



St Mary's Catholic Primary School is committed to meeting the expectations for curriculum change and has fully adopted the 2014 National Curriculum across the Key Stage 1 (Years 1 & 2) and Key Stage 2 (Years 3-6) age ranges.

Full details of the programme of study for each subject can be accessed via the link below (scroll down and select subject): <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

The English and Maths programme of study can be accessed directly through the links below:

English

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Maths

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf

We believe that developing, and refining, the school curriculum is an open-ended process and that the content and organisation of the school curriculum should be subject to adaptation and update in order to maintain its relevance and impact over time. We regularly review our curriculum to ensure it remains broad and balanced, whilst providing academic rigour in all subjects. Our aim is to ensure that the curriculum is planned, and organised, in such a way that it builds on the knowledge, skills and understanding of all children, whatever their starting points, as they move through each Key Stage.

We believe in a Mastery approach to learning that is challenging, exciting and relevant to our children. This approach enables pupils to develop a deep body of subject-specific knowledge and understanding, whilst developing their spoken and written language skills throughout the curriculum. The expectation to articulate understanding is key and ensures children are challenged and extended, deepening their understanding through explanation. We recognise that some children will require ongoing support, and encouragement, to ensure they are also able to develop these skills and experience success.

Best practice research by subject leaders, evidence from monitoring and pupil voice, and discussion with year group staff led us to create a skills and knowledge based approach to subject curriculum organisation and progression. This ensures coverage of the demands of the curriculum, whilst also providing a cohesive map of the progression across the school.

National Curriculum based, age related skills, have been carefully mapped as a whole school by subject. Curriculum leaders and class teachers then met in partner year groups to plan units of work (and topics) together to ensure cohesion and progression across Key Stages. Class teachers plan the curriculum for their pupils accordingly, adapting where necessary. Through their learning experiences across the curriculum it is intended that pupils develop the

requisite skills to be successful, independent, motivated and resilient learners, fully prepared for the next stage of their education.

It is important that the curriculum focuses upon the development of the whole child and does not concentrate only on academic success. To this end, we have incorporated elements of 'Growth Mindset' into our teaching, encouraging resilience, and have taken particular care to ensure our PSHE and RE curricula are woven throughout.

EYFS (Early Years Foundation Stage) follow the Statutory Framework for the Early Years Foundation Stage. This consists of three Prime areas; Personal, Social and Emotional Development, Communication and Language and Physical Development. These are supplemented by four Specific areas; English, Mathematics, Understanding the World and Expressive Arts and Design. These are taught through a topic-based approach and links are made between areas wherever possible. Learning is based on real-life experiences where possible, supplemented with selected published schemes of work.

In **Key Stage 1** we operate a highly effective, engaging and popular themed (or topic) based curriculum model. This approach gives teachers the flexibility to take advantage of powerful cross-curricular links in order to make the context for children's learning, and their learning experiences, relevant and exciting. Classes typically cover a single theme / topic over the course of a half-term (or for longer units over a full term). The subject areas included within any topic are dependent upon the specific topic focus but there will usually be one lead subject and a number of associated subjects taught within a single unit. Where cross-curricular links are not natural or cohesive, subjects are taught discretely. Teaching and learning in both cross-curricular and discrete subject are based upon the specific subject skills progressions, ensuring rigour in terms of curriculum coverage and progression.

We believe it is essential that young children continue to access the practical, engaging tasks which we feel are suited to their stage of development and learning styles. This is particularly relevant to Year 1, where transition from EYFS to the KS1 curriculum is managed carefully to ensure a gradual increase in independence. Throughout the Autumn and Spring terms, children have access to the same 'rainbow challenge' system provided in Reception alongside their more formal learning, giving them the opportunity to practise what they have learned in an independent, play-based context.

In **Key Stage 2** our approach differs slightly from KS1 as we have recently moved away from wider ranging topics and towards more subject specificity. This development has served to raise expectations and better ensure that learning is subject skills focussed and children understand the discrete disciplines of their studies. The degree of subject specific study increases through the key stage, particularly as children approach the end of their Primary phase, preparing them effectively for transition to Key Stage 3.

We use Pearson curriculum schemes of work to underpin teaching in Geography and History. Each unit has a clearly defined knowledge and key vocabulary organiser and culminates in a collated work piece (Y3/4) or an extended essay (Y5/6) that evidences learning very effectively and supports the development of wider skills.

Where there is cross-curricular learning and teaching, Geography, History or Science units form the central focus and long-term plans are carefully constructed to maximise the impact of the children's studies and enable them to make links between subjects in their learning. However, there is a much more of subject-specific approach to the organisation of learning and teaching in Key Stage 2.

Teaching of Maths and English is prioritised within the timetable for all classes with daily sessions across the academic year. English teaching may be linked to the focus of the term/class theme / topic (e.g. through cross-curricular writing) using Literacy Tree units. In maths we follow a Singapore based scheme, aligned to the national curriculum, using high quality text and workbooks. The scheme is called 'Maths No Problem' and is used in Years 1-6 (commenced September 2016).

The acquisition of **reading skills** is the most important aspect of a child's development in their early years at school. If a child is unable to read, they will not be able to access other areas of the curriculum. Reading skills are an integral part of the majority of learning that takes place in school and therefore we place great importance upon the approaches and methods that we employ in the teaching and development of reading.

Children in EYFS and KS1 have daily **phonics** lessons in their class groups following the DFE-approved 'Twinkl' programme. There are six phases to the programme. Where children struggle to master the age-appropriate Phase, we put in place daily 'Catch-up' sessions to keep them on track. Pupils in Year 3 may also participate in phonics groups if appropriate.

In KS1, we begin by delivering focussed daily Reading lessons where decoding and comprehension skills are developed and assessed in small groups using a range of high-quality texts. As children progress through KS1, a whole-class approach to Reading is introduced and this continues into Key Stage 2. Children are exposed to a wide range of texts, including poems, songs, and non-fiction articles linked to subjects they are studying as well as classic fiction from the past and present day. As reading fluency is so important in helping to develop comprehension skills, an emphasis in sessions is placed on developing children's reading fluency; the teacher will model how to read an age appropriate but challenging short text and children practise reading and re-reading these texts aloud.

To supplement our good practice in the teaching of reading we use the Twinkl Rhino Readers & 'Oxford Reading Tree' reading scheme as the core element of our home/school reading scheme from Reception to Year 2, matched to Phonics Phases. The 'Pocket Rocket Readers' scheme by Smart Kids, that reinforces the sounds children are taught in their daily phonics lessons, is a precursor to the main reading scheme and is mainly accessed by pupils in EYFS. Throughout Years 3 to 6 we continue to use OUP levelled books as home readers as these books map to the programme of study at each year group and ensure a clear structure and progression. Alongside these levelled books, all KS2 pupils are encouraged to choose books from the class or school library to encourage a culture of reading for learning and pleasure.

Children are primarily encouraged to develop a continuous cursive handwriting style. This approach commences in Year 1 with the emergent writers and is developed through discrete and cross-curricular teaching across Key Stages 1 and 2.

Teaching of Religious Education is prioritised within the timetable for all classes with a dedicated 10% of curriculum time. Following successful piloting in Reception and Year 3 classes (in the 2023-24 academic year) we are rolling-out the national Catholic 'Religious Education Directory' (RED) curriculum across all year groups in 2024-25. The programme includes specific units focussing on developing children's awareness and understanding of other major world religions.

St Mary's Catholic Primary School Curriculum Intent Statement (September 2025)

Annex A.

Curriculum Map & subject schemes of work/ resources

English	Phonics	Reading
EYFS <u>Core SOW:</u> Elements of Literary Curriculum <u>Supporting SOW / resources:</u> Drawing Club KS1 /KS2 <u>Core SOW:</u> The Literary Curriculum (from The Literacy Tree) https://literarycurriculum.co.uk/	EYFS & KS1 <u>Core SOW:</u> Twinkl phonics Phonics KS1 - Resources and Worksheets (twinkl.co.uk) EYFS: Phases 1,2,3 KS1: Phases 4,5,6 KS2: Phonics catch-up	EYFS: <u>Core SOW:</u> Smart Kids Phonic Readers Smart Kids Phonic Readers Progressing to Oxford Reading Tree (when Phonics secure) & Rhino Readers KS1: Oxford Reading Tree (individual) & Rhino Readers Guided Reading: Whole Class Reading <u>Core SOW:</u> Oxford Reading Tree: Primary School Literacy resources (oup.com) KS2: Home readers: OUP Junior Reading Scheme for Years 3-6 Free reading (class / school library) Whole Class Reading: The Teaching Booth
National Curriculum Programme of Study https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf		

