



Greenmount Primary School Curriculum Long Term Map 2019/20

	Autumn		Spring		Summer	
Context for learning:	Where in the world is Beeston?	Let's celebrate! (Cultures)	Can you travel in time?	Let's Be Curious (Journey around the world)	Freestyle	Moving on up
Potential trips & visitors	Local walks – park Historical society?	African Drum visitor/musical workshop	Thackery Medical Museum	Skelton Grange (science)		Filey beach Fireman bringing Fire truck
Maths	Place Value Addition and Subtraction	Addition and Subtraction Money Multiplication and Division	Multiplication and Division Statistics Geometry: Properties of Shape	Fractions Length and Height	Geometry: Position and Direction Problem solving and efficient methods	Measurement: Mass, Capacity and Temperature Investigations
English	<p>Story creation: Beegu</p> <p>Grammar:</p> <ul style="list-style-type: none"> • CL • . • Expanded noun phrases • CEWs • Precursive handwriting <p>Information Board: Cross Flatts Park Exemplar text: Cross Flatts Park text (made by teachers)</p> <p>Grammar:</p> <ul style="list-style-type: none"> • CL • . • Expanded noun phrases • Conjunctions 	<p>Invitations to an event/party: Elmer Invitation Exemplar made by teachers for Elmer Day.</p> <p>Alternative Endings: Handa's Surprise</p> <p>Grammar:</p> <ul style="list-style-type: none"> • CL and . • Commas in a list • Adjectives • Conjunctions (and, because but) • Questions and question marks • CEWs <p>Texts:</p>	<p>Letter from Florence Nightingale</p> <p>Poetry about travelling through time</p> <p>Instructions</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Cl and . • Adverbs • Expanded noun phrases • Contractions • Past tense • Precursive handwriting • CEWs <p>Texts:</p>	<p>Diary Entry from Great Fire of London</p> <p>Story creation set in another country – adventure story</p> <p>Grammar:</p> <ul style="list-style-type: none"> • CL and . • Subordinating conjunctions (when, if, that, because) • Coordinating conjunctions (and, but, or) • Past tense • Precursive handwriting • CEWs 	<p>Information book based on child's interests</p> <p>Writing in Character based on children's interests</p> <p>Grammar</p> <ul style="list-style-type: none"> • CL and . • Possessive apostrophes • Variety of conjunctions • Suffixes • Precursive handwriting • CEWs <p>Texts: Growing Frogs (Scie)</p>	<p>Recounts about trip to Filey</p> <p>Posters to advertise their shop/stall (enterprise)</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Cl and . • Adverbs • Adjectives/expanded noun phrases • Past tense • Variety of Conjunctions • Cursive handwriting <p>Texts: What Do People Do All Day? Oh the Places You'll Go</p>



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	<ul style="list-style-type: none"> Precursive handwriting 	<p>The Colour of Home Hello World All Kinds of People My World, Your World</p>	<p>Florence Nightingale The Life of Florence Nightingale</p>	<p>Texts: Mr Fawkes, the King and the Gunpowder Plot Vlad and the Great Fire of London At the Beach A First Book of the Sea Nim's Island Town Mouse Country Mouse</p>		
Drama opportunities in Literacy	<p>Cross Flatts Park: Freeze frame Hot seat from freeze frame</p>	<p>Handa's Surprise What if... Picture Framing</p> <p>Invitations: Hot seating</p>	<p>Letters Teacher in Role (as Florence) Conscience Alley</p> <p>Poetry Performance Poetry</p> <p>Instructions Miming instructions (using adverbs)</p>	<p>Diary entry Picture framing and thought Sound scaping</p> <p>Adventure story</p>		
<p>History</p> <p>Language of comparison, comparing and contrasting Language of description Language of explanation</p>	<p>To use words and phrases like before I was born and when I was younger. To explain how Beeston was different in the past? To give examples of things that are different about Beeston in the past.</p>	<p>To name famous events and famous people in Britain. To research celebrations that happen in Britain.</p>	<p>To use phrases before, after, past and present. To sequence events in Florence Nightingale's life in chronological order. To research and recount the life of Florence Nightingale different resources</p>	<p>To recount some interesting facts from the Great Fire of London To ask and answer questions using different sources.</p>		<p>To recount the life of someone famous from Britain.</p> <ul style="list-style-type: none"> Jamie Oliver Alan Sugar Vivienne Westwood J K Rowling



