

Topic	'All creatures great and small' Animals around the world and minibeasts	'People who help us' Superheroes- Looking at heroes in everyday life.	'Into the woods' Explorers	'Around the world' Africa	'Once upon a time' Traditional fairy tales	'Our world and beyond' Space
Possible Trips/ special days	Mini beasts hunt- on the school grounds. Autumnal walks/hunts. Litter pick	Superheroes dress up day	Visit from an explorer	Class assembly	Class exhibition of stories.	Science centre trip with another year group.
Text	The Snail and the whale	Traction Man	The Princess and the white bear king	Grace and Family/ Lila and the secret of rain.	Goldilocks and the Three Bears/ The three little pigs/The Gingerbread Man.	Beegu
Science	Habitats around the world Naming animals Comparing animals	Suitability of materials Changing materials	Healthy living Survival Basic needs of animals	Weather and effect on plants, people and environment	Plants	Planets Light and dark

<p>Geography</p>	<p>Name and locate oceans and continents. Hot and cold areas of the world Field work</p>		<p>Name and locate areas. Weather Maps Endangered animals</p>	<p>Contrasting locality - non EU Hot and cold areas of the world Food around the world Field work Name and locate oceans and continents.</p>		
<p>History</p>		<p>Changes in living memory Toys in the past</p>			<p>Significant people within living memory. Famous authors.</p>	<p>Lives of significant individuals - Neil Armstrong Significant historical events and places Moon landing</p>
<p>Art and design</p>	<p>Exploring different ways of making spirals (MATISSE SNAIL) Collages Story pebbles linked to story</p>	<p>Drawings, sketches - link to comic books (super heros)</p>	<p>Paint and clay work - link to text.</p>	<p>Art around the world - copying art techniques from other countries.</p>		<p>Watercolour paintings - aliens in space (wax resistant)</p>

	(Bexhill stones) Autumnal trees					
Design Technology	Harvest vegetable characters. Snail and the whale story settings in shoe boxes.	Advent calendars - flaps. Christmas cards - slider, pop up.	Where food comes from. Food around the world. Prepare healthy dishes. Shoe box model environment		Moon buggy	Puppets of book characters - sewing.
Music www.charanga.com 20796 (u) eastsussex (p)	Unit - Zootime Harvest songs	Christmas production	Unit - World music : Hands, feet, heart	Topic - Different places	Planets suite by Holst Composing space music.	Topic - Great composers
P.E	CM Gymnastics - movement	CM Dance - superman song	CM Gymnastics - balance and sequences	CM Dance - to music from other cultures.	CM Athletics	CM Team games, e.g. rounders
	PREMIER SPORTS Team games (hockey)	PREMIER SPORTS Basic skills - throwing and catching	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	E safety School website	Animation	Roamer and Logo - exploring	Creating documents for display.	Computer coding - Kodu	

RE	Creation stories	Christmas story -Light (yr1) -Angels (yr2) Hanukkah (Yr2)	Special books (Yr1) Old testament stories (yr2)	Easter story	Judaism -Jewish home -Shabbat -Synagogue
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Chantry Primary School Learning Journeys

Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	'All creatures great and small' Animals around the world and minibeasts	People who help us' Superheroes- Looking at heroes in everyday life.	'Into the woods' Explorers	'Around the world' Africa	'Once upon a time' Traditional fairy tales	'Our world and beyond' Space
Topic embedded PSHE	JIGSAW Being Me in My World	JIGSAW Celebrating Difference	JIGSAW Dreams and Goals	JIGSAW Healthy Me	JIGSAW Relationships	JIGSAW Changing Me
Discrete PSHE	Communication weeks <ul style="list-style-type: none"> • how to contribute to the life of the classroom • construct, agree to follow group / class rules • understand how rules help us 	Anti-bullying week <ul style="list-style-type: none"> • people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • recognise when people are being unkind to them or others, how to respond, who 			SRE - <ul style="list-style-type: none"> • difference between secrets / surprises, the importance of not keeping adults' secrets, only surprises • identify special people, what makes them special and how we should care for one another • judge what kind of 	Transition - <ul style="list-style-type: none"> • change and loss and associated feelings (eg moving home, losing toys, pets or friends) • process of growing from young to old, how people's needs change • growing, changing, new opportunities and responsibilities that

to tell, what to say

- different types of teasing and bullying, these are unacceptable
- how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
- rules for/ ways to keep physically and emotionally safe (eg road safety, safety in the environment, e-safety, difference between secrets and surprises and understanding not to keep adults' secrets)

physical contact is acceptable, comfortable, unacceptable/uncomfortable, how to respond (including who to tell and how to tell them)

- that bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- names for main parts of the body (including genitalia) similarities / differences between boys and girls

independence brings

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| | | <ul style="list-style-type: none"> • recognise responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' • people who look after them, family networks, who to go to if they are worried and how to attract attention, ways pupils can help people to look after them | | | | |
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PSHE Running throughout via Thrive input

- communicate feelings, recognise how others show feelings and how to respond
- recognise how behaviour affects other people
- recognise what is fair and unfair, kind and unkind, right and wrong
- share opinions on things that matter and explain views through discussions with one other person and the whole class
- listen to other people, play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- offer constructive support and feedback to others
- good and not so good feelings, vocabulary to describe feelings to others and simple strategies for managing feelings
- recognise what they like and dislike, how to make real, informed choices that improve physical and emotional health, recognise that choices have good and not so good consequences

- *to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals*