

# Long Term Curriculum Map

## Class 2 – Cycle C

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units	Amazon Adventures		Good Vibrations	Take me to your Leader!	Ancient Greece	
Visits, Visitor and Hooks						
English	Stories from other cultures (Journey to the River Sea)  Balanced Arguments  Grammar <b>Grammar (Year 3):</b> 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 <b>Spelling and Handwriting throughout</b> <b>Grammar (Year 4):</b> Create complex sentences with adverb starters Use commas to mark clauses in complex sentences Create sentences with fronted adverbials for when		Novel as a Theme – Science Fiction Stories- Time Travelling with a Hamster  Poetry (choral and performance)  Grammar <b>Grammar (Year 3):</b> 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 <b>Spelling and Handwriting throughout</b> <b>Grammar (Year 4):</b> Consolidate complex sentences Identify, select and effectively use pronouns Use nouns for precision (eg, 'burglar' rather than 'man') Explore, identify, collect and use noun phrases		Stories from other Cultures  Information texts, including explanation, persuasion and poetry  Grammar <b>Grammar (Year 3):</b> 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 <b>Spelling and Handwriting throughout</b> <b>Grammar (Year 4):</b> 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 Use inverted commas and other punctuation to indicate direct speech Use apostrophes for singular and plural possession eg, 'The dog's bone' and 'The dogs' bones.'	

	<p>Create sentences with fronted adverbials for where  Use commas after fronted adverbials  <b>Spelling and Handwriting throughout Grammar (Year 5):</b>  Create complex sentences by using relative clauses with relative pronouns eg, 'Tina, who was standing at the bus stop, pondered the day ahead.'  Create complex sentences where the relative pronoun is omitted eg, 'Tina, standing at the bus stop, pondered the day ahead'  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'.  Demarcate complex sentences using commas in order to clarify meaning  <b>Spelling and Handwriting throughout Grammar (Year 6):</b>  Consolidate complex sentences  Identify the subject and object of a sentence Manipulate sentences to create particular effects  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  Use devices to build cohesion in narrative eg, adverbials such as: 'in the meantime', 'meanwhile' etc  Use ellipsis to link ideas between paragraphs  Use repetition of a word or phrase to link ideas between paragraphs  <b>Spelling and Handwriting throughout</b></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'  <b>Spelling and Handwriting throughout Grammar (Year 5):</b>  Use commas to avoid ambiguity eg, 'Let's eat Grandma' and 'Let's eat, Grandma.'  Identify and use commas to indicate parenthesis  Identify and use brackets to indicate parenthesis  Identify and dashes to indicate parenthesis  Use expanded noun phrases to convey complicated information precisely  Explore, collect and use modal verbs to indicate degrees of possibility  Explore, collect and use adverbs to indicate degrees of possibility  <b>Spelling and Handwriting throughout Grammar (Year 6):</b>  Identify and use semi – colons to mark the boundary between independent clauses  Identify and use colons to introduce a list  Identify and use semi-colons within lists  Punctuate bullet point consistently  Explore how hyphens can be used to avoid ambiguity eg, man-eating shark v's man eating shark  Explore, collect and use vocabulary typical of formal and informal speech and writing  Explore and investigate active and passive  Investigate and collect a range of synonyms and antonyms  <b>Spelling and Handwriting throughout</b></p>	<p><b>Spelling and Handwriting throughout Grammar (Year 5):</b>  Link ideas across paragraphs using adverbials for time, place and numbers eg 'later', 'nearby', 'secondly'  Use devices to build cohesion within a paragraph  Use suffixes 'ate', 'ise', 'ify' to convert nouns and adjectives into verbs  Investigate verb prefixes eg 'dis', 'de', 're', 'pre', 'mis', 'over'  <b>Spelling and Handwriting throughout Grammar (Year 6):</b>  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)  Explore, collect and use subjunctive forms for formal speech and writing  Explore collect and use question tags typical of informal speech and writing <b>Spelling and Handwriting throughout</b></p>
--	---	--	---

