



Chantry Primary School Long Term Curriculum Planning

Year 1 2021-22

Year 1 Yearly Plan 2020-21	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 <i>*Phonics Screening*</i>	Summer 2
Topic	'Superheroes' <i>Looking at heroes in everyday life – people who help us.</i> <i>Possible visits from pets? (Science)</i>	India Comparing India and the UK. Fairtrade and Jungle habitats.	'The weather' <i>Looking at weather forecasts, different weather around the world and the seasons.</i>	'Our Local Area' <i>Focusing on Bexhill seafront & its history.</i>	'Once Upon a Time' <i>Traditional fairy tales - Jack and the Beanstalk linked to plants/growing. Minibeasts.</i>	'Space'
Possible Trips/ special days	Superheroes dress up day.	Walks around Bexhill – looking at our favourite places (History – Past & Present). Autumnal walks/hunts.	Looking at the weather/ cloud watching. Comparing weather between summer and winter.	Walks around our local area Trip to Bexhill seafront (Geography – features).	Mini beasts hunt- on the school grounds (Science). Trips to local parks. Sharing fairy tale riddles with Year 2. School trip to castle.	Space day. Making Astronaut helmets. Designing/making aliens.

Text	Traction Man	The Boy Who Grew A Forest.	Hurricane	Clem & Crab	Into the Woods	Beegu
					 <p>Jack & the Beanstalk</p> 	 <p>Man on the moon</p> 



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Phonics (RWI)	RWI-Recapping/teaching set 1 sounds – masd tinp gock ubfe lhrj vywxz	RWI-Recapping/teaching set 1 sounds – masd tinp gock ubfe lhrj vywxz Special friends: Ch, sh, th, qu, ng, nk.	RWI-Recapping/teaching set 1 sounds – masd tinp gock ubfe lhrj vywxz Special friends: Ch, sh, th, qu, ng, nk Reading and blending ditties. .	RWI-Recapping/teaching set 1 sounds – masd tinp gock ubfe lhrj vywxz Special friends: Ch, sh, th, qu, ng, nk Reading and blending ditties. Red books	RWI-Recapping/teaching set 1 sounds – masd tinp gock ubfe lhrj vywxz Special friends: Ch, sh, th, qu, ng, nk Reading and blending ditties. Red books	RWI-Recapping/teaching set 1 sounds – masd tinp gock ubfe lhrj vywxz Special friends: Ch, sh, th, qu, ng, nk. Reading and blending ditties. Red/ Green books.
Reading	EYFS – ELG *Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others	1:1 Reading, Whole Class Big Book/Shared Reading, Guided Reading, Buddy Reading. Word Reading *Apply phonic knowledge and skills as the route to decode words. *Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. *Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. *Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. *Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings *Read other words of more than one syllable that contain taught GPCs. *Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s).				



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	about what they have read.	<p>*Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out word.</p> <p>*Re-read these books to build up their fluency and confidence in word reading.</p> <p>Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by...</p> <p>*listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>*being encouraged to link what they read or hear to their own experiences</p> <p>*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>*recognising and joining in with predictable phrases</p> <p>*learning to appreciate rhymes and poems, and to recite some by heart</p> <p>*discussing word meanings, linking new meanings to those already known</p> <p>*understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>*drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>*checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>*discussing the significance of the title and events</p> <p>*making inferences on the basis of what is being said and done</p> <p>*predicting what might happen on the basis of what has been read so far</p> <p>*participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>*explain clearly their understanding of what is read to them</p>				
English/Grammar	Classroom Secrets: *Ready to Write. *Punctuating Sentences.	Classroom Secrets: *Sentences. *Capital Letters 1.	Classroom Secrets: *Conjunctions. *Exclamations.	Classroom Secrets: *Capital Letters 2.	Classroom Secrets: *Questions. *Singular and Plural.	Classroom Secrets: *Prefixes. *Suffixes.



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						*Sequencing Sentences.
Maths	White Rose: *Number: Place Value (Within 10) *Number: Addition and Subtraction (Within 10)	White Rose: *Geometry: Shape *Number: Place Value (Within 20)	White Rose: *Number: Addition and Subtraction (Within 20) *Number: Place Value (Within 50)	White Rose: *Measurement: Length and Height. *Measurement: Weight and Volume.	White Rose: *Number: Multiplication and Division. *Number: Fractions *Geometry: Position and Direction.	White Rose: *Number: Place Value (Within 100) *Measurement: Money *Measurement: Time
Science	<p>Hamilton Trust & Kent Planning: Marvellous Materials.</p> <p>Let's Build</p> <ol style="list-style-type: none"> 1. What materials can we find? 2. Matching materials! 3. Magnets and metal 4. Sorting objects 5. Three little pigs and their building choices 6. The alternative three little pigs <p>Let's Get Testing!</p> <p>Waterproof- Testing Compare and group</p>	<p>Ourselves</p> <ol style="list-style-type: none"> 1. Look at how we've changed! 2. Look at our bodies! 3. What can we hear? 4. How can we sort things using senses? 5. Sense explorers 6. Sensory boards and bottles <p>Hamilton Trust & Kent Planning: Animals Including Humans.</p>	<p>Wonderful Weather</p> <ol style="list-style-type: none"> 1. What do we know about weather? 2. Weather Watching 3. Shadow fun 4. Your weather station: rainfall 5. Your weather station: wind direction 6. Your weather station: temperature <p>Seasonal Changes Observe changes across the four seasons.</p>	<p>Working Scientifically with Fruits & Vegetables!</p> <ul style="list-style-type: none"> *Orange buoyancy experiments. *Fruit volcanoes. *How can we stop apples going brown? *Dancing rice. *Which fruits and vegetables sink/float? <p>Animals Including Humans. Local animals and animals from around the world.</p> <p>Animals Including Humans. Focus on Marvellous Minibeasts in the Autumn & Winter.</p>	<p>Hamilton Trust & Kent Planning: Plants.</p> <p>What's Growing In Our Gardens?</p> <ol style="list-style-type: none"> 1. Going and growing outside 2. One potato, two potato 3. Garden centres and seeds 4. What lives in the garden? 5. What is inside a flower? 6. What is inside a tree? 	<p>Animals Including Humans. Focus on British Birds & Fish.</p> <ul style="list-style-type: none"> *What are birds? How do we know they are birds? *Identifying British Garden Birds *How can we encourage birds into our playground? *Which birds are similar and different? *Where do birds lay their eggs? How do they make a nest? *Aquatic birds. *Other Aquatic Animals. *What are fish?

