Greenmount Primary School Curriculum Long Term Map 2019/20

	Autumn			Spring			Summer					
Context for learning: **Now Press Play**	Where in the world is Beeston? **Online Safety** **Forces**		Let's celebrate! Stone age to Iron Age/Bronze Age **Stone Age**			Can you travel in time? Egyptians **Ancient Egypt** **Mental Health** **Easter Story**	Let's Be Curious: Our Earth (volcanoes, earthquakes) **Natural Disasters** **Water Cycle** **Rocks**		Freestyle (possible ideas – Goosebumps, things that go bump in the night, nocturnal animals)			Moving on up Journeys: Holidays/weather and tourism **Plants**
Trips	Local walks – sketches of parks/buildings Local community areas – library, temples, Victorian houses/ tudor hall Graffiti/what we don't like. Speaker (someone who has lived here a long time) Magna Science Centre		Skelton Grange			Leeds City Museum - Egyptian area and workshop	Brimham Rocks					Seaside resort Tours looking at the geographical tourist Skelton grange Leeds City Centre – tourist spots
Maths	Place Value	Addition and Subtraction	Money	Multiplication and division	Fractions	Number and place value	Measures	Time	Statistics	Calculations	Number and place value	Fractions	Geometry	Money	Calculations	Statistics
Writing Opportunities	To write a story using our local area as a setting. To write letter to an alien about our local area. To write an E-Book for Greenmount Primary new starters		Instructions – how to wash a woolly mammoth To write a newspaper report about the bog bodies/iron age tools. To write a narrative with setting characters and speech.			To write a diary entry for a character (link to the Egyptians) Non Chronological report about mummification	To write top trump cards for rocks. Narrative: Story of a volcano survivor To write a non-chronological report on volcanos. Diary entry – Mary Anning		To write posters advertising different careers (links to PSHE)			To create written travel brochure To write a letter from someone in European country describing the country. Stories from the seaside		

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	Write a set of instructions/treasure hunt around Beeston?	To write a persuasive advert for a stone age tool/or Neolithic house..		To write the imaginative journey of water.		
Drama/Roleplay/ performance opportunities	Role on the wall and hot seating the alien. Presenting the E-book to Ms Carr	Roleplay the stages of washing a woolly mammoth. Hot seating and roleplay/interviews of Stig and Barney Telephone call between Stig and Barney Interview people who saw the bog bodies/freezeframes of how character's felt.	Role on the wall and hot seating of a Egyptian character eg. Pharaoh Role play of the stages of mummification	Now>Press>Play volcanos Soundscapes of scene from Pompeii Conscience alley – stay behind or help people Hot seating Mary Anning		Presentation for holiday destination
Books for topic	Baby Alien got my teacher (story/whole class) Iron Man (whole class) Your Fantastic Elastic Brain Moving up wit Science: Forces and Magnets	Stone Age boy (whole class) Stig of the Dump (whole class) How to wash a woolly mammoth (instruction writing) The boy with a bronze axe (whole class) Stone Age tablet (newspaper/ERICs) Secrets of Stonehenge (non-fiction)	The Mummy Cat (whole class) The Egyptian Cinderella (narrative/diary entry) An Egyptian Adventure (graphic novel) Flat Stanley and the great Egyptian grave robbery (whole class) Ancient Egypt: Tales of Gods and Pharaohs (graphic novel BOYS) Egypt Magnified (one copy ERIC)	Poem – The River, by Valerie Bloom Escape from Pompeii (whole class) A rock is lively (Top trumps/ERIC) Th Street beneath my feet (one copy for ERIC) Stone Girl Bone Girl (whole class) 100 Facts: planet earth (ERIC) Survivors (one copy for story writing)		Seashore: 100 Facts (one copy) The Secret of Spiggy Holes (whole class)

