



Chantry Primary School Long Term Curriculum Planning

Year R 2025-26

	Term 1 If we go down to the woods today... (Bears)	Term 2 Traditional tales	Term 3 Journeys near and far	Term 4 Amazing animals!	Term 5 Let's go outside! (Plants and growing)	Term 6 Beside the seaside!
Proposed trips/ special days	Harvest festival Teddy bears picnic	Walk to the local post box to send a Christmas card Nativity	Library visit	Trip to the farm/zoo Children dress up as their favourite animal	Local seasonal walk Planting vegetables	Beach Trip Sports Day
English Texts	Where's my teddy? That's not my teddy We're going on a bear hunt Peace at last Goldilocks and the three bears	Little red hen The three little pigs The gingerbread man Dear Santa Kipper's Christmas Eve	The train ride Lost and found Handa's surprise We're going on a lion hunt Whatever next Aliens love underpants	Kipper's new pet Farmyard Hullabaloo Walking through the jungle Mad about minibeasts	Jack and the beanstalk Jasper's beanstalk Oliver's vegetables The very hungry caterpillar	Commotion in the ocean Big book of the blue Billy's bucket Sharing a shell The lighthouse keeper's lunch The night pirates
Personal Social and Emotional Development	Feeling safe and secure within a new environment and beginning to understand routines. Building positive relationships with peers and adults. Develop the ability to take turns. Develop some independence in	Able to name and understand their own feelings and starts to regulate their own feelings with support. Express their feelings and consider the feelings of others. Willing to have a go at new activities with adult encouragement and support.	Understands their own feelings and is able to regulate behaviour accordingly more independently. Manage their own basic hygiene and personal needs.	Able to understand and is sensitive towards the feelings of others. Identify and moderate their own feelings socially and emotionally. Is confident to have a go at new challenges with independence.	Understands the need for rules and is able to behave accordingly. Sets simple goals and able to work towards these. Understands the importance of healthy food choices.	Think about the perspectives of others. Show resilience and perseverance in the face of challenge.

	<p> dressing. E.g. taking coat on and off. </p>					
Physical Development	<p> Fine motor Begin to hold a pencil with some control. Draw with some control basic outlines and features. Holds scissors correctly and begin to snip strips of paper. Gross motor Begin to move around in different ways, e.g. rolling, crawling, walking, jumping, running, hopping, skipping, climbing. </p>	<p> Fine motor Holds a pencil in tripod grip and forms some letters correctly. Uses playdough tools, e.g. rolling pins, cutters with control. Able to use cutlery with control. Gross motor Begin to move around in different ways, e.g. rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Move around with control and negotiate space. </p>	<p> Fine motor Able to form most letters correctly using a confident tripod pencil grip. Draw with control more detailed outlines and features. Holds scissors correctly and able to cut along lines. Gross motor 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. </p>	<p> Fine motor Starts to write letters on a line. Able to cut roughly around a shape. Able to use a variety of tools e.g. split pins, hole punch, tape and masking tape. Gross motor Develop strength, balance and coordination. </p>	<p> Fine motor Able to write on a line and begins to write ascenders correctly as taller letters. Shows accuracy and care when drawing. Able to cut with control around a shape close to the outline. Able to chop fruit and vegetables using a knife. Gross motor Combine different movements with ease and fluency. </p>	<p> Fine motor Able to write on a line and begin to write descenders correctly. Shows accuracy and care when drawing. Uses a range of small tools confidently and effectively. Gross motor Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. </p>
Communication and Language	<p> Listens carefully to short stories and asks questions and makes relevant comments in small groups. Shares ideas within a small group. Uses present tense accurately. </p>	<p> Able to hold a conversation demonstrating back and forth exchanges with familiar children and adults. Able to use past and present tenses correctly. Talk about why things happen. </p>	<p> Listens to longer stories attentively and begins to make relevant comments during group discussions. Connect one idea or action to another using a range of conjunctions. Use new vocabulary in context. </p>	<p> Describe events in some detail using a range of conjunctions. Use future tense appropriately. Use new vocabulary in context. </p>	<p> Able to use past, present and future tense appropriately. Use talk to help work out problems and organise thinking and explain how things work and why they might happen. Use new vocabulary in context. </p>	<p> Hold conversations using grammatically correct sentences. Able to take part in whole class discussions listening to others and responding with own relevant ideas. Use new vocabulary in context. </p>

