

**Chapel Allerton Primary School**  
**Creative Curriculum – Long Term Plan**  
**Year Group: 1**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<b>Marvellous Me</b>	<b>Let's Celebrate</b>	<b>Snowy Lands</b>	<b>Plant detectives</b>	<b>What is in our local area?</b>	<b>What is great about Great Britain?</b>
<b>Curriculum Enrichment</b>	Toy shop experience (visit to local toy shop) Toy shop role play Abbey House Museum (toy workshop)	St Matthews Church visit  Anti Bullying Week	Using google maps looking at snowy places.  Maths Day  Children's' Mental Health Week	Leeds Playhouse drama sessions  Harlow Carr visit/workshop  Well-being garden time outside to support mindfulness  Neurodiversity Week	Planting the raise beds outside our classroom/ planting seeds  Comparing Chapel Allerton to Africa (physical and human features)	Wellbeing walk.  All are Welcome Day (celebrating diversity)
<b>Outdoor Learning</b>	Forest School Diwali Sukkot building Science senses walk	Forest school firepit-Carol singing Seasonal change walk	Snow play Bark rubbings (Art)	Vegetable/seed planting in Biodome Seasonal change walk	Local area walk (Geography/wellbeing)	Seasonal changes Review planting from Spring 2
<b>Parental Engagement</b>	Parents Welcome meeting Stay and play. Target Setting Day	Christmas concert	Sharing our brilliant snowy animal non chronological report  Parent's Evening	Stay and play	Art and Design Showcase- birds	Sports Day

<p><b>English</b></p>	<p>Simple sentence writing-CL/FS/FS</p> <p><b>Where's My Teddy</b> by Jez Alborough - Short story about a lost toy – to entertain.</p> <p>Bonfire poetry</p>	<p><b>Elmer</b> by David McKee- setting description-to entertain. Celebration story</p> <p>Christmas Calligrams-Senses poem</p> <p>Instructions –Christmas related e.g. gingerbread. To inform</p>	<p><b>Lost and Found</b> by Oliver Jeffers Character description (lost poster) – To entertain.</p> <p>Non-Chronological report about a snowy animal – to inform</p>	<p><b>Dear Zoo</b> by Rod Campbell Wishing Story (writing to entertain)</p> <p><b>Handa's Surprise</b> by Eileen Browne Story from another culture -letter to Handa (writing to inform)</p> <p>Animal riddle poetry</p>	<p><b>Recount</b> of Harlow Carr trip (writing to inform)</p> <p>Non chron/Factfile plants <b>Seed in Need</b> by Sam Godwin</p>	<p><b>The Queen's Hat</b> by Steve Anthony Story (writing to entertain)</p> <p><b>Three Billy Goats Gruff</b> Traditional Fairytales</p>
<p><b>Phonics</b> <i>(Little Wandle)</i></p>	<p><b>Review Phase 3</b> GPCs ai ee igh oa oo ar or ur oo ow oi ear</p> <p>air er /z/ s –es</p> <p><b>Phase 4:</b> CVCC CCVC CCVCC CCCVC Phase 4 with long vowels</p> <p><b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each</p>	<p><b>Phase 5 Graphemes</b></p> <p>/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn</p> <p>/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he</p> <p>/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute</p> <p>/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p>	<p><b>Phase 5 Graphemes</b></p> <p>/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder</p> <p>/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone</p> <p>/l/ le al apple metal /s/ c ice /v/ ve give</p> <p>/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey</p>	<p><b>Phase 5 Graphemes</b></p> <p>/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p>	<p><b>Review Phase 5 GPC's For Phonics Screening</b></p> <p>ay play a-e shake ea each e he ie pie i-e time o go o-e home ue blue rescue ew chew new u-e rude cute aw claw ea head ir bird ou cloud oy toy i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant</p>	<p><b>Phase 5 Graphemes</b></p> <p>/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer</p> <p>/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large</p> <p>/sh/ ti ssi si ci potion mission mansion delicious</p> <p>/or/ augh our oar ore daughter pour oar more</p>

