



## Greenmount Primary School Curriculum Long Term Map 2019/20

	Autumn		Spring		Summer	
Context for learning:	Where in the world is Beeston?	Let's celebrate! Festivals around the world...	Can you travel in time? Old and New How they have things changed?	Let's Be Curious Why does the weather change? Looking after our world.	Freestyle Space	Moving on up Plants and animals. Looking after yourself and others.
Enrichment	Local Walk Writing letters and posting them. Now Press Play – Maps	Theatre/cinema trip. Now Press Play Ks1 Christmas Story.	Now Press Play	Local walk Now Press Play Visit (cooking with a chef)	Now press play- Space. Visitor	Now Press Play - Animals, Habitats, minibeasts(KS1 and EYFS) Trip
Reading	Town mouse and the country Mouse. The Jolly Postman. Moon Rabbit.	Non-fiction. Guy Fawkes – Youtube singing stories. Festivals and Celebrations. Lets celebrate.	Major Glad, Major Dizzy Lost in the toy Museum The Old Toy Room (Twinkl Book)	How the weather works. Freddy the Frogcaster What kind of weather.	Whatever Next The way back home. Non- fiction space. The Man on the Moon. William Bees. Wonderful World of... Baby Brains Simon James One Plastic Bag. Women who change the world Female leaders Somebody swallowed Stanley Toys in Space	Jaspers Beanstalk. Eddies Garden Oliver's Vegetables. Plants by Sally Hewitt See inside your body. Usborne – Look inside your body. Scratch and Learn Human Body – Katy Flint
Maths	Number and Place Value	Money Time Fractions	Week 1 Number. Measure, Length, mass, weight. Add and subtraction.		Time and calculations linked to money. Add and subtraction.	Shape Position 1:1 B-Squared Targets



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	Addition and Subtraction 1:1 B-Squared Targets	1:1 B-Squared Targets	Money. 1:1 B-Squared Targets		1:1 B-Squared Targets	
Writing	<p>Encourage correct letter formation. Introduction to capital letters, full stops, question marks 1:1 B-Squared Targets</p> <p>Writing letters. Lists, captions, labelling.</p> <ul style="list-style-type: none"> <li>To re-tell a story.</li> <li>To sequence a story from memory.</li> </ul>	<p>Encourage correct letter formation. Introduction to capital letters, full stops, question marks spaces between words and capital letters. 1:1 B-Squared Targets</p> <ul style="list-style-type: none"> <li>To identify the different ways people celebrate around the world.</li> <li>To identify non-fiction book.</li> </ul>	<p>Encourage correct letter formation, full stops, spaces between words and capital letters. Exclamation marks. Writing sentences.</p> <p>Describing pictures, timelines, labels,</p> <ul style="list-style-type: none"> <li>To compare old and new objects e.g. toys.</li> <li>To be able to use adjectives in descriptive writing.</li> </ul>	<p>1:1 B-Squared Targets. Encourage correct letter formation, full stops, spaces between words and capital letters. Writing sentences.</p> <ul style="list-style-type: none"> <li>To describe different weather types.</li> <li>To know what clothes we need in hot and cold weather.</li> </ul>	<p>1:1 B-Squared Targets. Encourage correct letter formation, full stops, spaces between words and capital letters. Labels, captions, descriptive writing. Using 'and' to extend a sentence.</p> <ul style="list-style-type: none"> <li>To re-tell a story.</li> <li>To sequence a story from memory.</li> </ul>	<p>Encourage correct letter formation, full stops, spaces between words and capital letters. 1:1 B-Squared Targets. Lists, labelling, instructions. Introducing what an adjective is.</p> <ul style="list-style-type: none"> <li>To be able to follow a set of written instructions.</li> <li>To be able to write a set of instructions.</li> </ul>
Drama and talk opportunities	Puppet shows Acting out Stories	Puppet shows Role Play	Guided Tour Role Play	Role Play	Hot seating Puppet show	Role Play Narration



