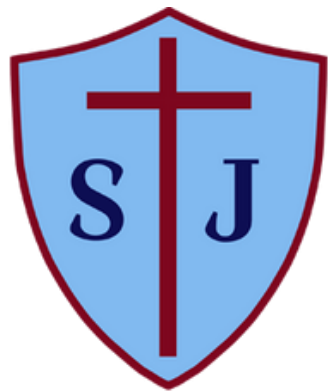


St Joseph's Maths Curriculum

25-26



Our intent:

We want our children at St Joseph's to ...

Celebrate the power of maths in the world around us

Knowledge

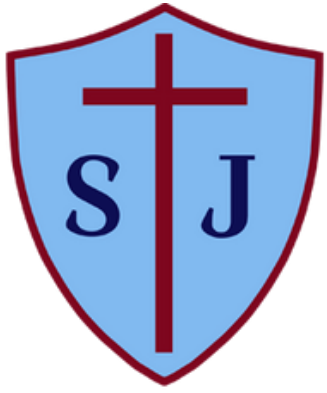
Gain a deeper understanding of mathematical concepts by identifying patterns, making connections across key areas of mathematics and applying this knowledge to real life situations.

Skills

Learn how to solve problems and calculations, use mathematical reasoning, and explain solutions clearly using mathematical vocabulary with increased confidence.

Fluency

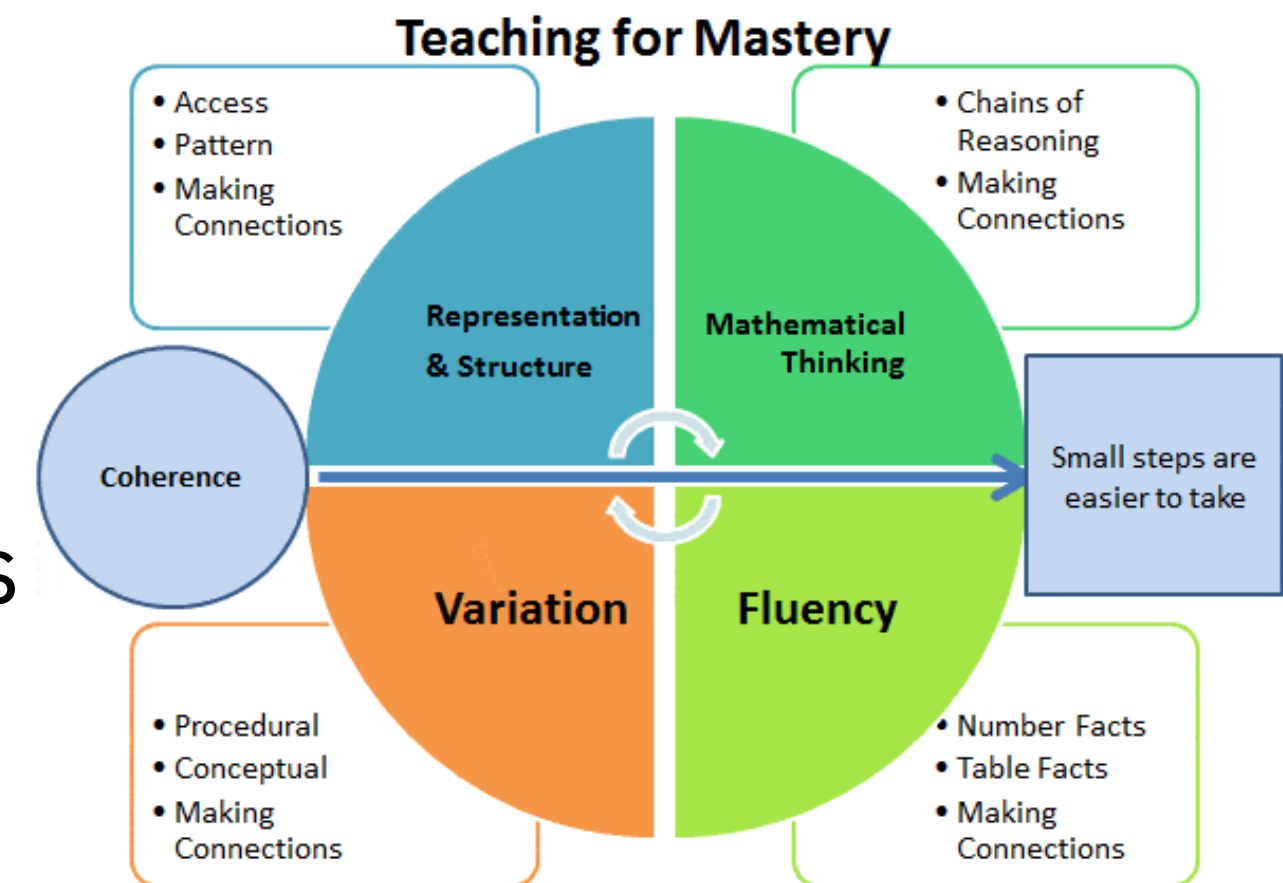
Achieve fluency in the fundamentals of Mathematics to enable instant recall of number facts and apply them with automaticity when solving problems.



Our Curriculum:

Our maths curriculum is supported by the
Mastery Approach learning journey

- Progressive units of work
- Small, coherent learning steps
- Concrete, pictorial and abstract representations
- Varied fluency and practice
- I do, we do, you do approach
- Frequent opportunities for problem solving and reasoning
- High-level mathematical vocabulary/stem sentences modelled



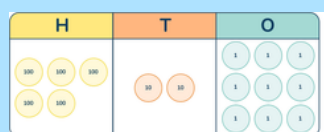


Themes:

Key areas in Mathematics:

Number

Place Value



Addition & Subtraction



Multiplication & Division



Fractions, decimals & percentages



Measures

Money



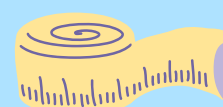
Mass & Capacity



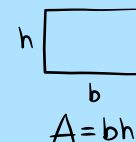
Time



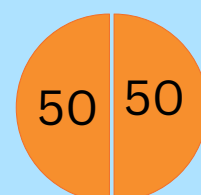
Length & Height



Perimeter & Area

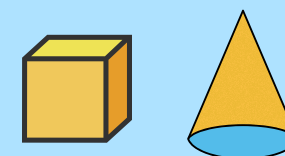


Ratio



Geometry

Shape

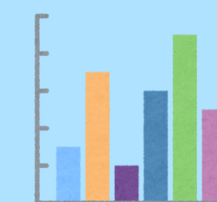


Position & Direction



Statistics

Statistics





Mastering Number:

Reception - Year 2

We follow the Mastering Number Project for all children from Reception through to Year 1 and Year 2.

Mastering number aims to secure firm foundations in the development of good number sense.

The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.

Attention is given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.



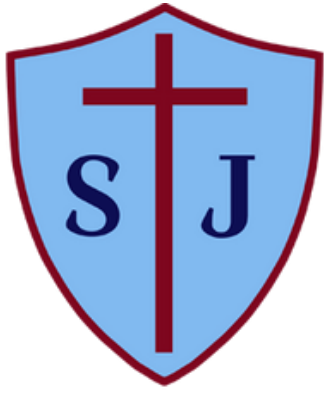
Ready to progress:

Year 3 - Year 6

The guidance summarises the most important knowledge and understanding within each year group and important connections between these mathematical topics.

It identifies the most important conceptual knowledge and understanding that pupils need as they progress from year 1 to year 6. These important concepts are referred to as ready-to-progress criteria and provide a coherent, linked framework to support pupils' mastery of the primary mathematics curriculum.

The ready-to-progress criteria do not address the whole of the primary curriculum, but only the areas that have been identified as a priority.

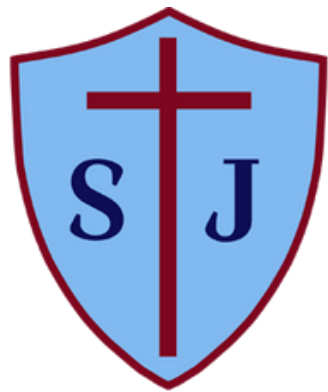


Planning:

Long Term Plans

At St. Joseph's we teach maths daily following the National Curriculum.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Identifying Numbers Counting 1, 2, 3	Identifying Numbers Counting 1, 2, 3	Number and Place Value to 5 Amounts Comparing Numbers to 5	Number and Place Value to 5 Amounts Comparing Numbers to 5	Ordinal numbers Shape Position and Direction	Ordinal numbers Shape Position and Direction
Reception	Measures Patterns	Number and Place Value to 5 Measures	Number and Place Value to 10 Measures	Number and Place Value to 10 Shape	Number and Place Value to 20 Shape	Multiplication and Division- Sharing and Grouping Patterns and Mapping
Year 1	Number and Place Value Addition and Subtraction	Addition and Subtraction Geometry-Shape Measures	Number and Place Value Addition and Subtraction Measures	Fractions Measures- Time	Number and Place Value Multiplications and Division	Multiplication and Division Geometry-Position and Direction Consolidation of Year 1
Year 2	Number and Place Value Addition and Subtraction	Addition and Subtraction Geometry-Shape Measures	Number and Place Value Addition and Subtraction Measures	Fractions Measures- Time	Statistics Multiplications and Division	Multiplication and Division Geometry-Position and Direction Consolidation of Year 2
Year 3	Number and Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division Measures	Number and Place Value Addition and Subtraction Measures	Fractions Measures- Time	Geometry-Shape Multiplications and Division	Multiplication and Division Statistics Consolidation of Year 3
Year 4	Number and Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division Measures	Number and Place Value Addition and Subtraction Geometry- Position and Direction	Fractions and Decimals Measures- Time	Geometry-Shape Multiplications and Division	Multiplication and Division Statistics Consolidation of Year 4
Year 5	Number and Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division Measures	Addition and Subtraction Multiplications and Division Geometry- Position and Direction	Fractions Fractions, Decimals and Percentages	Geometry-Shape Multiplications and Division	Measures Statistics Consolidation of Year 5
Year 6	Number and Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division Measures	Geometry-Shape Ratio and Proportion Geometry- Position and Direction	Fractions and Decimals Algebra	SATs Preparation Multiplications and Division	Algebra Statistics Consolidation of Year 6