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Language of sequencing	<p>To find out about the past by talking to an older person.</p> <p>To research the life of someone who used to live in Leeds.</p>					
Geography Language of comparison, comparing and contrasting Language of description Language of explanation	<p>To label a diagram or photograph using some geographical words</p> <p>To find out about a locality by asking some relevant questions to someone else</p> <p>To describe human and physical features of Beeston.</p> <p>To find Beeston and Leeds on a map.</p> <p>To devise a simple map and use and construct basic symbols in a key.</p>	<p>To explain what makes a locality special.</p> <p>To describe Pakistan using vocabulary: city, village, farm, house, mountain, soil, vegetation</p>		<p>To find out about a locality chosen by the children by using different sources of evidence including aerial photographs.</p> <p>To name and locate the continents of the world.</p> <p>To name and locate the oceans.</p> <p>To use compass points NESW to recognise landmarks.</p>		<p>To explain how the jobs people do may be different in different parts of the world.</p> <p>To explain what facilities a town or village might have</p> <p>To describe Filey using vocabulary: beach, cliff, coast, hill, sea, season, weather, port, harbour, valley, factory, shop, office</p> <p>To say what they like and don't like about Beeston and Filey.</p>
Science Working Scientifically ongoing Language of comparison, comparing	<p>Animals including humans</p> <p>To notice that animals including humans have offspring which grow into adults</p>	<p>Uses of everyday materials</p> <p>TO identify and compare the suitability of a variety of everyday materials including wood metal plastic glass brick rock paper and cardboard for particular uses</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing bending twisting and stretching</p>		<p>Living things and Their Habitats</p> <p>To explore and compare the differences between things that are living dead and things that have never been alive</p>		<p>Plants</p> <p>To observe and describe how seeds and bulbs grow into mature plants</p> <p>To find out and describe why plants needs water, light and a suitable temperature to grow and stay healthy .</p>



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<p>and contrasting Language of description Language of explanation Language of evaluation Language of hypothesis Language of prediction</p>	<p>TO find out about and describe the basic needs of animals including humans for survival To describe the importance for humans of exercise eating that right amounts of different types of food and hygiene</p>		<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs To identify and name a variety of plants and animals in their habitats including microhabitats Describe how animals obtain their food from plants and other animals using the idea of a simple food chain TO identify and name the different</p>			
<p>Art Ongoing Sketchbooks and Knowledge Language of comparison, comparing and contrasting Language of description Language of explanation</p>	<p>ARTIST: LOWRY DRAWING: To layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. To understand the basic use of a sketchbook and work out ideas for drawings. To draw for a sustained period of time from the figure and real objects, including single and grouped objects. To experiment with the visual elements; line, shape, pattern and colour. Observational drawings of local area</p>	<p>COLLAGE: To use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. To create textured collages from a variety of media. To make a simple mosaic. Cultural art using collage techniques</p>	<p>PAINTING: To mix a range of secondary colours, shades and tones. To experiment with tools and techniques, inc. layering, mixing media, scraping through etc. To name different types of paint and their properties. To work on a range of scales e.g. large brush on large paper etc. To mix and match colours using artefacts and objects. The emotional literacy of colours</p>	<p>PRINTING: To use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. To design patterns of increasing complexity and repetition. To print using a variety of materials, objects and techniques. Link to Science/a famous artist from around the world</p>	<p>SCULPTURE To manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. To build a textured relief tile. To understand the safety and basic care of materials and tools. To experiment with, construct and join recycled, natural and man-made materials more confidently</p>	<p>3D/TEXTILES: To use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. To create textured collages from a variety of media To stitch, knot and use other manipulative skills. Make a model of something you would sell in a shop. Look @ famous sculptures</p>



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Language of evaluation Language of opinion					
DT Ongoing planning, making and evaluation knowledge Language of comparison, comparing and contrasting Language of description Language of explanation Language of evaluation Language of opinion	COOKING & NUTRITION To know that all food comes from plants or animals. TO know that food has to be farmed, grown elsewhere or caught. To name and sort foods into 5 groups. TO use techniques such as cutting, peeling and grating. To describe the properties of ingredients they are using To explain what it means to be hygienic To be hygienic in the kitchen Cooking cultural dishes Chopping, snipping and cutting skills Bring in a dish from your culture (parental involvement)		MECHANISMS: To understand context, uses and purpose of a moving toy To generate, develop, model and communicate ideas. To design, create and evaluate a moving toy To join materials together as part of a moving product To add some kind of design to their product Look at toys from the past and compare- History box Moving toy Wheels and Axels Transport link (car, boat, plane)		Textiles: To design, create and evaluate a patchwork blanket. To understand context, uses and purpose of a patchwork blanket To generate, develop, model and communicate ideas. To measure textile Can they join textiles together? Can they cut textiles? Can they explain why they have chosen a certain textile? Making a patchwork blanket for transition Agnes Smallwood (visitor)
Computing ESAFETY – one lesson at the beginning of every half term Language of explanation	Computer Science Using BeeBots Understand that algorithms are implemented as programs on digital devices Understand that programs execute by following precise and unambiguous instructions		DATA RETRIEVAL Use technology respectfully Identify where to go for help and support when they have concerns about content or contact on the	COMPUTER ART Use technology purposefully to organise digital content Use technology purposefully to manipulate digital content	COMMUNICATING Use technology respectfully Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies



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Language of hypothesis Language of prediction	Debug simple programs Use logical reasoning to predict the behaviour of simple programs Using Scratch/Turtle Logo		internet or other online technologies Recognise common uses of information technology beyond school	Use technology purposefully to store digital content Use technology purposefully to retrieve digital content		Recognise common uses of information technology beyond school
Music	The Sea To explore the songs and sounds of the sea	Recorders Laying the foundations Introduction to the recorders	Recorders A and B	Recorders A and B Razza Sazza Introducing G	Mountain King Listen and respond Song writing and chime bars	Graphic scores Explore sounds Composing using percussion
PSHE You, Me and PSHE scheme Language of comparison Language of Evaluation Language of opinion	Physical Health and Wellbeing To understand a healthy diet To understand the importance of physical activity, sleep and rest To recognise people who help us to stay healthy and well To understand basic health and hygiene routines	Mental health and emotional wellbeing To recognise special people in their lives To understand what makes a good friend To recognise positive relationships and who can help with friendships To solve problems that might arise with friendships	SRE To understand and respect there are differences and similarities between people To understand the biological differences between male and female animals and their role in the life cycle To understand the biological differences between male and female children To understand changes as you grow up To understand that they are growing and changing To understand that everybody needs to be cared for and ways in which they care for others To understand that there are different types of families and that home life is special		Keeping safe and managing risk To understand how to keep safe in the home including fire safety To understand how to keep safe outside To understand how to keep safe on the road	Drug Alcohol and Tobacco Education TO know why medicines are taken To know where medicines come from To understand how to keep safe around medicines To understand that medicines can be used to treat medical conditions and that it is important to follow the instructions
PE Complete PE	Jumping • Consolidate jumping • Apply jumping into a game	Water • Responding to stimuli	Hands and Feet • Develop and consolidate pupils application and	Linking • Developing Linking • Linking on apparatus • Jump, roll, balance sequences	• Attacking as a team • Defending as a team • Understanding the transition	Athletics • Consolidate jumping • Apply jumping into a game • Linking jumping



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	<ul style="list-style-type: none"> • Linking jumping • Explore jumping combinations • Develop jumping combinations <p style="text-align: center;">Pathways</p> <ul style="list-style-type: none"> • Exploring zig-zag pathways • Developing zig-zag pathways on apparatus • Exploring curved pathways • Developing curved pathways on apparatus • Creation of pathway sequences • Completion of pathways sequences and performance 	<ul style="list-style-type: none"> • Developing whole group movement • Improvisation and physical descriptions • Creating sequences • Creating contrasting movement sequences • Sequences, relationships and performance • Watch and describe dances and use what they learn to improve their own work. 	<p>understanding of underarm throwing</p> <ul style="list-style-type: none"> • Applying overarm throwing to win a game • Develop dribbling <p>-Keeping possession</p> <ul style="list-style-type: none"> • Develop passing and receiving • Combine dribbling, passing and receiving, keeping possession • Develop dribbling to score a point • Apply dribbling, passing and receiving as a team to score a point 	<ul style="list-style-type: none"> • Jump, roll, balance on apparatus • Creation of sequences • Completion of sequences and performance <p style="text-align: center;">Dodging</p> <ul style="list-style-type: none"> • Explore dodging • Develop dodging • Apply dodging by <p>Explore attacking and defending</p> <ul style="list-style-type: none"> • Apply dodging in teams • Consolidate dodging 	<p>between defence and attack</p> <ul style="list-style-type: none"> • Create and apply attacking tactics • Create and apply defensive tactics 	<ul style="list-style-type: none"> • Explore jumping combinations • Develop jumping combinations
RE	How can we look after the planet?	How is new life welcomed?	What did Jesus teach and how did he live?	How and why do people pray?		How is new life welcomed?



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Sentence Starters from Tower Hamlets Language Structures

Queries/questions: