

## Greenmount Primary School Curriculum Medium Term Map 2022-2023

|                           | Autumn  |  | Spring  |   | Summer  |  |
|---------------------------|---|--|---|---|---|--|
| Context for learning:     | Where in the world is Beeston?<br>Locality/ Light   | Let's celebrate!<br>Stone age to Iron Age/Bronze Age/ Rocks and Soils  | Can you travel in time?<br>Egyptians/ Forces and Magnets  | Let's Be Curious:<br>Animals / Greeks   | Freestyle<br>Extreme Earth  | Tourism/ Plants  |
| Leading Texts for Writing | The Star in the Jar (Narrative)   | Stone Age Boy (Historical)   | The True Story of the Three Little Pigs (Fairytale)   | The Wolves in the Walls (Suspense)  | The Secret of Black Rock (Mystery/ Fantasy)   | Flood / Mr Penguin and the Catastrophic Cruise (Comedy/ Tragedy)   |
| Writing Outcomes          | Writing the story in the style of the author- own version of a star in locality<br><br>Write an information leaflet for people to visit Leeds/Beeston<br>Poetry ...boy who couldn't see | Write in the style of the author- visit to the past<br>Focus on dialogue<br><br>Diary entry on what happened in the Stone Age camp based on experience day | Write Alternative Fairy Tales<br><br>Write overviews converting the revolting rhymes into narrative/dialogue<br><br>Diary entry of a character from Revolting Rhymes      | Write narrative in the style of the author and family move house- new animal<br><br>Present information on an animal of your choice- research key facts | Write narrative adventure- new cove discovered by the rock and Erin. (mythical creatures)<br><br>Information page on The Black Rock | Write about the flood from another perspective (crow)<br><br>Diary entry of the flood  |
| Non negotiables           | Recap of all year 2 non negotiables   | Recap of all year 2 non negotiables<br>1 <sup>st</sup> person<br>Inverted commas   | Adverbials<br>1 <sup>st</sup> person<br>2 <sup>nd</sup> person<br>3 <sup>rd</sup> person<br>Inverted commas<br>Prepositions   | Adverbials<br>3 <sup>rd</sup> person<br>Inverted commas<br>Prepositions   | Adverbials<br>2 <sup>nd</sup> / 3 <sup>rd</sup> person<br>Inverted commas<br>Prepositions   | Adverbials<br>1 <sup>st</sup> person<br>Inverted commas<br>Prepositions  |
| Guided Reading            | The Star in the Jar (Fantasy)<br>Mr Birds nest and the house next door (Fiction)<br>Coming to England (Modern fiction)<br>100 Best Poems (Poetry)                                       | Stone Age Boy (Historical fiction)<br>The Plesiosaurs Neck (Explanatory text)<br>Ug (Graphic novel)<br>Early Man (film)                                    | The True Story of the Three Little Pigs (Fairytale/alternative)<br>Revolting Rhymes (Alternative/poetry)<br>Cinderella of the Nile (Historical fiction)<br>100 best poems | The Wolves in the Walls (Fantasy)<br>Animal Bones (Explanatory text)<br>The Jungle Book (Fairytale)<br>The Snake who came to stay (Poetry)              | The Ghost in Annie's Room (Mystery)<br>Mimi and the dragon (Legend)<br>The Secret of Black Rock (Mystery/ fantasy)<br>Icarus (myth) | Flood (Dilema)<br>Mr Penguin and the Catastrophic Cruise (Mystery/ adventure)<br>The Great Food Bank Heist (Mystery/ adventure)<br>Home for Pirate (Playscripts) |
| Maths                     | Place Value within 1000<br>Addition 3-digit numbers   | Addition and subtraction<br>3 digit numbers<br>Multiplication  | Multiplication and division<br>Money<br>Statistics  | Statistics<br>Length and perimeter<br>Fractions   | Fractions<br>Time<br>Recap of addition and Subtraction  | Properties of shape<br>Mass and capacity   |
| Spellings                 | Recap of all year 2 suffixes<br>Year 1/ 2 prefixes<br>Long vowel sounds<br>Words from 3/4 spelling list<br>Year 2 alternative spellings   | Suffixes<br>Double consonants<br>Prefix re<br>Prefix super   | 3/4 word list<br>Prefix anti and sub<br>Prefix inter<br>Homophones and near homophones  | ly suffix<br>suffix ally and ation<br>suffixes vowel letters<br>3/4 word list   | Suffix tion and sion<br>In and il prefixes<br>Im and ir prefixes<br>3/4 words   | Revision   |

