

Wider Curriculum Rolling Programme 2026 /27

Woodpeckers Yr 4/5/6

Year A	Autumn	Spring	Summer
Topic Title	 Stone Age	 Titanic	 Mayans
British Values	Mutual Respect Individual Liberty	Tolerance	Democracy The Rule of Law
Religious and World Views	See RW rolling programme	See RW rolling programme	See RW rolling programme
Science	Electricity I can create a range of circuits that include different components such as buzzers and lights, using symbols to represent the components.	States of Matter I can explain how matter can exist in different states and how particles enable it to move from one state to another.	Earth in Space I can explain the movement of the planets and moons in our solar system and the effect on the Earth.
Golden Threads	Investigate the uses of electricity Explore concepts, Classify, Group, Make systematic observations, Experiment Analyse Control variables, Make a further prediction. Apply knowledge to make changes Create information on investigations.	Investigate scientific enquiry/investigation to further understanding of the different states of matter. Explore how particles influence the state of matter and how heat and cold can influence changes, how some changes are permanent and how new matter can be created. Create an investigation: gather, record, present data in order to prove or disprove a prediction.	Investigate scientific enquiry/investigation to further understanding of the Solar System, Explore concepts related to the earth in space Create a model Solar System and explain the interrelationship of the planets, moons and the sun.
NC learning objectives And End of KS2 Knowledge	Y6 Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches - Use recognised symbols when representing a simple circuit in a diagram. Y4 Identify common appliances that run on electricity - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery	Y4 Compare and group materials together, according to whether they are solids, liquids or gases - Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Y5 Describe the movement of the Earth, and other planets, relative to the Sun in the solar system - Describe the movement of the Moon relative to the Earth - Describe the Sun, Earth and Moon as approximately spherical bodies - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky
History	Early Man To understand the chronology of change from Stone –Bronze- Iron Age Britain	Theme beyond 1066 – C20th 1900s-1930 To know why people were travelling on the Titanic, why there are different interpretations/opinions of the disaster and how events unfolded over time. To know that during the 1900's women were fighting for the right to vote.	Non -European Society To know how the Mayan Civilisation contrasts with early British Civilisation
Golden Threads	Investigate the Chronological order of Early Man and the subsequent changes that occurred in Britain from the Stone Age through the Bronze age to the Stone age. Explore the key changes in society from hunter gatherers, to farmers and then communities. Explore how the use of metal had an impact on different members of society, men, women, children, rich, poor and the cause and effect of these changes for society. Understand how exploring Primary and Secondary sources of information can influence opinions on past events and historical figures. Create information related to the history studied by evaluating the usefulness of different sources; is it fact, fiction or an opinion and be aware that different	Investigate the Chronological order of the history unit studied on a time line and sequence several events between 1900-1930 including The Sufferegete Movement and The Titanic Disaster. Explore key features of the ship and the different experiences of members of society, men, women, children, rich, poor. Explore the cause and effect of the disaster. Understand how exploring Primary and Secondary sources of information can influence opinions on past events and historical figures. Create information related to this time by evaluating different sources; fact/fiction or an opinion and be aware that different evidence will lead to different conclusions. Use evidence to build up a picture of the past and choose relevant material to present information creatively.	Investigate on a World Map where the Mayan Empire existed and the countries that now exist. Demonstrate on a time line when the Mayan civilization existed and why it no longer exists. Explore key features of Mayan society and the cause and effect of any great events. Understand how exploring Primary and Secondary sources of information can influence opinions on past events and historical figures. Create information related to the Mayan Culture and use evidence to build up a picture of a non - European society choosing relevant material to present information creatively.

	evidence will lead to different conclusions. Use evidence to build up a picture of the past and choose relevant material to present information creatively.		
NC Learning Objectives	• Y6 I know about the main events from a period of history, explaining the order of events and what happened. • Y6 I know how to place features of historical events and people from the past societies and periods in a chronological framework. • Y5 I draw a timeline with different historical periods showing key historical events or lives of significant people • Y5 I describe events from the past using dates when things happened. • I know about many of the differences between the stone, bronze and iron ages. • I know what people learnt from stone aged paintings. • I am able to describe what a typical day would have been like for a stone age man, woman or child. • Y4-I know how historic items and artefacts have been used to help build up a picture of life in the past. • Y6 I research in order to find similarities and differences between two or more periods of history.	• Y6 I know about the main events from a period of history, explaining the order of events and what happened. • Y6 I know how to place features of historical events and people from the past societies and periods in a chronological framework. • Y5 I draw a timeline with different historical periods showing key historical events or lives of significant people • Y5 I describe events from the past using dates when things happened. • Y4 I know about the impact that one of these periods of history had on the world. • Y5 I know how an event or events from the past has shaped our life today. • Y5 I know how crime and punishment has changed over a period of time. • Y5 I know how the lives of wealthy people were different from the lives of poorer people. • Y6 I know that many of the early civilizations gave much to the world.	• Y6 I know about the main events from a period of history, explaining the order of events and what happened. • Y6 I know how to place features of historical events and people from the past societies and periods in a chronological framework. • Y5 I draw a timeline with different historical periods showing key historical events or lives of significant people • Y5 I describe events from the past using dates when things happened. • Y4 I research what it was like for children in a given period of history and present my findings to an audience.
End of KS2 Knowledge	• I have created a timeline of the Stone Age and included the Paleolithic Period, Mesolithic Period and Neolithic Period. (8000,000BC- 2000BC) • I know that people living in the Neolithic period lived in wattle and daub houses. • I know that Neolithic people were the first people to become settlers and not hunter-gatherers. • I have learned about Stonehenge and what historians believe it was built and used for. • I have studied the Cheddar Gorge man from our local area.	• I can debate whether women and children first should have been allowed when women were asking to be treated as equals. • I can explore the sinking of the Titanic which happened during the time of the suffragette movement by looking at primary and secondary sources of the event. • I know that Emmeline Pankhurst was a British political activist who is best known for organizing the women’s suffrage movement in the United Kingdom, helping British women win the right to vote. • I know Emily Davison was a British activist who became a martyr to the cause of women’s suffrage when she entered the racetrack during the 1913 Epsom Derby and moved in front of King George V’s horse, which struck her while galloping at full force. • I know that The Titanic sank on 14th April 1914 • I know that women won the right to vote • I know that on 21st November 1918: The Parliament (Qualification of Women) Act 1918 was passed, allowing women to be elected to Parliament. • I know women did not gain the right to vote until 1928.	• I know that the Mayans were expert mathematicians and astronomers. They used this expertise to make calendars. • I can compare what was happening in the Mayan civilisation with what was happening in Britain at the same time. • I know that although the Mayans had metal-working skills, metal ores were scarce. Mayans used stone tools to carve the limestone that they used for their buildings • I know that at the top of Mayan society was the king and royal family who were believed to be closely linked to the gods. An educated elite of scribes, priests and nobles formed the ruling class. They occupied the finest buildings in the city. • I know how their Ancient Cities were designed and how people lived • I have examined the timeline of the Mayan civilisation and considered where there was rapid change and where there was very little change. • I know that Mayan society was formed of a number of city states each with their own ruler.
Geography	Physical Geography Mountains, Earthquakes and Volcanoes I know that remains of Early Man, such as Java Man, have been uncovered due to the movement of the Earths’ Crust and can explain how this movement causes natural geological events.	Location and Place Knowledge To investigate the elements of physical and human Geography that made Belfast important for ship building, Liverpool an important dock and New York an important destination.	Water Cycle To understand the water cycle and construct a terrarium as a demonstration of the water cycle.
Golden Threads	Investigate how plate tectonics creates natural disasters Explore natural events such as volcanoes and earthquakes Create information texts	Investigate Belfast, Liverpool and New York on a world map and map the route of the Titanic. Explore why people may choose to live in one place rather than another and what were the push, pull factors that influenced those travelling to New York on the Titanic Create by presenting information of human and physical features using a range of methods, including sketch maps, art work, plans, graphs, and digital technologies.	Investigate the Water Cycle using diagrams Explore local weather patterns by collecting and measuring measure rainfall, temperature, wind speed. Explore weather patterns in central America and compare with GB data Create a terrarium to demonstrate the Water Cycle (linked to Science)
NC Objectives	• Y3/4 I know about, locate and name some of the world’s most famous volcanoes. • Y3/4 I know about and describe the key aspects of volcanoes. • Y3/4 I know about and describe the key aspects of earthquakes • Y5 I know about, name and locate many of the world’s most famous mountainous regions.	• Y3 I know why people may choose to live in one place rather than another. • Y3 I know the capital city of at least six European countries. • Y5 I know, name and locate the capital cities of neighbouring European countries. • Y3 I know the countries that make up the European Union. • Y3 I know why ports are important and the role they play in distributing goods around the world.	• Y6 I collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).

End of KS2 Knowledge	- I know that Krakatoa is a part of the Ring of Fire, a chain of volcanoes in the Pacific Ocean and name 3 other famous volcanos in the world (Mount St Helens, Mount Vesuvius and Mount Fuji.) - I know the four layers of the Earth (crust, mantle, outer core and inner core). - I know that most tectonic activity is along plate margins and the edge of continents. - I know that Earthquakes are caused by two tectonic plates slipping and can also cause tsunamis. - I know that the epicentre is where an earthquake originates from.	- I know why people chose to emigrate to America to find a better life. - I can name the British and French ports that Titanic docked at and find and name 5 others. - I know that Large ocean liners were and still are used to transport goods around the world by exploring what cargo was carried on The Titanic. - I know that during the 1900's America was advertised as 'The Land of Opportunity'	- I know the 4 stages of the water cycle, evaporation, condensation, precipitation and run off and transpiration. - I know some of the world's main biomes include rainforest, desert, savannah, grassland, woodland and tundra. - I can associate the rate of evaporation with temperature. - I can create my own rainforest water cycle in a jar to demonstrate the water cycle in action. - I understand how polluting water affects the water cycle and animals in our world. - I understand that all water is recycled and there will never be any 'new water' on our planet.
Art		Paint Moon Light on Water To know how to show reflections in paintings	
DT	Volcano Lamp To create a product To investigate the use of electrical mechanisms such as electrical systems, switches, bulbs, buzzers, motors to light up/make a model/element/aspect/artefact of history studied.		Solar System Mechanisms To investigate the use of electrical mechanisms such as electrical systems, switches, bulbs, buzzers, motors to light up/make a model/element/aspect/artefact of history studied.
Golden Threads	Investigate Explore Create	Investigate a range of paintings that demonstrate reflections in water Explore using a range of brush strokes and background washes to develop skills needed to painting reflections Create a painting of the Titanic in the moonlight reflecting on the ocean (Book Cover)	Investigate the solar system in Science Explore working mechanisms operated by motors Create a working model of the solar system
End of KS2 Knowledge Art / DT	Design: Lower KS2 I design a product and make sure that it looks attractive I use ideas from other people when I am designing. Upper KS2 I suggest alternative plans; outlining the positive features and draw backs. I explain how a product will appeal to a specific audience. Make: Lower KS2 I make a product which uses electrical or mechanical components. I work accurately to measure, make cuts and make holes. Upper KS2 I use a range of tools and equipment competently. I make a prototype before make a final version. Evaluate: Lower KS2 I evaluate and suggest improvements for my designs. Upper KS2 I evaluate products for both their purpose and appearance Technical Skills: Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products.	- I know how to show reflections in my art. - I know how to create a background using a wash. - I know how to use a range of brushes to create different effects in painting.	Design: Lower KS2 I design a product and make sure that it looks attractive I use ideas from other people when I am designing. Upper KS2 I suggest alternative plans; outlining the positive features and draw backs. I explain how a product will appeal to a specific audience. Make: Lower KS2 I make a product which uses electrical or mechanical components. I work accurately to measure, make cuts and make holes. Upper KS2 I use a range of tools and equipment competently. I make a prototype before make a final version. Evaluate: Lower KS2 I evaluate and suggest improvements for my designs. Upper KS2 I evaluate products for both their purpose and appearance Technical Skills: Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products.