	<p>together everyday materials.</p> <p>Transparent - Testing Compare and group together everyday materials.</p> <p>Strength - Testing Compare and group together everyday materials.</p> <p>Hamilton Trust & Kent Planning: Animals Including Humans.</p> <p>Scientific Enquiry</p> <div data-bbox="349 991 640 1385"> <p>Working Scientifically</p> <p>Ask simple questions</p> <p>↓</p> <p>Observe and test</p> <p>↓</p> <p>Identify and Classify</p> <p>↓</p> <p>Record Data</p> <p>↓</p> <p>Answer questions and make a conclusion</p> </div>	<ol style="list-style-type: none"> 1. Environment exploration 2. Where do woodlice like to live? 3. The puppy has made a mess! 4. Imaginary pets 5. My pet is happy and healthy! <p>Animals Including Humans. Focus on Marvellous Minibeasts in the Autumn & Winter.</p> <p>*What are minibeasts? Learning about them being small animals without a backbone (invertebrate). *Identifying minibeasts. *Classifying minibeasts. *Minibeast life cycles</p>	<p>Look at weather, plants, etc across the seasons. Create a class scrapbook.</p>	<p>*What are minibeasts? Learning about them being small animals without a backbone (invertebrate). *Identifying minibeasts. *Classifying minibeasts. *Minibeast life cycles Hamilton Trust & Kent Planning: Animals Including Humans.</p> <ol style="list-style-type: none"> 1. Environment exploration 2. Where do woodlice like to live? 3. The puppy has made a mess! 4. Imaginary pets 5. My pet is happy and healthy! 6. Bring your pet to school day 	<p>The children will grow tomatoes, beanstalks and sunflowers this term.</p> <p>Animals Including Humans. Focus on Marvellous Minibeasts in the Spring & Summer.</p> <p>*Recapping our learning from Term 2. What minibeasts can we find now?</p>	<p>(aquatic vertebrates) *Labelling the different parts of a fish. *Grouping aquatic animals.</p>
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Geography	Geographical skills	Geographical skills	Geographical skills	Geographical Skills	Place Knowledge	Geographical skills
	<p>Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</p> <p><i>*Helping Traction Man get to his missions using maps and compass directions.</i></p> <p>Geographical Skills Use simple fieldwork and observational skills to study the geography of their school and its grounds and they key human and physical features of its surrounding environment.</p> <p>Local Studies: Our School and Local Area – Hamilton Trust. Block A - Our School</p>	<p>Use World maps, atlases and globes to identify places, countries.</p> <p>Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Building skills in Geography – Hamilton Trust. Block A - Destination UK.</p> <p>We Are Britain – Hamilton Trust. Block A – British Values. Block B – Four Nations. Block G – Celebrate Britain.</p> <p>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the</p>	<p>Use World maps, atlases and globes to identify places, countries.</p> <p>Activities will include: <i>*Locating the Arctic and Antarctic on the globe Know why these places are cold all the time.</i> <i>*Learning about who and what live at each of the poles.</i> <i>*Comparing and contrasting these places to England and some hotter countries too (ask the children if/where they have been on holiday and compare to these).</i> <i>*What we would back in a suitcase?</i></p> <p>Weather Experts – Hamilton Trust. Block E – Climate Around the World (North and South Poles).</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and they key human and physical features of its surrounding environment.</p> <p>Local Studies: Our School and Local Area – Hamilton Trust. Block D – Gardens. Block E – The Park. *Block F – Local Land Use.</p> <p>Geographical Skills Use simple fieldwork and observational skills to study the geography of their school and its grounds and they key human and physical features of its surrounding environment. Use simple field sketches and use a</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in contrasting non-European country.</p> <p>Activities will include: <i>*Comparing weather & seasons. (Science link)</i> <i>*Compare trees, plants, animals (Science link)</i> <i>*What trees do we have in England? What trees are there in Zimbabwe? Why are they different?</i> <i>*Comparing homes, shopping, food, clothes, transport, lifestyle.</i> <i>*What food grows in Zimbabwe? What</i></p>	<p>Use World maps, atlases and globes to identify places, countries.</p> <p><i>*Bird migration (linked to Science). Look at cuckoos who travel between the UK and Africa.</i></p> <p>Human and Physical Geography Use basic geographical vocabulary to refer to: <i>*Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i> <i>*What other coastal towns are there in the UK? How do we know</i></p>