Lessons:

Lesson Design

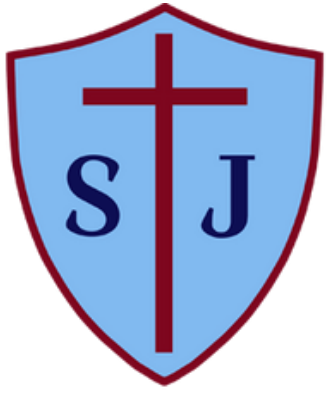
Fluent in 5 (pacy)

Precision of mathematical vocabulary

Carefully chosen examples and representations
to draw out the essence of the concept (I do, we do, you do)

Repetition and choring – stem sentences (throughout whole lesson)

Intelligent practice (encourage deeper thinking)

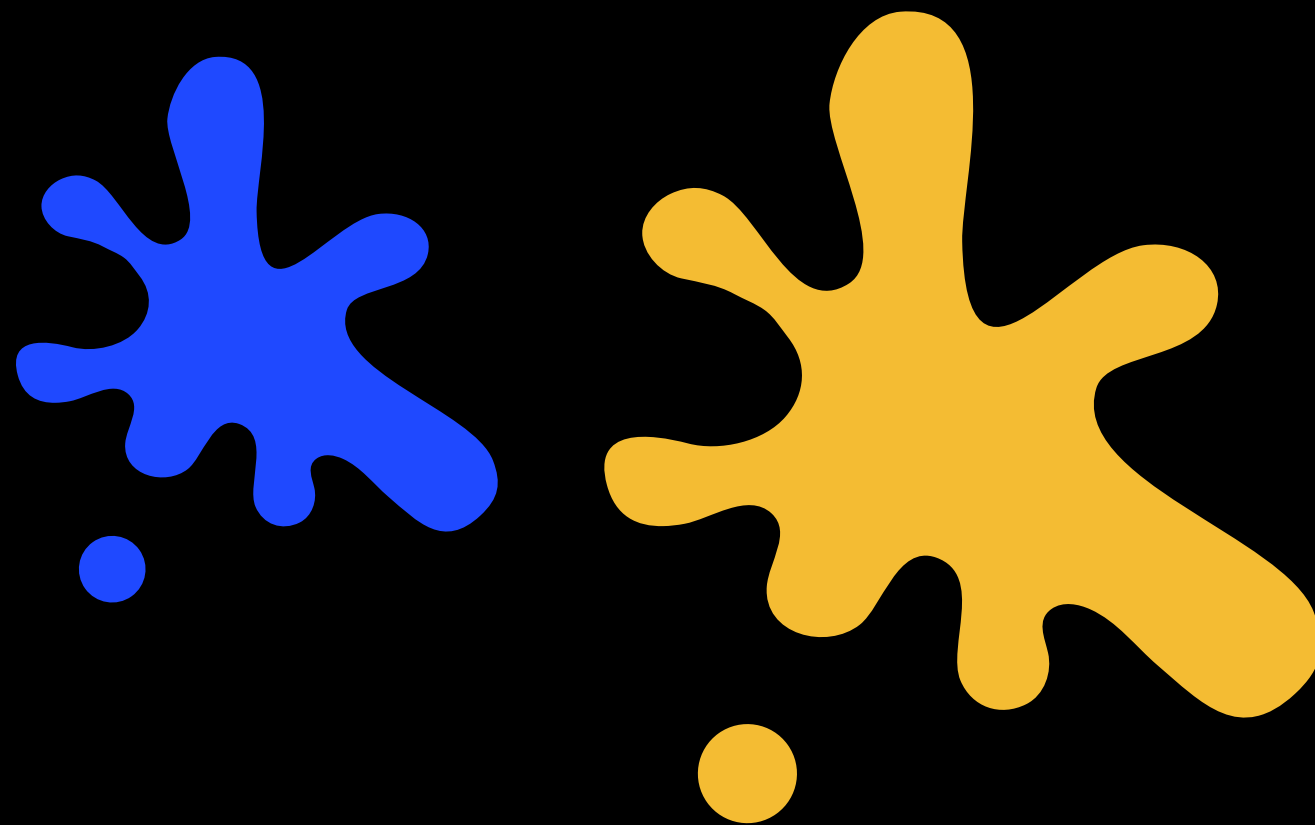


Impact

Engaged children who are all challenged

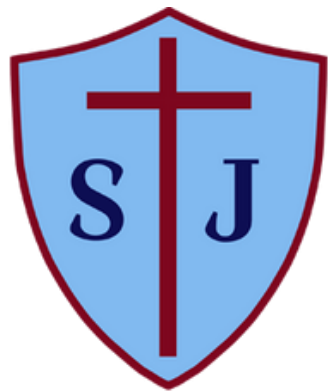
Children who can all talk about Maths and their learning and
the links between Mathematical topics

Enhanced understanding of abstract concepts to develop critical thinking, problem-solving skills and the ability to apply mathematical reasoning across various contexts.



St Joseph's Art Curriculum 25-26





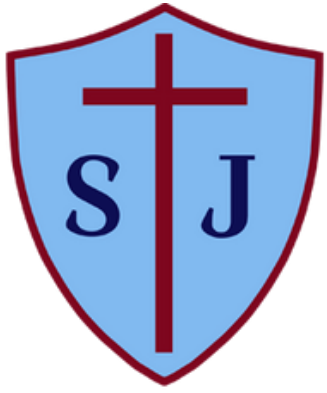
Our intent:

We want our children at St Joseph's to ...

Develop a love and appreciation for art in all its forms

- Express themselves creatively and confidently.
- Explore a wide range of art from different cultures and times.
- Use their imagination through hands-on, sensory experiences.
- Observe the world closely and share how they think and feel
- Understand how art shapes our world – past and present.

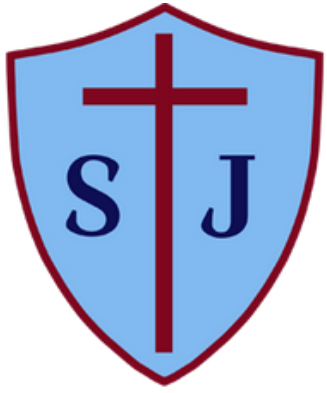
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Our Curriculum:

We use Bishop Hogarth's Art scheme to guide our Art teaching and support children's creative development.

- Art is taught following a 2 year cycle within mixed year classes.
- Children follow progressive units of work that build on skills and knowledge year by year.
- They explore a wide range of art and crafts from different cultures and time periods.
- Lessons stimulate imagination and creativity while encouraging self-expression.
- Children take part in a variety of visual, tactile and sensory experiences.
- The curriculum promotes careful observation and appreciation of the world around them.
- Pupils are encouraged to communicate what they see, think and feel through different artistic media.



Themes:

Key areas in Art and Design:

Drawing

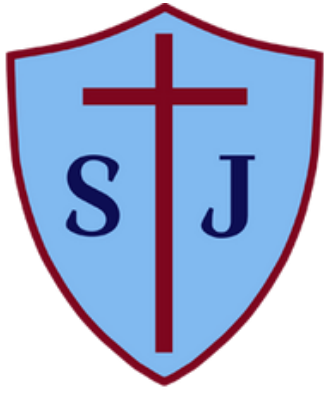


Painting



Sculpture





Planning:

Long Term Plans

Cycle A (2025/2026)	Cycle B (2026/2027)
<p>Y1/2</p> <p><u>Y1 Topics</u></p> <ul style="list-style-type: none">• Observational Drawing• Paper Sculptures• Shapes – Kandinsky/Delaunay	<p>Y1/2</p> <p><u>Y2 Topics</u></p> <ul style="list-style-type: none">• 2D-3D Still Life• Masks• Pop Art
<p>Y3/4</p> <p><u>Y3 Topics</u></p> <ul style="list-style-type: none">• Use of line• Transient Sculptures• Printing Patterns	<p>Y3/4</p> <p><u>Y4 Topics</u></p> <ul style="list-style-type: none">• Patterns in Nature• Clay Tiles• Painting Portraits
<p>Y5/6</p> <p><u>Y6 Topics</u></p> <ul style="list-style-type: none">• Cubism• Flower Sculptures• Cityscapes	<p>Y5/6</p> <p><u>Y5 Topics</u></p> <ul style="list-style-type: none">• Propaganda Posters<ul style="list-style-type: none">• Human Form• Illuminated Letters and Patterns



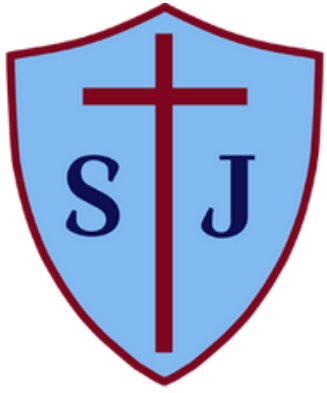
Drawing



Sculpture



Painting



Lessons:

Projects on a Page

Teachers use the Trust's clear planning documents set out as a project on the page to ensure art is delivered effectively.

