



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: 6			
	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 		

	<ul style="list-style-type: none"> 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 • précising 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: <ul style="list-style-type: none"> • 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 up to 10 000 000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above. • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • perform mental calculations, including with mixed operations and large numbers • identify common factors, common multiples and prime numbers • use their knowledge of the order of operations to carry out calculations involving the four operations • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. • use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions > 1 • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form • divide proper fractions by whole numbers • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction • identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places • multiply one-digit numbers with up to two decimal places by whole numbers • use written division methods in cases where the answer has up to two decimal places • solve problems which require answers to be rounded to specified degrees of accuracy • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of

percentages for comparison

- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

use simple formulae

- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables.
- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].
- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- 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.
- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.

Year: 6 *Headings in italic are Cornerstones topics*

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Geography/History	<i>Off with her head</i> <i>History Focus</i>	Staffordshire Hoard History Focus	<i>A child's war</i> <i>History Focus</i>	The Mayan's History Focus	<i>Allotments</i> <i>Geography Focus</i>	Russia Geography Focus
Art/DT	<i>Off with her head</i> ART: Tudor portraits (Mixed media)	Staffordshire Hoard DT: Make a special box (design and construction)	<i>A child's war</i> DT: Making Anderson shelters / war time toy (design and construction)	The Mayan's ART: Mayan masks (3D relief work)	<i>Allotments</i> DT: Allotment food (cooking simple dishes)	Russia ART: Faberge eggs (drawing and 3D modelling)
ICT	We are app planners - Planning the creation of a mobile app. Focus - Computer networks	We are project managers - Developing project management skills. Focus - Computational thinking	We are market researchers - Researching the app market. Focus - Productivity	We are interface designers - Designing an interface for an app. Focus - Communication/ Collaboration	We are app developers - Developing a simple mobile phone app. Focus - Programming	We are marketers - Creating video and web copy for a mobile phone app. Focus - Creativity
Music	<i>GBS KS2 Harvest celebration</i> Charanga: I'll be there Cornerstones: <i>Off with her head</i> Mu 1 2 3 5 6	<i>GBS KS2 Christmas production</i> Charanga: <i>Classroom Jazz 2</i> Jazz, Latin, Blues Curriculum links: Staffordshire Hoard	<i>Charanga: A New Year Carol</i> Cornerstones: <i>A Child's War</i> Mu 1 2 3 5 6	<i>Charanga: Happy</i> Curriculum links: <i>The Mayans</i>	<i>Charanga: You've got a friend</i> Cornerstones: <i>Allotment</i>	<i>GBS Year 6 Leavers' Assembly</i> Charanga: <i>Reflect, Rewind and Replay</i> Curriculum links: <i>Russia</i>
RE	What does Commitment mean to you? Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment.	Words of Wisdom Reflect imaginatively on the meaning of stories drawn from religious sources and explore the significance of key words, phrases or expressions.	Taking Part Find out about the activities of a local religious community and make links with key religious teachings.	Belief and Action Make links between beliefs and action and show how this might have local/national/international impact.	The Ascension and Early Church Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings.	Guidance Stories about God's relationship with people and suggest how for some people this helps them to make sense of life.
PHSE/ Citizenship (Under Review)	Lifestyles & cultures Getting on & falling out	Roles & responsibilities Say no to bullies	Drug awareness Cycle helmet/safety)	Good to be me Rail safety	Democracy Growing up Relationships	Special occasions Moving on

Science	Animals including humans	Light	Evolution and inheritance	Science Week and Investigations	Living things and their habitats	Electricity
MFL	Revision from Y5 Classroom commands Conjugation of verbs 'avoir' & 'être' Revision of Verbs to like / dislike & preferences Greetings & feelings	Introducing myself Penfriend letters Numbers -100 Introduce plus et mois Eng-Fr Fr-Eng Dictionaries Ir/re/er verbs Christmas Traditions	Conjugate verb 'porter' Possessive adjectives Mon/ma/mes Ton/ta/tes Clothes & weather sentences	Mother's Day card - describing Maman with adj agreement Easter Card French Hungry Caterpillar bk days of week	French Art - Rousseau Time Conjugation of 'faire' Animals - Zoo & QCM Song - Il court Le furêt	Restaurant - role play Giving directions Où est-il? Song & QCM French speaking countries & Nationalities Assessment
PE	<i>Off with her head</i>	Staffordshire Hoard	<i>A child's war</i>	The Mayan's	<i>Allotments</i>	Russia
Sport	Invaders (Tag Rugby/ Dodgeball) Ball handling skills, spatial awareness, try scoring, footwork and dodging skills, catching/ tagging skills	Dynamic Dance Patterns and actions in street style dance, dance patterns and moving to the beat, canon, unison, mirror, match, choreograph, pose, routine, performing to an audience	Gym sequences Developing skills in flexibility, strength, balance, power, mental focus, symmetrical, asymmetrical, counterbalance, tension, rotation, dynamic movement	Striking and Fielding (Kwik Cricket/ Rounders) quick reactions, long barrier technique, batting technique, wicket keeper/ backstop, play mini tournaments	Nimble Nets (Table tennis) Racket control, hand-eye co-ordination, drop and hit ball, drop serve, forehand, backhand, rally, accuracy of strokes	Young Olympians Run efficiently for speed, pull technique for throwing, throwing position, competitive situations, standing broad jump, javelin throw
Health	Healthy Body: inside out! Organs as muscles, anatomy of teeth, nutrients in digestion, keeping digestion health	Healthy Minds: Going for goals Exam stress, asking for help and being assertive, anxiety/mood/personality disorders, self-confidence, personal goals, emotional intelligence	Healthy Lifestyle: you are what you eat Healthy diet, how cooking affects nutrients, how we eat affects our heart, benefits of exercise, health implications of sleep, prioritising our time	Healthy body: blood and guts How heart pumps, blood vessel function, cells, breathing and ventilation, respiratory system when exercising, puberty	Healthy Mind: healthy body Learning from mistakes, improving happiness, keeping safe, online dangers, road crossings, sustainable development	Germ busters! Personal hygiene including clothes and bedding, illness, health emergencies, household substances and hazards, homes around the world, dangers of sunlight

Fitness	Boot Camp Circuit based activities	Mighty Movers (Boxercise) aerobic warm up, jab, cross jab, jog and roll, boxing twist, duck and dodge, sidekick, front kick, back kick, jumping jacks, turn, punch, combination moves	Skip to the beat! Understand the value of aerobic exercise, jumpstart Johnny, knee crunch, cross step, v step, heel flick, squat, grapevine, switch arm , push up, perform aerobic activity to music	Gymfit circuits Planning a personal programme	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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