

Wider Curriculum



Statement of Intent

At Great Wood Community Primary School, we are committed to providing a varied and rich curriculum that will:

- Engage and enthuse pupils;
- Broaden their horizons by raising their aspirations;
- Recognise all pupils as unique individuals and celebrate diversity across the world;
- Foster a love of learning and create enquiring minds which are keen to question;
- Prepare pupils for future stages of learning and life;
- Provide first hand learning skills to help them explore their talents;
- Allow children to build resilience and grit, therefore becoming lifelong independent learners.

Our community recognises that all children are unique individuals that are diverse and have a range of differences that are to be celebrated. The curriculum is designed to recognise prior learning and to build on previous learning as well as teaching and developing the key skills of independent learners including resilience, grit, determination and cognitive thinking skills. We provide enrichment opportunities to engage learners which include: outside visitors, educational visits and opportunities in the timetable for the 'Wow Factor'. Also, through celebrating learning and promoting life-long learning we aim to promote aspirations and ensure that the children recognise their place in their school, local and wider communities, leading to their role as knowledgeable global citizens.

We believe that by embedding these attributes; the pupils will be happy, well-nurtured children that are open minded to enquiring about their future lives, where there are no limits to their achievement and there is a thirst for new experiences and knowledge that leads to global opportunities.

Implementation:

Our curriculum will be implemented using the following principles:

- Recognising and building on children's prior learning;
- Differentiation to ensure all pupils have access to the curriculum and appropriate challenge;
- Delivery of a sequence of lessons that build on skills and learning;

- Discrete teaching of subjects (this may be around a theme);
- Use of Assessment for Learning;
- Promotion of children's involvement in their own learning where the children are aware of the purpose of what they are learning and why they are learning it;
- Quality questioning, both teacher and pupil led;
- Opportunities for research and the promotion of enquiry skills;
- Recognising the importance of progress both within lessons and across a sequence of lessons;
- Use of a range of techniques to match all learning styles and allow all children to access lessons;
- Use of high-quality materials and resources;
- Engaging learning experiences which enthuse the children; the 'Wow Factor' in which pupils develop their memory making moments.

Impact

The impact of our curriculum will be continually reviewed and evaluated through:

- Learning walks;
- Book and planning scrutinies;
- Pupil voice;
- Staff feedback and discussion;
- Assessment information.
- Parental questionnaire

When assessing our curriculum, we will be evaluating:

- Have the children acquired the skills and the knowledge laid out in the curriculum and taught them?
- Is our implementation of the curriculum effective, diverse and does it reflect the agreed principles?
- Are the children acquiring and progressing in the skills that will enable them to be independent learners?
- Is our curriculum engaging and does it enthuse the pupils to raise their aspirations?
- Have we provided the children with memorable learning experiences?
- Are our pupils ready for the next stage in their education (i.e., year group or key stage)?

Science



Year Group	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR/1	Who Am I? Animals, including humans.	Celebrations: Animals, including humans.	Polar Places: Animals, including humans; Everyday Materials	Plants and Animals Where we Live: Habitats	On Safari: Plants; Animals, including humans; Everyday materials	Holiday: Animals, including humans; Everyday Materials
Y1/2	Healthy Me: Animals, including humans	Materials Monster: Common materials	Squash, Bend, Twist and Stretch: Changing materials	Little MasterChef's: Animals, including humans & Cooking	Young Gardeners: Plants: Naming flower parts/pollination & Habitats	Our Local Environment: Living things, characteristics, habitats and food chains
Y3/4	The Material World: Materials	Out of this World: Earth and Space – explore the Solar System	Cycle of Life: Life cycles – plants and animals	Let's Get Moving: Forces & friction	Growing up and growing old: Changes to humans	Amazing changes: Changes in states of matter
Y4/5	Animals, including humans: Life cycles	Properties of materials: Properties of liquids, solid and gases	Earth and Space: Explore the Solar System	Living Things: Botany and seed dispersal	Properties of materials: Reversible changes	Forces: Friction, gravity and magnets
Y6	Living Things: Classifying, bacteria, fossil records and adaptation	Animals, including humans: Healthy diet, circulatory system, diet	Evolution and Inheritance: Characteristics, adaptation, behavioural science	Electricity: Circuits, batteries, generating electricity	Light: reflection, shadow, mirrors	Animals, including humans: digestion, nutrition, balanced diet.

Geography



Year Group	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR/1		Geography: Our Local Area What's it like where we live?		Geography: People and Their Communities Where in the world do these people live?		Geography: Animals and Their Habitats Where do our favourite animals live?
Y1/2		Geography: Seasons Weather and Seasons – What are seasons?		Geography: Food Where does our food come from?		Geography: Our Wonderful World What are the wonders of the world?
Y3/4	Geography: Changes in our local environment How is the UK changing?		Geography: The Alpine region Where should we go on holiday?		Geography: Journeys – Trade Where does all of our stuff come from?	
Y4/5	Geography: Changes in our local environment How is the UK changing?		Geography: The Alpine region Where should we go on holiday?		Geography: Journeys – Trade Where does all of our stuff come from?	
Y6	Geography: South America – The Amazon What is life like in the Amazon?		Geography: Global Warming and Climate Change Are we damaging our world?		Geography: Our World in the Future How will our world look in the future?	

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History



Year Group	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR/1	My Family History- What was life like when our grandparents were children?		The Greatest Explorers- Who were the greatest explorers?		Great Inventions- Transport – How did the first flight change the world/Why were the Rainhill Trials important?	
Y1/2	Bonfire Night and the Great Fire of London- Should we still celebrate Bonfire Night/Did the Great Fire make London a better or worse place?		Communication – Then and Now. How did people communicate in the past?		Our Local Heroes- Who are our local heroes?	
Y3/4		The Anglo Saxons- Was the Anglo-Saxon period really a Dark Age?		The Vikings- Would the Vikings do anything for money?		Journeys- What makes people go on a journey?
Y4/5		The Anglo Saxons- Was the Anglo-Saxon period really a Dark Age?		The Vikings- Would the Vikings do anything for money?		Journeys- What makes people go on a journey?
Y6		History: The Impact of War Did WWI or WWII have the biggest impact on our locality?		History: The Maya Civilisation Why should we remember the Maya?		History: The Ancient Greeks What did the Greeks do for us?

Computing



Year Group	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR/1	E Safety and Digital Literacy	Digital Art	Coding Unit 1A – On the move	Microsoft Word - Basics	Handling Data	Coding Unit 1B – Simple inputs
Y1/2	E Safety Digital Literacy Digital Art	Microsoft Word – Basics and Project	Coding Unit 2A – Different sorts of input	Microsoft Excel (Simple graphing program)	Handling Data Analysing Data	Coding Unit 2B – Buttons and instructions
Y3/4	Word processing: Using different tools in a word document to organise and present own work	Coding: Discovery Education Coding Y3 and Y4 units A	Emails: How to write and respond E-safety	Presentation skills: Creating a power point	Coding: Discovery Education Coding Y3 and Y4 units B	Internet Research: Search engines and web sites
Y4/5	Word processing: Using different tools in a word document to organise and present own work	Coding: Discovery Education Coding Y4 & 5 Units A	Emails: How to write and respond E-safety	Presentation skills: Creating a power point	Coding: Discovery Education Coding Y4 & 5 Unit B	Internet Research: Search engines and web sites
Y6	E-Safety: Effective Research	Microsoft Excel (Statistics)	Coding 6A (Complex Variables)	Coding 6B Complex Variables)	Digital Design (HTML Code)	Multimedia Presentation

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P.E



Year Group	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR/1	Games	Games	Games Gymnastics	Alternative	Games	Athletics Games
Y1/2	Games	Games	Games Gymnastics	Alternative	Yr 1 - Games Yr 2 - Swimming & Games	Yr 1 – Athletics & Games Yr 2 – Swimming & Games
Y3/4	Striking and Fielding Gymnastics	Invasion Games Gymnastics	Invasion Games Swimming	Invasion Games Swimming	Net/Wall	Athletics
Y4/5	Invasion Games Swimming	Invasion Games Swimming	Invasion Games Gymnastics	Striking and Fielding Gymnastics	Net/Wall	Athletics
Y6	Invasion Games	Invasion Games	Gymnastics/ Yoga	Dance	Striking and Fielding	Athletics



Religious Education

Year Group	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR/1	What are festivals and why do we have them? (Additional Yr 1 Unit)	Incarnation – <i>What makes every single person unique and precious (F2: Digging deeper section)</i>	What do Muslims learn from stories of Muhammad? (Additional Yr 1 Unit)	Salvation – How can we help others when we need it? (F3 – Digging Deeper)	Do we need shared special places? (Additional Yr 1 unit)	Creation/God: How can we care for our wonderful world?
Y1/2	God: What do Christians believe God is like?	What are festivals and why do we have them? (Additional Yr 1 Unit)	What do Jews believe?	Salvation – Why does Easter matter to Christians? (Digging Deeper section)	Gospel: What is the Good News that Jesus brings?	How can I make a difference in the world? (Additional unit Yr 1)
Y3/4	People of God: What is it like to follow God?	Incarnation: What is the Trinity? (Digging deeper)	Judaism: What can we learn from a synagogue?	Salvation: <i>Why do Christians call the day Jesus died 'Good Friday'?</i>	<i>Is a holy journey necessary for people of faith?</i>	Creation/God– <i>What do Christians learn from the creation story?</i>
Y4/5	God: What does it mean if God is Holy and Loving?	Incarnation: What is the Trinity? (Digging deeper)	What are the Five Pillars of Islam?	How and why do Christians remember Jesus' last supper?	Gospel: What would Jesus do?	Creation: What do Christians learn from the creation story?
Y6	People of God: How can following God bring freedom and justice?	Incarnation: Was Jesus the Messiah? (Digging deeper)	Creation: Creation and Science – conflicting or complimentary?	Salvation: What difference does the resurrection make for Christians?	What does it mean to be a person of faith today?	What does it mean to live as a Jew today?

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Art



Design and Technology

Year Group	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR/1	Art My Family History Key Concepts: Collage, Photography, Painting, Drawing 3D work Remembrance Day collage, Self-portraits, family tree art, Modelling, Artist - H. Moore	DT Food and Nutrition - Healthy Sandwiches	Art The Greatest Explorers Key Concepts: Collage, Painting, Drawing, 3D work Seascape galleon art – C. Columbus. Snowscape, Antarctic – Scott. papier mache boat – sculpt and paint. Porthole views. John Constable - landscape artist Edward Hopper.	DT Structures: Playground Equipment	Art Great Inventions – Transport Key Concepts: Painting and Drawing, Printing Steam trains Artist JMW Turner Different transport focuses each week Focus - WHEELS Artist: Kandinsky: circles Aircrafts, balloons, Livery Design	DT Textiles – Fabric Faces
Y1/2	Art Seasons, weather, bonfire night, Fire of London. Key concepts: Collage, Painting, Drawing, Textiles , colour, patterns in history/cultures Autumn nature art – A. Goldsworthy. Turner fire paintings of London.	DT Structures: Moving Vehicles – Fire Engines	Art Communication Key Concepts: Collage, Painting, Drawing, Textiles Portraits using: line drawings, paint, collage, embroidery and applique.	DT Food and Nutrition - Dips and Dippers	Art Our Heroes Key Concepts: Textiles, Painting, 3D work, Printing Paint onto a plate – J. Wedgwood, C. Cliffe, 15 th Earl Shrewsbury, Playdoh and clay. coat of arms.	DT Textiles – Bag Designers
Y3/4	D&T: Cams and Mechanisms	British Art: Explore British Artists	D&T: Plant protectors	Graffiti Art: Exploring and creating	D&T: Seasonal food	Fruit & Vegetables: Sketching, pencil drawings, fine details, clay, texture, model, papier mache
Y4/5	Graffiti Art: Exploring a variety of styles of street art, experimenting with colours and designs	D&T: Cams and Mechanisms	Plants and Flowers: pencil drawings, painting, printing, sculpting	D&T: Plant protectors	Wildlife: Sketching, pencil drawings, fine details, clay, texture, model, papier mache	D&T: Seasonal food

Y6	Pop Art: self-portraits, Five Patterns in Nature. Spiral, Meander, Packing, Branching, and Explosion.	Christmas Crafts: making and designing Christmas gifts, advent calendar.	3D Work - looking at perspective, architecture, landscapes	Easter Crafts: using religious/Easter themes to create and make a range of products	Printing, Drawing and Painting Form, Texture, Pattern	Textiles Felt Phone Case
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Music



Year Group	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR/1	Beat and Tempo	Duration	Pitch	Texture	Dynamics	Structure
Y1/2	Beat and Tempo	Duration	Carnival of the Animals: Pitch	Texture	Dynamics	Structure
Y3/4	Instrument Tuition – Violin			Exploring rhythmic patterns	Exploring arrangements	Exploring pitch and pentatonic scales
Y4/5	Exploring rhythmic patterns	Exploring arrangements	Exploring pitch and pentatonic scales	Instrument Tuition – Violin		
Y6	Rhythmical patterns/ostinato exploring the musical range	Duration, metre, motifs	Cyclic patterns/music from other cultures	Rounds	Timbre: Sound sources and sound colours	Song structure, lyrics and melody

Foreign Languages



Children are learning how to speak Spanish with our specialist language teacher.

Year Group	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR/1	Nursery Rhymes	Los Saludos (Greetings) + Christmas	Colours and numbers	Musical Instruments	Fruits	Ice Creams
Y1/2	Core Vocabulary Recap	Fonetica (Phonics)	The Seasons	Fruits	Vegetables	Shapes
Y3/4	Core Vocabulary Recap	¿Qué Fecha es hoy? (What is the date?)	Mi Clase	The Weather	At the Café	Do you have a pet?
Y4/5	Me Presento	Grammar Focus	En mi Colegio	Habitats	Healthy Lifestyle	The Romans
Y6	Yo en el mundo (Me in the world)	Grammar Focus	Los Planetas	The Second World War	The Olympics	At the Weekend