Sapphire Class Curriculum Map (Cycle 2)

		Autumn How has our area been shaped by past events?	Spring How has the way we lived changed since Prehistoric times?	Summer How can our environment inspire creativity?
Reason why this topic has been chosen		If you look closely at the door of St Gregory's church in Tredington, there are marks that show evidence of the English Civil War… but what caused the marks?	There is evidence of Stone Age history in Long Compton (stone circles)	Farming is a key job in this area and for some of our families
READING	Texts	Tell Me a Dragon by Jackie Morris Dragonology by Dugald Steer The Egg by M.P. Robertson Instructions by Neil Gaiman Rapunzel by Beth Woollvin	Stone Age Boy by Satoshi Kitamura The Wild Girl by Chris Wormell Ug. Boy Genius of the Stone Age by Raymond Brigg	Where My Wellies Take Me by Michael Morpurgo Hermelin: The Detective Mouse by Mini Grey It's a No Money Day by Kate Milner (foodbanks) Jim and the beanstalk by Raymond Briggs It starts with a seed by Laura Knowles A seed is sleepy by Dianna Aston
	Word reading	Phonics programme: Letters and Sounds/LCP Individual reading books that are matched to the phonics that children know		
	Comprehension	Texts to include:- poetry, key stories, traditional stories, fairy stories and non-fiction.		
WRIT	Transcription	Phonics/Spelling Programme – Read Write Inc Spelling		
	Composition	Short Narratives Recounts Reports Instructions Persuasion Poetry		

I N G	VGP	Word	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
		Sentence	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
		Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
		Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Introduction to inverted commas to punctuate direct speech
		Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Speaking and Listening		• 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.	
M A T H S	Number and place value	• count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward • recognise the place value of each digit in a two-digit number (10s, 1s) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems	• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) • compare and order numbers up to 1,000 • identify, represent and estimate numbers using different representations • read and write numbers up to 1,000 in numerals and in words • solve number problems and practical problems involving these ideas

Addition and subtraction	• solve problems with addition and subtraction:
	  • using concrete objects and pictorial representations, including those involving numbers, quantities and measures
	  • applying their increasing knowledge of mental and written methods
	• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
	• add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
	  • a two-digit number and 1s
	  • a two-digit number and 10s
	  • 2 two-digit numbers
	  • adding 3 one-digit numbers
	• show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
	• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
		• add and subtract numbers mentally, including:
		  • a three-digit number and 1s
		  • a three-digit number and 10s
		  • a three-digit number and 100s
		• add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
		• estimate the answer to a calculation and use inverse operations to check answers
		• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Multiplication and division	• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

	Fractions	• recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	• count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] • compare and order unit fractions, and fractions with the same denominators • solve problems that involve all of the above

	Measurement	• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using >, < and = • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change • compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day	• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • measure the perimeter of simple 2-D shapes • add and subtract amounts of money to give change, using both £ and p in practical contexts • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events
	Shape	• identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D and 3-D shapes and everyday objects	• draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines

	Position and direction	• order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)	
	Statistics	• interpret and construct simple pictograms, tally charts, block diagrams and tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask-and-answer questions about totalling and comparing categorical data	• interpret and present data using bar charts, pictograms and tables • solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

Science	• ask simple questions and recognise that they can be answers in different ways • observe closely, using simple equipment • perform simple tests • identify and classify • use their observations and ideas to suggest answers to questions • gather and record data to help in answering questions	• ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help in answering questions • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identify differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings
	Skills progression: 1.1 Ask simple questions and know answers can be given in different ways 1.2 Take observations and record findings using data loggers and thermometers 1.3 Set up simple practical enquiries 1.4 Gather, record and present data 1.5 Record findings using scientific language and labelled diagrams 1.6 Report on findings by presenting results 1.7 Use results to draw simple conclusions 1.8 Identify simple scientific ideas 1.9 Use scientific evidence to answer questions	

		Rocks • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rocks • recognise that soils are made from rocks and organic matter Light • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change Skills progression: 7.1 Compare and group together different kinds of rocks 7.2 Identify simple physical properties of different rocks 7.3 Describe simply how fossils are formed 7.4 Understand soils are made from rocks and organic matter 8.1 Understand we need light to see things 8.2 Know that dark is the absence of light 8.3 Recognise that light is reflected from surfaces 8.4 Understand light from the sun can be dangerous 8.5 Recognise how shadows are formed and how their shape can change.	Plants • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal Animals, including humans • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement Skills progression: 2.3 Identify the functions of different parts of plants 2.4 Understand the requirements of plants for life and growth 2.5 Investigate how water is transported in plants 2.6 Understand the life cycle of flowering plants 3.4 Identify that animals, including humans, need the right types of nutrition and they cannot make their own food; they get nutrition from what they eat 3.5 Identify that humans and some other animals have skeletons and muscles for support, protection and movement

History	• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (English Civil War, visit to Kenilworth Castle) • a local history study (evidence of the English Civil War - St Gregory's Church, Tredington) Skills progression: 1.2 Use artefacts to create questions about a historical event 1.4 Identify different ways that the past has been represented. 2.1 Describe historical events using different mediums 3.2 Label timelines with dates and event names 4.1 Describe the passing of time using years, decades, centuries 4.3 Understand and explain the terms civilisation, monarchy, parliament, democracy, war and peace	• changes in Britain from the Stone Age to the Iron Age Skills progression: 1.2 Use artefacts to create questions about a historical event 1.4 Identify different ways that the past has been represented. 2.1 Describe historical events using different mediums 3.2 Label timelines with dates and event names 4.1 Describe the passing of time using years, decades, centuries	

Geography	• use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Skills progression: 1.5 Use maps, atlases, globes and computer mapping to locate countries studied	• describe and understand key aspects of physical geography - volcanoes and earthquakes (Linked to Science - Rocks) Skills progression: 2.3. To explore volcanoes and earthquakes	• 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 • use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied (Map where food comes from) Skills progression: 3.2 Observe, measure and record human and physical features in the local area including sketching maps, plans and graphs and using digital technologies

DT	Design • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes Make • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetics Evaluate • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world (Make a catapult, Rapunzel slider) Skills progression: 2.2 Measure and mark out to the nearest centimetre 2.3 Demonstrate a range of cutting and shaping techniques 4.1 Model designs using software 6.1 Create products using simple levers, wheels and axles	Skills progression: 7.1 Use software to design 7.2 Develop their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT 7.4 4. Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing 8.1 Suggest improvements to existing designs. Explore existing products 8.2 Evaluate own products against design criteria	Cooking and nutrition • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Skills progression: 1.1 Name the basic principles of a healthy and varied diet 1.5 Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed

Art and Design **Discover an Artist Day**	Discover an Artist Day: Paul Klee - castle art/stained glass Other art work: Pencil drawing of a dragon eye, clay eye, gargoyle sculptures • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Find out about great artists, architects and designers in history Skills progression: 1.3 Explore different methods and materials as ideas develop 4.1 Use simple 2D shapes to create a 3D form 4.2 Join clay adequately and construct a simple base for extending and modelling other shapes 4.3 Use techniques such as rolling, cutting, moulding, carving and kneading 5.2 Colour own drawings neatly following the lines. 5.3 Show pattern and texture by adding dots and lines 5.4 Show different tones by using coloured pencils 8.1 Describe the work of notable artists, artisans and designers	Discover an Artist Day: Katsushika Hokusai landscape art Margaret Godfrey volcano art Other art work: Cave art using powder/natural resources, charcoal etc, volcano sculpture, fabric dyeing • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Find out about great artists, architects and designers in history 1.2 Explore ideas and collect visual information 2.1 1. Use thick and thin brushes and other tools 2.3 3. Create textured paint by adding sand, grit, rice, water, oil. Explore watercolour techniques e.g. bubble wrap, salt. Use watercolour paint to produce washes for backgrounds then add detail 8.1 Describe the work of notable artists, artisans and designers	Discover an Artist Day: Giuseppe Arcimboldo - fruit/vegetable faces Other art work: Still life/patterns in peppers, Kenyan art, decorate planters • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Find out about great artists, architects and designers in history 3.1 Create images from a variety of media, e.g photocopies materials, fabric, crepe paper, magazines etc. 3.2 Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g colour texture 8.1 Describe the work of notable artists, artisans and designers

Computing	• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (Scratch - disappearing dragon) • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Skills progression: 1.2 Design a program to accomplish a specific goal (Scratch Jnr) 1.4 Program and debug multiple changes in looks of an object 1.6 Know how to use inputs to create sounds 1.9 Identify and correct errors in event orders 1.11 Write simple lines of code to control timing of events 1.13 Explain why actions may need user input	• understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact (Safer Internet Day/Online safety work) Skills progression: 2.6 Identify ways in which computer networks can be used to share information 3.3 Understand that comment made online that are hurtful are the same as bullying in person 3.4 Understand how to search effectively using keywords	• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Skills progression: 2.4 Use data software to collect and present information 2.5 Use publishing software to present information

Music		• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Skills progression: 1.2 Sing from memory with some inaccuracies in pitch 1.3 Understand when to start singing or playing 1.4 Show control over long and short sounds 1.6 Perform with awareness of others 2.2 Create repeated patterns on a range of instruments solo and in ensembles 2.5 Create accompaniments for melodies using drones and chords 4.3 Discuss likes and dislikes of a range of musical pieces	Skills progression: 3.2 Recognise terms of note and stave 3.3 Understand the higher a note is on the stave, the higher the pitch
PE	Invasion Games (Football) • Participate in team games, developing simple tactics for attacking and defending Dance • Perform dances using simple movement patterns	Gymnastics • Developing balance, agility and coordination Net and Wall Games (Tennis) • Developing balance, agility and coordination, begin to apply these in a range of activities	Striking and Fielding (Rounders) • Master basic movements including throwing and catching • Participate in team games Athletics • Master basic movements including running, jumping, throwing

RE	What kind of world did Jesus want? UC Gospel (2A.4)	What is the good news that Jesus brings? UC Gospel (1.4)	When Jesus left, what was the impact of Pentecost? UC Kingdom of God (2A.6)	What does it mean to belong to a faith community? (1.7) Islam, Christianity	Why do people pray? (2.4)	What is the trinity? UC Incarnation/God (2A.3) Islam, Christianity