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History	**Local History of Beeston** Can they use various sources of evidence to answer questions? Can they, through research, identify similarities and differences between given periods in history? Can they research a specific event from the past?	**Stone Age** 1. To fit historical events on a timeline 2. To understand what life was like for early settlers. (Neolithic) 3. To understand that they wouldn't have eaten as we do or communicate as we do. 4. To understand why people acted as they did in history? (links to bronze age and tools) 5. To understand why events happened in history? (links to iron age and hill forts) 6. To understand why tribal kingdoms had to protect against invaders. End goal – write a non-chronological report about the stone age to the iron age.	**Ancient Egypt** To develop a chronologically secure knowledge and understanding of world history, by learning about where and when the ancient Egyptians lived. To describe events and periods using the words: BC, AD and decade? To describe events from the past using dates when things happened looking at similarity and difference, by learning about the daily lives of many ancient Egyptian people To describe events in history by learning the about the mummification process used by the ancient Egyptians.? To use their 'information finding' skills in writing to help them write about the discovery of the tomb of Tutankhamun To create connections, contrasts and trends over time and develop the appropriate use of historical terms by			

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			exploring ancient Egyptian writing systems To use a timeline within a specific time in history to set out the order things may have happened? To construct informed responses that involve thoughtful selection and organisation of relevant historical information by distinguishing information about the different gods.			
Geography	**Our Local Area** **End Goal: To understand where Beeston is in the world.** 1.To use maps and atlases to locate continents and where Beeston is within this. 2.To use an atlas to name and locate countries and cities in the UK and where Beeston is within this. 3.To use fieldwork and observe and record	Links to history. 1. To look at types of settlement in Early Britain and why people chose to settle there?		**Extreme Earth** **End Goal: To understand how our landscape is formed.** 1.To understand what the water cycle is. 2. To find the worlds longest rivers using an atlas. 3. To find the earths biggest mountain ranges.		**Tourism in Europe** **End Goal: To be able to compare and contrast their local area with a European destination.** 1.To locate the main countries of Europe. 2. To identify the capital cities of Europe. 3. To research geographical features Paris and compare with Leeds.

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	human and physical features of Leeds. 4.To look at the settlement of Leeds and explain why Leeds has certain human features. 5. To use an 8-point compass to navigate a map with the geographical features of Leeds. 6. To begin to use 2 figure grid references to create a map of Beeston.			4. To understand how tectonic plates cause earthquakes and volcanos. 5. To know how a Volcano forms. 6. To know how volcanoes affect the people that live near them.		4. To compare hilly area of France (Annecy) with Yorkshire Dales and look for similarities and differences (mapwork looking for highest points) 5. To compare the weather in Annacy and Yorkshire Dales using a graph. 6. To sketch a simple map of Yorkshire Dales and use symbols to note points of interest.
Science	**Magnets and Forces** 1. To identify how a force acts upon an object. 2. To compare how things move on different surfaces. 3. To understand that some forces need contact between two objects, but magnetic forces can act at a distance. 4. To observe how magnets attract or repel each other and attract some materials and not others. 5. To compare and group together a variety of everyday materials on the basis of whether they are		**Animals including Humans** 1. To explain the importance of a nutritionally balanced diet. 2. To describe how nutrients, water and oxygen are transported within animals and humans? 3. To identify that animals, including humans, cannot make	**Rock and Soils** 1. To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. 2. To describe and explain how different rocks can be useful to us? 3. To describe and explain the	**Light** 1. To recognise that they need light in order to see things and that dark is the absence of light. 2. To understand that light is reflected from surfaces. 3. To that light from the sun can be dangerous and that there are ways to protect their eyes.	**Plants** 1. To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. 2. To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they