Maths	Science
EYFS <u>Core SOW:</u> White Rose Maths https://whiterosemaths.com/ <u>Supporting SOW / resources:</u> NCETM Mastering Number https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/ KS1 / KS2 <u>Core SOW:</u> Maths No Problem https://mathsnoproblem.com/en/approach/maths-no-problem-programme/ <u>Supporting SOW / resources:</u> KS1: NCETM Mastering Number https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/ White Rose Maths (largely for extension & consolidation) https://whiterosemaths.com/ National Curriculum Programme of Study https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf	EYFS Studies linked to the class topic KS1 / KS2: <u>Supporting SOW / resources:</u> Developing Experts https://www.developingexperts.com/ Twinkl Lesson Plans Science Primary Resources (twinkl.co.uk) National Curriculum Programme of Study https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf

Computing EYFS / KS1 / KS2 Core SOW: Teach Computing https://teachcomputing.org/curriculum Project Evolve (E Safety) https://www.somerset.org.uk/sites/edtech/SitePages/Primary%20Computing/Primary%20Computing.aspx National Curriculum Programme of Study https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239033/PRIMARY_national_curriculum_-_Computing.pdf	Geography EYFS Topic based KS1 Topic based Supporting SOW / resources: Twinkl Geography Resources - Primary KS1 Geography https://www.twinkl.co.uk Hamilton https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/ KS2 Core SOW: Pearson https://www.pearsonschoolsandcolleges.co.uk/primary/subjects/activehub-primary/history-and-geography#overview National Curriculum Programme of Study https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf	History EYFS Topic based KS1 Topic based Supporting SOW / resources: Twinkl History KS1 Years 1-2 Primary School Resources https://www.twinkl.co.uk Hamilton https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/ KS2 Core SOW: Pearson https://www.pearsonschoolsandcolleges.co.uk/primary/subjects/activehub-primary/history-and-geography#overview National Curriculum Programme of Study https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf
Design Technology EYFS Topic based KS1 / KS2 Supporting SOW / resources: Kapow: https://www.kapowprimary.com/subjects/design-technology/ National Curriculum Programme of Study https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf	Art & Design EYFS Topic based KS1 / KS2 Supporting SOW / resources: Kapow https://www.kapowprimary.com/subjects/art-design/ National Curriculum Programme of Study https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf	Music EYFS / KS1 / KS2 Core SOW: Charanga Music https://charanga.com/site/musical-school/ National Curriculum Programme of Study https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf
Physical Education EYFS / KS1 / KS2 Specialist sports coaching Montagu Academy work Supporting SOW/ resources: Twinkl Primary PE Resources KS1 Resources (twinkl.co.uk) National Curriculum Programme of Study https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf	Modern Foreign Languages KS2 'Core SOW: Language Angels https://www.languageangels.com/schools/index.php/curriculum-guidance National Curriculum Programme of Study https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf	Religious Education EYFS / KS1 / KS2 Core SOW: Religious Education Directory (RED) https://www.catholiceducation.org.uk/schools/religious-education/item/1000034-religious-education-curriculum-directory Supporting SOW/ resources: Clifton Diocese materials

RSHE (Relationships, Sex & Health Education)

EYFS / KS1 / KS2

Core SOW: 'Life to the Full' from Ten:Ten [Relationship Education \(tentenresources.co.uk\)](https://www.tentenresources.co.uk/)

Supporting SOW / resources: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-b-resources-for-relationships-education-relationships-and-sex-education-rse-and-health-education>

PSHE (Personal, Social & Health Education)

EYFS, KS1 & KS2:

Core SOW: CORAM Based on: <https://www.coram.org.uk/how-we-do-it/coram-life-education>

GHLL PinK Curriculum <https://www.ghll.org.uk/mental-health/>

National expectations (knowledge & skills):

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>



Reception (EYFS): <https://www.st-marys-churchdown.gloucs.sch.uk/perch/resources/eyfs-long-term-overview-2025-26.pdf>

Year 1: <https://www.st-marys-churchdown.gloucs.sch.uk/perch/resources/year-1-long-term-overview-2025-26.pdf>

Year 2: <https://www.st-marys-churchdown.gloucs.sch.uk/perch/resources/year-2-long-term-overview-2025-26.pdf>

Year 3: <https://www.st-marys-churchdown.gloucs.sch.uk/perch/resources/year-3-long-term-overview-2025-26.pdf>

Year 4: <https://www.st-marys-churchdown.gloucs.sch.uk/perch/resources/year-4-long-term-overview-2025-26.pdf>

Year 5: <https://www.st-marys-churchdown.gloucs.sch.uk/perch/resources/year-5-long-term-overview-2025-2026.pdf>

Year 6: <https://www.st-marys-churchdown.gloucs.sch.uk/perch/resources/year-6-long-term-overview-2025-26.pdf>