A Project on a Page provides teachers with a clear and structured overview of the entire unit, supporting effective planning and delivery. It outlines the key learning objectives, suggested activities, and progression of skills, ensuring coverage of the National Curriculum. The document breaks the project into manageable steps—such as **investigating, practical tasks, designing, making, and evaluating**—helping teachers guide pupils through the design process with purpose and clarity. It also highlights key vocabulary, resources, safety considerations, and assessment opportunities, making it a practical tool that supports consistency, progression and high-quality teaching in art.



Lessons:

Lesson Design

Teachers use year group **Threshold Concepts** and **Sequential Components of Learning** when planning art lessons to ensure children develop a deep and secure understanding of key artistic skills and knowledge as they progress through school.

Threshold Concepts:



Developing

Children will develop ideas and inspiration through exploring other artists work and the natural world.



Experimenting

Children will experiment with different skills and techniques to further their learning and understanding.



Recording

Children will learn to record in a variety of ways.

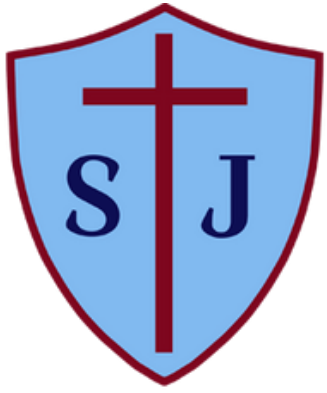


Presenting

Children will use their sketchbooks to present their work, showing a clear understanding of concepts, skills and techniques.

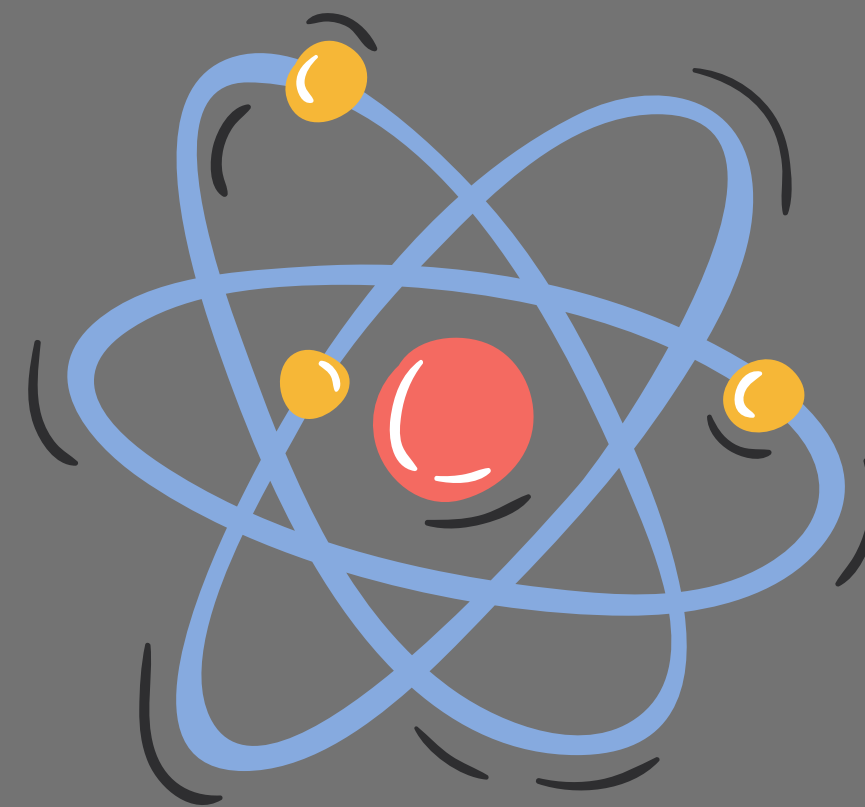
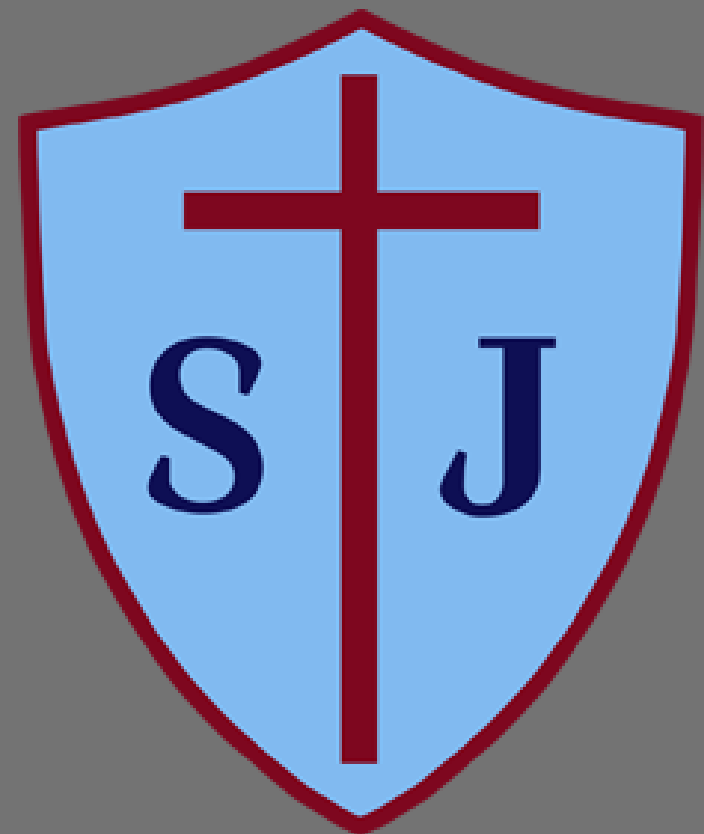
Sequential Components of Learning Example:

Step 1	Introduction to Sculpture and the Human Form Objective: Introduce pupils to sculpture and the human form as a subject for artistic expression. Activity: Begin by showing pupils the work of Alberto Giacometti and Henry Moore, focusing on how these artists depicted the human form in abstract and realistic ways. Encourage pupils to discuss the proportions, shapes, and gestures in the sculptures. Pupils will then create quick sketches of the human form using loose and expressive lines, focusing on gesture rather than accuracy. Key Learning: Pupils will learn about the basic principles of sculpture and the ways artists depict the human body. They'll understand the concept of proportion and gesture in relation to the human figure and how this can be translated into both drawing and sculpture.
	Exploring Proportions and Anatomy Objective: Develop an understanding of proportion and the basic structure of the human body. Activity: Show pupils a simple skeletal and muscular diagram of the human body, highlighting key features like the spine, arms, and legs. Introduce pupils to ancient Greek sculptors like Polykleitos, who focused on the proportions of the body. Pupils will use clay to model a basic human figure focusing on the proportion of the limbs and torso. Key Learning: Pupils will gain knowledge of human proportions and anatomical structure, learning how artists observe and replicate the body in three dimensions. They'll begin to understand the balance between abstraction and realism in sculpture.



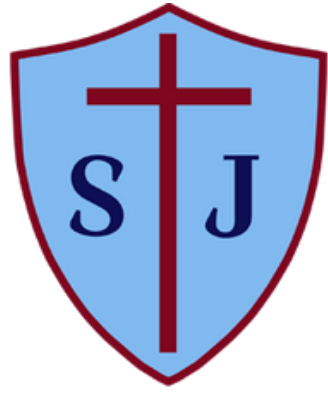
Impact

- **Children regularly reflect on their own work and that of others through self and peer assessment.**
- **Children's progress and creativity can be seen in their sketchbooks and through photographs in their books.**
- **We also consider how much children enjoy and engage with art. This helps us identify pupils who show a special talent or passion for the subject.**



St Joseph's Science Curriculum

25-26

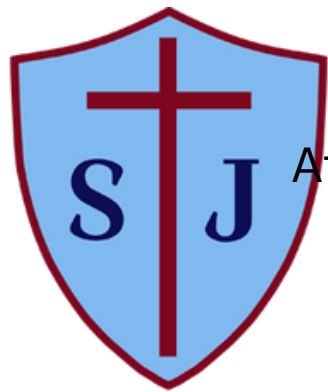


Our intent:

Think it. Test it. Discover it!

Is to spark curiosity and develop a love for science in all children, irrelevant of need, by encouraging them to ask questions, explore the world around them and think like scientists.

We aim to provide a high quality science education that enables pupils to explore, question and discover through practical, hands on experiences and enquiry based learning.



Our Curriculum:

At our school we know that children learn best when the curriculum is well sequenced to enable revisiting of core knowledge, skills and understanding to deepen conceptual awareness before demanding application across the whole curriculum.

**Our maths curriculum is supported by the
Mastery Approach learning journey**

- Progressive units of work
- Small, coherent learning steps
- Revisiting of core knowledge, skills and understanding
- Deepen conceptual awareness
- I do, we do, you do approach
- Frequent opportunities for predicting, problem solving and investigating
- High-level scientific vocabulary modelled



Themes:

Key areas in Science:

Biology

Animals
including humans



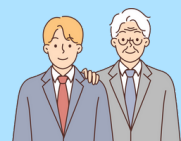
Plants



Living things
& their habitats



Evolution &
Inheritance



Chemistry

Materials



Rocks



States of
matter



Physics

Forces

Light



Earth &
Space



Electricity

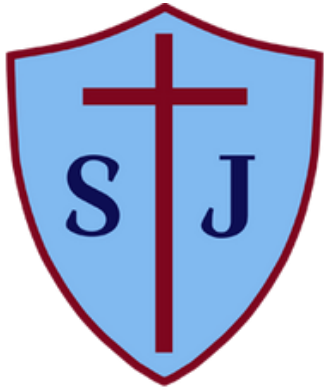


Weather &
Seasons



Sound





Enquiry skills...

Asking questions

Asking questions that can be answered using a scientific enquiry.



Making predictions

Using prior knowledge to suggest what will happen in an enquiry.



Setting up tests

Deciding on the method and equipment to use to carry out an enquiry.



Observing and measuring

Using senses and measuring equipment to make observations about the enquiry.



Recording data

Using tables, drawings and other means to note observations and measurements.



Interpreting and communicating results

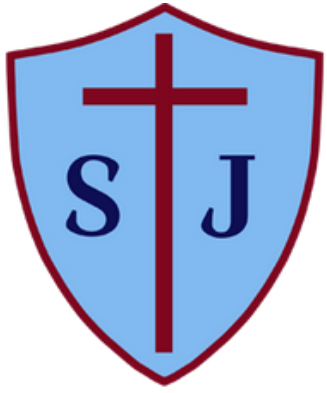
Using information from the data to say what you found out.



Evaluating









Reflecting on the success of the enquiry approach and identifying further questions for enquiry.





As Scientists we...



-  are curious about the world around us
-  think of our own scientific questions to investigate
-  work both as a team and independently
-  are hands on and practical
-  are inspired by science in the real world
-  learn indoors and outdoors
-  talk about science using our expert voices
-  take risks and thrive on discovering new things

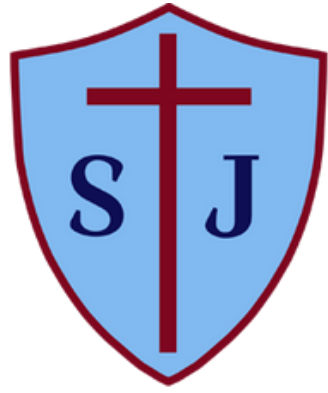




Planning:

Long Term Plans

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Biology Animals Including Humans (Human body and senses)	Chemistry Everyday Materials	Biology Animals Including Humans (animal classification)	BRITISH SCIENCE WEEK WORKING SCIENTIFICALLY FOCUS	Biology Plants	
Seasonal changes covered throughout the year						
Year 2	Chemistry Everyday materials and their properties		Biology Living things and their habitats		Biology Animals Including Humans	Biology Plants
Year 3	Chemistry Rocks and Soils	Physics Light and Shadow	Physics Forces and Magnets		Biology Animals Including Humans	Biology Plants
Year 4	Physics Sound	Chemistry Materials (states of matter)	Biology Animals Including Humans (Digestive system and teeth)		Living things Biology Living things and their habitats (classification)	Physics Electricity
Year 5	Physics Earth and Space	Physics Forces	Chemistry Properties and Changing Materials		Biology Animals Including Humans (growth)	Biology Living things and their habitats (life cycles and reproduction)
Year 6	Physics Light	Physics Electricity	Biology Animals Including Humans (Circulatory System) Puberty Talk		Biology Living things and their habitats (Classification)	Biology Evolution and Inheritance



Lessons:

Lesson Design

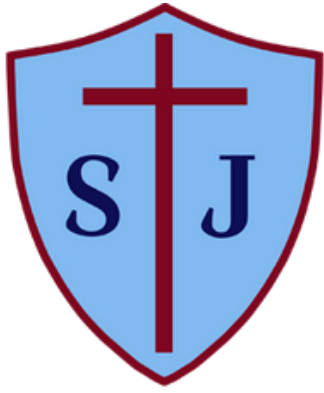
Quick response (ping pong style)

Precision of scientific vocabulary

Engage - with a hook

Carefully chosen examples and representations
to draw out the essence of the concept (I do, we do, you do)

Explore - hands on activity



Impact

Engaged children who are all challenged

Children who are critical thinkers and can problem solve

Children who connect learning to the real world

Children who are curious and wonder



St Joseph's RE Curriculum 25-26





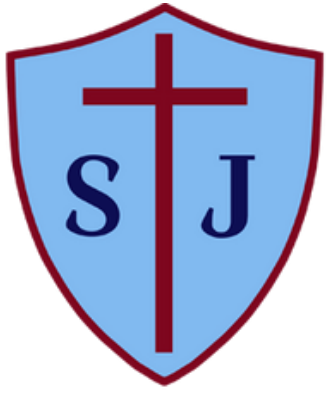
Our intent:

We want our children at St Joseph's to ...

