

How the curriculum works

At Grange Farm we aim to deliver a curriculum to children that enables them to meet the end of key stage expectations set nationally and prepares them for the next steps in their educational journey. We also want our curriculum to prepare well-rounded individuals who will prosper in school and in their wider life.

We have constructed our curriculum using a range of sources but we strongly believe that it is important to tailor it to the needs of children so we do not just “pick things off the shelf and use them”. Instead, we adapt materials to ensure they are meeting the needs of the children we work with. Our curriculum is flexible and we are always looking for ways to further develop it and enhance the experience of our children.

Our Literacy curriculum is not based on any one particular source or scheme but draws on a range of quality materials that are rooted in the National Curriculum. For spelling we use the Babcock scheme.

Similarly, our Maths curriculum draws on a wide range of quality-assured sources as well as using materials from ABBC to support the structure of our teaching over the year.

For most other subjects, our curriculum is based on the work of Cornerstones whose thematic approach we adopt for the delivery of many objectives. Cornerstones units encompass many subjects within each unit (block of work) which enables us to make strong links between different parts of learning and indeed across to Maths and Literacy. Some subjects will be taught separately from the main theme when there is no clear link to make but what we teach within the year is still always governed by the expectations set out in this document.

In Year 5, the Cornerstones units we utilise are:

- Victorians
- Stargazers
- Allotment
- Princes, paupers and pestilence
- Alchemy island

Our RE teaching is based on the Discovery RE curriculum, in Modern Foreign Languages we base the learning on Rising Stars scheme and our Computing curriculum draws on a range of sources all with their foundations in the National Curriculum.

Art

- Printing
- Design
- Photography
- Great artists – Andy Warhol, Salvador Dali
- Collage
- Botanical drawing and painting
- Wire sculpture

Computing

- Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner

- Create a safety video to educate others on the importance of eSafety
- Create a quiz programme on a coding application
- Create a playable game on a coding application
- Understand and use a "green screen" application
- Create a comic strip using an online application

Design and Technology

- Sketch books
- Print making
- Historical recipes
- Selecting materials
- Design research
- Structures
- Evaluation
- Electrical circuits
- Designing a board game
- Cooking and nutrition
- Making planters
- Making structures for growing plants

Geography

- Using maps
- Locating physical features
- Changes in the local community
- Map reading
- Using coordinates
- Human and physical features
- Geographical skills and fieldwork
- Climate

History

- 14th Century England
- Significant individuals – Galileo Galilei, Isaac Newton
- 1960s space race
- Changes over the last century
- Life in Victorian times

Literacy (Reading)

- I can use everything I have learned so far about how affixes are added to root words to read and understand unfamiliar words I encounter
- I can read a widening range of different texts, including fiction, poetry, plays, non-fiction, and reference and textbooks, and discuss them with others afterwards
- I can read differently structured texts for different purposes
- I can compare events, themes and characters within and between books, finding and explaining similarities
- I can talk about books and texts, categorising them into traditional tales, myths, legends, modern fiction, our literary heritage and books from other cultures and traditions
- I can recognise a theme within a piece of writing and I can recognise and name some common conventions used in writing
- I know how to learn a poem by heart and I can choose a suitable poem that I will enjoy learning and reciting
- I can prepare and present a play script or a poem and use my voice, expression and gestures to gain and hold the attention of listeners

- I can monitor my reading for sense and go back to make sure of anything that confuses me, exploring what an unfamiliar word means in its context after looking it up
- I can pose questions for myself as I read and continue reading to find the answers to them
- I can identify what the main ideas in a longer text are, sum them up quickly in a few sentences and identify key details to support my summary
- I can pick up hints and clues the writer has given the reader to help me work out why characters do and say the things they do and I can explain how I worked this out
- I can predict what I think is going to happen next in a story based on what has happened so far and hints the writer has given me
- I can identify and discuss language a writer has used to have an impact on the reader, including figurative language (*simile, metaphor, personification*) and explain the impact on me as a reader
- I can identify how the language, structure and presentation of a text contribute to meaning (e.g. *specialist vocabulary, headings and sub-headings, diagrams, charts and maps in non-fiction texts*) and explain how these impact on me as a reader
- I can identify whether a writer is sharing a fact or offering an opinion
- I can read a non-fiction text and find answers to questions I posed before I read it and I can make notes to record the information I learned
- I can share my views on a book I have read, recommending it to other readers and giving reasons to support my choices
- I can discuss my reading with others, contributing positively, listening thoughtfully, offering and accepting challenges respectfully
- I can talk about my reading in a variety of ways, including formal presentations and debates, and I can keep my focus when I am speaking, using notes to help me
- I can support and justify my views through reasoned explanation

Literacy (Writing)

