



**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 Spelling Shed pathway.

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 4, the Cornerstones units we utilise are:

- Burps, bottoms and bile
- Flow
- Pharaohs
- Traders and raiders
- Road trip USA

Our RE teaching is based on the Coventry and Warwickshire Agreed Syllabus for Religious Education and our Computing curriculum is based on Purple Mash. For Music, we use the Charanga scheme.

**Art**

- Observational drawing
- 3D models
- Clay sculpture
- Anthony Gormley – Another Place
- Batik art
- Printing
- Famous seascapes
- Design
- Crayon art
- Photography
- Drawing
- Sculpture

<ul style="list-style-type: none"> <li>• Mosaic</li> <li>• Jewellery making</li> <li>• Sketch books</li> <li>• Native American dream-catchers</li> <li>• Weaving</li> <li>• Journey sticks</li> </ul>
<b>Computing</b>
<ul style="list-style-type: none"> <li>• Online safety</li> <li>• Effective searching</li> <li>• Spreadsheets</li> <li>• Coding</li> <li>• Animation</li> <li>• Logo</li> <li>• Making Music</li> <li>• Hardware Investigators</li> <li>• Writing for different audiences</li> </ul>
<b>Design and Technology</b>
<ul style="list-style-type: none"> <li>• Healthy foods</li> <li>• Textiles</li> <li>• Working models</li> <li>• Submarine design</li> <li>• Product development</li> <li>• Shields and helmets</li> <li>• Roman food</li> <li>• Roman design</li> <li>• Jewellery making</li> <li>• Models of Anglo-Saxon homes</li> <li>• Clay rune stones</li> <li>• Preparing US dishes</li> <li>• Totem pole design</li> </ul>
<b>Geography</b>
<ul style="list-style-type: none"> <li>• Seas and oceans of the world</li> <li>• The Great Barrier Reef</li> <li>• Environmental issues</li> <li>• Comparing Britain and Italy</li> <li>• Using maps</li> <li>• Locational knowledge</li> <li>• Human and physical geography</li> <li>• Settlements</li> <li>• Europe</li> </ul>
<b>History</b>
<ul style="list-style-type: none"> <li>• 19<sup>th</sup> century ocean exploration</li> <li>• The Roman Empire and its impact on Britain</li> <li>• Anglo-Saxons and Vikings</li> <li>• Native Americans</li> </ul>
<b>Literacy (Reading)</b>
<ul style="list-style-type: none"> <li>• Use what they know about root words and affixes to read and understand new words they meet</li> <li>• Read tricky words and identify the tricky letter strings inside them</li> <li>• Listen attentively to or read a wide range of different texts and discuss them with others afterwards</li> <li>• Read differently structured texts for different purposes</li> <li>• Name some story types and give examples they have read, retelling a good example in their own words</li> </ul>

- Recognise a theme or 'message' within a piece of writing and recognise and name some common conventions in writing
- Prepare and present a play-script or a poem and use their voice and gestures to gain and hold the attention of listeners
- Recognise and name different sorts of poems
- Use a dictionary to check the meaning of an unfamiliar word they meet in their reading and use the knowledge to help them understand what they read
- Monitor their reading for sense and go back to make sure of anything that confuses them, explaining what an unfamiliar word means in the text after looking it up or asking for the meaning
- Pose questions for themselves as they read and continue reading to find the answers to them
- Identify what the main ideas in a longer text are and sum them up quickly in a few sentences
- Pick up hints and clues the writer has given to help work out why characters do and say the things they do and explain how they have worked this out
- Predict what they think is going to happen next in a story based on what has happened so far and hints the writer has given
- Pick out and discuss words and phrases from their reading that have caught their attention and made them think
- Identify language, structure and presentation features in a text that help them understand what the writer wants them to know or believe
- Read a non-fiction text and find answers to questions they posed before they read it and make notes for themselves so they remember the information they learned
- Discuss what they have heard or read, taking turns and listening to what others say

