



Our school curriculum provide an outline of core knowledge “around which teachers can develop exciting and stimulating lessons to promote the development of pupils knowledge, understanding and skills as part of the wider school curriculum.” An all-inclusive ‘curriculum paradigm’ is representative of Greysbrooke’s ethos, as we believe that everything that happens in school reflects our culture and hence everything that happens in school (including unstructured times such as breaks) or through school (e.g. residential experiences) is part of the curriculum. In addition to the delivery of subject knowledge and acquisition of skills, our curriculum also promotes wider elements such as visits, assemblies, and performances. Spiritual, moral, social and cultural experiences are maximised with ‘awe and wonder’ opportunities celebrated.

## Greysbrooke Primary School Long Term Curriculum Plan

Class: 4	Autumn	Spring	Summer
Literacy	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader’s interest and imagination</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>• understand what they read, in books they can read independently, by:               <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction</li> </ul> </li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals (for example, girls’, boys’) and in words with irregular plurals [for example, children’s]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</li> </ul> <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul>		

	<p>draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices (for example, headings and sub-headings)</li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>• extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4</li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> </ul> </li> <li>• use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading</li> </ul> </li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• count in multiples of 6, 7, 9, 25 and 1000</li> <li>• find 1000 more or less than a given number</li> <li>• count backwards through zero to include negative numbers</li> <li>• recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>• order and compare numbers beyond 1000</li> <li>• identify, represent and estimate numbers using different representations</li> <li>• round any number to the nearest 10, 100 or 1000</li> <li>• solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>• read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</li> <li>• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>• estimate and use inverse operations to check answers to a calculation</li> <li>• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> <li>• recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>• use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> <li>• recognise and use factor pairs and commutativity in mental calculations</li> <li>• multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>• solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> <li>• recognise and show, using diagrams, families of common equivalent fractions</li> <li>• count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>• solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>• add and subtract fractions with the same denominator</li> <li>• recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>• recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math></li> <li>• find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>• round decimals with one decimal place to the nearest whole number</li> <li>• compare numbers with the same number of decimal places up to two decimal places</li> <li>• solve simple measure and money problems involving fractions and decimals to two decimal places</li> <li>• convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>• measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>• find the area of rectilinear shapes by counting squares</li> <li>• estimate, compare and calculate different measures, including money in pounds and pence</li> <li>• read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>• solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> <li>• compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>• identify acute and obtuse angles and compare and order angles up to two right angles by size</li> </ul>

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|  | <ul style="list-style-type: none"><li>• identify lines of symmetry in 2-D shapes presented in different orientations</li><li>• complete a simple symmetric figure with respect to a specific line of symmetry</li><li>• describe positions on a 2-D grid as coordinates in the first quadrant</li><li>• describe movements between positions as translations of a given unit to the left/right and up/down</li><li>• plot specified points and draw sides to complete a given polygon</li><li>• interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li><li>• solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li></ul> |
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**Year: 4** *Headings in italic are Cornerstones topics*

	Autumn		Spring		Summer	
	1	2	1	2	1	2
<b>Geography/History</b>	<i>I am Warrior</i> <i>History Focus</i>	<i>I am Warrior</i> <i>History Focus</i>  Romans	<i>Tremors</i> <i>Geography focus</i>	<i>Misty Mountains</i> <i>Geography</i> <i>Focus</i>	<i>Road trip</i> <i>Geography and</i> <i>History Focus</i>	<i>Blue Abyss</i> <i>Geography</i> <i>Focus</i>
<b>Art/DT</b>	<i>I am Warrior</i> <b>ART: Crafty</b> <b>Romans</b>	<i>I am Warrior</i> <b>DT: I'm a Roman</b> <b>(3D model</b> <b>making)</b>  Romans	<i>Tremors</i> <b>DT: Rock and</b> <b>Rumble</b> <b>Build models</b> <b>incorporating</b> <b>circuits with</b> <b>buzzers and</b> <b>bulbs.</b>	<i>Misty Mountains</i> <b>ART: Mountain</b> <b>High!</b> <b>(Clay sculpture)</b>	<i>Road trip</i> <b>ART: Dreamers</b> <b>(weaving and</b> <b>textiles)</b>	<i>Blue Abyss</i> <b>DT: Submerge</b> <b>(Model</b> <b>submarine</b> <b>making)</b>
<b>ICT</b>	<b>We are</b> <b>software</b> <b>developers -</b> Developing a simple educational game. Focus - Programming	<b>We are toy</b> <b>designers -</b> Prototyping an interactive toy. Focus - Computational thinking	<b>We are</b> <b>musicians -</b> Producing digital music. Focus - Creativity	<b>Keyboard</b> <b>Skills, Word</b> <b>Processing and</b> <b>E-Safety</b>	<b>We are co-</b> <b>authors -</b> Producing a wiki. Focus - Communication/ Collaboration	<b>We are</b> <b>meteorologists</b> - Presenting the weather. Focus - Productivity
<b>Music</b>	<b><i>GBS KS2</i></b> <b><i>Harvest</i></b> <b><i>celebration</i></b>  <b>Charanga:</b> <b>Mamma Mia</b> <b>ABBA</b>  <b>Cornerstones: I</b> <b>am Warrior</b>	<b><i>GBS KS2</i></b> <b><i>Christmas</i></b> <b><i>production</i></b>  <b>Charanga:</b> <b>Glockenspiel</b> <b>Stage 2</b>  <b>Cornerstones: I</b> <b>am Warrior</b>	<b>Charanga: Stop!</b> Grime, Classical, Bhangra, Tango, Latin fusion  <b>Cornerstones:</b> <b>Tremors</b> <b>Mu 1 2 4</b>	<b>Charanga: Lean</b> <b>on Me</b> Gospel  <b>Cornerstones:</b> <b>Misty</b> <b>Mountains</b> <b>Mu 2 5</b>	<b>Charanga:</b> <b>Blackbird</b>  <b>Cornerstones:</b> <b>Road Trip</b> <b>Mu 3 5 6</b>	<b>Charanga:</b> <b>Reflect,</b> <b>Rewind and</b> <b>Replay</b>  <b>Cornerstones:</b> <b>Blue Abyss</b> <b>Mu 3 5</b>
<b>RE</b>	<b>Environment</b> <b>and Values</b> Explore religious stories and teachings about the environment and identify their impact on behaviour.	<b>Landmarks in</b> <b>Life</b> Investigate the importance for believes of ceremonies in which special moments in the life cycle are marked.	<b>Commitment/Le</b> <b>nt</b> Talk to a variety of people about their beliefs and values and ask questions about the way commitment affects their lives.	<b>Hinduism</b> Research some key events in the development of a religious tradition and explain the impact on believers today.	<b>Thinking about</b> <b>God</b> Identify some of the ways in which religions name and describe attributes of God and make links with belief and practise.	<b>Features of</b> <b>Worship</b> Identify the main features and patterns of an act of worship and talk about the importance of worship for believers.
<b>PHSE/</b> <b>Citizenship</b> <b>(Under Review)</b>	Me & my relationships  What's the news?  Getting on/falling out	Say no to bullies  In the media	Bullying  Pressure/risks	So good to be me	Drugs (1)  Changes (2)	Children's rights/ Animal rights ( c)

<b>Science</b>	Animals including humans	Electricity	States of matter	Science Week and Investigations	Living things in habitats	Sound
<b>MFL</b>	Revision from Y3 Classroom commands Verb 'aimer' Est-ce que tu aimes? All about Me - name, age & où habites-tu? song Feelings & responding to Ça va?	Introducing my family Numbers -30 Dictionaries verbs in infinitive Cognates Home & prepositions Christmas vocabulary	In my pencil case School day in the life of a French child Face & Body What are you wearing? / verb 'porter'	PARIS shopping Mother's Day card - maman adjectives. Elle est .... Weather Easter Card Easter Traditions	French ART - Monet Time o'clock & half past Pets Leisure time	Café - Snacks - role play Je voudrais + noun J'aime .... Je déteste Prepositions in the home Transport to school
<b>PE</b>	<i>I am Warrior</i>	<i>I am Warrior</i>	<i>Tremors</i>	<i>Misty Mountains</i>	<i>Road trip</i>	<i>Blue Abyss</i>
Sport	<b>Invaders (Football/ Netball)</b> Basketball) Dribbling with hands and feet, maintaining control, running/turning/ passing ball, working as a team, improve accuracy when passing, supporting other players in the team	<b>Dynamic Dance</b> Line dancing using a range of movements, Charleston step, chasse, strut, phrasing, dynamics, space, rhythm, emotion, motif, unison, canon, variation	<b>Gym sequences</b> Balance, tuck, straddle, pike, symmetrical and asymmetrical balances, linking moves with fluency, posture, body tension, balance, counterbalance, canon and unison	<b>Striking and Fielding (Kwik Cricket/ Rounders)</b> underarm/overarm throwing, wickets, stumps, receiving, fielding, beat-the-ball rounders, tournament	<b>Nimble Nets (Badminton)</b> Racket control, hand-eye co-ordination, drop and hit shuttlecock, drop serve, forehand, backhand, rally, accuracy of strokes	<b>Young Olympians</b> Modify stride length, arm action, knee lift, appropriate pace, pull technique for throwing, short sprints, hurdles, standing broad jumps
Health	<b>Healthy Body: inside out!</b> Human skeleton, muscles, major organs, teeth, digestive system/health	<b>Healthy Minds: Going for goals</b> stress, challenges, mental health, self - confidence/belief, reflection, emotions	<b>Healthy Lifestyle: you are what you eat</b> healthy diet, vitamins and minerals, healthy hearts, benefits of exercise, sleep, responsible choices	<b>Healthy body: blood and guts</b> circulatory system, blood vessels, blood cells, respiratory system, exercise on body, stages of growth	<b>Healthy Mind: healthy body</b> Mistakes, being happy, strangers, e-safety, road safety, health around the world	<b>Germ busters!</b> Hygiene, microorganisms, feeling unwell, poisoning, living standards, body temperature

<p>Fitness</p>	<p><b>Boot Camp</b>  Body changes during exercise, heart rate changes, correct technique for activity, burpees, spotty dogs, plank</p>	<p><b>Mighty Movers (boxercise)</b>  correct technique for jab, build an aerobic exercise using skilled moves, cross jab, precision, boxing twist, toe touch, footwork patterns</p>	<p><b>Skip to the beat!</b>  Heart rate, rhythm, knee crunch, side steps, music co-ordination, step-type exercise</p>	<p><b>Gymfit circuits</b>  Ball-skill circuits, hockey based circuit, basketball circuits, football based circuits, understand circuits can be sport-specific</p>	<p><b>Cool core (Pilates)</b>  Mountain pose, rock, Siamese pose, giraffe, mountain top, pencil point pose,</p>	<p><b>Fitness Frenzy</b>  Circuits to include; spotty dogs, plank, squats, burpees. Completing a full boxercise workout, indoor athletics and adaptations, speed bounce, Pilates moves with accuracy</p>
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