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| <p>Science</p> | <p>Light</p> <p>1. <b>What is light?</b><br/>To recognise that we need light to see and that dark is the absence of light. (Exploration of light and dark- the great light hunt)</p> <p>2. <b>How does light travel?</b><br/>To know that light is reflected from sources of light onto surfaces. (Mirrors/ reflective)</p> <p>3. To know that light from the sun can be dangerous and that I must never look directly at the sun. (Posters/ otologists)</p> <p>4. <b>How are shadows made?</b><br/>To recognise that shadows are formed when the light from a light source is blocked by a solid object. (Shadow puppet exploration and shows)</p> <p>5. <b>How do shadows change?</b><br/>To measure and find patterns in the way that the size of shadows change. (Experiment)<br/>Summit Point: Explain how your shadow puppetry worked in a written letter.<br/><b>Scientist: Justus Von Liebig (Mirrors) Job: Liz West Artist installation.</b><br/><a href="https://www.scienceandmediamuseum.org.uk/what-was-on/light-fantastic-adventures-science-light">https://www.scienceandmediamuseum.org.uk/what-was-on/light-fantastic-adventures-science-light</a></p> | <p>Rocks and Soils.</p> <p>1. <b>Are all rocks the same?</b><br/>Identify, compare and sort rocks on the basis of their appearance and simple physical properties.</p> <p>To describe and explain the differences between sedimentary and igneous rocks considering the way they are formed.</p> <p>2. <b>What can we learn from rocks?</b><br/>To describe in simple terms how fossils are formed</p> <p>3. <b>How does soil get there?</b><br/>To recognise that soils are made from rocks and organic matter.</p> <p>4. <b>Is all soil the same?</b><br/>(Change over time)</p> <p>Summit Point: Create Scientific 'talking hoop' on rocks and soils and their properties with labelled diagrams to explain knowledge.</p> <p><b>Scientist: Mary Anning Job: A Scientist like me: Earth scientist : FANGXIAN FANG</b></p> | <p>Forces and Magnets</p> <p><b>How do things move?</b><br/>To identify how a force acts upon an object.</p> <p><b>What can affect how an object moves?</b><br/>To compare how things move on different surfaces</p> <p><b>How strong can a magnet be?</b><br/>To understand that magnetic forces can act at a distance.</p> <p><b>How do magnets work?</b><br/>To observe how magnets attract or repel each other and attract some materials and not others.<br/>To describe magnets as having two poles.<br/>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Summit Point: Group observation during magnetic experiment -teacher scribe.</p> <p><b>Scientist just like me: Senior Civil Engineer Joyoti Serdev</b></p> | <p>Animals including Humans</p> <p><b>Where do animals get their nutrition?</b> To recognise that animals and humans get their nutrition from what they eat.</p> <p><b>What nutrition is needed for a healthy human?</b><br/><b>What types of nutrition do different animals need?</b><br/>To identify and group animals based on what they eat.</p> <p><b>Why are skeletons so important?</b> To identify that some animals have skeletons for support, movement and protection.<br/>To sort animals invertebrate/ vertebrates and by movement.</p> <p>Summit Point: Based on the book 'How do Cat's work - research and create animal information page.</p> <p><b>A Scientist Like me: Prem Singh Gill- Polar Scientist Animal and welfare Scientist Gemma Dias</b></p> | <p>Plants/ revisit Humans- nutrition</p> <p>1. <b>Why do plants have different parts?</b><br/>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.<br/>Dissection of a flowering plant.<br/>Children to use fact sheets to find the function of each part of the plant</p> <p>2. <b>What do different plants need to grow?</b> To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>3. <b>What is the journey of water within a plant?</b><br/>To investigate the way in which water is transported within plants.</p> <p>4. <b>Why do bees like flowering plants?</b><br/>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Summit Point: <b>Biologist's discussion and knowledge harvest- teacher to scribe.</b></p> <p>Scientist: <b>Ahmed Mumin Warfa (Botanist)</b></p> |