<p>RE *Multi-faith links</p>	<p><b>The Bible</b> 5.1 How and why do Christians read the Bible? Why are sacred texts so important to people of faith?</p>	<p><b>Christmas</b> 4.2 Why is Jesus described as 'The Light of the world'? Why is light an important symbol in world faiths?</p>	<p><b>Jesus</b> 4.3 Why do Christians believe that Jesus is the son of God? Why do Jewish people believe that the sabbath/Shabbat is so important?</p>	<p><b>Easter</b> 6.4 Who was Jesus? Who is Jesus? Who is Jesus in other faiths?</p>	<p><b>Old Testament Women</b> 5.5 Did she make the right choice?</p>	<p><b>Change the World</b> S7 How can I make a difference?</p>
<p>Science</p>	<p><b>Living things and their habitats and Life Cycles (Y5 &amp; 6)</b> To explain the differences in the life cycles of different living things, including humans, animals and flowers (including life processes) classify plants and animals giving reasons for their decisions based on specific characteristics <b>Experiment: Comparing life cycles of plants</b></p> <p><b>Sound (Y4)</b> Children will identify how sounds are made, associating some of them with something vibrating and they will recognise that vibrations from sounds travel through a medium to the ear. They will find patterns between the pitch of a sound and features of the object that produced it and find patterns between the volume of a sound and the strength of the vibrations that produced it. They will recognise that sounds get fainter as the distance from the sound source increases <b>Experiment: patterns between volume and strength of vibrations</b></p> <p><b>Earth and Space and Light (Y5 &amp; 6)</b> Children will be able to describe the movement of the Earth, and other planets, relative to the Sun in the solar system, the movement of the Moon relative to the Earth and describe the Sun, Earth and Moon as approximately spherical bodies. They will use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. They will know that light appears to travel in straight lines and use this knowledge to explain that objects are seen because they give out or reflect light into the eye. They will explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes and explain why shadows have the same shape as the objects that cast them <b>Experiment: Explaining earths rotation through studying changes to</b></p> <p><b>Material Properties and their Changes (Y5)</b> Children will 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. They will know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution and use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. They will give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic, demonstrate that dissolving, mixing and changes of state are reversible changes and 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 <b>Experiment: factors affecting dissolving/evaporation</b></p>					

				shadows throughout the day			
<b>Geography</b>	<p><b>Human and Physical Geography</b> Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America, including climate zones, biomes and vegetation belts and how 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 has changed over time</p>					<p><b>Geographical Skills and Fieldwork</b></p> <p>Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. They will 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</p>	
<b>History</b>	<p><b>Mayan civilisation (non-European society)</b> children can contrast with British History, can make and present a PowerPoint.</p>					<p><b>Chronological Understanding and Events, People and Changes</b></p> <p>Children can demonstrate their understanding of the achievements of this civilisation and their influence on the western world through choosing the most appropriate way of communicating their historical findings and use appropriate vocabulary throughout</p>	
<b>Computing (PSHE Link)</b>	<p><b>Year 5 Online Safety</b> To use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b>Logo Unit 4.5</b> To use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p>	<p><b>Animation Unit 4.6</b> 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 given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p><b>Databases Unit 5.4</b> 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 given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p><b>Graphing 3.8</b> 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 given goals, including</p>	<p><b>Spreadsheets Unit 6.9</b> 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 given goals, including collecting, analysing,</p>	<p><b>Coding Year 3&amp;4 Year 3</b> 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.</p> <p><b>Coding Year 5&amp;6 Year 5</b> 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.</p>

					collecting, analysing, evaluating and presenting data and information	evaluating and presenting data and information	
<b>Music</b>							
<b>PE</b>							
<b>PSHE</b> <b>Following</b> <b>Coram Scheme</b> <b>of Work</b>	<b>Valuing Difference (Y3)</b> Children will be able to give examples of respectful language and give examples of how to challenge another's viewpoint, respectfully. They will recognise that there are many different types of family; understand what is meant by 'adoption' 'fostering' and 'same-sex relationships and recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. They will explain that people living in the UK have different origins; be able to identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; identify some of the qualities that people from a diverse range of	<b>Me and My Relationships (Y4)</b> Children will be able to explain what we mean by a 'positive, healthy relationship'; describe some of the qualities that they admire in others. They will recognise that there are times when they might need to say 'no' to a friend; recognise that different people can have different feelings in the same situation, give examples of strategies to respond to being bullied, including what people can do and say; understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from	<b>Rights and Respect (Y5)</b> Children will be able to identify, write and discuss issues currently in the media concerning health and wellbeing. They will understand the difference between a fact and an opinion; understand what biased reporting is and the need to think critically about things we read. They will be able to give examples of voluntary groups, the kind of work they do and its value Define the differences between responsibility, rights and duties; discuss what can make them difficult to follow; identify the impact on individuals and the wider community if responsibilities are not carried out. They will state the costs involved in producing and selling an item and suggest questions a	<b>Keeping Safe (Y6)</b> Children will be able to accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; understand and describe the ease with which something posted online can spread and will explore the risks of sharing photos and films of themselves with other people directly or online. They will know how to keep their information private online. They will be able to define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour and will explain how drugs can be categorised into different groups depending on their medical and legal context; demonstrate an understanding that drugs can have both medical and non-medical uses; explain	<b>Being My best (Y4)</b> Children will be able to identify ways in which everyone is unique; appreciate their own uniqueness and recognise that there are times when they will make the same choices as their friends and times when they will choose differently. They will understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; plan a menu which gives a healthy balance of foods from across the food groups on the Eatwell Guide. They will suggest ways the Seven Rs recycling methods can be applied to different scenarios.	<b>Growing and Changing (Y4)</b> <b>YEAR 3/4</b> Children will be able to describe some of the changes that happen to people during their lives and suggest people who may be able to help them deal with change. They will be able to name some positive and negative feelings and understand how the onset of puberty can have emotional as well as physical impact. They will identify parts of the body that males and females have in common and those that are different and know the correct terminology for their genitalia; understand and explain why puberty happens; know the key facts of the menstrual cycle; understand that periods are a normal part of puberty for girls and identify some of the ways to cope	