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	<p>Block B - Our Playground Block C - Our Homes</p> <p>Building skills in Geography – Hamilton Trust. Block E - My School: A Guided Grounds Walk. Block F - My School: Beyond the Gates.</p> <p>Activities will include: *We will look at different types of homes – flats, detached, semi-detached, etc. We will do a houses/homes survey on Barrack Road. *Overhead map of our bedrooms. *Overhead map of our classroom, playground. *We will look at natural and manmade in relation to Chantry school. *We will explore places that we like to</p>	<p>United Kingdom, and of a small area in contrasting non-European country.</p> <p>*Europe and Asia (continents). *England and India (countries). *London and New Delhi (Capitals of England and India). *Bexhill and Bramaputra (towns).</p> <p>Activities will include: *Comparing weather & seasons. (Science link)</p>		<p>camera on our castle trip.</p> <p>We Are Britain – Hamilton Trust. Block F – Castles.</p>	<p>can/can't we grow in England? *What do you see on your way to school? What did Amanda Reed (visitor) use to see on her way to school?</p> <p>Weather Experts – Hamilton Trust. Block F – Hot, Hot, Hot!</p>	<p>that they are coastal towns? *Draw a simple map of a Bexhill beach (creating a simple key). *Draw 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 War, etc.</p> <p>Geographical Skills Use simple fieldwork and observational skills to study the geography of their school and its grounds and they key human and physical features of its surrounding environment. Use simple field sketches and use a camera on our beach trip.</p>
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	<p><i>visit in Bexhill. Let's make maps to help us get there!</i></p> <p><i>*We will look at natural and manmade in relation to our home town of Bexhill.</i></p>					<p>Geographical skills</p> <p>We Are Britain – Hamilton Trust.</p> <p>Block C – Seasides.</p>
	<p>Weather</p> <p>(Throughout whole year)</p> <p>Weather Experts – Hamilton Trust.</p> <p>Block A – Daily Weather News.</p> <p>Block B – Meteorologists.</p> <p>Block C – Seasonal Change.</p>					
History	<p>Introduction to History.</p> <p><i>*To say what history is (the past).</i></p> <p><i>*To use words about the past (old, new, a long time ago, first, next, before, after).</i></p> <p><i>*To recognise that a story that is read to them may have happened a long time ago. Say how they know.</i></p>	<p>Changes within living memory.</p> <p>Toys in the past (toys that parents/grandparents used to play with).</p> <p><i>*Looking at and talking about toys today.</i></p> <p><i>*What does 'the past' mean?</i></p> <p><i>*What do we want to know about toys from the past?</i></p> <p><i>*Can we find out about toys from the past?</i></p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Scott of the Antarctic</p> <p>(Key Stage History)</p>	<p>Significant historical events, people and places in their own locality.</p> <p>*British Motor Racing (May) & *Bexhill 100 Festival of Motoring</p> <p><i>*The children will learn about Bexhill being the birthplace of British Motor Racing.</i></p> <p><i>*Has anyone been to Bexhill 100?</i></p>	<p>Changes within living memory.</p> <p>Communication & Technology.</p> <p>Compare to parents and grandparents' childhood experiences.</p> <p><i>*What is communication?</i></p> <p><i>*How do we communicate today?</i></p> <p><i>*How do we communicate with</i></p>	<p>Significant historical events, people and places in their own locality.</p> <p>*Festival of the Sea.</p> <p><i>*The Bexhill Festival of the Sea is one of the biggest and best festivals of the sea and sea angling in the UK.</i></p>





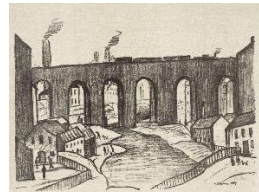

	<p><i>*To know that some objects are from the past.</i> <i>*To talk about how they have changed since they were born.</i> <i>*We will create a personal timeline.</i> <i>*Place up to five objects/events in chronological order (recent history).</i></p> <p>Significant historical places in their own locality. History of local buildings/places. <i>We will 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?</i></p>	<p><i>*Learning how to use different sources to help us answer questions about toys from the past.</i> <i>*Talk to parents/grandparents. Write to Orchard House and ask them about their favourite toys.</i> <i>*Comparing and sorting toys.</i></p>	 <p><i>*The children will learn about Captain Scott who was an explorer who wanted to be the first to reach the South Pole (1912).</i> <i>*Why do you think Captain Scott is so famous today?</i> <i>*How did Scott manage to get to the South Pole and what happened when he got there?</i> <i>*Why did Scott risk his life to get to the South Pole?</i> <i>*How would Scott have felt when he arrived at the South Pole after Amundsen and how do we know?</i> <i>*Why didn't Scott get there first?</i> <i>*How can we remember Scott today?</i></p>	<p><i>*Sorting old and new cars. Looking at similarities and differences.</i> <i>*What methods of transport were there before cars?</i> <i>*Why have we got electric cars now?</i> <i>*What do you think cars might be like in the future?</i></p> 	<p><i>different family/friends who live nearer/closer?</i> <i>*What technology do we have today? Has it always been around?</i> <i>*What technology did our parents/grandparents have?</i> <i>*How did they use to communicate? How can we find this information out?</i> <i>*What methods of communication are still around today that we use/don't use? Why?</i> <i>*Sort pictures of old and new technology.</i></p> <p>Changes within living memory. <i>*What are our favourite fairy tales today? Have they always been around?</i> <i>*What fairy tales did our parents/grandparents used to listen to</i></p>	<p><i>*The main theme of the event is Marine Conservation and appreciation of the sea and our beautiful beaches.</i> <i>*325 mermaids and mermen on the beach put Bexhill in the Guinness Book of Records in 2017.</i> <i>*Bexhill has also been in the Guinness Book of Records for the largest Charleston dance at the Bexhill Roaring 20s (2015).</i> <i>*Bexhill is also in the Guinness Book of Records for the world's oldest spider web which was found on a beach in Bexhill by two brothers (fossil hunters).</i></p> <p>Changes within living memory.</p>
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			<p><i>*Should we carry on exploring today?</i></p> <p>Sir David Attenborough – Saving the World.</p> <p><i>*Appreciate that some famous people have helped make our lives/world better today.</i></p> <p><i>*This will be linked to our topic and Sir David observing that our animals and habitats he was filming are under threat.</i></p>		<p><i>when they were younger?</i></p> <p><i>*How are they the same/different to now?</i></p> <p><i>*Sorting books (fairy tales) in to old and new.</i></p> <p><i>*Exploring old and new nursery rhymes.</i></p>	<p>Comparing Bexhill seafront – past and present.</p>
<p>Art and design</p>	<p>Follow the art process: Explore, investigate, practise, create, evaluate.</p> <p><i>*Explore drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i></p> <p><i>Collage Techniques based on Roy Lichtenstein.</i></p>	<p>Follow the art process: Explore, investigate, practise, create, evaluate.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Follow the art process: Explore, investigate, practise, create, evaluate.</p> <p>To use a range of materials creatively to design and make products.</p> <p><i>Chalk Pastilles – Kandinsky style art.</i></p>	<p>Follow the art process: Explore, investigate, practise, create, evaluate.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><i>Land art. Collage techniques based on Giuseppe Archimbaldo.</i></p>	<p>Follow the art process: Explore, investigate, practise, create, evaluate.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Follow the art process: Explore, investigate, practise, create, evaluate.</p> <p>To use a range of materials creatively to design and make products.</p> <p>Starry night using oil pastilles</p>