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	attracted to a magnet, and identify some magnetic materials. 6. To describe magnets as having two poles. 7. Predict whether two magnets will attract or repel each other, depending on which poles are facing.		their own food: they get nutrition from what they eat? 4. To describe and explain the skeletal system of a human? 5. To describe and explain the muscular system of a human?	differences between sedimentary and igneous rocks, considering the way they are formed? 4. To describe in simple terms how fossils are formed when things that have lived are trapped within rock. 5. To recognise that soils are made from rocks and organic matter.	4.To recognises that shadows are formed when the light from a light source is blocked by a solid object. 5. To find patterns in the way that the size of shadows change.	vary from plant to plant. 3. To investigate the way in which water is transported within plants. 4. To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Art	<u>Drawing and Sketching industrial towns in the style of Lowry</u> - Experiment with different grades of pencil and other implements. - Plan, refine and alter their drawings as necessary. - Use their sketchbook to collect and record visual information from different sources. - Draw for a sustained period of	<u>Painting in the style of stone age settlers</u> <u>Monet Study</u> - Mix a variety of colours and know which primary colours make secondary colours. - Use a developed colour vocabulary. - Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. - Work confidently on a range of scales e.g. thin brush on small picture etc.	<u>Printing Egyptian Hieroglyphics</u> Print using a variety of materials, objects and techniques including layering. - Talk about the processes used to produce a simple print. - To explore pattern and shape, creating designs for printing.	<u>Sculpting Natural Landscapes</u> (Make volcano shells) (Make sculpture based on Brimham Rocks) - Join clay adequately and work reasonably independently. - Construct a simple clay base for extending and modelling other shapes.	See DT	<u>Textiles/Collage (See DT making a beach ball)</u> - Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. - Name the tools and materials they have used. - Develop skills in stitching. Cutting and joining.

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	time at their own level. - Use different media to achieve variations in line, texture, tone, colour, shape and pattern.			- Cut and join wood safely and effectively. - Make a simple papier mache object. - Plan, design and make models		- Experiment with a range of media e.g. overlapping, layering etc.
DT	Shell Structures: Protective food packaging (Christopher Wren) Investigate a selection of different shell structures. Pull apart to look at nets. The evaluate existing products for effectiveness To experiment with nets, using different joining, cutting and finishing techniques. To generate realistic design criteria for a packaging product To look at the benefits of hand drawn vs CAD. Ch make their own CAD on a computer. Develop final design and plan stages making. Make shell structure. Select appropriate tools and software. Test and evaluate products against design criteria.		**Food Preparation: Healthy packed lunches (Jamie Oliver)** Look at a Greenmount lunch boxes – what is healthy, what is unhealthy? Look at eatwell plate and categorise foods. Investigate and sample, evaluate a range of packaged sandwiches – link to the Eatwell plate. Develop a design criteria by generating ideas in groups. Plan the main stages of the recipe and decide which utensils will be used, link to good hygiene practise. Select appropriate utensil and equipment to make sandwiches/wraps. Test and evaluate sandwiches.		**Textiles: Make a beach ball (Wilson Sporting goods)** To investigate a range of leisure balls and look at the shapes that make them. Disassemble 3D shape to see what 2D shapes make up the whole thing. Investigate fabrics to determine which is most suitable for the purpose. Practise joining together fabrics using simple joining techniques. Design a functional and appealing product for a chosen user using a design criteria. Select a range of appropriate equipment and materials to make the product. Test and evaluate products using the design criteria.	
Computing	Word Processing	Programming Turtle Logo and Scratch	Internet research and Communication	Drawing and desktop publishing	Presentation skills	Using and applying skills
Music	Magic Travel Machine	Bonfire night and Christmas Tunes	Back to the Future?	Music Notation (recorders)	Play in a band	Recorders

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PSHE	Drugs, Alcohol and Tobacco		Keeping safe and managing Risk		Mental Health and emotional wellbeing		Identity, Society and Equality		Careers, Financial Capability and Economic Wellbeing		Physical Health and Wellbeing	
PE	**Gymnastics:** Symmetry and Asymmetry*	**Invasion:** Netball	**Dance:** Wild Animals*	**Dance:** Routines	**Invasion:** Hockey	**Invasion:** Football	**Net/Wall:** Tennis	**Health Related exercise**	**Invasion:** Tag rugby*	**Fielding and Striking:** Rounders	**Athletics***	
RE	What do the creation stories tell us?		What do Christians believe about a good life?		How do Jews remember Gods covenant with Abraham and Moses?		What is spirituality and how do people experience this?		What is spirituality and how do people experience this?		Who can inspire us?	
French	Getting to know you:		**All about me**									