

Long Term Curriculum Map

Class 2 – Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units	The Roman Empire		Changes in Britain from the Stone Age to the Iron Age	Hunted...	Vikings and Anglo-Saxons (A Kingdom United)	Rock Stars
Visits, Visitor and Hooks						
English	The Nowhere Emporium Historical Fiction – Queen of Darkness (Boudicca)		Recounts – journalistic texts Myths and Legends		The 1000 year old Boy (incl: story endings, persuasive adverts, Non-chronological reports, poems) Classic narrative Poetry – Beowulf	
	Grammar Grammar (Year 3): Identify clauses in sentences Explore and identify main and subordinate clauses in complex sentences Explore, identify and create complex sentences using a range of conjunctions eg 'when', 'if', 'because', 'although', 'while', 'since', 'until', 'before', 'after', 'so' Use the comma to separate clauses in complex sentences – including where the subordinate clause appears first Spelling and Handwriting throughout Grammar (Year 4): Create complex sentences with adverb starters		Grammar Grammar (Year 3): Consolidate complex sentences Select, generate and effectively use a wider range of adverbs Use perfect form of verbs using 'have' and 'has' to indicate a completed action (eg, He has gone out to play instead of he went out to play) Use the determiner 'a' or 'an' according to whether the next word begins with a consonant or vowel Spelling and Handwriting throughout Grammar (Year 4): Consolidate complex sentences		Grammar Grammar (Year 3): Consolidate complex sentences Identify, select, generate and effectively use prepositions for where Use inverted commas to punctuate direct speech Explore and collect word families Explore and collect nouns with prefixes Spelling and Handwriting throughout Grammar (Year 4): Consolidate complex sentences Explore, identify and use Standard English verb inflections for writing, eg, 'We were' instead of 'we was', 'I did' instead of 'I done' etc	

	<p>Use commas to mark clauses in complex sentences</p> <p>Create sentences with fronted adverbials for when</p> <p>Create sentences with fronted adverbials for where</p> <p>Use commas after fronted adverbials</p> <p>Spelling and Handwriting throughout Grammar (Year 5):</p> <p>Create complex sentences by using relative clauses with relative pronouns eg, 'Tina, who was standing at the bus stop, pondered the day ahead.'</p> <p>Create complex sentences where the relative pronoun is omitted eg, 'Tina, standing at the bus stop, pondered the day ahead'</p> <p>Create and punctuate complex sentences using 'ed', 'ing' and simile opening clauses eg, 'Exhausted from the race, Sam collapsed in a heap', 'Grinning with excitement, Sarah launched herself from the diving board', 'Like a fish out of water, she talked awkwardly with the other children'.</p> <p>Demarcate complex sentences using commas in order to clarify meaning</p> <p>Spelling and Handwriting throughout Grammar (Year 6):</p> <p>Consolidate complex sentences</p> <p>Identify the subject and object of a sentence Manipulate sentences to create particular effects</p> <p>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts eg, adverbials such as: 'on the other hand', the opposing view', 'similarly', 'in contrast', 'additionally' etc</p> <p>Use devices to build cohesion in narrative eg, adverbials such as: 'in the meantime', 'meanwhile' etc</p>	<p>Identify, select and effectively use pronouns</p> <p>Use nouns for precision (eg, 'burglar' rather than 'man')</p> <p>Explore, identify, collect and use noun phrases</p> <p>Identify, select and use determiners including articles – 'a'/'an', demonstratives 'this/that; these/those', possessives 'my/your/his/her/its/our/their' and quantifiers 'some/any/no/many'</p> <p>Spelling and Handwriting throughout Grammar (Year 5):</p> <p>Use commas to avoid ambiguity eg, 'Let's eat Grandma' and 'Let's eat, Grandma.' Identify and use commas to indicate parenthesis</p> <p>Identify and use brackets to indicate parenthesis</p> <p>Identify and dashes to indicate parenthesis</p> <p>Use expanded noun phrases to convey complicated information precisely</p> <p>Explore, collect and use modal verbs to indicate degrees of possibility</p> <p>Explore, collect and use adverbs to indicate degrees of possibility</p> <p>Spelling and Handwriting throughout Grammar (Year 6):</p> <p>Identify and use semi – colons to mark the boundary between independent clauses</p> <p>Identify and use colons to introduce a list</p> <p>Identify and use semi-colons within lists</p> <p>Punctuate bullet point consistently</p> <p>Explore how hyphens can be used to avoid ambiguity eg, man-eating shark v's man eating shark</p> <p>Explore, collect and use vocabulary typical of formal and informal speech and writing</p> <p>Explore and investigate active and passive</p> <p>Investigate and collect a range of synonyms and antonyms</p> <p>Spelling and Handwriting throughout</p>	<p>Use inverted commas and other punctuation to indicate direct speech</p> <p>Use apostrophes for singular and plural possession eg, 'The dog's bone' and 'The dogs' bones.'</p> <p>Spelling and Handwriting throughout Grammar (Year 5):</p> <p>Link ideas across paragraphs using adverbials for time, place and numbers eg 'later', 'nearby', 'secondly'</p> <p>Use devices to build cohesion within a paragraph</p> <p>Use suffixes 'ate', 'ise', 'ify' to convert nouns and adjectives into verbs</p> <p>Investigate verb prefixes eg 'dis', 'de', 're', 'pre', 'mis', 'over'</p> <p>Spelling and Handwriting throughout Grammar (Year 6):</p> <p>Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause eg, 'I had eaten lunch when you came' (past perfect); 'I have eaten lunch already' (present perfect); 'I will have eaten lunch by then (future perfect)</p> <p>Explore, collect and use subjunctive forms for formal speech and writing</p> <p>Explore collect and use question tags typical of informal speech and writing</p> <p>Spelling and Handwriting throughout</p>
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	Use ellipsis to link ideas between paragraphs Use repetition of a word or phrase to link ideas between paragraphs Spelling and Handwriting throughout					
RE *Multi-faith links	Harvest 3.6 How do people of faith say thank you to God for the harvest? How do people of faith say thank you to God for the harvest?	David and the Psalms 4.1 What values do you consider to be important? Christmas 5.2 How do our celebrations reflect the true meaning of Christmas?	The Exodus 6.3A Why is the Exodus such a significant event in Jewish and Christian history?	The Eucharist 6.3 Why do Christians celebrate the Eucharist? Easter 3.4 Is the cross a symbol of sadness or joy?	God 6.6 What is the nature and character of God? Are there any beliefs about God which are the same in across different faiths	The Lord's Prayer S2 What do the words of the Lord's prayer really mean?
Science	Teeth and Digestion (Y4) Children will be able to 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 and construct and interpret a variety of food chains, identifying producers, predators and prey. 'Chewing to Pooping' presentation (eg, 3D model, webpage) to show the digestive system Experiment: dissolving and teeth			Plants and Animals (Y3&4) Children will be able to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. They will explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room) and how they vary from plant to plant and investigate the way in which water is transported within plants. They will explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. They will recognise that living things can be grouped in a variety of ways and explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. They will recognise that		Rocks and Fossils (Y3) Children will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. They will describe in simple terms how fossils are formed when things that have lived are trapped within rock and recognise that soils are made from rocks and organic matter Experiment: contents of soils from different areas

				environments can change and that this sometimes poses dangers to living things Experiment: water transportation in plants		
Geography	Locational and Place Knowledge Locate the world's countries, using maps to focus on Europe, concentrating on environmental regions, key characteristics and cities			Geographical skills – fieldwork 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	Enquiry and Investigation and Using Sources Children can ask and answer questions and identify patterns, using a range of sources (including OS) to create fact-files about each of the four countries of the UK – incl. capital cities, topographical features and key characteristics and understand how land use has changed over time	Physical Geography – Volcanoes Children can understand and explain how volcanoes are formed, why they erupt and how this contributes to changing physical Geography
History	Chronology, Events, People and Changes Children can use dates and historical terms to order events in History. They can also communicate their knowledge of some aspects of the Roman Empire and its impact on Britain AND their local area with a focus on British resistance and the 'Romanisation' of British culture		Interpretation, Enquiry and Using Source Children can use relevant sources of information to ask questions about and research the past. They can communicate their findings in a variety of ways with a focus on how life changed over this period and the introduction of farming		The Viking and Anglo Saxon Struggle for the kingdom of England Children can demonstrate their knowledge of Edward the Confessor and Viking invasions	
Computing (PSHE Link)	Year 4 Online Safety To use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Email Unit 3.5 (Including online Safety) To use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Branching Databases Unit 3.6 To 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	Hardware Investigators Unit 4.8 To be responsible, competent, confident and creative users of information and communication technology.	Networks Unit 6.6 Understand computer networks including the Internet; how they can provide multiple services, such as worldwide web; and the opportunities they offer for communication and collaboration.	Coding Year 3&4 Year 4 To design, write and debug programs that accomplish specific goals. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

			given goals, including collecting, analysing, evaluating and presenting data and information			Coding Year 5&6 Year 6 To design, write and debug programs that accomplish specific goals. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Music						
PE						
PSHE Following Coram Scheme of Work	Me and My Relationships (Y5) Children will be able to explain what collaboration means; give examples of how they have worked collaboratively and describe the attributes needed to work collaboratively. They will accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. They will learn to demonstrate how to respond to a wide range of feelings in others; give examples of some key qualities of friendship; reflect on their own friendship qualities and identify what things make a relationship unhealthy. They will be able to identify who they could talk to if they	Valuing Difference (Y6) Children will be able to recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; suggest strategies for dealing with bullying, as a bystander and demonstrate ways of showing respect to others, using verbal and non-verbal communication. They will understand and explain the term prejudice; identify and describe the different groups that make up their school/wider community/other parts of the UK; describe the benefits of living in a diverse society and explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. They	Keeping Safe (Y3) Children will be able to identify situations which are safe or unsafe; identify people who can help if a situation is unsafe; suggest strategies for keeping safe. They will be able to define the words danger and risk and explain the difference between the two; demonstrate strategies for dealing with a risky situation. They will evaluate the validity of statements relating to online safety; recognise potential risks associated with browsing online; give examples of strategies for safe browsing online. They will understand that medicines are drugs and suggest ways that they can be helpful or harmful; identify some	Rights and Respect (Y4) Children will be able to understand that humans have rights and also responsibilities; identify some rights and also responsibilities that come with these. They will explain how different people in the school and local community help them stay healthy and safe; define what is meant by 'being responsible'. They will understand the reason we have rules; suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council) and recognise that everyone can make a difference within a democratic process. They will define the word <i>influence</i> ; recognise that reports in the media can influence the way they think about a topic.	Being my Best (Y5) Children will be able to explain the function of at least one internal organ. They will understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. They will state what is meant by community; explain what being part of a school community means to them and suggest ways of improving the school community. They will identify people who are responsible for helping them stay healthy and safe and identify ways that they can help these people. They will recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life	Growing and Changing (Y3) YEAR 3&4 Children will be able to identify different types of relationships and recognise who they have positive healthy relationships with. They will understand what is meant by the term body space (or personal space); identify when it is appropriate or inappropriate to allow someone into their body space; and rehearse strategies for when someone is inappropriately in their body space. They will recognise and describe appropriate behaviour online as well as offline, identify what constitutes personal information and when it is not appropriate or safe to share this, understand and explain how to get help in a situation where requests for images or

	<p>needed help. They will recognise basic emotional needs, understand that they change according to circumstance and identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</p>	<p>will define what is meant by the term stereotype; recognise how the media can sometimes reinforce gender stereotypes; recognise that people fall into a wide range of what is seen as normal and learn how to challenge stereotypical gender portrayals of people</p>	<p>key risks from and effects of cigarettes and alcohol; know that most people choose not to smoke cigarettes; (Social Norms message) and define the word 'drug' and understand that nicotine and alcohol are both drugs</p>	<p>They will explain the role of the bystander and how it can influence bullying or other anti-social behaviour and recognise that they can play a role in influencing outcomes of situations by their actions</p>		<p>information of themselves or others occurs. They will define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; recognise how different surprises and secrets might make them feel; know who they could ask for help if a secret made them feel uncomfortable or unsafe. They will know that babies come from the joining of an egg and sperm; explain what happens when an egg doesn't meet a sperm; and understand that for girls, periods are a normal part of puberty</p> <p>Growing and Changing (Y5) YEAR 5/6</p> <p>Children will be able to use a range of words and phrases to describe the intensity of different feelings and be able to distinguish between good and not so good feelings, using appropriate vocabulary to describe these. They will understand what kinds of touch are acceptable or unacceptable; describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation</p>
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Art and Design	<p>Mosaic – know about great craft makers, understand the historical and cultural development of their artforms and produce creative work, exploring their ideas</p> <p>Children to create a mosaic in the style of the Romans and understand what the original artists were portraying in their works and why these have helped our understanding of this culture</p>	<p>Painting - Developing a wider range of techniques and learning about the historical development and cultural impact</p> <p>Using colour and historical research, children can recreate cave paintings</p>	<p>Sculpture - Developing a wider range of techniques through the study of an artist and produce creative work</p> <p>To create a 3D model of a local plant or animal using clay. Children will study the works and techniques of one of the suggested artists and begin to use these learnt techniques showing control over a range of tools</p> <p>Nick Mackman Rebecca Buck</p>	<p>Sculpture- Developing a wider range of techniques and learning about the historical development and cultural impact</p> <p>Using the study of Viking and Anglo-Saxon jewellery, children can use the style of these craft makers to inform their own design and model an item of Viking jewellery</p>		
Design and Technology	<p>Design, Make and Evaluate</p> <p>Children can investigate the purpose, shape, materials and patterns used for Roman shields and use this information as a starting point for their own designs. Using this information, they can develop and improve their own design, create a work plan, select appropriate materials and tools to make and join a product</p>					
MFL	Phonics	Animals				

