**Roseberry Primary School Working Long term Map 2018-2019**

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|  | **Aut 1****8 Weeks** | **Aut 2****7 Weeks** | **Spr 1****6 Weeks** | **Spr 2****6 Weeks** | **Sum 1****5 Weeks** | **Sum 2****7 Weeks** |
| **Topic Question** | What makes you human? | Countries and capital cities of the UK – Paddington Bear  | Who lived on Pudding Lane? | Plants | Children’s ChoiceWater Animal Themed | Animals *wild* |
| **NC Coverage****(Taken from jigsaw)** | Animals, including humans | Name and locate the four countries and capital cities of the United Kingdom using atlases and globes. Everyday materials | Everyday materialsEvents beyond living memory that are significant nationally or globally | PlantsLearn aboutchanges in living memory (linked to aspects of national life where appropriate). | Learn about an artistAnimals, including humansUse simple vocab for key physical and human features | Use simple fieldwork and observational skills, create simple plans and maps, using symbols and Use aerial images and other models to recognise simple features. Learn about an artist |
| **British Values****SMSC** | Sense of enjoyment in learning about ‘themselves’Understanding cultural influences which have shaped their heritage | Preparation for life in modern Britain | Respect for different people’s faiths, feelings and values.Understanding and appreciating different cultures and beliefs. | Understanding consequences of behaviour (pollution/ habitat destruction) | Sense of enjoyment and fascination. | Use of imagination and creativity in learning. |
| **RRSA****Global Goal** | Articles 1,7, 14, 243. Health and wellbeing | Articles 24, 3015. Life on land | Articles 19, 2411. Sustainable cities and communities | Article 2913. Climate action | Article 2914. Life below water | Article 2915. Life on land |
| **National curriculum coverage** | **Science** | **Humans**Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | **Materials**Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. | **Materials**Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties | **Plants**Identify and name a variety of common wild and garden plants, including deciduous and evergreen treeIdentify and describe the basic structure of a variety of common flowering plants including trees. | **Animals**Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | **Animals**Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammalsIdentify and name a variety of common animals that are carnivores, herbivores and omnivores |
| **Seasonal Change**Observe changes across the four seasons  Observe and describe weather associated with the seasons and how day length varies. |
| **Computing** | E-SafetyWe are all connected | Pictures Tell a Thousand Words | E-SafetyApp Attack | Young Investigators | E-SafetyCrazy Creatures | Walking with Dinosaurs |
| **History** |  |  | **Historical Concepts/Knowledge**Events beyond living memory that are significant nationally or globally**Enquiry**Asking questions and using sources | **Significant Individuals** – Beatrix PotterChanges within living memory. Where appropriate, these should be used to reveal aspects of change in national life |  |  |
| **Geography** | **Geographical skills and fieldwork**Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | **Place Knowledge**Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas |  |  | **Human and Physical Geography**Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather | **Geographical skills and field work**As an explorerUse simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map |
| **Human and Physical Geography**Identify seasonal and daily weather patterns in the United Kingdom |
| **Art** | **Drawing**Self PortraitsUse pencils, crayons and pastels to make different marksUse line to draw a person, object or ideaPut detail in drawingDraw freehand from observation |  |  | **3D Work**Exploring clay – Making leaf prints into clay | **Painting**Focus on the artist, Van Gough and the painting, *Water Lilies* | **Printmaking**Focus on the artist Kandinsky, exploring shape and bold colours in paintings |
| **DT** | Procedures for safety and hygiene | A coat for Paddington Bear | Make a model house |  |  |  |
| **Music** | **Performing**Sings songs, speak chants and rhymesAdd actions to songs, chants and rhymesExplore making different sounds with their voices*Body percussion* | **Performing**Christmas Productions | **Composing Skills**Create a weather piece of music | **Notation Skills**Loud and quiet - Flight of the Bumblebee by Rimsky-Korsakov |  |  |
| **PE** | Perform dances using simple movement patterns | Manipulation of objects (object control) | Team games, developing simple tactics for attacking and defending. |
| **RE** | **Belonging (Christianity)**What does it mean to belong? | **Festivals/Beliefs and Practices (Christianity)**Why do Christians give gifts at Christmas? | **Belonging (Islam)**What does it mean to belong? | **Festivals/Beliefs and Practices (Christianity)**What is Easter and why is Palm Sunday important? | **Founders and Leaders (Islam)**Who is Mohammed and why is he important? | **Belonging (Sikhism)**What does it mean to belong? |
| **Visits, Visitors and Enrichment** | Pizza Express Make a healthy pizza | Stockton’s Arc TheatreThe Ugly Duckling | Billingham Library Great Fire of London Workshop | Hardwick Park | Blue Reef Aquarium | Tweddle FarmZoolab |
| **English** | **Texts with patterned language****Labels, lists and captions** | **Traditional tales, folk and Fairy Stories****Visual Texts** (Cross-curricular) | **Reading journals** | **Information texts****Instructions** | **Messages** | **Poetry** |
| **Modern and Classic Fiction** | **Dictionary Skills** |
| **Suggested titles/texts** | From Head to Toe – Eric Carle | Goldilocks and the Three BearsThe Ugly DucklingThe Snowman | The diary of Samuel Pepys | Non-fiction explanation about plantsInstructions for planting a seed | Messages in bottles | Animal poems |
| **Maths** | **Number and place value** | **Addition and subtraction calculations****Measures** | **Multiplication and division****Time** |
| **Assessment Focus** | ScienceMusicArt | ScienceGeography | ScienceHistoryDT | ScienceComputing | ScienceArt | Science |

**English/Maths/Science assessments to be carried out termly**