Computing	Digital Literacy Anti-Bullying online To recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Information Technology Researching the Past To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Algorithms and Programming Rotating Planets To use sequence, selection, and repetition in programs; work with variables and various forms of input and output

Golden Threads	Investigate on line bullying information Explore information related to acceptable use Create anti bullying reminders with information on where to get help		Investigate information related to the Titanic disaster Explore the details of the ship; the building, the design, the interior, the disaster, the survivor stories Create information from research		Investigate using a Lego robotic kit to make a model move Explore sequencing instructions to move model parts Create a moving model using an algorithm	
End of KS2 Knowledge	- I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy. - I know how to report an incident of cyber bullying. - I know the difference between online communication tools used in school and those used at home. - I understand the need to develop an alias for some public online use. - I understand that the outcome of internet searches at home may be different than at school. Stop Frame Animation		- I can collect information. - I can design and create content. - I can present information. - I can search for information on the web in different ways. MICROBITS FROM SHACKLETON		- I combine sequences of instructions and procedures to turn devices on and off. - I design a sequence of instructions, including directional instructions. - I write programs that accomplish specific goals. - I work with various forms of input. - I work with various forms of output. Digital Art	
PHSE	Me and My relationships - Ok or not ok? (part 1)(Y4) - Ok or not ok? (part 2) (Y4) - Our emotional needs (Y5) - Being assertive (Y5) - Behave yourself (Y6) - Assertiveness skills (Y6)	Valuing Differences - The people we share our world with (Y4) - That is such a stereotype! (Y4) - Qualities of friendship (Y5) - Kind conversations (Y5) - Advertising friendships (Y6) - Boys will be boys? – challenging gender stereotypes (Y6)	Keeping Myself Safe - Picture wise (Y4) - Medicines: check the label (Y4) - Vaping: healthy or unhealthy? (Y5) - Would you risk it? (Y5) - Rat Park (Y6) - What sort of drug is...? (Y6)	Rules, Rights and Responsibilities - Safety in numbers (Y4) - Why pay taxes (Y4) - What's the story? (Y5) - Fact or opinion (Y5) - Democracy in Britain 1 – Elections (Y6) - Democracy in Britain 2 – How (most) laws are made (Y6)	Being my best - What makes me ME! (Y4) - Making choices (Y4) - Star qualities? (Y5) - Basic first aid, inc. Sepsis awareness (Y5) - This will be your life! (Y6) - Our recommendations (Y6)	Growing and changing - Secret or surprise? (Y4) - Together (Y4) - How are they feeling? (Y5) - Taking notice of our feelings (Y5) - Pressure online (Y6) - Helpful or unhelpful? Managing change (Y6)
MFL	Spanish Pets Eso, ¿qué es		Clothing visto		Where I live Dónde vives? Mi pueblo	
Golden Threads	Lower KS2 <u>Spoken language</u> - I name and describe people. - I name and describe a place. <u>Reading</u> - I read and understand a short passage using familiar language. <u>Writing</u> - I write phrases from memory. Upper KS2 <u>Spoken language</u> - I hold a simple conversation with at least 4 exchanges. <u>Reading</u> - I understand a short story or factual text and note the main points. <u>Writing</u> - I write a paragraph of 4-5 sentences.		Lower KS2 <u>Spoken language</u> - I name and describe people. - I name and describe a place. <u>Reading</u> - I read and understand a short passage using familiar language. <u>Writing</u> - I write phrases from memory. Upper KS2 <u>Spoken language</u> - I hold a simple conversation with at least 4 exchanges. <u>Reading</u> - I understand a short story or factual text and note the main points. <u>Writing</u> - I write a paragraph of 4-5 sentences.		Lower KS2 <u>Spoken language</u> - I name and describe people. - I name and describe a place. <u>Reading</u> - I read and understand a short passage using familiar language. <u>Writing</u> - I write phrases from memory. Upper KS2 <u>Spoken language</u> - I hold a simple conversation with at least 4 exchanges. <u>Reading</u> - I understand a short story or factual text and note the main points. <u>Writing</u> - I write a paragraph of 4-5 sentences.	
End of KS2 Knowledge	Pets Eso, ¿qué es? 5 lessons I can name pets I can identify animals I can name the colour of animals I can describe animals I can create and describe unusual animals		Clothing visto I can name items of clothing I can name colour of clothing I can name colour, style and size I can use conjunctions to make a list I can describe clothes. using sentences		Where I live Dónde vives? Mi pueblo I can say what my nationality is and what language I speak I can name places in a town I can give directions I can say what transport I need to take I can describe a route	