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| Trips   | <p>Locality walks<br/>Theatre experience day<br/>Bushcraft- orienteering</p> | <p>Mother Shipton's Cave/<br/>Bushcraft Stone age<br/>experience day<br/>Fossil experience day</p>   | <p>Architecture Leeds/ Egyptian<br/>temples influences Plus Leeds<br/>Museum<br/>Five Rise Locks Bingley/<br/>Forces/ water/ Bridges<br/>Bushcraft day- pyramids and<br/>temples construction</p>   | <p>Leeds City Centre<br/>walk/ Greek temple<br/>influences- (empire)<br/>Leeds Museum</p>  | <p>Local Takeaway visit<br/>Animals visit to school</p> | <p>Seaside trip</p> |
| History |  | <p>Stone Age<br/>Settlements/ Gender<br/>stereotypes<br/><b><u>How was everyday life<br/>different in the Stone<br/>Age period?</u></b><br/>1.How do we know<br/>about the Stone Age and<br/>why is it called that?<br/>2.What can we<br/>understand about the<br/>roles of men and women<br/>in the Stone Age using<br/>secondary resources?<br/>3. What can we learn<br/>from the remains of<br/>neolithic settlements?<br/>4. Did people in Stone<br/>Age Britain need the<br/>same things we do<br/>today?<br/>5. How did the<br/>development of tools<br/>impact the lives of Stone<br/>Age people?<br/>6. What was the<br/>contribution of farmers<br/>and hunters to Stone<br/>Age life?<br/><b><u>Summit Point –<br/>Survival guide for the<br/>Stone Age.</u></b></p> | <p>Ancient Egypt<br/>Monarchy, Religion, Empire<br/><b><u>What influenced daily life<br/>in Ancient Egypt?</u></b><br/><br/>1: How do people today know<br/>so much about Ancient<br/>Egypt?<br/><br/>2: What was the world like in<br/>'Ancient' times?<br/><br/>3: Why were the pharaohs<br/>significant?<br/><br/>4. Did everyone live like the<br/>pharaohs?<br/><br/>4. Why did the Egyptians<br/>build Temples and Pyramids?<br/><br/>5. Why was the Nile so<br/>important?<br/><br/>6. How did life improve for<br/>Egyptian people?<br/><br/><b><u>Summit Point:<br/>Class Assembly presenting<br/>what we have learned to<br/>parents/ school.</u></b></p> | <p>Ancient Greeks<br/><b>**NEW</b><br/>Religion, Empire<br/><b><u>How did the Greeks<br/>influence our lives<br/>today?</u></b><br/><br/>1.How do people today<br/>know about the Ancient<br/>Greeks?<br/><br/>2. Why did the Ancient<br/>Greeks tell stories?<br/><br/>3. Why did the Greeks<br/>build temples?<br/><br/>4. Why did the Greeks<br/>go to war?<br/><br/>5. Why are the temples<br/>in 'ruins'?<br/><br/>6. Are there any signs of<br/>Ancient Greece in our<br/>modern lives?<br/>(Olympics/ architecture)<br/><br/><b><u>Summit Point-<br/>Thankyou letter to the<br/>Ancient Greeks- what<br/>the Ancient Greeks did<br/>for us!</u></b></p> |   |                     |

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| <p>Geography</p> | <p>Our Local Area - <b>What can I understand about Leeds from a map?</b></p> <p>1. Can I use maps of the UK naming different cities and show where Leeds is?</p> <p><b>Where in the world is my locality?</b></p> <p>2. Can I explain, using fieldwork and maps, what the human and physical features of Leeds are?</p> <p>3. Can I use 8 points of a compass, 2 figure grid reference and basic symbols?</p> <p><b>How can maps explain what a place is like?</b></p> <p>4. Can I use fieldwork to observe and record the human and physical features in the local area?</p> <p><b>Can I be a cartographer?</b></p> <p>5. Can I compare the physical features of my local area and the wider world?</p> <p><b>How does Leeds compare to London on a map?</b></p> <p><b>Summit Point- Contrast and list similarities and differences between Leeds and London.</b></p> |  |  |  | <p>Extreme Earth</p> <p><b>How do physical features effect how our landscape is formed?</b></p> <p>1. To understand what the water cycle is.</p> <p><b>Why does it rain? What effect does the rain have on our landscape?</b></p> <p>2. To identify that the Earth is made of different layers.</p> <p><b>What would you find if you dug to the centre of the Earth?</b></p> <p>3. To understand how tectonic plates cause earthquakes and volcanos.</p> <p><b>What might make the Earth move?</b></p> <p>4. To know how a Volcano forms.</p> <p><b>What causes volcanoes to form?</b></p> <p>5. To know how physical geography features affect the people that live near them.</p> <p><b>What is it like to live next to a Volcano? What is it like living during the Monsoon season?