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	Role Play Whole Class Drama	Whole Class Drama	Whole class drama	Whole class drama	Role Play Narration Whole class drama	Whole class drama
History		Using children’s interests, instigate why we celebrate certain events. <ul style="list-style-type: none"> <li>To recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?</li> <li>To recognise and explain that a story that is read to them may have happened a long time ago?</li> </ul>	Family timelines. When was everyone born.  Toys our parents and grandparents used to play with. <ul style="list-style-type: none"> <li>To know the changes within living memory.</li> <li>To organise up to 3 objects in chronological order?</li> <li>To recognise things from the past.</li> <li>To use words and phrases such as “old, new, long time ago”</li> </ul>		Looking at famous figures of the past. <ul style="list-style-type: none"> <li>To appreciate some famous people have helped our world today e.g. Neil Armstrong.</li> <li>To be able to explain the first moon landing.</li> </ul> Now press play – EYFS Space.	<ul style="list-style-type: none"> <li>To understand we have a queen/royal family.</li> <li>To know the names of some of the royal family.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>To say what they like about their locality? Can they say what they don’t like about their locality? To they sort things they like and don’t like?</li> <li>To answer some questions using different resources, such as books, the internet and atlases?</li> </ul> *Local Walk- what can we see in the local area? Identify different features and land use. Photos, large maps in school. Create a map of the area-3d collage style.		Looking at where we are from. Thinking about when we have been on holiday. <ul style="list-style-type: none"> <li>To describe a locality with words and pictures.</li> <li>To know where our family is from. To find these places on a map.</li> <li>To keep a weather chart.</li> </ul>		Investigate animals from around the world. <ul style="list-style-type: none"> <li>To give examples of animals that live in other countries.</li> <li>To understand the meaning of nocturnal animals and give examples.</li> </ul>	



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	<ul style="list-style-type: none"> <li>-Where do you live?- learn to tell someone their address? Write letters home, go to the post office.</li> <li>To begin to identify different types of houses.</li> <li>To name different jobs that people living in their area might do?</li> <li>To know the differences between towns, villages and cities. Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?             <ul style="list-style-type: none"> <li>To identify the four countries making up the United Kingdom?</li> </ul> </li> </ul> <p>To name some of the main towns and cities in the United Kingdom?</p>	<ul style="list-style-type: none"> <li>Answer questions about the weather e.g. What do we need in the rain?</li> <li>To know that 4 countries make the UK.</li> </ul>				
Science	<p>Materials- naming materials, sorting materials, what things are made from. Describing materials.</p> <ul style="list-style-type: none"> <li>To sort materials into groups by a given criteria?</li> <li>To identify and classify things they observe?</li> <li>To perform a simple test?</li> </ul> <p>To explain to other people about what they have done?</p>	<ul style="list-style-type: none"> <li>Materials <b>Focus on testing properties of materials.</b></li> <li>To explain how solid shapes can be changed by bending, squashing, twisting and stretching.</li> <li>To describe materials using their senses?</li> </ul>	<p>Human Body –</p> <ul style="list-style-type: none"> <li>To name the parts of the human body that they can see? Can they identify the main parts of the human body and link them to their senses? Can they draw and label parts of the</li> </ul>	<p>Seasonal Changes.</p> <ul style="list-style-type: none"> <li>To identify the 4 seasons and explain what the weather is like?</li> </ul> <p>Now press play – seasons KS1 Artic KS1</p>	<p>Space.</p> <ul style="list-style-type: none"> <li>To understand the concept of space.</li> <li>To name all the planets.</li> <li>To understand day and night.</li> </ul>	<p>Plants -</p> <ul style="list-style-type: none"> <li>To name the petal/stem/leaf etc.</li> <li>Tell others what the parts of the plant do?</li> <li>To describe the parts of a plant?</li> </ul> <p>• Can they name a range of domestic animals?</p>



