

HERON WAY PRIMARY SCHOOL LONG TERM PLANNER (CURRICULUM MAP)

Term	SCIENCE	COMPUTING	HISTORY	GEOGRAPHY	ART AND DESIGN	MUSIC	PSHE	PE	RE
<p>Term 1 Topic: Treasures of the Sea</p>	<p>Everyday Materials</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Algorithms</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Grace Darling</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast.</p>	<p>To use a range of materials creatively to design and make products</p> <p>- CD fish</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>- Charcoal sketch of shells</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>Linked with 'Commotion in the Ocean.'</p>	<p>Core Theme 3: Living in the wider world (moved from Summer term)</p> <p>Rights and Responsibilities</p> <p>To learn how to contribute to the life of the classroom.</p> <p>To help construct, and agree to follow, group and class rules and to understand how these rules help them.</p> <p>For pupils to understand that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>For pupils to learn that they belong to various groups and communities such as family and school.</p>	<p>Gymnastics -</p> <p>Master basic movements including running, jumping, and developing balance, agility and co-ordination.</p> <p>Perform dances using simple movement patterns.</p>	
<p>Term 1 Topic: Treasures of the Sea</p>	<p>Everyday Materials</p> <p>Identify and compare the uses of a variety of everyday materials, including wood,</p>	<p>Algorithms</p> <p>Understand what algorithms are; how they are implemented as programs on digital</p>	<p>Blackbeard</p> <p>The lives of significant individuals in the past who have contributed to</p>	<p>Name and locate the world's seven continents and five oceans.</p>	<p>To use a range of materials creatively to design and make products</p> <p>- Felt fish</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and</p>	<p>Keeping Safe</p> <p>To learn about people who look after them, their family networks, whom to go to if they are worried and how to attract</p>		<p>Christmas (Christianity)</p> <p>Discuss the nativity story and focus on the message from the Angel Gabriel to the shepherds.</p>

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	<p>metal, plastic, glass,brick/rock, and paper/cardboard.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>devices; and that programs execute by following precise and unambiguous instructions</p>	<p>national and international achievements, some should be used to compare aspects of life in different periods.</p>	<p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast.</p>		<p>untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>their attention, ways that pupils can help these people who look after them.</p> <p>To learn rules for and ways of keeping physically and emotionally safe, including road safety.</p> <p>To understand that household products, including medicines, can be harmful if not used properly.</p>		<p>Discuss what made Mary and Joseph good parents.</p>
<p>Term 2 Topic: Stomp, Munch, Roar!</p>	<p>Animals, including Humans</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	<p>Fact File</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Mary Anning</p> <p>Events beyond living memory that are significant nationally - Mary Anning & her discovery of famous fossils.</p>		<p>To use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> - Salt dough fossils - Dinosaur skeleton with straws <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> - Mark making with pencil 	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>Create tunes to accompany the sound & the movement of a dinosaur.</p>	<p>Healthy Relationships</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>To be able to offer and receive constructive support and feedback to and from others.</p> <p>To learn that there are different types of teasing and bullying, that these</p>	<p>Ball skills & Throwing and catching.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	

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						Performance to Class/Assembly	are wrong and unacceptable.		
Term 2 Topic: Stomp, Munch, Roar!	Animals, including 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.	Internet Safety Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. -Dinosaur research		Talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - Charles R. Knight To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - Paper plate dinosaurs To use a range of materials creatively to design and make products. - Paper mache dinosaur eggs - Chocolate Easter Nests	use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the interrelated dimensions of music. Dinosaur movement - pitch, tempo, tone	Healthy Lifestyles To learn the importance of and how to maintain personal hygiene. To understand how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.		Easter (Christianity) To know that Easter is the story of Jesus dying and coming back to life again (resurrection) Retell the story of Easter. Discuss why Easter is important to Christians.
Term 3 Topic: Home and Away	Plants / Seasonal Changes Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and	Maps Recognise common uses of information technology beyond school. Use technology purposefully to create, organise, store, manipulate	Significant historical events, people and places in their own locality.	Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - Design and paint a stamp To use a range of	use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically	Core Theme 2: Relationships (moved from Autumn term) Feelings and Emotions To identify their special people (family, friends, and carers), what	Athletics- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of	

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	<p>Evergreen.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</p> <p>(Geography NC Objective) Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	and retrieve digital content.		<p>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.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, school.</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>	<p>materials creatively to design and make products.</p> <ul style="list-style-type: none"> - Recreate London landmarks with junk modelling 	<p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>makes them special and how special people should care for one another.</p> <p>Valuing Difference To identify and respect the differences and similarities between people.</p>	<p>activities</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	
<p>Term 3 Topic:</p> <p>Home and Away</p>	<p>Plants / Seasonal Changes</p> <p>Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and Evergreen.</p>	<p>Leaflet</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Significant historical events, people and places in their own locality.</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>Use simple fieldwork and</p>	<p>To use a range of materials creatively to design and make products.</p> <ul style="list-style-type: none"> - Paint models of London landmarks <p>(cont)</p> <p>Taught about the work of a range of artists, craft makers</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with</p>	<p>Taking care of the Environment</p> <p>To learn what improves and harms pupils' local, natural and built environments and about some of the ways people look after them. (see Art links)</p>		<p>Stories from Religions Around the World</p> <p>How and why some stories are sacred and important in religion</p>

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	<p>Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</p> <p>(Geography NC Objective) Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>			<p>observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, school.</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>	<p>and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <ul style="list-style-type: none"> - Focus: dragon paintings - Michael Foreman 'One World' painting - Kandinsky circles 	<p>concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the interrelated dimensions of music</p>			
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