



# **Chantry Primary School Long Term Curriculum Planning**

**Year R 2023-24**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Proposed trips/ special days</b>	Harvest festival	Library visit Nativity			Beach Trip	Sports Day
<b>Personal Social and Emotional Development</b>	Feeling safe and secure within a new environment.  See themselves as a valuable individual.	Express their feelings and consider the feelings of others.	Show resilience and perseverance in the face of challenge.	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.	Think about the perspectives of others. Manage their own needs	Think about the perspectives of others. Manage their own needs.
<b>Physical Development</b>	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian	Combine different movements with ease and fluency  Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
<b>Communication and Language</b>	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	Articulate their ideas and thoughts in well- formed sentences. Connect one idea or action to another using a range of connectives. Engage in non- fiction books.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non- fiction books. Listen to and talk about selected non- fiction to develop a deep	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts

			Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		familiarity with new knowledge and vocabulary.	
<b>Text English</b>	Where's my Teddy?  We're going on a bear hunt.  Knuffle Bunny	<b>Room on the broom</b>	Stanley's stick  The girl and the dinosaur	Naughty Bus  Here we are	Billy's Bucket  Somebody swallowed Stanley	The very hungry caterpillar
<b>Literacy</b>	Read individual letters by saying the sounds for them.  Begin to form letters that are modelled to them.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency understanding and enjoyment.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
<b>Phonics Spellings</b>	Set 1 Speed Sounds: these are sounds written with one letter: m a s d t i n p g o c k u b f e l h r j v y w z x	Set 1 Speed Sounds: these are sounds written with one letter: m a s d t i n p g o c k u b f e l h r j v y w z x  Sound Blending books	Ditty Photocopies	Set 2 sounds Red Ditty Books	Set 2 sounds Red ditty books	Set 2 sounds Green books

<b>Maths</b>	Match and sort Compare amounts Compare size, mass and capacity Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles and triangles	Composition of 1,2,3 Circles and triangles Representing numbers to 5 One more, one less Shapes with 4 sides	Introducing zero Comparing Numbers to five Composition of 4 and 5. Compare Mass Compare Capacity	Composition of 6,7,8 Making pairs Combining two groups Comparing numbers to 10 Number Bonds to 10 Length and height 3d shape and pattern	Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning-match, manipulate, rotate Addition and subtraction Spatial reasoning-compose and decompose	Doubling, sharing and grouping-even and odd Spatial reasoning-visualise and build Deepening understanding Patterns and relationships Spatial reasoning-Mapping
<b>Understanding the World</b>	Talk about members of their immediate family and community.  Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways.  Recognise some similarities and differences between life in this country and life in other countries.	Recognise some environments that are different to the one in which they live.	Understand that some places are special to members of their community.	Explore the natural world around them. Draw information from a simple map.	Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past
<b>Expressive arts and design</b>	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses
<b>Computing</b> (Purple mash)		Mini Mash- simple city. Cross curricular UTW.	2Simple- 2paint a picture	2Simple- 2paint a picture	Mini Mash- using computers for a purpose	Beebots

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<b>Discrete PSHE</b>	<p>Being me in my world</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>	<p>Celebrating difference</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p>	<p>Dreams and goals</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Healthy me</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Relationships</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs</p>	<p>RSHE</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p>

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.