	<p>backgrounds need in order to get on together. They will understand and explain some of the reasons why different people are bullied; explore why people have prejudiced views and understand what this is and understand that bullying is never accepted as just 'banter' or as a joke</p>		<p>consumer should ask before buying a product. They will be able to define the terms loan, credit, debt and interest and suggest advice for a range of situations involving personal finance</p>	<p>in simple terms some of the laws that control drugs in this country. They will understand the actual norms around drinking alcohol and the reasons for common misperceptions of these and describe some of the effects and risks of drinking alcohol</p>		<p>better with periods. They will define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. They will understand that marriage is a commitment to be entered into freely and not against someone's will; recognise that marriage includes same sex and opposite sex partners; know the legal age for marriage in England or Scotland and discuss the reasons why a person would want to be married, or live together, or have a civil ceremony</p> <p><b>Growing and Changing (Y6) YEAR 5/6</b></p> <p>Children will be able to understand that fame can be short-lived; recognise that photos can be changed to match society's view of perfect; identify qualities that people have, as well as their looks. They will understand the risks of sharing images online and how these are hard to control, once shared. They will also understand that people can feel</p>
--	---	--	---	---	--	---

						<p>pressured to behave in a certain way because of the influence of the peer group; understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. They will recognise some of the changes they have experienced and their emotional responses to those changes; suggest positive strategies for dealing with change; identify people who can support someone who is dealing with a challenging time of change. They will define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; suggest strategies that would help someone who felt challenged by the changes in puberty; understand what FGM is and that it is an illegal practice in this country; know where someone could get support if they were concerned about their own or another person's safety. They will identify the changes that happen</p>
--	--	--	--	--	--	---



						through puberty to allow sexual reproduction to occur; know a variety of ways in which the sperm can fertilise the egg to create a baby and know the legal age of consent and what it means.
<b>Art and Design</b>	<p><b>Drawing – know about great artists, produce creative work and develop a wider range of techniques</b></p> <p>Children study and critically analyse a range of Artists and after using their sketchbooks can produce a drawing of a rain forest creature adopting some of the techniques of another artist</p> <p><b>Henri Rousseau – surprised!</b>  <b>Maria Blanchard</b>  <b>Maria Chagalidi</b></p>			<p><b>Developing a wider range of techniques and evaluate and analyse their creative works, using appropriate vocabulary</b></p> <p>Using their knowledge of previously taught techniques, children can confidently use a range of materials to create a 'spacescape' or Alien experimenting with and developing their own style/technique. They can use appropriate language to evaluate their final piece including the effective/ineffective features and reflect on the ways their work has developed</p>	<p><b>Sculpture and Painting - produce creative work, develop a wider range of techniques and evaluate and analyse their creative works</b></p> <p>Children can create a 3D clay pot designed in Greek style developing their own style by adapting the style of an artist through use of creative thinking to adapt an initial idea (eg, change of colour palette) to create their own effect. Children can use their sketch book to explain how they are developing their ideas and critically evaluate their vase and their changes</p>	
<b>Design and Technology</b>	<p><b>Design, Make, Evaluate and Technical Knowledge (link to Geography)</b></p> <p>children can consider user purpose to design and create a 3D textile model of a rainforest explorers outfit using a prototype of their design, plan for and practise seam allowance, sewing of buttons and loops, pattern layout and joining materials using appropriate stitching. The design should be evaluated considering existing products, how well the design criteria has been met and using appropriate vocabulary explain how the finished product could be improved</p>	<p><b>Design, Make, Evaluate (Science link)</b></p> <p>Outcome: Children can produce an annotated design of a musical instrument, build a working prototype of their design, use this to identify strengths and weaknesses of their design and build a working model of one considering materials, joins and aesthetics</p>		<p><b>Cooking and Nutrition (link to History and Geography)</b></p> <p>Children can design a food product, selecting appropriate ingredients (using knowledge of where foods are grown) – including those chosen to support healthy eating - to fit with Greek diet. Children should be preparing a savoury dish using a range of cooking techniques</p>		
<b>MFL</b>						