



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: 5	Autumn	Spring	Summer
Literacy	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in, both to read aloud and to understand the meaning of new words that they meet <p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task <p>plan their writing by:</p>		

	<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 & 6 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading
Numeracy	<ul style="list-style-type: none"> read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 solve number problems and practical problems that involve all of the above read Roman numerals to 1000 (M) and recognise years written in Roman numerals. add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers multiply and divide numbers mentally drawing upon known facts divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 recognise and use square numbers and cube numbers, and the notation for squared (\square) and cubed (cube) solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$ and $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25
- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees ($^\circ$)

identify:

- angles at a point and one whole turn (total 360°)
- angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°)
- other multiples of 90°
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed
- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables

Year: 5 *Headings in italic are Cornerstones topics*

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Geography/History	South America Geography focus	<i>Traders and Raiders</i> History focus	<i>Frozen Kingdom Geography Focus</i>	<i>Peasants, princes and Pestilence History</i>	<i>Revolution History</i>	<i>Revolution History</i> Geographical links to Victorian UK
Art/DT	South America ART: Natural landscapes / rainforest (drawing, college)	<i>Traders and Raiders</i> DT: Anglo Saxon homes / Anglo-Saxon charms (3D model making)	<i>Frozen Kingdom</i> ART: Inuit prints (print-making)	<i>Peasants, princes and Pestilence</i> DT: Ancient books	<i>Revolution</i> DT: Victorian crafts (cooking, sewing, woodwork, model making)	<i>Revolution</i> ART: William Morris Prints (print-making)
ICT	We are game developers - Developing an interactive game. Focus - Programming	We are cryptographers - Cracking codes. Focus - Computational thinking	We are artists - Fusing geometry and art. Focus - Creativity	We are web developers - Creating a web page about cyber safety. Focus - Computer networks	We are bloggers - Sharing experiences and opinions Focus - Communication/ Collaboration	We are architects - Creating a virtual space. Focus - Productivity
Music	<i>GBS KS2 Harvest celebration</i> Charanga: Livin' on a prayer Rock Curriculum links: South America	<i>GBS KS2 Christmas production</i> Charanga: Classroom Jazz 1 Cornerstones: Traders and Raiders Mu 1 2 5 6	Charanga: Make you feel my love Cornerstones: Frozen Kingdom Mu 2 4	Charanga: Fresh Prince of Bel Air Hip Hop Cornerstones: Peasants, princes and pestilence Mu 1 5 6	Charanga: Dancing in the Street Cornerstones: Revolution Mu 1 3 5	Charanga: Reflect, Rewind and Replay Cornerstones: Revolution Mu 1 3 5 Curriculum links: Victorian UK
RE	Sacred Writings Identify a variety of forms of literature found in sacred books and investigate a range of religious teachings.	Peace Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers.	Water in Religious Festivals Investigate some features of key religious festivals and celebrations and identify similarities and differences.	Suffering and Hardship/Easter Investigate and talk about a range of religious responses to suffering hardship and death.	Special Words Find out about the origins of sacred writings and consider their importance for believers today.	Values and Beliefs Investigate the life of a person who has been inspired by their faith and make links between belief and action.
PSHE/ Citizenship (Under Review)	Choices (C) (S) New (S) Say no to (S) Getting	beginnings bullies on/falling out	Local democracy Going for Goals (S)	for young citizens (C) My healthy body	Substance use/misuse Relationships (S)	Loss, Separation & relationships

Science	Earth and Space	Forces	Properties and changes of materials	Science Week and Investigations	Living things and their habitats	Animals including humans and life cycles
MFL	Revision from Y4 Classroom commands France - cities Verb 'avoir' Describing myself	Describing my family Numbers -50 Eng-Fr Fr-Eng Dictionaries Dictionaries Ir/re/er verbs Christmas Traditions	My day - reflexive verbs School subjects Prepositions Describing clothes, colour agreement	Mother's Day card - poem Seasons & weather sentences Easter Card	French Art - Seurat Time Faire & jouer Animals - Farm Le fermier dans son pré - song	Café - Food & Drink - role play Directions Où est ...? J'ai visité, j'ai vu Travelling Je vais Conjugate the verb 'aller'
PE	South America	<i>Traders and Raiders</i>	<i>Frozen Kingdom</i>	<i>Peasants, princes and Pestilence</i>	<i>Revolution</i>	<i>Revolution</i>
Sport	Invaders (netball/ basketball) Passing and receiving skills, basic footwork, hand/eye co-ordination, chest pass, overhead pass, bounce pass, making space, defending skills, shooting, 5-a-side	Dynamic Dance (Bollywood) Patterns and actions of Bollywood dance, musical rhythm, performance skills, sequencing, performing and evaluating for others	Gym sequences Body shapes and balances, control and accuracy, symmetrical and asymmetrical body shapes, counterbalances, rolling, in canon and in unison, evaluating others performances	Striking and Fielding (Kwik Cricket/ Rounders) Develop batting and fielding skills, choosing fielding techniques, running between wickets, keeping score, running for maximum runs, playing in a mini tournament	Nimble Nets (tennis) Racket control, hand-eye co-ordination, drop and hit ball, drop serve, forehand, backhand, rally, accuracy of strokes	Young Olympians Running at speed, throwing with accuracy and power, relay running, jumping for distance, technique in competitive arenas
Health	Healthy Body: inside out! Joints in the body, muscles to support, protect and move, major organs and functions, human teeth, digestive health	Healthy Minds: Going for goals Dealing with stress, dealing with challenges and accessing help, importance of mental health, self-confidence and belief, personal goals	Healthy Lifestyle: you are what you eat Healthy diet, food which promotes health, vitamins and minerals which are essential, healthy hearts, responsible choices and time priorities	Healthy body: blood and guts Circulatory system, blood vessel function, , respiration and what parts of the body are involved, how exercise effects the body	Healthy Mind: healthy body Learning from mistakes, improving our happiness, potential dangers when on streets, online dangers, road safety, society issues affecting our health and wellbeing	Germ busters! Personal hygiene, keeping our bodies clean, microorganisms, dangers of different substances, signs of ill health, living standards, sun safety

Fitness	Boot Camp Preparing the body for exercise, circuit based activities, heart rate, agility and co-ordination, complex patterns of movement	Mighty Movers (Boxercise) Perform routines demonstrating good technique, dynamic stretching, linking kicks and jabs, applying compositional ideas to a sequence	Skip to the beat! Warming up, co-ordination, balance, increasing general fitness levels, improving muscle tone, new strength based moves, sequences in time to music	Gymfit circuits Fitness for health and wellbeing, fitness circuits that improves strength and stamina, reasons for improvements and lack of improvements, obstacle style circuits	Cool core (Pilates) Identify exercises which will improve core strength and stability, develop co-ordination and balance, triangle pose, cool core, learn new Pilates moves	Fitness Frenzy Music based circuits including aerobic boxercise moves
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