</b></p> <p><b>Summit point: Present an investigation at our 'Earth Science fair'</b></p> | <p>Region in UK/ Europe</p> <p><b>What are the human and physical similarities and differences between the UK and France?</b></p> <p>1. Can I locate France and neighbouring countries on a map of Europe?</p> <p>2. Can I locate European capital cities on a map of Europe?</p> <p>3. What main physical features can I identify using maps of France and England?</p> <p>4. How is land used in different ways in England and France?</p> <p>5. What are the similarities and differences in the tourism hotspots of Scarborough and Arcachon, France?</p> <p><b>Summit point: Create a brochure for a drive to France. What are the key features for holiday makers?</b></p> |
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| Topic writing                  | Leaflet on Leeds<br>Labelled drawings<br>Letter to Lord Mayor on our visit to Leeds  | Stone age information page<br>Scientist research page   | Information page on an aspect of Egyptian life<br>Experiment write up | Information page on an aspect of Greek life | Experiment write up<br>DT designer information page  | Information leaflet<br>Scientist research                  |
| Purple Mash/<br>Now Press Play |  | Now Press Play Rocks<br>Purple Mash fossils quiz  | Now Press Play Egypt<br>Purple Mash paint hieroglyphics               | Now Press Play Ancient Greeks               | Now Press Play Natural disasters and The Water cycle | Now Press Play- Plants<br>Purple Mash net structure design |
| Art                            | Landscapes<br><b>What do I think Leeds looks like?</b><br><b>Observe:</b><br><i>Does all of Leeds look the same?</i><br>LO: To record observations about landscapes.<br>Discuss, debate, compare, sketch, sort or group a selection of photos and artworks about Leeds.<br><b>Artist/Context link:</b><br><i>How do artists draw towns?</i><br>LO: To learn about artists and their work.<br>Compare how Lowry and local artist Paul Digby draw cities (Paul Digby's city portfolio <a href="http://www.pauldigby.co.uk/portfolio/city-2/">http://www.pauldigby.co.uk/portfolio/city-2/</a> )<br><b>Experimenting:</b><br><i>How can I make buildings look lighter, darker and more or less vivid?</i><br>LO: To improve mastery of art and design techniques.<br>With paint, find out what happens when you keep adding more or less water, and layering paint on dry paint. If using pencil, experiment with different grades, pressures and | Cave Paintings<br><b>How did Stone Age people make cave paintings?</b><br><b>Observe:</b><br>Are stone age paintings real?<br>LO: To record observations about historical painting.<br>Find examples of Stone Age cave paintings and discuss, sketch, compare and debate their meaning and form.<br><b>Artist/Context Link:</b><br><i>Why did Stone Age people make cave paintings?</i><br>LO: To research art in context.<br>Using examples of Stone Age art work, create a piece of drama, writing or story telling, to match the picture.<br><b>Experimenting:</b><br><i>What did Stone Age people paint with?</i><br>LO: To improve mastery of art and design techniques.<br>Find out which vegetables, plants and natural materials make paint. Make your own paint brushes from sticks, grass, straw, leaves etc. |   | Greek style Clay pot<br>NEW **              |  |  |

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|    | <p>shading techniques (e.g. hatching, pointillism)<br/> <b>Steps to make final artwork:</b><br/> <i>How do I draw a background and a foreground?</i><br/>         LO: To revisit and review ideas for creating a final piece. Discuss what are the background and foreground for a picture. Sketch the buildings and sky. Sketch any foreground detail.<br/>         Paint/colour. Refine with use of pens, pencils, fine brushes<br/> <b>Exhibition, Evaluation and Pupil Voice:</b><br/>         How do I show an audience my piece of work?<br/>         LO: To evaluate my piece of work.<br/>         Curate an exhibition for an audience, showcasing the children's art. Children will need to title their picture, and write what they like/found challenging about their picture</p> | <p><b>Steps to make final artwork:</b><br/> <i>How can we make a stone age cave?</i><br/>         LO: To work collaboratively on a piece of artwork. Using a large material or canvas, use the paint and brushes you have made to make a huge cave that could be used as an installation in a museum.<br/> <b>Exhibit, evaluate and pupil voice</b><br/> <i>What might people find out about your artwork?</i><br/>         LO: To exhibit an installation.<br/>         Invite people to walk through your 'cave with paintings'. Play sounds you may hear from the Stone Age and include 'museum machine' actors carrying out basic stone age jobs. Ask your audience to feedback what they have learnt from the experience.</p> |   |  |  |  |
