

Emerald Class Curriculum Map (Cycle 2)

		Autumn How have past civilisations affected modern human civilisation?	Spring How have humans always worked in harmony with the natural world?	Summer How can creativity be used to improve the way we live?
R E A D I N G	Texts	Who let the gods out? (Maz Evans) Traditional mythic tales (e.g. Theseus and the Minotaur) Tale of Romulus and Remus Escape from Pompeii (Christina Balit)	Anthony and Cleopatra (William Shakespeare) Isis and Osiris (Traditional Egyptian myth) The Red Pyramid (Rick Riordan) The Time Travelling Cat and the Egyptian goddess (Julia Jarman)	Lemony Snicket: A Series of Unfortunate Events The Invention of Hugo Cabret (Brian Selznick) The Imagination Box (Martyn Ford)
	Word reading	Individual reading books; Class Book		
	Comprehension	Texts to include:- poetry, key stories, traditional stories, fairy stories and non-fiction.		
W R I T I N G	Transcription	Phonics/Spelling Programme – Read Write Inc, Jolly Phonics, Letters and Sounds		
	Composition	Short Narratives (short stories, playscripts, biographies, myths/legends, character or setting descriptions, persuasive letters) Recounts (Diaries/Newspaper articles) Reports (newspaper reports, non-chronological, advertisements, explanations) Instructions		
	VGP	Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]
		Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]

		Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
		Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
		Terminology for pupils	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
Speaking and Listening		<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 		

<p>Number and Place Value</p>	<ul style="list-style-type: none"> • Count in 6s, 7s, 9s 25s and 1000s from 0 (up/back). • Find 1000 more or less than any given number mentally. • Recognise the value of each digit in a 4 digit number. • Compare and order a set of numbers beyond a 1000 (e.g. using number lines and <>). • Identify, represent and estimate numbers using groupings (tallies, groups of 25, 50, 100). • Read and write 4-digit numbers in numerals and words (including accurate spelling). • Round any number to the nearest 10, 100 and 1000 (using number lines). • Read Roman numerals to 100 (I to C). • Know that over time, the numeral system changed to include the concept of zero and place value. • Solve number and practical problems using all of the above and with increasingly larger positive numbers. 	<ul style="list-style-type: none"> • Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. • Round any number to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000. • Solve number problems and practical problems that involve all of the above. • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
<p>Addition and Subtraction</p>	<ul style="list-style-type: none"> • Add and subtract numbers with up to 4 digits using the formal written methods of addition and subtraction where appropriate. • Estimate and use inverse operations to check answers to a calculation. • Solve addition and subtraction two-step problems in contexts. • Decide which operations and methods to use and why within problem solving. 	<ul style="list-style-type: none"> • Accurately add and subtract 4 digit numbers using formal written methods. • Add and subtract some 3 or 4 digit numbers mentally. • Add, subtract and multiply whole numbers with more than 4 digits, including using formal written methods. • Calculate mentally using all 4 operations with increasingly large numbers. • Solve addition and subtraction multistep problems in context

Multiplication and Division

- Recall multiplication and division facts for multiplication tables up to 12×12 .
 - Use place value, known and derived facts to multiply and divide mentally.
 - Multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
 - Recognise and use factor pairs.
 - Understand commutativity in mental calculations.
 - Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving multiplying and adding.
 - Use the distributive law to multiply two digit numbers by one digit.
 - Solve harder correspondence problems such as n objects are connected to m objects.
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
 - Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
 - Solve multi-step problems in contexts, deciding which operations and methods to use and why.
 - Solve scaling problems by simple fractions and problems involving simple rates.
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
 - Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
 - Establish whether a number up to 100 is prime and recall prime numbers up to 19.
 - Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).
 - Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.

Fractions

- Recognise and show, using diagrams, families of common equivalent fractions.
 - Count up and down in hundredths.
 - Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
 - Use fractions to divide quantities, including non-unit fractions where the answer is a whole number.
 - Add and subtract fractions with the same denominator.
 - Recognise and write decimal equivalents of any number of tenths or hundredths.
 - Recognise and write decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$.
 - Find the effect of dividing a one- or two-digit number by 10 and 100.
 - Round decimals with one decimal place to the nearest whole number.
 - Compare numbers with the same number of decimal places up to two decimal places.
 - Solve simple problems involving increasingly harder fractions and some decimals (e.g. time, money, measures)
- Compare and order fractions whose denominators are all multiples of the same number.
 - Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
 - Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$].
 - Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
 - Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
 - Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
 - Round decimals with two decimal places to the nearest whole number and to one decimal place.
 - Read, write, order and compare numbers with up to three decimal places.
 - Solve problems involving number up to three decimal places.
 - Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
 - Solve problems which require knowing percentage and decimal equivalents.