	Starts to use new vocabulary in context.	Use new vocabulary in context.				
Literacy	<p>Develop phonological awareness: -Alliteration - hears initial sounds in words (orally). -Rhyme – can identify words that rhyme.</p> <p>Recognises single letters (Set 1) and links the grapheme with the phoneme (print with the sound it makes).</p> <p>Able to write single letters (initial sounds in words).</p>	<p>Able to orally blend.</p> <p>Recognises single letters (Set 1) and links the grapheme with the phoneme (print with the sound it makes).</p> <p>Able to write single letters (initial sounds in words).</p> <p>Starting to segment CVC words and hear all three sounds (children may need adult to exaggerate sounds to help identify these sounds).</p>	<p>Identify all single letter sounds in CVC words and blend to read words accurately.</p> <p>Start to read common exception words (RWI – red words which match stage of phonics).</p> <p>Able to segment CVC words hearing all three sounds and able to write corresponding letters to represent each sound.</p> <p>Start to re-read word written.</p>	<p>Blend CVC words and read short simple sentences.</p> <p>Start to recognise digraphs sh, th, ch, qu, ng, nk, qu.</p> <p>Start to understand, recognise and form capital letters.</p> <p>Writes CVC, CVCC, CCVC words.</p> <p>Write short phrases ‘big dog’.</p> <p>Understands and leaves spaces between words.</p>	<p>Recognises Set 2 digraphs and read these in words.</p> <p>Read sentences with words that include Set 1 single letter and digraphs.</p> <p>Begins to write simple sentences – dictated sentences with a capital letter, spaces and a full stop.</p> <p>Read back own writing.</p>	<p>Reads sentences using phonics skills identifying single letters and digraphs including Set 1 and Set 2 sounds.</p> <p>Able to write their own simple sentence with a capital letter, spaces and full stop.</p> <p>Children’s writing can be read by themselves and others.</p>
Phonics Spellings	<p>Recognises Set 1 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</p>	<p>Recognises Set 1 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</p> <p>Able to blend orally.</p>	<p>Able to read CVC words independently</p> <p>Ditty Photocopies</p>	<p>Set 2 sounds</p> <p>Red Ditty Books</p> <p>Recognises Set 1 digraphs and blends in words.</p>	<p>Set 2 sounds</p> <p>Red/Green ditty books</p>	<p>Set 2 sounds</p> <p>Green/Purple books</p>
Maths	<p>Match and sort</p> <p>Compare amounts</p> <p>Compare size, mass and capacity</p> <p>Representing 1-3</p> <p>Comparing 1-3</p> <p>Composition of 1-3</p> <p>Subitise 1-3</p>	<p>Composition of 1,2,3</p> <p>Representing numbers to 5</p> <p>One more, one less</p> <p>Shapes – naming features</p>	<p>Introducing zero</p> <p>Comparing Numbers to five</p> <p>Composition of 4 and 5</p> <p>Compare Mass</p> <p>Compare Capacity</p>	<p>Composition of 6,7,8</p> <p>Making pairs</p> <p>Combining two groups.</p> <p>Comparing numbers to 10</p> <p>Number Bonds to 10</p> <p>Measure - Length and height</p> <p>3d shape and pattern</p>	<p>Building numbers beyond 10</p> <p>Counting patterns beyond 10</p> <p>Spatial reasoning- match, manipulate, rotate</p> <p>Addition and subtraction</p> <p>Spatial reasoning- compose and decompose</p>	<p>Doubling, sharing and grouping</p> <p>Odd and even numbers</p> <p>Deepening understanding</p> <p>Patterns and relationships</p>

					Shapes – naming features.	
Understanding the World	<p>Past and Present Talk about members of their immediate family.</p> <p>Identify and talk about people around them and their roles in society.</p> <p>Begins to understand some differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>People, Culture and Communities Describe their immediate environment using knowledge from observation and discussion.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>The Natural World Explore the world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around them, including seasonal changes and changing states of matter.</p>	<p>People, Culture and Communities Describe their immediate environment using knowledge from observation and discussion, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</p> <p>The Natural World Explore the world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around them, including seasonal changes and changing states of matter.</p>	<p>People, Culture and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Past and Present Identify and talk about people around them and their roles in society.</p> <p>Understands some differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>The Natural World Explore the world around them, making observations and drawing pictures of animals and plants.</p>	<p>Past and Present Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>The Natural World Explore the world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around them, including seasonal changes and changing states of matter.</p>	<p>Past and Present Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Understand some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation and</p>

		Past and Present Begins to understand some differences between things in the past and now, drawing on their experiences and what has been read in class.	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.			discussion, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.
Expressive arts and design	Creating with materials Develop cutting skills, how to snip pieces of paper. Choose different materials to create collages. Explore different ways to stick materials together, e.g. glue sticks and PVA glue, tape etc. Draw with some control basic outlines and features. Explore the use of paint brushes. Talk about what they are making and creating. Being imaginative Join in with repeated phrases in familiar stories. Join in with nursery rhymes.	Creating with materials Develop cutting skills, how to snip pieces of paper. Choose different materials to create collages. Explore different size paintbrushes. Begin to use props in play. Talk about what they are making and creating. Start talking about what they have made/created. Being imaginative Join in retelling parts of traditional stories. Start to change stories. Start to retell familiar stories. Join in with new songs learnt.	Creating with materials Develop cutting skills, able to cut along lines. Explore different textures when painting and creating collages. Explore colour mixing. Explore how to attach materials together using split pins, tape, glue etc. Draw with control more detailed outlines and features. Use their props in their own play. Talk about what they are making in more detail. Talk about what they have made in more detail. Being imaginative Start to perform stories with adult support. Start to change stories.	Creating with materials Colour mixing - knows which colours to use to make another colour. Use pastels to create outlines and detail and learn how to make different textures. Able to cut around shapes. Draw with good control more detailed outlines and features. Make plans about what they want to make and how they plan to make it. Think carefully how their own creations can be used in their own stories. Being imaginative Perform well known stories and songs to others. Start to make up their own stories based on familiar stories.	Creating with materials Explore how to create moving parts e.g. arch and slide, concertina etc. Cut with good control around a shape. Develop the ability to use different materials for different parts in designs and creations. Shows accuracy and care when drawing. Make plans about what they want to make and how they plan to make it. Talk about what they have made and any changes they made along the way. Think carefully how their own creations can be used in their own stories. Being imaginative	Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Make use of props and materials when role playing characters in narratives and stories. Being imaginative Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Performs songs, rhymes, poems and stories with others, and moves in time to music.

			Explores the ability to move in time to music. Explores rhythm and pitch.	Explores the ability to move in time to music. Explores rhythm and pitch.	Perform well known stories and songs to others. Start to make up their own stories based on familiar stories.	
Computing (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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Discrete PSHE	Being me in my world Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Celebrating difference See themselves as a valuable individual. Build constructive and respectful relationships.	Dreams and goals Identify and moderate their own feelings socially and emotionally.	Healthy me Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.	Relationships Think about the perspectives of others. Manage their own needs	RSHE Think about the perspectives of others. Manage their own needs.

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.