**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 Choice  Water 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 materials  Events beyond living memory that are significant nationally or globally | Plants  Learn aboutchanges in living memory (linked to aspects of national life where appropriate). | Learn about an artist  Animals, including humans  Use 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, 24  3. Health and wellbeing | Articles 24, 30  15. Life on land | Articles 19, 24  11. Sustainable cities and communities | Article 29  13. Climate action | Article 29  14. Life below water | Article 29  15. 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 tree  Identify 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 mammals  Identify 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-Safety  We are all connected | Pictures Tell a Thousand Words | E-Safety  App Attack | Young Investigators | E-Safety  Crazy 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 Potter  Changes 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 explorer  Use 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 Portraits  Use pencils, crayons and pastels to make different marks  Use line to draw a person, object or idea  Put detail in drawing  Draw 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 rhymes  Add actions to songs, chants and rhymes  Explore 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 Theatre  The Ugly Duckling | Billingham Library Great Fire of London Workshop | Hardwick Park | Blue Reef Aquarium | Tweddle Farm  Zoolab |
| **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 Bears  The Ugly Duckling  The Snowman | The diary of Samuel Pepys | Non-fiction explanation about plants  Instructions 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** | | Science  Music  Art | Science  Geography | Science  History  DT | Science  Computing | Science  Art | Science |

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