



Wider Curriculum 2025-2027



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:

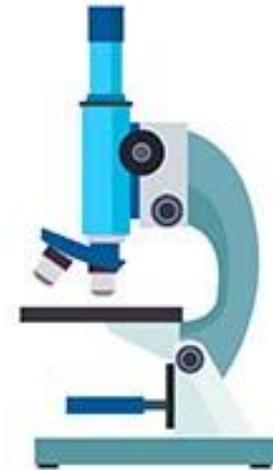
- Learning walks;
- Book and planning scrutinies;
- Pupil voice;
- Staff feedback and discussion;
- Assessment information.
- Parental questionnaire

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)?

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Science



Year Group	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR/1 2025-26	Who Am I? Animals, including humans. (Twinkl)	Life Cycles (Twinkl)	Plants (Grammarsaurus)	Everyday Materials (Grammarsaurus)	Seasonal Changes (Grammarsaurus)	Scientists and Inventors (Twinkl)
YR/1 2026-27	Animals including humans (Grammarsaurus)	Growing Babies on the farm (Oak Academy)	Seasonal Changes: Autumn and Winter (Twinkl)	Plants and Animals: Where I live (Boost)	Nature Protectors (Twinkl)	
Y2/3 2025-26	How do the systems inside our body work to make a healthy human?	Forces and Magnets – How do magnets work?	Living Things and their habitats – How do we know if something is alive?	Light – What is light?	Plants – How do seeds and bulbs grow into healthy plants?	Scientific enquiry focus
Y2/3 2026-27	Why do we need to keep healthy?	Materials – How are materials chosen in design?	Rocks and Soils – How do we classify rocks?	Seasonal Change – What changes occur throughout the seasons?	Plants – How does each part of the plant fulfil its function?	Scientific enquiry focus
Y4/5 2025-26	Y5 Materials solids, liquids, gases, properties	Y5 Materials Reversible and irreversible changes	Y5 Forces (Grammarsaurus) gravity, friction, air and water resistance	Y5 Earth and Space (Grammarsaurus) Living	Y5 Living things and their habitats (Grammarsaurus) Reproduction plants and animals	Y5 Animals including humans (Grammarsaurus) Human life cycle

<p>Y4/5 2026-27</p>	<p>Y4 Sound (Grammarsaurus)</p>	<p>Y4 Animals including humans (Grammarsaurus) Digestive system, teeth & food chains</p>	<p>Y4 Electricity (Grammarsaurus)</p>		<p>Y4 States of Matter (Grammarsaurus) Solids, liquids, gases. Changing state</p>	<p>Y4 Living things and their habitats (Grammarsaurus) Life processes, sorting & grouping</p>
<p>Y6</p>	<p>Living Things: What is classification?</p>	<p>Animals, including humans: How do an animal's living systems work together to maintain a healthy body?</p>	<p>Evolution and Inheritance: What is evolution?</p>	<p>Electricity: How can circuits vary?</p>	<p>Light: What is Light?</p>	<p>Scientific Enquiry focus</p>

Geography



Year Group	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR/1 2025-26		Geography: Our School (Twinkl)	Geography: Wonderful Weather (Twinkl)		Geography: Our local park (Grammarsaurus)	
YR/1 2026-27	Geography: The World and my school (Grammarsaurus)		Geography: Our school grounds (Grammarsaurus)		Geography: Our Wonderful World (Boost)	
Y2/3 2025 - 2026		Weather and Climate – How can we measure and record weather phenomenon?		The United Kingdom – What are the Key Geographical features of the UK and my region?		Conservation of Bees – How can we make our school environment more bee friendly?
Y2/3 2026-2027		Land use – What facilities are in my local area and how do people travel there?		My local area and Tulum, Mexico – What are the similarities and differences between my local area and Tulum, Mexico?		Magical Mapping (Y2 - twinkl) Map work
Y4/5 2025-26	Geography: Changes in our local environment		Y4 Weather and Climate (Grammarsaurus)		Y4 Coastal Erosion (Grammarsaurus)	

	How is the UK changing?					
Y4/5 2026-27	Y5 My Region and the North Region of Brazil (Grammarsaurus)		Y5 Biomes and Ecosystems (Grammarsaurus)		Y5 Rivers (Grammarsaurus)	
Y6	Amazon River Basin. Studying a rainforest ecosystem		Sustainability: How can our school reduce its plastic waste?		My Local area: How can I use map skills to learn about my locality?	

History



Year Group	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR/1 2025-26	My Family History- What was life like when our grandparents were children? (Twinkl/Boost)			Hospitals and Healthcare (Grammarsaurus)		Changes in toys (Grammarsaurus)
YR/1 2026-27		The Gunpowder Plot and bonfire night (Twinkl)	Significant Individuals (Grammarsaurus)		Travel and Transport (Twinkl)	
Y2/3 2025 - 2026	(Y2) Famous Explorers – Where have humans explored?		(Y3) Stone Age to Iron Age – How did daily life in Britain change from the Stone Age to the Iron Age?		(Y2) Local History – Why is Stoke-on- Trent known as The Potteries? Who are our local heroes?	
Y2/3 2026- 2027	(Y3) Ancient Egypt – What were the greatest achievements of Ancient Egypt?		Kings, Queens and Castles – Where did Kings and Queens live through time?		Technology – How has technology changed over the last 60 years?	
Y4/5 2025-26		The Anglo Saxons (Grammasaurus)		Y5 Vikings (Grammarsaurus)		Y5 Ancient Maya (Grammarsaurus)
Y4/5 2026-27		Y4 Ancient Greece (Grammarsaurus)		Y4 Roman Empire (Grammasaurus)		Historical journeys
Y6		History: The Impact of War		Crime & Punishment		Local History Study

		Did WWI or WWII have the biggest impact on our locality?		How has crime and punishment changed over time in Britain?		What was the impact of the tape mills on our local area?
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Computing



Year Group	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR/1 2025- 2026	E Safety		Coding – Discovery Education Unit 1 – On the move	Computing systems and networks – Technology around us	Creating media – Digital painting	Coding – Discovery Education Unit 1– Simple inputs
YR/1 2025- 2026	Online Safety		Coding – Discovery Education Unit 1 – On the move	Data and information – Grouping data	Creating media – Digital writing	Coding – Discovery Education Unit 1– Simple inputs
Y2/3 2025- 2026	Digital Devices	Computing systems and networks	Coding – Discovery Education Refresher and Different sorts of inputs (Y2) Sequence and Animation (Y3)	Creating Media – digital photography	Data and Information - Pictograms	Coding – Discovery Education Refresher and Buttons and Instructions (Y2) Conditional events (Y3)
Y2/3 2026- 2027	Computer systems and networks – Connecting Computers	Creating media – Stop frame animation	Coding – Discovery Education Refresher and Different sorts of inputs (Y2) Sequence and Animation (Y3)	Creating media – Desktop publishing	Data and Information – branching databases	Coding – Discovery Education Refresher and Buttons and Instructions (Y2) Conditional events (Y3)
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
	Word processing:	Coding:	Emails:	Presentation skills:	Coding:	Internet Research:

Y4/5	Using different tools in a word document to organise and present own work	Discovery Education Coding Y4 & 5 Units A	How to write and respond E-safety	Creating a power point	Discovery Education Coding Y4 & 5 Unit B	Search engines and web sites
Y6	E-Safety: Effective Research	Microsoft Excel (Statistics)	Coding 6A (Complex Variables)	Coding 6B (Complex Variables)	Creating media: Web page creation	Creating media: 3D modelling



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
Y2/3	Invasion Games	Net/Wall	Gymnastics Swimming	Dance	Striking and Fielding	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 2025- 2026	What are festivals and why do we have them? (Additional Yr 1 Unit)	Incarnation – What makes every single person unique and precious (F2: Digging deeper section)	What do Hindus believe?	Salvation ; - How can we help others when we need it? (F3 Digging Deeper)	What happens in a church?	Creation/God – Why is the word God important to Christians?
YR/1 2026 - 2027	God : What do Christians believe God is like?	Incarnation : Why does Christmas matter to Christians? (Core learning)	What do Sikhs believe?	Salvation : Why do we put a cross in the Easter garden?	Why are some stories special?	How can I make a difference in the world?
Y2/3 2025- 2026	People of God : What is it like to follow God?	Incarnation : Why does Christmas matter to Christians?	What do Hindus believe?	Salvation : Why does Easter matter to Christians?	Is life like a journey?	Creation/God – What do Christians learn from the creation story?
Y2/3 2026- 2027	Creation : Who made the world?	What are festivals of light?	What can we learn from a Mosque?	Salvation : Why does Easter matter to Christians? (Digging Deeper)	Gospel : What is the Good News that Jesus brings?	How do Christians talk to God?
Y4/5 2025- 2026	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?	Salvation : What did Jesus do to save Human beings (Y5)	People of God : What is it like for Christians to follow God?	Kingdom of God : What kind of king is Jesus?

Y4/5 2026- 2027	Creation: What do Christians learn from the creation story?	Kingdom of God: What kind of King was Jesus?	What can we learn from a mosque?	How and why do Christians remember Jesus' last supper?	Gospel: What kind of world did Jesus want?	How do people express their faith through the arts?
Y6	People of God: How can following God bring freedom and justice?	Incarnation: Was Jesus the Messiah? <i>(Digging deeper)</i>	What are the 5K's of the Sikh Khalsa?	Salvation: What difference does the resurrection make for Christians?	Creation: Creation and Science – conflicting or complimentary?	What is the worldwide church?

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 2025-26	Art My Family History Key Concepts: Collage, Painting, Drawing Remembrance Day collage, Self- portraits, family tree art. (Twinkl)	DT Food and drink for life (Oak Academy)	Art Chromatic (Grammarsaurus)	DT Toy maker's workshop (Grammarsaurus)	Art Sculpture (Grammarsaurus)	DT Our Fabric faces – Textiles- Making puppets. (Twinkl)
YR/1 2026-27	Art Monochromatic (Grammarsaurus)	DT Sensational Salads (Twinkl)	Art Seasonal Changes: Art project pack (Twinkl)	DT Moving pictures – Traditional tales (Twinkl)	Art Pop art and An introduction to paint (Twinkl)	DT Fabric Bunting (Twinkl)
Y2/3 2025 - 2026	Art Autumn	DT Diwali lamps Christmas crafts	Art Monochromatic (Y2) How can patterns be used in Art?	DT Textiles (Y3) - Stone Age Mysteries – How can you make the perfect pouch for a stone age adventure?	Art Chromatic (Y2) How can artists use colour?	DT Cooking and Nutrition – What summer dishes can we make with root vegetables?
Y2/3 2026- 2027	Art – (Y3) Monochromatic How do artists draw faces?	DT Construction - Magnetic Mysteries – How can we use magnets to make a model move mysteriously?	Art Structure (clay) How have castles inspired artists?	DT Textiles - Buzzing Bookmarks – How can you make a bookmark that is both fun and useful?	Art Chromatic (Y3) What is illustration?	DT Cooking & Nutrition (Y2)– How can we make veggies fun and delicious?
Y4/5 2025-26	Graffiti Artists	D&T: Cams and Mechanisms	Y5 Chromatic Y5 How realistic do portraits need to be?	D&T: Plant protectors	Y5 D&T: Moonlit Magic (Grammarsaurus)	Y5 Sculpture

			(Grammasaurus)			Y5 How can flowers inspire artists? (Grammarsaurus)
Y4/5 2026-27	D&T: Seasonal food	Y4 Chromatic Why do artists keep sketch books? (Grammarsaurus)	D&T Kites	Y4 Monochromatic How do artists draw perspective (Grammarsaurus)	Y4 D&T: Chocolate that cares (Grammarsaurus)	Y4 Sculpture What can pottery tell us about the past? (Grammarsaurus)
Y6	Art: Pop Art: Study on Andy Warhol and his influence on modern art.	D & T: Lantern Making Lantern Making workshop with OUTSIDE Art to create lantern for local lantern parade	Art: Structure (Clay) How can food inspire artists?	D&T: Textiles Trash to treasure. How can you transform old materials into something new and amazing?	Art: Chromatic Can art help to save the planet?	D&T: Electrifying creations How can we combine electricity and design to create a spooky, Gothic themed model?

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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
Y2/3	Beat and Tempo	Duration	Carnival of the Animals: Pitch	Texture	Dynamics	Structure
Y4/5	Exploring rhythmic patterns	Exploring arrangements	Exploring pitch and pentatonic scales	Instrument Tuition – Violin		
Y6	Instrument Tuition – Violin			Rounds	Timbre: Sound sources and sound colours	Song structure, lyrics and melody

Modern Foreign Languages



Class	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
YR/1	En la Selva (In the Jungle)	En mi pueblo (In my town)	Mi casa ideal (My Dream house)	Los superhéroes (Superheroes)	Las minibestias (Minibeasts)
Y2/3	Aprendo español (I am learning Spanish)	Las Verduras (Vegetables)	¿Tienes una mascota? (Do you have a pet?)	Mi familia (My family)	¿ Qué tiempo hace? (What is the weather?)
Y4/5	La Fecha (The Date)	Mi Casa (My Home)	Tradiciones y celebraciones (Traditions and celebrations)	Los juegos olímpicos (The Olympic Games)	En la ciudad (In the City)
Y6	Los Romanos (The Romans)	Los Vikingos (The Vikings)	La Segunda Guerra Mundial (The Second World War)	Comer Sano (Healthy Lifestyle)	Yo en el Mundo (Me in the World)



PSHE/RSE

Year Group	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR/1 2025-26	Relationships- VIPs	Staying Safe	Living in the Wider World- Aiming high	Health and Wellbeing- It's my body	How I feel	Living in the Wider World – Diverse Britain
YR/1 2026-27	Being Safe	Look what I can do	Relationships - TEAM	Me and my world	Health and Wellbeing – Growing up	Living in the Wider World – One World
Y2/3 2025 - 2026	Think Positive LKS2	Emotions and Regulations (non Twinkl unit)	Be Yourself LKS2	Aiming High LKS2	Money Matters LKS2	It's My Body LKS2
Y4/5 2025-26	Aiming High UKS2	Be Yourself UKS2	It's My Body UKS2	Money Matters UKS2	Safety First LKS2	Think positive UKS2
Y4/5 2026-27	Digital Well being LKS2	Diverse Britain LKS2	Growing up LKS2	One World LKS2	Team LKS2	Safety First UKS2
Y6	Digital Wellbeing UKS2	Diverse Britain UKS2	Growing up UKS2	One World UKS2	TEAM UKS2	VIPs UKS2