- A mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest, taking into account audience and purpose for writing
- Expanded phrases and clauses are used to add information or detail
- Using relative clauses correctly
- Appropriate use of direct and reported speech
- Beginning to indicate degrees of possibility using adverbs (e.g. *perhaps, surely*) or modal verbs (*might, should, will, must*)
- Tense changes are appropriate and consistently accurate
- All ends of sentences are demarcated appropriately
- Commas mostly used to separate clauses and phrases, and to clarify meaning and sometimes to avoid ambiguity (e.g. *"Let's eat Grandma", "Let's eat, Grandma."*)
- Inverted commas are used to demarcate direct speech, with new lines used for each new speaker accurately
- Colons used for a list
- Some use of commas, brackets or dashes to indicate parenthesis
- Writing for a range of purposes and audiences is made clear
- Reader often directly addressed
- In narrative writing, the plot is well-developed, paced and sequenced
- Using a growing range of cohesive devices within and across paragraphs (*Firstly, secondly, pronouns, conjunctions, use of fronted adverbials of time, place and number, headings, sub-headings*)

- Within paragraphs, ideas are developed and linked
- Characters are developed through description, dialogue or actions which may be used to move events forward
- Settings are used to not only create atmosphere but also to indicate a change of mood
- Drafting, re-drafting and the editing process is done independently to make improvements to writing
- Can usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing
- Adverbials and expanded noun phrases and growing use of preposition phrases to add detail, qualification and precision
- Effective use of technical and precise vocabulary for effect, e.g. to inform, persuade, explain etc
- Writer, narrator's or character's viewpoint is established and controlled throughout
- Taught spelling rules and guidance are being used accurately with some exception words also spelled correctly
- Handwriting is legible and fluent, including appropriate choice of letter shape and whether to join letters
- The children should use a joined, legible style of handwriting

Mathematics

- Read, write, order and compare numbers to at least 1 million and numbers with up to three decimal places, determine the value of each digit
- Interpret negative numbers in context, counting backwards and forwards
- Round any number up to a million to a power of 10 and decimals with two decimal places to the nearest whole or tenth
- Add and subtract whole numbers with more than four digits, including using formal written methods
- Identify prime numbers to 100 and recall those to 19, awareness of prime factors and non-prime numbers
- Short multiplication and division of four-digit by a one-digit and long multiplication of four-digit by two-digit number
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Compare, order, add and subtract fractions whose denominators are all multiples of the same number
- Understand that per cent relates to "number of parts per 100", and write percentages as a fraction with denominator 100, and as a decimal
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- Convert different units of metric measures
- Understand and use equivalence between metric and imperial units
- Calculate the perimeter of composite rectilinear shapes and the area of rectangles using standard units
- Measure angles in degrees including acute, obtuse and reflex angles
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- Solve number and practical problems involving these ideas

Modern Foreign Languages (French)

- Listen attentively to spoken language and show understanding by joining in and responding

- Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words
- Develop accurate pronunciation and intonation so that others understand
- Speak in sentences using familiar vocabulary, phrases and basic language structures
- Present ideas and information orally to a range of audiences
- Engage in conversations; ask and answer questions; seek clarification and help
- Develop accurate pronunciation and intonation
- Read carefully and show understanding of words, phrases and simple writing
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including the use of a dictionary
- Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms; key features and patterns of the language; how to apply for these, for instance, to build sentences; and how these differ from or are similar to English
- Appreciate stories, rhymes, songs and poems in the language
- Write phrases from memory and adapt these to create new sentences, to express ideas clearly

Music

- Composing and singing
- Space inspired music and lyrics
- Composing, recording and editing software
- Atmospheric music
- Graphic scores

Personal, Social and Health Education

- Meeting and talking with people
- Reflecting on a social, moral, spiritual or cultural issue
- Setting personal targets
- Feeling positive
- Living and growing (sex and relationships education)

Physical Education

- Gymnastics
- Dance
- Games
- Athletics

Religious Education

- Compare the different ways Sikhs put their religions into practice
- Understand how Hindus show their commitment to God and to evaluate if there is a best way
- Evaluate different accounts of the Christmas story and understand that stories can be true in different ways
- Understand the relevance of Sikh stories today
- Understand the Hindu belief that there is one God with many different aspects
- Understand whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy week
- Understand how Sikhs show their commitment to God to evaluate if there is a best way
- Understand the impact of certain beliefs on a Hindu's life
- Understand how Christians show their commitment to God and to evaluate if there is a best way

Science

- Living things and their habitats
- Plant reproductions and life cycles
- Earth and space
- Forces
- Animals (including humans)
- Properties and changes of materials
- Working scientifically

More information

We provide additional support to parents in a number of ways:

- The Calculation Routeway (which explains maths calculation strategies) is available on the school website
- The Grammar Routeway (defining when and how we teach grammar) is also available on the school website
- Curriculum information letters come out each term with a breakdown of what is being covered within those shorter blocks of time
- We run parental workshops for key areas (e.g. phonics, maths calculation, Sex and Relationships Education, eSafety) – materials from these workshops are then made available on the school website
- Communication with parents throughout the year through meetings and reports about the achievement of their child in school

We are also looking for more ways of providing useful information to parents to help them support their child's learning and welcome ideas to further improve this aspect of our work.