p> | <p><u>Sing up</u></p> <ul style="list-style-type: none"> . 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. | <p><u>Sing up</u></p> <ul style="list-style-type: none"> . Maintain a rhythmic ostinato during a performance of the rap. . Chant rhythmically, keeping together as a group, marking rests accurately. | <p><u>Sing up</u></p> <ul style="list-style-type: none"> . Play a clapping game while singing. . Sing a song recognising changing speeds (tempo) . Invent new lyrics and clapping patters. | <p><u>Sing up</u></p> <ul style="list-style-type: none"> . 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. | <p><u>Sing up</u></p> <ul style="list-style-type: none"> . 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 | <p><u>Sing up</u></p> <ul style="list-style-type: none"> . 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. |

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| | | | | | accompany the song. | |
| P.E. | <u>Teacher Led:</u> Team games <u>Real PE: Personal</u> Coordination: Footwork. Static Balance: One Leg. | <u>Teacher Led:</u> Gymnastics <u>Real PE: Social</u> Gym skills: Shape, travel, flight, and rotation. | <u>Teacher Led:</u> Dance <u>Real PE: Cognitive</u> Dance skills: Shapes, solo, artistry, musicality, partnering shapes, circles solo, artistry abstraction and artistry (making) | <u>Teacher Led:</u> Net and wall games <u>Real PE: Creative</u> Coordination: Ball skills. Counter Balance: With a partner. | <u>Teacher Led:</u> Striking and fielding <u>Real PE: Physical</u> Coordination: Sending and receiving. Agility: Reaction / response. | <u>Teacher Led:</u> Athletics <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? | <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? |

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| Discrete PSHE | Being me in my world | Celebrating difference | Dreams and goals | Healthy me | Relationships | Changing me |

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.