



## Greenmount Primary School Curriculum Long Term Map 2023/24

### Explorers

|  | Autumn   |   | Spring  |   | Summer  |  |
|--|--|---|---|---|---|--|
| Context for learning:                                | Where in the world is Beeston?   | Let's celebrate! Celebrations and Festivals   | How have I changed since being a baby?                                | How do plants and animals change?   | Toys Old and New  | Seaside  |
| Opportunities to recount events within living memory | Throughout the year, the children will recount a number of events that happen in their own lives such as: <ul style="list-style-type: none"> <li>• Birthdays</li> <li>• Eid</li> <li>• Christmas</li> <li>• School trips</li> <li>• Visitors</li> <li>• Family events/school holidays</li> </ul> |   |   |   |   |  |
| Enrichment   | Local Walk<br>Now Press Play.<br>Swimming<br>Trip to Yorkshire Wildlife Park.  | Now Press Play.<br>Bush Craft with John.<br>Swimming<br>Green Screen images.                        | Now Press Play.<br>Swimming<br>Green Screen images.                   | Local walk<br>Look after our own butterflies.<br>Build a vegetable Garden.<br>Swimming<br>Green Screen images<br>Trip to Tropical World | Now press play<br>Visit from Lion Learner<br>Guide dog Visit<br>Swimming<br>Green Screen images/acting. | Now Press Play<br>Swimming<br>Green Screen images/acting.<br>Trip to seaside |
| Key Texts  | The colour Monster<br><br>The Journey Home From Grandpas   | The Nativity Story<br><br>How Many Sleeps till my Birthday?<br><br>Rashad's Ramadam and Eid al-Fitr | Once there were giants<br><br>The Growing Story<br><br>When I Grow Up | The Very Hungry Caterpillar<br><br>Sam Plants a Sunflower<br><br>Jasper's Beanstalk   | Lost in the Toy Museum<br><br>Too Many Toys<br><br>Toys in the Past                                     | Look What I Found at the Seaside<br><br>Sharing a Shell                      |
| Maths  | Number formation in addition to individual B Squared targets.  |   |   |   |   |  |



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|-------------------------------------|--|--|---|---|---|---|
| <p>Writing/ SPAG</p>                | <p>Encourage correct letter formation.<br/>To write own name.<br/>To write cvc words.<br/>To write captions.<br/>To spell words by segmenting.</p> <p><i>Daily Phonics - Level 2</i></p> <p>The above, in addition to, individual B-Squared targets for reading and writing.</p> | <p>Encourage correct letter formation.<br/>To write own name.<br/>To write cvc words.<br/>To write captions.<br/>To spell words by segmenting.</p> <p><i>Daily Phonics - Continue with level 2 and then move on to level 3</i></p> <p>The above, in addition to, individual B-Squared targets for reading and writing.</p> | <p>Encourage correct letter formation.<br/>To write short sentences with words with known sound-letter correspondences using a capital letter and full stop.<br/>To re-read what they have written to check that it makes sense.</p> <p><i>Phonics recap level 1 and 2<br/>Daily Phonics teaching Level 3</i></p> <p>The above, in addition to, individual B-Squared targets for reading and writing.</p> | <p>Encourage correct letter formation.<br/>To write short sentences with words with known sound-letter correspondences using a capital letter and full stop.<br/>To re-read what they have written to check that it makes sense.</p> <p><i>Phonics recap level 2 and 3<br/>Daily Phonics teaching Level 4</i></p> <p>The above, in addition to, individual B-Squared targets for reading and writing.</p> | <p>Encourage correct letter formation.<br/>To write short sentences with words with known sound-letter correspondences using a capital letter and full stop.<br/>To re-read what they have written to check that it makes sense.</p> <p><i>Daily phonics based on assessments</i></p> <p>The above, in addition to, individual B-Squared targets for reading and writing.</p> | <p>Encourage correct letter formation.<br/>To write short sentences with words with known sound-letter correspondences using a capital letter and full stop.<br/>To re-read what they have written to check that it makes sense.</p> <p><i>Daily phonics based on assessments</i></p> <p>The above, in addition to, individual B-Squared targets for reading and writing.</p> |
| <p>Drama and talk opportunities</p> | <p>Opportunities throughout the year:</p> <p>Acting out stories<br/>Puppet shows<br/>Reading our work aloud to others.</p>   |  |   |   |   |   |

Explorers

|                     |  |                                    |  |                                    |  |                           |
|---------------------|--|------------------------------------|--|------------------------------------|--|---------------------------|
|                     | Green screen videos – to share with parents  |                                    |  |                                    |  |                           |
| Speech and Language | <p>Daily Speech and Language sessions – 10 mins each</p> <ul style="list-style-type: none"> <li>• Targets and activities from Speech and Language plans.</li> <li>• Stories to promote speech e.g. Billy Bear's Birthday.</li> <li>• Daily phonics modelling how we say sounds/move our mouth to say the sounds.</li> <li>• Speech and language activities e.g. Speech and Language Dragon.</li> <li>• Encouraging language and provide opportunities for speech within our areas of provision.</li> </ul> |                                    |  |                                    |  |                           |
| PSHE                | <p>Mental health and emotional wellbeing: Feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about different types of feelings (Mindmate Lesson: Feeling good and being me)</li> <li>• to identify and talk about times when people feel happy (Mindmate Lesson: Friends and Family)</li> <li>• about managing different feelings</li> <li>• about change or loss and how this can feel</li> </ul>   |                                    | <p>Safety</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about safety in familiar situations</li> <li>• about personal safety</li> <li>• about people who help keep them safe outside the home.</li> <li>• that everybody needs to be cared for and ways in which they care for others</li> <li>• Mindmate Lesson: Solving problems – (Setting goals and working as a team.)</li> </ul> |                                    | <p>Physical health and wellbeing: Fun times</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>• about food that is associated with special times, in different cultures</li> <li>• about active playground games from around the world</li> <li>• about sun-safety</li> <li>• Mindmate Lesson – Strong emotions (recognising fair/unfair, kind/unkind and links with playing)</li> </ul> |                           |
| RE                  | Where do we live and why is it special?  | How do people celebrate in autumn? | What makes a good helper/who helps us?   | How do people celebrate in spring? | Which places are special and why?  | Special books and stories |



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| Computing       | Taking photos of our local area and places special to us.   | Basic typing skills – letters and numbers   | Programming – Beebots and cars initially followed by purple mash | Purple mash – understanding the world   | Purple mash – expressive arts | Use the internet to find out about the seaside |
| Computing note: | Throughout the year, they will use purple mash to complete a range of activities linked to other areas of the curriculum such as phonics, maths and foundation subjects. Online safety will also be taught as part of each unit of work.  |   |  |   |                               |  |
| Music           | <p>Weekly sessions with Sam Mercer looking at;</p> <ul style="list-style-type: none"> <li>• Pulse and Rhythm</li> <li>• Exploring vocal sounds</li> <li>• Repetitive songs to support speech and language.</li> <li>• Looking at and listening to different instruments.</li> </ul> <p>Music Trip at Christmas to a Christmas Sing a long show.</p> |   |  |   |                               |  |
| PE              | <p>In the hall:</p> <ul style="list-style-type: none"> <li>• Individual 1:1 targets.</li> <li>• Developing skills.</li> <li>• Gross motor skills.</li> <li>• Self-regulation</li> </ul> <p>All children to also join their own classes for weekly PE lessons to promote social skills and participation.</p>  |   |  |   |                               |  |
| Art             | <p>Creating with materials:<br/>-Using a range of objects and media such as collage, clay, paint, crayons, pens</p> <p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• My family/My locality</li> <li>• Self and family portraits</li> <li>• Build 3D representation of Beeston</li> </ul>   | <p>Creating with materials - Natural Sculptures:<br/>-Using natural resources to make 3D sculptures</p> <p>Artist inspiration: Andy Goldsworthy/Giuseppe Arcimboldo</p> |  | <p>Mosaics:<br/>Artist inspiration: Emma Biggs</p> <ul style="list-style-type: none"> <li>• To explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• To return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul> |                               |  |

Explorers

|   |  |   |   |
|---|--|---|---|
|   | <p>Autumn 2:<br/>Artist inspiration: Clarice Cliff</p> <ul style="list-style-type: none"> <li>To explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>To return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>To create collaboratively, sharing ideas, resources and skills.</li> </ul>   | <ul style="list-style-type: none"> <li>To explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>To return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>To create collaboratively, sharing ideas, resources and skills.</li> </ul>   | <ul style="list-style-type: none"> <li>To create mosaics based on their own ideas, simple patterns and shapes and the seaside.</li> <li>To create collaboratively, sharing ideas, resources and skills.</li> </ul>  |
| <p>Understanding<br/>The World</p> <p>Past and present/<br/>People, culture and communities/<br/><br/>The natural world</p> | <p>People, culture, and communities:</p> <ul style="list-style-type: none"> <li>My locality</li> <li>To talk about members of their immediate family and community.</li> <li>To name and describe people who are familiar to them.</li> <li>To understand that some places are special to members of their community.</li> </ul> <p>The natural world</p> <ul style="list-style-type: none"> <li>To understand the effect of changing seasons on the natural world around them.</li> <li>To describe what they see, hear and feel whilst outside.</li> <li>To recognise some environments that are different from the one in which they live.</li> </ul> | <p>The natural world:</p> <ul style="list-style-type: none"> <li>To explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Understand some important processes and changes in the natural world around them.</li> </ul> <p>The natural world (continued from Autumn term)</p> <ul style="list-style-type: none"> <li>To understand the effect of changing seasons on the natural world around them.</li> <li>To describe what they see, hear and feel whilst outside.</li> <li>To recognise some environments that are different from the one in which they live.</li> </ul> | <p>People, culture and communities:</p> <ul style="list-style-type: none"> <li>To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul> <p>The natural world (continued)</p> <ul style="list-style-type: none"> <li>To understand the effect of changing seasons on the natural world around them.</li> <li>To describe what they see, hear and feel whilst outside.</li> <li>To recognise some environments that are different from the one in which they live.</li> </ul> |