		<p><i>Rangoli Patterns using paints.</i></p> 			<p><i>Lowry – sketching/charcoal like our story 'into the woods'</i></p> 	
Design Technology	<p><u>Design, Make, Evaluate</u> Select from and use a wide range of materials and components, including construction materials and textiles, according to their characteristics. <i>*The children will make a superhero cape using different materials. Linked to our topic.</i></p>	<p><u>Technical Knowledge</u> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <i>*Advent calendars - flaps. *Christmas cards - slider, pop up.</i></p> <p><u>Design, Make, Evaluate & Cooking and Nutrition.</u> <i>*The children will make a fruit salad. Linked to our topic and trying new healthy foods.</i></p>	<p><u>Design, Make, Evaluate</u> Select from and use a wide range of materials and components, including construction materials and textiles, according to their characteristics.</p> <p><u>Structures:</u> <i>*The children will be designing an earthquake proof building.</i></p>	<p><u>Technical Knowledge</u> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <i>*Moving Easter cards.</i></p>	<p><u>Technical Knowledge</u> Build structures, exploring how they can be made stronger, stiffer and more stable. <i>*The children will be making their own beanstalks using the junk modelling. They will then use these for story retelling.</i></p>	<p><u>Technical Knowledge</u> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <i>*Linked to our RE -Special Bible Stories (Noah's Ark & Jonah and the Whale).</i></p>

					   	
Music	<p>Sing up Music scheme.</p> <p>Perform songs in different styles, eg. chirpy Cockney or relaxed swing play rhythmic accompaniments on percussion play kazoos to add an interesting timbre make voices louder and quieter to enhance the meaning of the lyrics</p>	<p>Sing up Music scheme.</p> <p>Perform songs in different styles, eg. chirpy Cockney or relaxed swing play rhythmic accompaniments on percussion play kazoos to add an interesting timbre make voices louder and quieter to enhance the meaning of the lyrics</p>	<p>Sing up Music scheme.</p> <p>sing a dotted melody, marking rests with untuned percussion perform actions accurately following contrasting rhythm patterns invent new travelling lyrics and matching movements</p>	<p>Sing up Music scheme.</p> <p>sing a dotted melody, marking rests with untuned percussion perform actions accurately following contrasting rhythm patterns invent new travelling lyrics and matching movements</p>	<p>Sing up Music scheme.</p> <p>take part in a performance sing the melody line of many songs manage the cumulative structure supported by visual prompts</p>	<p>Sing up Music scheme.</p> <p>take part in a performance sing the melody line of many songs manage the cumulative structure supported by visual prompts</p>