| DT |   |  | <p>Textiles<br/>         Pencil Case to be used in the classroom<br/> <b>Textiles: Pencil case for transition.</b><br/> <b>Designer: Stella McCartney</b><br/>         To investigate a range of pencil cases and look at the design of them.</p> |  | <p>Food sandwiches- link to plants and healthy lunchbox- picnic<br/> <b>Food Preparation: Healthy packed lunches (Ainsley Harriot)</b><br/>         Look at a Greenmount lunch boxes – what is healthy, what is unhealthy? Look at eatwell plate and categorise foods.</p> | <p>Nets- picnic box to carry your sandwich in for a picnic<br/> <b>Shell Structures: (Frida Kahlo)</b><br/>         Evaluating:<br/>         Investigate a selection of different shell structures. Pull apart to look at nets. Then evaluate existing products for effectiveness.<br/>         Designing:</p> |

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|      |  |  | <p>Investigate materials that are sustainable and help them to create a design criteria.</p> <p>Practise sewing skills – attaching different pieces of fabric, threading a needle,</p> <p>Design a functional product reflecting transition into year 4 using a design criteria.</p> <p>Select a range of appropriate equipment and materials to make the product.</p> <p>Test and evaluate products using the design criteria.</p> |                   |   | <p>Investigate and sample, evaluate a range of packaged sandwiches – link to the Eatwell plate.</p> <p>Develop a design criteria by generating ideas in groups.</p> <p>Plan the main stages of the recipe and decide which utensils will be used, link to good hygiene practise.</p> <p>Select appropriate utensil and equipment to make sandwiches/wraps.</p> <p>Test and evaluate sandwiches.</p> |   | <p>To experiment with nets, using different joining, cutting and finishing techniques.</p> <p>To generate realistic design criteria for a packaging product</p> <p>To look at the benefits of hand drawn vs CAD. Chn make their own CAD on a computer. <a href="https://www.purplemash.com/#app/tools/2dam_valentines">https://www.purplemash.com/#app/tools/2dam_valentines</a></p> <p>Develop final design through Frida Kahlo inspired portraits and plan stages making.</p> <p>Make:<br/>Make shell structure. Select appropriate tools and software.</p> <p>Evaluating:<br/>Test and evaluate products against design criteria.</p> |                      |   |
| PSHE | Mental Health and emotional well being | Keeping safe and managing Risk   | Drugs etc   |                   | Identity, Society and Equality                          | Careers, Financial Capability and Economic Wellbeing  | Physical Health and Wellbeing   |  |                      |   |
| PE   | Health Related Exercise                | Athletics  | OOA: Problem solving  | Invasion: Netball | Invasion: Football                                      | Gymnastics: Symmetry and Asymmetry  | Dance:  | Net /W all Tennis  | Invasion: Tag rugby* | Fielding and Striking: Rounders and Cricket |
| RE   |  | What do the creation stories tell us?<br>What do Christians believe about a good life? |   |                   | What is spirituality and how do people experience this? |   | How do Jews remember Gods covenant with Abraham and Moses?<br>Who can inspire us? |  |                      |   |

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| French    | Getting to know you: | All about me | Food Glorious food                            | Family and Friends | Our School     | Time |
| Computing | Unit 1.3 Coding      |              | Unit 3.3 Spreadsheets<br>Unit 3.7 Simulations |                    | Unit 3.5 email |      |
|           |                      |              |   |                    |                |      |