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	<p>Link to different materials used in building. Questions e.g why are windows made from glass? What are bricks made from? ?Link to 3 Little Pigs DT challenge- make a building that will withstand a hairdryer!</p>	<ul style="list-style-type: none"> <li>To explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate?</li> </ul> <p>Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate?</p>	<p>human body?</p> <p>Now press play Humans KS1 – Humans.</p>			<ul style="list-style-type: none"> <li>To point out some of the differences between different animals?</li> <li>To be able to sort photographs of living things and non-living things?</li> </ul>
Art	<p><b>Collage, painting &amp; sketching</b></p> <p>To communicate something about themselves in their drawing?</p> <p>To create moods in their drawings?</p> <p>To draw using pencil and crayons?</p> <p>To draw lines of different shapes and thickness, using 2 different grades of pencil?</p>	<p>Painting and Sketching-</p> <p><b>Use drawing, painting and sculpture to develop and share their ideas, experiences, and imagination.</b></p> <p>(Polack and Kandinsky)</p> <p>Can you identify primary and secondary colours?</p> <p>Can they communicate something about</p>	<p>3D Sculpture-</p> <p>Can they ad texture by using tools?</p> <p>Can they make different kinds of shapes?</p> <p>Goldsworthy</p>	<p>Printing –</p> <p>Can they print with sponges, vegetables and fruits? Can they print onto paper and textile? Can they create a repeating pattern?</p>	<p>Use of IT- can they use a simple paint program to paint a picture?</p> <p>Marbling</p> <p>Wax resist</p>	<p>Painting and Sketching-</p> <p><b>Use drawing, painting and sculpture to develop and share their ideas, experiences, and imagination</b></p> <p>Can they communicate something about themselves in their painting (and in their drawing)?</p> <p>Can they paint a picture of something that they can see?</p>



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	<p>-Link to drawing detailed drawings of houses, part of school.</p> <p>Artist focus- Stephen Wiltshire: Autistic artist who draws cityscapes from memory.</p>	<p>themselves in their painting (and in their drawing)?</p> <p>Can they paint a picture of something that they can see?</p> <p>Can they create moods in their paintings (draw your imagination)</p> <p>Can they name primary and secondary colours/thick and thin brushes?</p>				<p>Can they create moods in their paintings (draw your imagination)</p> <p>Can they name primary and secondary colours/thick and thin brushes?</p>
DT	<p>Link to Buildings</p> <p>To talk with others about how they want to construct their product?</p> <ul style="list-style-type: none"> <li>To select appropriate resources and tools for their building projects?</li> <li>To make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?</li> </ul> <p>3 Little Pigs challenge- make a home for the 3 little pigs that will not blow down.</p>		<p>Food from different cultures</p> <p>Cooking and nutrition -</p> <p>To cut food safely?</p> <p>To describe the texture of foods? Do they wash their hands and make sure that surfaces are clean? Can they think of interesting ways of decorating food that they have made?</p> <p>Can you explore foods from different cultures?</p> <p>Catering letter from school kitchen.</p>		<p>Construction large scale</p> <ul style="list-style-type: none"> <li>Can they talk with others about how they want to construct their product?</li> <li>Can they select appropriate resources and tools for their building projects?</li> <li>Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?</li> </ul> <p>Present your ideas to other.</p> <p>Royal letter</p>	
Computing		<p>Programming skills.</p> <ul style="list-style-type: none"> <li>To create a simple series of instructions - left and right?</li> </ul>	<p>Painting.</p> <ul style="list-style-type: none"> <li>To use Tuc-paint.</li> <li>To create and print out a picture.</li> </ul>	Scratch	<p>Word skills.</p> <ul style="list-style-type: none"> <li>To type our name onto a word document.</li> </ul>	Using and applying.



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		<ul style="list-style-type: none"> <li>To record their routes?</li> <li>To understand forwards, backwards, up and down?</li> <li>To put two instructions together to control a programmable toy?</li> </ul> <p>Can they begin to plan and test a Bee-bot journey?</p>			<ul style="list-style-type: none"> <li>To create a list of tricky words on a word document.</li> </ul>	
Music		Pulse. Exploring Vocal Sounds.	Listening Exploring sounds. To identify sounds on a school walk.	Story telling Story – Peace at last. <ul style="list-style-type: none"> <li>To add music to a story.</li> </ul>	Long and short sounds. Notes	Pitch
PSHE	Physical Health and wellbeing- what keeps me healthy?	Keeping safe and managing risk: Feeling safe  Online safety – Now Press Play	<b>Identity, society, and equality: Me and others</b>	<b>Drug, Alcohol and tobacco education:</b>	<b>Mental health and emotional wellbeing: Feelings.</b>  Now press play – Mental health KS1	<b>What do we put into and on to bodies? Keeping ourselves healthy and safe.</b>
PE	Individual 1:1 Targets. Developing skills.					



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Queries/questions: