| | | Autumn<br>How has our country been shaped by past civilisations? | Spring<br>How has our view of the universe developed? | Summer<br>How can humans show their creativity? |
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| **R E A D I N G** | Texts | Beowulf<br>The Time Travelling Cat and the Viking Terror<br>Odd and the Frost Giants<br>The Last Viking | The Jamie Drake Equation<br>Cosmic<br>Doctor who and the Daleks<br>The Hitchhikers Guide to the Galaxy | Wonderstruck<br>Audition and Subtraction<br>Better Nate than Never<br>Blues Journey |
| | 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)<br>Recounts (Diaries/Newspaper articles)<br>Reports (newspaper reports, non-chronological, advertisements, explanations)<br>Instructions | | |
| | VGP — Word | The grammatical difference between plural and possessive –s<br>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]<br>Verb prefixes [for example, dis–, de–, mis–, over– and re–] | |
| | VGP — 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)<br>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<br>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] | |
| | VGP — Text | Use of paragraphs to organise ideas around a theme<br>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]<br>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] | |

Emerald Class Curriculum Map (Cycle 1)

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| | | 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!"]<br>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]<br>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<br>pronoun, possessive pronoun adverbial | modal verb, relative pronoun relative clause<br>parenthesis, bracket, dash cohesion, ambiguity |

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| Speaking and Listening | • listen and respond appropriately to adults and their peers<br>• ask relevant questions to extend their understanding and knowledge<br>• use relevant strategies to build their vocabulary<br>• articulate and justify answers, arguments and opinions<br>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings<br>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments<br>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas<br>• speak audibly and fluently with an increasing command of Standard English<br>• participate in discussions, presentations, performances, role play, improvisations and debates<br>• gain, maintain and monitor the interest of the listener(s)<br>• consider and evaluate different viewpoints, attending to and building on the contributions of others<br>• select and use appropriate registers for effective communication. |

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| Number and Place Value | • Count in 6s, 7s, 9s 25s and 1000s from 0 (up/back).<br>• Find 1000 more or less than any given number mentally.<br>• Recognise the value of each digit in a 4 digit number.<br>• Compare and order a set of numbers beyond a 1000 (e.g. using number lines and <>).<br>• Identify, represent and estimate numbers using groupings (tallies, groups of 25, 50, 100).<br>• Read and write 4-digit numbers in numerals and words (including accurate spelling).<br>• Round any number to the nearest 10, 100 and 1000 (using number lines).<br>• Read Roman numerals to 100 (I to C).<br>• Know that over time, the numeral system changed to include the concept of zero and place value.<br>• Solve number and practical problems using all of the above and with increasingly larger positive numbers. | • Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.<br>• Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.<br>• Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.<br>• Round any number to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.<br>• Solve number problems and practical problems that involve all of the above.<br>• Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. |

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| Addition and Subtraction | • Add and subtract numbers with up to 4 digits using the formal written methods of addition and subtraction where appropriate.<br>• Estimate and use inverse operations to check answers to a calculation.<br>• Solve addition and subtraction two-step problems in contexts.<br>• Decide which operations and methods to use and why within problem solving. | • Accurately add and subtract 4 digit numbers using formal written methods.<br>• Add and subtract some 3 or 4 digit numbers mentally.<br>• Add, subtract and multiply whole numbers with more than 4 digits, including using formal written methods.<br>• Calculate mentally using all 4 operations with increasingly large numbers.<br>• Solve addition and subtraction multistep problems in context |
| Multiplication and Division | • Recall multiplication and division facts for multiplication tables up to 12 × 12.<br>• Use place value, known and derived facts to multiply and divide mentally.<br>• Multiplying by 0 and 1; dividing by 1; multiplying together three numbers.<br>• Recognise and use factor pairs.<br>• Understand commutatively in mental calculations.<br>• Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving multiplying and adding.<br>• Use the distributive law to multiply two digit numbers by one digit.<br>• 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.<br>• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.<br>• Solve multi-step problems in contexts, deciding which operations and methods to use and why.<br>• Solve scaling problems by simple fractions and problems involving simple rates.<br><br>• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.<br>• Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.<br>• Establish whether a number up to 100 is prime and recall prime numbers up to 19.<br>• Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).<br>• 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.<br>• Count up and down in hundredths.<br>• Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.<br>• Use fractions to divide quantities, including non-unit fractions where the answer is a whole number.<br>• Add and subtract fractions with the same denominator.<br>• Recognise and write decimal equivalents of any number of tenths or hundredths.<br>• Recognise and write decimal equivalents to ½, ¼, ¾.<br>• Find the effect of dividing a one- or two-digit number by 10 and 100.<br>• Round decimals with one decimal place to the nearest whole number.<br>• Compare numbers with the same number of decimal places up to two decimal places.<br>• 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.<br>• Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.<br>• 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, 2/5 + 4/5 = 6/5 = 1 1/5).<br>• Add and subtract fractions with the same denominator and denominators that are multiples of the same number.<br>• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.<br><br>• Read and write decimal numbers as fractions [for example, 0.71 = 71/100]<br>• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.<br>• Round decimals with two decimal places to the nearest whole number and to one decimal place.<br>• Read, write, order and compare numbers with up to three decimal places.<br>• Solve problems involving number up to three decimal places.<br>• 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.<br>• Solve problems which require knowing percentage and decimal equivalents. |
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| Measurement | • Convert between different units of measure [e.g., kilometre to metre; hour to minute].<br>• Estimate, compare and calculate different measures, including length, mass and money in pounds and pence in order to solve problems.<br>• Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.<br>• Find the area of rectilinear shapes by counting squares. | • Convert between different units of metric measure (e.g., kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).<br>• Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.<br><br>• Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.<br>• 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.<br>• Estimate volume [e.g., using 1 cm³ blocks to build cuboids (including cubes)] and capacity [e.g., using water].<br>• 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. |
| Shape | • Compare and classify geometric shapes, including different quadrilaterals and different triangles, based on their properties and sizes.<br>• Identify acute and obtuse angles and compare and order angles up to two right angles by size.<br>• Identify lines of symmetry in 2-D shapes presented in different orientations.<br>• Complete a simple symmetric figure with respect to a specific line of symmetry. | • Identify a range of 3-D shapes from 2-D representations (eg nets).<br>• Use the properties of rectangles (oblongs/squares) to deduce related facts and find missing lengths and angles.<br>• Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. |

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| Position and Direction | • Describe positions on a 2-D grid as coordinates in the first quadrant.<br>• Describe movements between positions as translations of a given unit to the left/right and up/down.<br>• Plot specified points and draw sides to complete a given polygon. | • 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.<br>• Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.<br>• Draw given angles, and measure them in degrees (o).<br>• 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. |
| Statistics | • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.<br><br>• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. | • Solve comparison, sum and difference problems using information presented in a line graph.<br><br>• Complete, read and interpret information in tables, including timetables. |

| Science | • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets<br>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution<br>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating<br>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic<br>• Demonstrate that dissolving, mixing and changes of state are reversible changes<br>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda<br>**1.3 Gather and record data to answer questions**<br>**1.4 Present findings using diagrams and tables**<br>**1.7 Identify similarities, differences and changes to simple scientific ideas.**<br>**10.1 Compare and group materials together according to solids, liquids or gases**<br>**10.2 Observe that some materials change state when heated or cooled**<br>**10.3 Measure the temperature at which changing states occurs in degrees C.**<br>**13.1 Compare and group materials on the basis of their properties**<br>**13.2 Know some materials will dissolve in liquid and can be reversed**<br>**13.3 Understand mixtures can be separated**<br>**13.4 Give reasons for uses of everyday materials**<br>**13.5 Understand differences between reversible and irreversible changes** | • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system<br>• Describe the movement of the Moon relative to the Earth<br>• Describe the Sun, Earth and Moon as approximately spherical bodies<br>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.<br><br>**1.8 Use scientific evidence to support arguments**<br>**9.1 Explain how gravity acts between Earth and falling objects**<br>**9.2 Understand how some mechanisms allow a smaller force to have a greater effect**<br>**14.1 Describe the movement of the Earth related to the solar system**<br>**14.2 Describe the movement of the Moon compared to the Earth**<br>**14.3 Understand the Sun, Earth and Moon as spherical bodies**<br>**14.4 Explain day and night through the Earth's rotation** | • Identify how sounds are made, associating some of them with something vibrating<br>• Recognise that vibrations from sounds travel through a medium to the ear<br>• Find patterns between the pitch of a sound and features of the object that produced it<br>• Find patterns between the volume of a sound and the strength of the vibrations that produced it<br>• Recognise that sounds get fainter as the distance from the sound source increases.<br>**11.1 Identify how sounds are made**<br>**11.2 Recognise sounds travel through a medium to the ear**<br>**11.3 Find patterns between pitches and the objects that created them**<br>**11.4 Identify patterns between volume and the strength of vibrations**<br>**11.5 Recognise sounds are affected by the distance travelled** |

| History | • Anglo-Saxon invasions, settlements and kingdoms; place names and village life<br>• Anglo-Saxon art and culture<br>• Viking raids and invasion (Holy Island, Lindisfarne)<br>• Resistance by Alfred the Great and Athelstan, first king of England.<br>• Danegeld in England<br>• Edward the Confessor's life, influence and death (1066)<br>**1.1 Use evidence and artefacts to ask and answer questions about the past.**<br>**1.4 Compare different accounts of a historical event and explain why they differ.**<br>**1.5 Suggest causes and consequences of a main historical events in history.**<br>**2.1 Give a broad overview of life in Britain from the areas studied.**<br>**3.1 Place events, artefacts and key figures on a timeline using dates.**<br>**3.2 Represent changes over time with evidence on a timeline.** | | |
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| Geography | • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br><br>**1.1 Compare the effectiveness of using maps atlases, globes and computer mapping to locate countries.**<br>**1.2 Locate countries and cities within Europe, incl Russia, using a range of mapping devices.**<br>**2.1 Understand why there are similarities and differences between geographical features in regions within the UK.** | • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br>• 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<br><br>**3.1 Identify locations and distribution of natural resources such as energy, food, minerals and water in the UK**<br>**1.3 Identify regions of N America and Europe.**<br>**1.4 Identify major countries within N America**<br>**1.5 Identify key cities in N America**<br>**3.2 Understand how land is used within the UK.**<br>**3.3 Use the 8 points of a compass to show locational knowledge of the UK**<br>**3.4 Use 4 figure grid references and keys to show locational knowledge of the UK.** | |
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| DT | | • Create a healthy, balanced diet plan for an astronaut<br>**1.1 Apply principles of a healthy and balanced diet to create a meal** | • Design and make a new musical instrument<br>• Consider which materials will be most suitable for durability of instruments<br>**7.1 Design functional, appealing products based on design criteria that are fit for purpose and designed with the user in mind**<br>**7.4 Improve upon existing designs, giving reasons for choices**<br>**7.5 Make products by working efficiently and carefully selecting materials** |

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| Art and Design<br><br>**Discover an Artist Day**<br>Improve their mastery of art and design techniques including drawing, painting and sculpture<br>Great artists, architects and designers in history | • Explore the artwork of M.C.Escher and create tessellating patterns.<br>**3.3 Use coiling, overlapping, tessellation and montage** | • Blend paintings to show mixing secondary and tertiary colours<br>• Recreate artwork in the style of Pater Thorpe (space themed)<br>• Create a collage to describe a planet in the Solar System<br>**1.4. Comment on artworks using visual language**<br>**2.2 Mix colours effectively. Experiment with creating mood with colour. Mix secondary and tertiary colours to paint with.**<br>**Use more specific colour language.**<br>**3.4 Use collage as a means of collecting ideas and information and building a visual vocabulary** | • Observational sketching technique - sketch your way around the orchestra<br>• Experiment with painting techniques to create a landscape picture based on a piece of music.<br><br>**1.2 Collect information, sketches and resources**<br>**2.3 Try different painting techniques in sketchbooks – label for own future reference.**<br>**5.1 Use a range of sketching pencils to show tone and texture**<br>**5.2 Annotate sketches to explain and elaborate ideas** |
| Computing | | • Gather data and present in spreadsheet software (e.g. MS Excel, Numbers), including creating charts and graphs<br>• Research purpose of online blogs; create own blog about Space (revise e-safety)<br><br>**1.9 Use simple formula in numerical data software to present information**<br>**2.1 Use IPADs and desktop software to group and present numerical data**<br>**2.2 Create online group blogs to share information**<br>**2.3 Use a range of software to create publications which include a range of media** | • Record a piece of music using microphone input based on a part of a story.<br>• Use software e.g. Audacity to edit recorded sounds and add effects.<br><br>**1.4 Use microphone input to upload sounds**<br>**1.5 Upload sounds and edit for effects** |

| Music | | | |
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| | | | • Write a story to correspond with a piece of music (Peter and the Wolf)<br>• Record a piece of music to tell a story - make specific instrument selections and explain your choice<br>• Write lyrics for a song to accompany a specific genre of music (e.g. if upbeat, lyrics will be happy/positive)<br>• Listen to various musical genres and identify features (e.g. Classical, Romantic, Jazz, Rock, 20th century)<br>• Use digital software to record and edit own composition (Audacity)<br>• Begin looking at rhythmic and melodic dictation. Write own compositions with simple musical notation.<br><br>**1.2 Sing or play from memory with accurate changes to pitch and dynamics.**<br>**1.4 Perform confidently as part of a group.**<br>**2.1 Identify different structures to songs.**<br>**2.3 Use drones and melodic ostinato (based on pentatonic scale)**<br>**2.4 Use digital technologies to compose and edit pieces of music.**<br>**2.5 Explain why silence is used in music and its effects.**<br>**3.2 Use standard notation of crotchets, minims and semibreves.**<br>**3.4 Use and understand simple time signatures.**<br>**4.2 Identify features of music from different time periods.**<br>**4.3 Analyse music from different traditions, times and composers using: pitch/dynamics/tempo/solo/harmonies/accompaniment.**<br>**4.5 Describe how lyrics reflect the mood and meaning of the music.** |

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| **PE** | Invasion Games (Tag Rugby)<br>• Play competitive games and apply basic principles suitable for attacking and defending.<br>Dance<br>• Perform dances using a range of movement patterns<br>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best<br>Swimming<br>• Swim competently, confidently and proficiently over a distance of at least 25m<br>• Use a range of strokes effectively (e.g. front crawl, backstroke, breaststroke)<br>• Perform safe self-rescue in different water based situations. | | Gymnastics<br>• Develop flexibility, strength, technique, control and balance.<br>Net and Wall Games (Tennis)<br>• Develop flexibility, strength, technique, control and balance.<br>• Play competitive games | | Striking and Fielding (Cricket)<br>• Use throwing and catching in isolation and in combination<br>Athletics<br>• Use running, jumping, throwing and catching in isolation and in combination |
| **RE** | (U2.9)<br>What does it mean to be a Sikh in Britain today? Sikhism | What can we learn from religions about deciding what is right and wrong? (2.9 L) Judaism, Christianity | What did Jesus do to save human beings? UC Salvation (2B.6) | What is it like to follow God? UC People of /god (2A.2) | Is it better to express beliefs in art or charity? (2.5 U) Judaism, Christianity |
| **MFL** | 1.4 Recognise and read numbers 1-100 **Unit 1** (No. 0-12)/**Unit 2** (No.s 11-20) **Unit 5** (No.s 21-30)<br>2.2 Write short phrases from memory with accurate spelling **Unit 1** (name/age/greeting)/**Unit 4** (body parts)/**Unit 9** (animals) **Unit 7** (Activities) | | 2.1 Write short sentences using familiar topics **Unit 2** (playground games)/**Unit 2** (Happy birthday)/**Unit 9** (animals) **Unit 5** (weather)/**Unit 6** (toy adverts)<br>2.3 Express personal opinions **Unit 2** (playground games)/ **Unit 7** (activities) **Unit 6** (likes and dislikes)/ **Unit 7** (healthy eating)<br>3.4 Take part in discussions **Unit 2** (playground games)/**Unit 7** (sporting lives)<br>4.1 Identify countries where French is spoken as a first language **Unit 5** (Where in the world?)<br>4.2 Identify customs and celebrations in France **Develop Unit 5** with sentences | | |

Note: In the RE row, an additional cell reads: What would Jesus do? UC Gospel (2B.5)