#### Literacy (Writing)

- Use simple and compound sentences accurately
- Use complex sentences to convey more than one idea or piece of information or to explain or give reasons
- Vary sentence openings
- Use conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in) to sequence sentences and to express time, place and cause
- Use present and past tense appropriately and consistently with use of progressive forms
- Use first and third person mostly accurately
- Use a/an correctly
- Punctuate the end of sentences mostly accurately
- Use capital letters accurately for known proper nouns
- Use apostrophes for contraction correctly
- Use apostrophes for possession with increasing accuracy, including plural possession
- Use inverted commas to punctuate direct speech, mostly accurately
- Use commas sometimes to mark clauses and phrases
- Use commas in lists, mostly accurately
- Ensure purpose and audience is clear and sustained throughout a text
- In narrative writing, organise sections to support meaning and include the main features of story structure (beginning, middle and clearly developed resolution) with relevant detail used to create a picture for the reader or to clarify information
- In non-narrative writing, group similar information into sections with some effective paragraphing, simple organisational devices (including headings and subheadings) and an ending relating to content
- Begin to use paragraphs to signal a change in setting

- Proof read own writing to check for errors in spelling, grammar and punctuation with developing precision
- Make improvements and changes following discussion or marking
- Carefully select adventurous word choices to add detail and to engage the reader
- Add detail by the expansion of noun phrases before and after the noun and with the use of adverbials
- Use technical language appropriate to the text type
- Apply Year 3 spelling rules and guidance (including further homophones)
- Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Use a joined style of handwriting

#### Mathematics

- Count in 4s, 8s, 50s, 100s and tenths from zero
- Read, write, compare and order numbers to at least 1000
- Know the place value of each digit in three-digit numbers
- Find 10 or 100 more or less than a given number
- Add and subtract ones, tens and hundreds to or form three-digit numbers mentally, two two-digit numbers where the answers could exceed 100
- Add and subtract three-digit numbers using formal written columnar methods
- Tables and division facts for x3, x4 and x8
- Add and subtract fractions with the same denominator
- Develop formal written multiplication and division methods for two-digit by one-digit numbers
- Begin to understand unit and non-unit fractions as numbers on a number line, and deduce relations between them, such as size and equivalence
- Measure the perimeter of simple shapes
- Tell the time to the nearest minute using analogue clocks
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- Draw 2D and make 3D shapes
- Recognise and describe 3D shapes in different orientations
- Recognise that angles are a property of shape or a description of turn, using right angles as a marker
- Horizontal and vertical lines and pairs of perpendicular and parallel lines
- Understand and use simple scales (e.g. 2, 5, 10 units per cm) in pictograms and bar charts
- Solve number problems 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
- Appreciate songs in French
- Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases
- Express opinions and respond to those of others
- Ask and answer questions

#### Music

- Composition
- Performing using metal objects for instruments
- Singing and performance
- Comparing music
- Rhythm
- Listening and appreciation

<b>Personal, Social and Health Education</b>
<ul style="list-style-type: none"> <li>• Topical issues</li> <li>• Resolving differences</li> <li>• Being safe</li> <li>• Presenting own opinions</li> <li>• Thinking about the lives of others</li> <li>• Living and growing (Sex and relationships education)</li> </ul>
<b>Physical Education</b>
<ul style="list-style-type: none"> <li>• Football</li> <li>• Fitness</li> <li>• Netball</li> <li>• Gymnastics</li> <li>• Dodgeball</li> <li>• Outdoor and Adventurous Activities</li> <li>• Swimming</li> <li>• Fundamental Skills</li> <li>• Tag Rugby</li> <li>• Athletics</li> <li>• Cricket</li> <li>• Golf</li> <li>• Rounders</li> </ul>
<b>Religious Education</b>
<ul style="list-style-type: none"> <li>• What does it mean to be Hindu in Britain today?</li> <li>• Why is Jesus so inspiring to people?</li> <li>• Why do some people think that life is a journey and what significant experiences mark this?</li> </ul>
<b>Science</b>
<ul style="list-style-type: none"> <li>• Rocks</li> <li>• Plants</li> <li>• Light</li> <li>• Working scientifically</li> <li>• Light and dark</li> <li>• Sources and reflectors</li> <li>• Shadows</li> <li>• Sun safety</li> <li>• Forces and Magnets</li> </ul>
<b>More information</b>
<p>We provide additional support to parents in a number of ways:</p> <ul style="list-style-type: none"> <li>• The Calculation Routeway (which explains maths calculation strategies) is available on the school website</li> <li>• The Grammar Routeway (defining when and how we teach grammar) is also available on the school website</li> <li>• Curriculum information letters come out each term with a breakdown of what is being covered within those shorter blocks of time</li> <li>• 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</li> <li>• Communication with parents throughout the year through meetings and reports about the achievement of their child in school</li> </ul> <p>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.</p>