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P.E	Throwing & Catching. This unit will teach the children basic ball handling skills. They will learn to control a ball when they are rolling, bouncing, throwing and catching, on their own, with a partner and in a group. The children will also gain experience playing simple team games, following rules, competing, and supporting each other.	Bat & Ball. (Cricket). In this unit, the children will take part in a variety of bat and ball activities which are designed to teach them the skills they will need to participate in a range of games. Each lesson is designed so children learn the skill, practise the skill then apply the skill in a game situation.	Gymnastics (Animals) The children will learn to lift, carry and use gymnastic apparatus safely. Children learn to travel safely in different ways, at different speeds and levels. They bounce, hop, hopscotch, gallop, skip, tiptoe and run in different directions. They learn to jump safely on the ground and onto and from equipment and also think about why they exercise and consider each other's performances, evaluating and improving their work. *Building on from skills taught by Premier Sports last term.	African Dance. The children will learn about African Dance and we will make collaborative pieces to perform including The Lion King. *Building on from skills taught by Premier Sports in Term 1.	Invasion Games. The children will learn the basic skills they need to participate in simple invasion games. The skills are taught in an engaging and motivational manner, with all lessons having a fairground theme. Children will learn different ways of travelling, including moving backwards, sidestepping and changing direction. *Building on from skills taught by Premier Sports last term.	Team Games, e.g. Rounders.
	PREMIER SPORTS Dance: Stories – Shapes and Patterns/Control & Tension.	PREMIER SPORTS Gymnastics: Travelling and Linking Actions.	PREMIER SPORTS Multi Skills: Agility and Co-ordination.	PREMIER SPORTS Games with Simple Tactics: Football, Netball (skills).	PREMIER SPORTS Games with Simple Tactics - Tennis, Hockey (skills).	PREMIER SPORTS Sports Day Practice.
Computing – Purple Mash	Unit 1.1 – Online Safety Unit 1.2 – Grouping & Sorting	Unit 1.3 – Pictograms Unit 1.4 – Lego Builders	Unit 1.5 – Maze Explorers	Unit 1.7 – Coding	Unit 1.6 – Animated Stories Unit 1.8 – Spreadsheets (both linked to favourite fairy tales)	Unit 1.8 – Technology Outside School
RE	Belonging (SACRE) *Where do we	Belonging (SACRE) *What is special	Shabbat – Judaism (SACRE)	Shabbat – Judaism (SACRE)	Special Bible Stories *Noah and The Ark	



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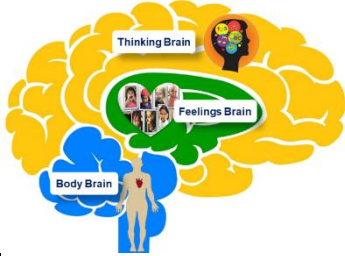

