



**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 6, the Cornerstones units we utilise are:

- A child’s war
- Blood heart
- Darwin’s delights

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**

- Modelling and sculpture
- Abstract art
- Creating sketchbooks
- Observational drawing
- Mayan art
- Carving

**Computing**

- Online Safety
- Blogging
- Spreadsheets (two units using different software)
- Networks
- Text adventures
- Coding
- Quizzing

<ul style="list-style-type: none"> <li>• Understanding binary</li> </ul>
<b>Design and Technology</b>
<ul style="list-style-type: none"> <li>• Following recipes</li> <li>• Building structures</li> <li>• Selecting tools and equipment</li> <li>• Healthy recipes</li> <li>• Product packaging</li> <li>• Working models</li> <li>• Evaluating and making instruments</li> </ul>
<b>Geography</b>
<ul style="list-style-type: none"> <li>• Human geography</li> <li>• Cities of the UK</li> <li>• Using maps</li> <li>• Geographical similarities and differences</li> <li>• Islands of the world</li> <li>• Human and physical geography of Mexico</li> </ul>
<b>History</b>
<ul style="list-style-type: none"> <li>• The Second World War</li> <li>• Significant individuals – Charles Darwin, Mary Anning</li> <li>• Ancient Mayan Civilisation</li> </ul>
<b>Literacy (Reading)</b>
<ul style="list-style-type: none"> <li>• I can use everything I have learned about how affixes are added to root words to read and understand unfamiliar words I encounter</li> <li>• I can read a wide range of different texts and discuss them with others afterwards</li> <li>• I can read differently structured texts for different purposes</li> <li>• I can compare events, themes and characters within and between books, finding and explaining similarities</li> <li>• 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</li> <li>• I can recognise a theme within a piece of writing and I can recognise and name some common conventions used in writing</li> <li>• I can learn some more poems of different types by heart</li> <li>• 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</li> <li>• 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</li> <li>• I can pose questions for myself as I read and continue reading to find the answers to them</li> <li>• 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</li> <li>• I can pick up hints and clues the writer has given me to help work out why characters do and say the things they do, and I can explain how I worked this out</li> <li>• 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</li> <li>• I can identify and discuss language a writer has used to have an impact on the reader, including figurative language (<i>simile, metaphor, personification</i>), and explain the impact on me as a reader</li> <li>• I can identify how the language, structure and presentation of a text contribute to meaning (e.g. <i>specialist vocabulary, headings and sub-headings, diagrams, charts and maps in non-fiction texts</i>), and explain how these impact on the reader</li> <li>• I can identify whether a writer is sharing a fact or offering an opinion</li> <li>• I can read a non-fiction text and find answers to questions I posed before I read it,</li> </ul>

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)

- I can spell words containing alternative digraphs, (e.g. *kn, ps, gn, mn, wr*)
- I can spell pairs of homophones and other easily confused words (e.g. *accept/except, dissent/descent/decent*) and I rarely get them muddled
- I can use what I know about how words are built from root words and affixes to spell and understand most words and I know that a few words are really tricky and just have to be learned
- I can spell words using prefixes and suffixes and I know the rules for adding these
- I can check the spelling of a word in a dictionary, using the first three or four letters
- I can write quickly and neatly, forming my letters in an approved way, joining as appropriate and deciding which letters are best unjoined when they are adjacent within a word
- I can decide which writing implement works best for a particular task
- I can plan my writing by thinking about who it is for, why it is being written and what form it should take and I can use a similar text as a model to help me write my own
- I can use narratives I have read, listened to or seen and consider how writers build characters and settings to help me plan my own story
- I can plan my writing by thinking about who it is for, why it is being written and what form it should take and I can use a similar text as a model to help me write my own
- I can link sentences inside my paragraphs and make links between paragraphs using conjunctions, adverbials, prepositions and repeated words and phrases
- I can use description to help a reader visualise a setting or understand a character and to evoke atmosphere, and I can use dialogue between characters to reveal character and move the story on
- I can plan and choose particular vocabulary and grammar to give my writing the exact meaning I want to convey
- I can take a longer passage, identify the key ideas and write a shorter précis of it
- I can plan and write a non-fiction text that is organised using features like headings and bullet points to help the reader understand
- I can work with a writing buddy to assess how effective my own and my buddy's writing is
- I can evaluate and edit my work to make my meaning clearer and more effective
- I can edit my writing to make sure I have controlled the verb tenses all the way through to give the effect I wanted
- I can proofread my own writing for spelling and punctuation errors and make corrections as necessary
- I can proofread my own writing for subject/verb agreement and to make sure it is equally formal or informal all the way through
- I can perform my writing aloud to a group or to the whole class, using intonation and volume to hold their attention and make my meaning clear
- I can use a thesaurus to enrich my vocabulary and add variety to my writing
- I can add detail to a noun, creating expanded noun phrases to add detail and express my meaning exactly