						Review
<b>Poetry</b>	<b>Bonfire poetry</b> <b>Autumn acrostic poems</b>	<b>Folk Poem</b> -Remember the 5 <sup>th</sup> of November. <b>Senses poem</b>	Animal riddle poetry		Spring poems	
<b>Class Novel</b>	Reading a wide range of picture books (including authors such <b>Julia Donaldson, Judith Kerr, Jill Murphy, Eric Carle</b> ) Moving onto simple chapter books ( <b>Roald Dahl - George's Marvellous Medicine</b> ).					
<b>Maths</b>	<b>Number:</b> Place value (within 10) Addition and subtraction (within 10) Place value (within 20)  <b>Geometry:</b> Shape		<b>Number:</b> Addition and subtraction (within 20)  Place value (within 50)  <b>Measurement:</b>  Length and height  Weight and volume		<b>Number:</b> Multiplication and division Fractions Place value (within 100)  <b>Geometry:</b> Position and direction  <b>Measurement:</b> Money Time	
<b>Science</b>	<b>Everyday Materials</b> How are materials the same? How are materials different? <b>Humans as animals</b> How do our senses help us to experience the world around us? <b>Seasonal Changes</b> What are our seasons and how do they affect our world?		<b>Looking at Animals</b> How are animals the same? How are animals different? <b>Seasonal Changes</b> What are our seasons and how do they affect our world?		<b>Plant Detectives</b> What is happening underground beneath our plants <b>Seasonal Changes</b> What are our seasons and how do they affect our world?	
<b>Geography</b>			Where are the world's hot and cold places and how do we know?		Local area study Where do we live?  What is great about Great Britain?	
<b>History</b>	How have toys changed from the past to present?	Why do people remember the 5 <sup>th</sup> of November?	Who was Scott of the Antarctic and why do we remember him?			

		Why do people wear poppies in November?	Local link – Lawrence Oates			
<b>Art and Design</b> <i>(Access Art)</i>	<b>Spirals</b> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.		<b>Simple Printmaking</b> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.	<b>Exploring Watercolour</b> Exploring watercolour and discovering we can use accidental marks to help us make art.	<b>Making Birds</b> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.	
<b>DT</b> <i>(Projects on a Page)</i>	Can you make a card move?		How can you stop a structure from falling over?	Which fruits would make the best fruit salad? Handa's Surprise – what do the different fruits taste like?		
<b>Music</b> <i>(Sing Up Music Scheme &amp; Specialist Djembe teacher)</i>	Sing Up Unit: Menu Song	Sing Up Units: Colonel Hathi's March Magical Musical Aquarium	Sing Up Unit: Football  Artforms: Djembe	Sing Up Units: 'Dawn' from Sea Interludes  Musical Conversations	Sing Up Units: Dancing and Drawing Nautilus  Cat and Mouse	Sing Up Unit: Come Dance with Me
<b>PE</b> <i>(Get Set 4 PE)</i>	<b>Get Set 4 PE</b> Ball Skills Fundamentals	<b>Get Set 4 PE</b> Dance Net and Wall Games	<b>Get Set 4 PE</b> Fitness sending and receiving	<b>Get Set 4 PE</b> Invasion Games Yoga	<b>Get Set 4 PE</b> Gymnastics Commando Joes	<b>Get Set 4 PE</b> Athletics Striking and Fielding
<b>Computing</b> <i>(Purple Mash)</i>	<b>Online Safety</b>	<b>Multimedia</b>	<b>Using Technology</b>	<b>Data Handling</b>		<b>Programming</b>
<b>SMSC and British Values</b>	<b>Democracy</b> Mutual respect Famous British Author – Julia Donaldson	<b>Important British People</b> Tolerance of different faiths and beliefs. History/Famous British Historical event/person - Guy	<b>Explorers</b> History/Famous British Historical event/person - famous explorer to the Antarctic.	<b>Celebrate ourselves and others</b> Tolerance of different faiths and beliefs. Mutual respect.		<b>Monarchy</b> individual liberty (save environment/growth mindset) British Geography- Countries and Cities in the UK.

		Fawkes/The Gunpowder plot				History/Famous British Historical event/person - The Queen.
<b>PSHE</b>	Identity/Society and equality – me and others	Physical health and wellbeing – fun times – feeling safe	Mental Health and emotional wellbeing – feelings	Keeping safe and managing risk- feeling safe	Careers, financial capabilities and economic wellbeing – my money	Drug, alcohol and tobacco educations – what do we put into and onto our bodies
<b>MindMate</b>	<b>Feeling good and being me</b> Recognise feelings: I can talk about how I am feeling	<b>Friends and Family</b> Recognise how others show feelings and know how to respond: I know when my friends are feeling happy.	<b>Life changes</b> Understand that talking about my feelings can help. Learn how to communicate their feelings about new experiences to others. Recognise how others show feelings and know how to respond.	<b>Strong emotions</b> Recognise what is fair/unfair right/wrong: I know when someone is being unkind, including myself.	<b>Being the same, being different</b> Celebrating differences: I know the people in my class are all different	<b>Solving problems/making it better</b> Setting goals and targets: I can work well and play in a small group
<b>RE</b>	<b>How do we celebrate special events?</b>	<b>What does it mean to belong to a church or mosque?</b> The Christmas Story	<b>Which books and stories are special?</b> Easter story	<b>Who brought messages about God and what did they say?</b>	<b>How and why do we care for others?</b>	