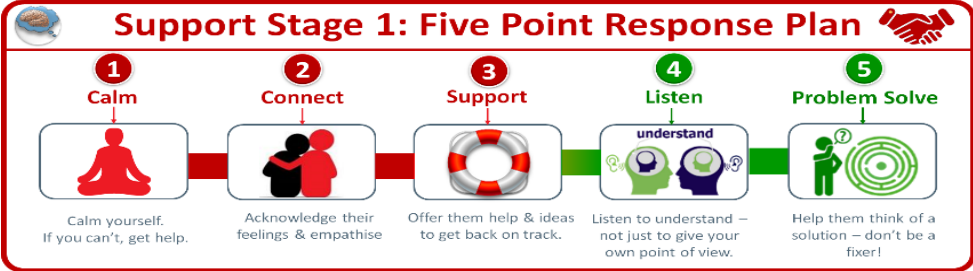


	<p>belong? *How do we show this outwardly? *What does it feel like to belong? *How can we see outwardly that some people belong to a faith community? *Why is this important for them?</p>	<p>about a new baby? *How is a baby welcomed into a family and into a faith community? *What does a baby need and what do we hope for its life? *What kind of ceremony could we have to welcome it?</p> <p>Christmas story <i>*How do Christians celebrate Christmas?</i> <i>*We will look at an advent wreath. What does the word advent mean?</i> <i>*Advent is a time of preparation for the celebration of the birth of Jesus. The children will learn how the Advent Wreath is used and the meaning behind the four candles.</i> <i>*Understanding light as a religious symbol. How does light make us feel? Share 'Can't You Sleep Little Bear?'</i> <i>*How is light used at Christmas?</i></p>	<p>*What is the world like? Do we have our own precious or favourite natural objects? *What is the Jewish/Christian story of creation? *What is the pattern of this story? What is it saying?</p>	<p>*Why do we need rest and relaxation? *What does a 'day of rest' mean for Jews and Christians (or others)? *What is Shabbat and how is it celebrated? *How do our senses help us to focus and concentrate? *Which senses are used in celebrating Shabbat? Easter Story <i>*Retell the Easter story.</i> <i>*Name some Easter symbols and talk about what they mean.</i> <i>*Talk about the new life that we see in the Spring time.</i> Key vocabulary – Christian, belief, Easter, Jesus, Palm Sunday, Palm cross, resurrection, new life, symbol, celebrate, spring.</p>	<p>*Jonah and The Whale *Joseph and his Colourful Coat *The Parable of the Sower *Jesus Feeds the Five Thousand *Jesus Calms the Storm *Jesus Walks on Water</p>
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		<p><i>*Light is used to show that Christmas is a time for happiness and warmth and to remind Christians that Jesus is the light of the world.</i></p> <p><i>*We will also learn about Christingles and the symbolism of the orange, the red ribbon, etc.</i></p> <p><i>*Why are gifts given at Christmas?</i></p>			
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PSHE 	JIGSAW Being Me in My World	JIGSAW Celebrating Difference	JIGSAW Dreams and Goals	JIGSAW Healthy Me	JIGSAW Relationships	JIGSAW Changing Me
RSHE	Chantry Primary School Long Term Curriculum Planning My Feelings.	My Body.	My Relationships.	My Beliefs.	My Rights & Responsibilities.	Year 1 2021-22 Asking for Help.
Empowerment Approach	*Returning to school. (Focusing on settling back in, Mental Health)	Empowerment approach lessons via Kit Messenger. <div data-bbox="622 411 965 667">  </div> <div data-bbox="645 738 958 1074">  </div> <div data-bbox="1003 292 1973 563">  </div> <div data-bbox="992 587 1962 847">  </div> <div data-bbox="999 863 1973 1145">  </div>				



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Helpful Links

<https://www.hamilton-trust.org.uk/science/year-1-science/> - Science

<https://whiterosemaths.com/primary-sols/> - Maths

<https://www.bbc.co.uk/teach/bring-the-noise/music-class-lesson-plan-downloads/zdgtjhv> - Music

<https://www.bbc.co.uk/bitesize/tags/zjpqqp3/year-1-and-p2-lessons> - Hamilton Trust Link

https://www.hamilton-trust.org.uk/blog/cover-key-stage-1-geography-curriculum/?gclid=CjwKCAjw97P5BRBQEiwAGfIV6b7AUjyBX4mj0RPCT6-uzEehFG2QBQhw6ylu6YCwS8AHSb-nAtYSrhoC3gYQAvD_BwE – Geography

<https://bexhill-osm.org.uk/?T=thenow#13/50.8470/0.4675> - Bexhill now and then

<https://www.keystagehistory.co.uk/> History

<https://www.bbc.co.uk/teach/nine-astonishing-ways-david-attenborough-shaped-your-world/z4k2kmn> - Sir David Attenborough

<http://looklovecreate.blogspot.com/2012/04/jack-and-beanstalk.html> - Giant Art (Once Upon A Time)

<https://teenkidsnews.com/tkn-news/cooking-recipes/black-bean-wrap-recipe-quick-and-easy-lunch/> - Black Bean Wrap Recipe (One Upon A Time)

<https://www.spellzone.com/curriculum/national-curriculum/year-1.cfm> Spelling Word Lists

<http://www.momto2poshlildivas.com/2012/10/75-fun-ways-to-practice-and-learn.html?showComment=1351027961289> Fun ways to practise spellings



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