<p>Measurement</p>	<ul style="list-style-type: none"> • Convert between different units of measure [e.g., kilometre to metre; hour to minute]. • Estimate, compare and calculate different measures, including length, mass and money in pounds and pence in order to solve problems. • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. • Find the area of rectilinear shapes by counting squares. 	<ul style="list-style-type: none"> • Convert between different units of metric measure (e.g., kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. • Calculate and compare the area of rectangles (oblongs and squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes. • Estimate volume [e.g., using 1 cm³ blocks to build cuboids (including cubes)] and capacity [e.g., using water]. • Use all four operations to solve problems involving measure [e.g., length, mass, volume, money] using decimal notation, including scaling and converting units of time.
<p>Shape</p>	<ul style="list-style-type: none"> • Compare and classify geometric shapes, including different quadrilaterals and different triangles, based on their properties and sizes. • Identify acute and obtuse angles and compare and order angles up to two right angles by size. • Identify lines of symmetry in 2-D shapes presented in different orientations. • Complete a simple symmetric figure with respect to a specific line of symmetry. 	<ul style="list-style-type: none"> • Identify a range of 3-D shapes from 2-D representations (eg nets). • Use the properties of rectangles (oblongs/squares) to deduce related facts and find missing lengths and angles. • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
<p>Position and Direction</p>	<ul style="list-style-type: none"> • Describe positions on a 2-D grid as coordinates in the first quadrant. • Describe movements between positions as translations of a given unit to the left/right and up/down. • Plot specified points and draw sides to complete a given polygon. 	<ul style="list-style-type: none"> • Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. • Draw given angles, and measure them in degrees (o). • Identify angles at a point and one whole turn (total 360o), angles at a point on a straight line and ½ a turn (total 180o) and other multiples of 90o.

<p>Statistics</p>	<ul style="list-style-type: none"> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. 	<ul style="list-style-type: none"> Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables. 	
<p>Science</p>	<ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey. <p>3.1 Understand the changes as humans grow into old age 3.2 Understand the parts of and functions of the human digestive system 3.3 Identify the different types of teeth in humans and their functions 3.4 Construct and interpret food chains and their components</p>	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things <p>6.1 Understand living things can be grouped in different ways 6.2 Use classification keys to group, identify and name living things in their environment 6.3 Understand how environments change 6.4 Know how changes to environments can pose dangers to living things 6.5 Describe differences in lifecycles of: mammals, amphibians, insects and birds 6.6 Describe the process of reproduction in some plants and animals</p>	<ul style="list-style-type: none"> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors. <p>12.1 Identify common appliances that rely on electricity 12.2 Create a simple circuit 12.3 Identify when a bulb will light in a simple series circuit 12.4 Recognise a switch opens and closes a circuit 12.5 Understand how a switch can affect the lighting of a bulb 12.6 Recognise common insulators and conductors</p>

<p>History</p>	<ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • The Roman Empire by AD 42 and the power of its army • Successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudicca • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity • The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day • Comparing ancient and modern Olympic Games <p>1.2 Suggest suitable sources of evidence for historical enquiry.</p> <p>1.3 Use more than 1 source to gain accurate information on a historical enquiry.</p> <p>2.2 Compare some of the times studied with other areas around the world.</p> <p>3.3 Use dates and terms to describe events.</p> <p>4.1 Use appropriate terminology to describe change, including dates, time periods and era.</p>	<ul style="list-style-type: none"> • Research the achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and an in depth study of Ancient Egypt • Discover how and why pyramids were used • What was life like for an Egyptian slave? • Learn how and why bodies were mummified by ancient Egyptians • Study of the discovery of Tutankhamen's tomb by Howard Carter • Traditional Egyptian myths and legends e.g. Osiris and Seth <p>2.3 Describe the social, ethnic, cultural or religious diversity of a past society.</p> <p>2.4 Describe the characteristic features of the past including experiences of men, women and children.</p> <p>4.2 Use a range of mediums to present accurate information about the past.</p>	
----------------	--	---	--

<p>Geography</p>		<ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>2.3 Describe key aspects of rivers and the water cycle.</p> <p>2.4 Explain how this process affects the physical and human geography of a specific region.</p> <p>3.5 Describe features of areas studied using a range of geographical sources such as maps and digital software to support understanding.</p>	<ul style="list-style-type: none"> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies <p>2.2 Identify how geographical features in the UK change over time.</p>
------------------	--	---	---

<p>DT</p>	<ul style="list-style-type: none"> • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (Traditional Greek dishes e.,g. Souvlaki/Tzatziki) <p>1.2 Measure ingredients to the nearest gram accurately 1.3 Follow a recipe</p>		<ul style="list-style-type: none"> • Plan, design, create and evaluate a crank shaft • Carefully select suitable materials for durability • Create a contraption which requires electrical power in order to work (e.g. game such as 'Operation') <p>2.1 Cut materials accurately and safely by selecting appropriate tools. 2.2 Measure and mark out to the nearest millimetre 2.3 Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). 2.4 Select appropriate joining techniques 3.1 Use electrical systems in products, such as series and/or parallel circuits. 4.1 Control and monitor models using software designed for this purpose. 6.1 Use scientific knowledge of forces to choose appropriate mechanisms for a product such as levers, linkages winding mechanisms, pulleys and gears 7.2 Identify some of the great designers to generate ideas for designs 7.3 Develop ideas through the use of discussion, annotated sketches and computer-aided design</p>
-----------	--	--	--

<p>Art and Design</p>	<ul style="list-style-type: none"> • Study and recreate the artwork of illustrator Quentin Blake. • Create mosaic style artwork to make a repeating pattern. • Use painting techniques to design Greek theatre masks to show varying moods <p>1.1 Develop ideas from starting points throughout the curriculum</p> <p>1.3 Adapt and refine ideas as they progress</p> <p>2.1 Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Use paint with sensitivity and control</p> <p>6.1 Use layers of two or more colours</p> <p>6.2 Replicate patterns observed in natural or built environments</p> <p>6.3 Make precise repeating patterns</p> <p>8.2 Create original pieces that are influenced by studies of others</p>	<ul style="list-style-type: none"> • Sculpt a sphinx head using clay • Create Egyptian pyramids using nets • Sew and stuff a draft excluder of own design. <p>3.1 Select and arrange materials for effect</p> <p>3.2 Ensure work is precise</p> <p>4.1 Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)</p> <p>4.2 Use clay and other mouldable materials</p> <p>4.3 Add materials to provide interesting detail</p> <p>7.1 Use basic cross stitch and back stitch</p>	<ul style="list-style-type: none"> • Study and recreate the surrealist artwork of Salvador Dali • Sketch in the cross-hatch style of Brian Selznick in The Invention of Hugo Cabaret to continue a part of the story <p>5.3 Sketch lightly (no need to use a rubber to correct mistakes)</p> <p>5.4 Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.</p>
<p>Computing</p>	<ul style="list-style-type: none"> • Create simple repetitive game using software such as Scratch. <p>1.1 Design programs to use co-ordinates to control movement</p> <p>1.6 Understand when repetition is required in programming (Scratch)</p> <p>1.7 Use 'if' condition to control events</p> <p>1.8 Use mouse positions to control events (Scratch)</p>	<ul style="list-style-type: none"> • Write an algorithm on Scratch to change the appearance of a piece of geometric artwork <p>1.2 Write programs which control an existing system</p> <p>1.3 Program sequences of changes to the look of an object.</p>	<ul style="list-style-type: none"> • Study the effectiveness of search engines and how to use them safely. • Explore how search engines find, rank and display their results. • Explain the importance of specific search terms in search engines. • Demonstrate how to protect your online identity <p>3.1 Understand how to secure personal information using passwords</p> <p>3.2 Give examples of the risks posed by online communication</p> <p>3.3 Understand what it means to be a good digital citizen</p> <p>3.4 Understand how to analyse the usefulness of search results</p>

<p>Music</p>	<p>1.1 Sing with increasing accuracy. 1.2 Maintain a simple part within a group. 1.3 Hold a part within a round. 1.4 Sustain a sung accompaniment.</p>		<ul style="list-style-type: none"> • Use notes in the suspended pentatonic scale to compose Egyptian style music <p>2.2 Choose, order and combine sound to create different effects. 3.1 Recognise notes on the musical stave. 3.3 Identify the number of beats for each note. 4.1 Use musical vocabulary to discuss likes and dislikes. 4.4 Discuss how music can affect moods.</p>			
<p>PE</p>	<p>Invasion Games (Netball)</p> <ul style="list-style-type: none"> • Play competitive games and apply basic principles suitable for attacking and defending. <p>Dance</p> <ul style="list-style-type: none"> • Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Swimming</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25m • Use a range of strokes effectively (e.g. front crawl, backstroke, breaststroke) • Perform safe self-rescue in different water based situations. 		<p>Gymnastics</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance. <p>Net and Wall Games (Tennis)</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance. • Play competitive games 		<p>Striking and Fielding (Rounders)</p> <ul style="list-style-type: none"> • Use throwing and catching in isolation and in combination <p>Athletics</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination 	
<p>RE</p>	<p>What do different people believe about God? (2.1 L) Islam, Christianity</p>	<p>How can following God bring freedom and justice? UC People of God (2B.3)</p>	<p>Why do Christians call the day Jesus died 'good Friday?' UC Salvation (2A.5)</p>	<p>What does it mean if God is holy and loving? UC (2B.1)</p>	<p>Was Jesus the messiah? UC Incarnation (2B.4)</p>	<p>If God is everywhere, why go to a place to worship? (2.4 U) Islam, Christianity</p>

MFL	<ol style="list-style-type: none"> 1. Read and understand key points in a short text Unit 1 (family) Unit 5 (Way to school) 2. Read sentences independently Unit 1 (name/age/greeting) Unit 5 (dates) 3. Use a dictionary to find new words Unit 1 (family)/ Unit 9 (animals) Unit 5 (transport/travels) 	<ol style="list-style-type: none"> 1. Recognise and join in with familiar nursery rhymes in French 2. Understand phrases on a range of topics Units 1, 2, 4/Unit 5 (weather) 3. Ask and answer simple questions Unit 1 (name/age)/ Unit 6 (likes and dislikes) 				
-----	--	--	--	--	--	--