- I can expand my vocabulary and express my meaning exactly by converting nouns or adjectives into verbs using suffixes like *-ate*, *-ise* and *-ify*
- I can adapt verbs using prefixes like *dis-*, *mis-*, *de-*, *over-* and *re-* to expand my vocabulary and express my meaning exactly
- I can add extra information to my sentences using relative clauses beginning with *who*, *which*, *where*, *when*, *whose* or *that*, or with an omitted relative pronoun
- I can use modal verbs and adverbs to write precisely about degrees of possibility (e.g. *might*, *could*, *should*, *must*, *possibly*, *probably*, *certainly*)
- I can use the perfect tense to show when things happened in relation to each other (e.g. *She had been planning the party for weeks but when the day arrived she was too ill to go*)
- I can use the passive voice
- I can use adverbials of time, place and number to help my writing make sense to the reader
- I can use a semi-colon, colon and dash to demarcate clauses inside multi-clause sentences, a colon to introduce and list, and semi-colons to separate items on that list. I can punctuate bullet points and hyphens to avoid ambiguity in my sentences

### Mathematics

- Read, write, order and compare numbers up to 10 million and determine the value of each digit
- Short and long multiplication and division using numbers up to four digits; multiply one-digit numbers with up to two decimal places by whole numbers
- Mental calculations, including with mixed operations and large numbers
- Multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
- Add and subtract fractions with different denominators and mixed numbers
- Multiply simple pairs of proper fractions and divide proper fractions by whole numbers
- Recall and use equivalences between simple fractions, decimals and percentages
- Solve problems involving ratio and proportion
- Use algebra in terms of formula, sequences, variables and unknowns
- Recognise and use the formula for volume and area including parallelograms and triangles
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes
- Construct pie charts
- Calculate and interpret the mean as an average
- 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
- Speak in sentences using familiar vocabulary, phrases and basic language structures
- Engage in conversations; ask and answer questions; express opinions and respond to those others
- 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

- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Appreciate stories, songs, poems and rhymes in the language
- Describe people, places, things and actions orally and in writing

#### Music

- Listening, performing and composing
- Pulse
- Heart raps
- Mexican music
- Musical notation

#### Personal, Social and Health Education

- Empathising with people in different times
- Harmful substances
- Caring about others
- Taking responsibility
- Living and growing (sex and relationships education)

#### Physical Education

- Hockey
- Fitness
- Athletics
- Netball
- Dodgeball
- Dance
- Football
- Gymnastics
- Handball
- Cricket
- Tennis
- Athletics
- Golf
- Rounders

#### Religious Education

- What do religions say to us when life gets hard?
- Is it better to express your beliefs in arts and architecture or in charity and generosity?
- What matters most to Christians and Humanists?

#### Science

- Human circulatory system
- Measuring heart rate
- History of blood groups
- Lifestyle effects
- Working scientifically
- Evolution and inheritance
- Living things and their habitats
- Light and shadows

#### 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.