Grow in their understanding of prayer and faith

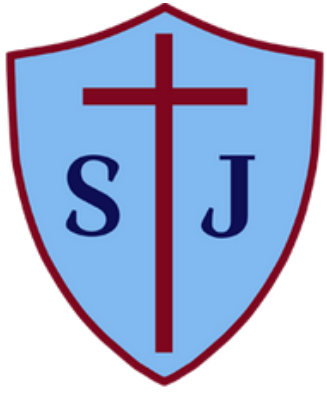
Our Mission Statement

St. Joseph's is a prayerful community grounded in the Catholic faith, in which Gospel values shape our lives and work. Our school is a loving, caring and happy place where all are welcomed and everyone is valued and respected. We recognise our uniqueness in Christ and celebrate diversity and difference. Through hard work and high expectations, we nurture and challenge each other to develop our gifts and talents. We do our best even we find things difficult.



The aims of Religious Education:

- To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively
- To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society
- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life; • To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum
- To bring clarity to the relationship between faith and life, and between faith and culture



Our Curriculum:

Our RE curriculum is supported by Come and See resources in the format of 'Explore, Reveal, Respond.'

- 10% statutory curriculum time
- Integration of technology within lessons
- Creative range of tasks to promote deeper thinking and creativity within the RE curriculum.
- Daily acts of worship integrated into school life.
- Catholic Social Teaching principles embedded throughout lessons and life around school.
- Pupil Chaplains and Mini Vinnies promoting and supporting Catholic and Worship.
- ***RE curriculum will follow the new RED from September 2026.***



RE Long Term Plan

2025-2026 Cycle B

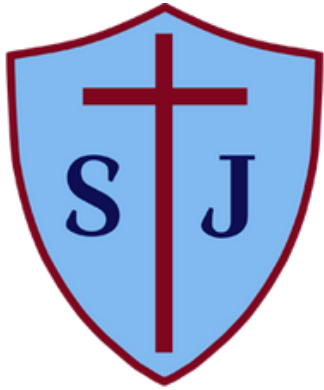
Phase/Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Myself Judaism	Welcome Birthdays	Celebrating Gathering	Growing	Good News Islam	Friends Our World
KS1 Cycle A Class 3, 4, 5 24-25	Families Judaism Belonging	Waiting	Special People Meals	Change	Holidays and Holydays Islam	Being Sorry Neighbours
KS1 Cycle B Class 3 and 4 25-26	Beginnings Judaism Signs & Symbols	Preparation	Books Thanksgiving	Opportunities	Spread the Word Islam	Rules Treasures
LKS2 Cycle A Class 5, 6, 7 24-25	Homes Judaism Promises	Visitors (Reconciliation)	Listening & Sharing Journeys	Giving all	Energy Islam	Choices Special Places
LKS2 Cycle B Class 5, 6, 7 25-26	People Judaism Called	Gifts (Reconciliation)	Community Giving & Receiving	Self-discipline	New Life Islam	Building Bridges God's People
UKS2 Cycle A Class 8, 9, 10 24-25	Ourselves Judaism Life choices	Hope	Mission Memorial sacrifice	Sacrifice	Transformation Islam	Freedom & responsibility Stewardship
UKS2 Cycle B Class 8, 9, 10 25-26	Loving Judaism Vocation & Commitment	Expectations	Source Unity	Death & new life	Witnesses Islam	Healing Common good



Catholic Life and Worship

Worship timetable

	Worship	Led by:
Monday	Whole school Celebration of the Word	Headteacher or Deputy Headteacher
Tuesday	Key Stage Celebration of the Word	Class teachers
Wednesday	Class Celebration of the Word	Groups of children
Thursday	Mass / Fundamental British Values	Class teachers
Friday	Creative Prayer	Class teachers

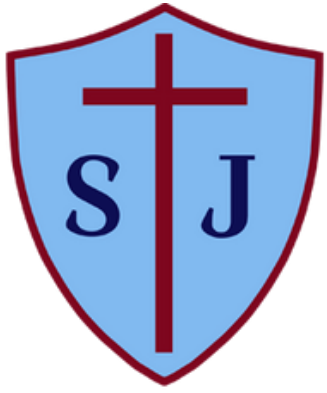


Catholic Life and Worship

Class Saints

	Saint	Feast Day
Nursery – Discovery and Explorer	Holy Family	25 th December
Class 1 and 2 (Reception)	St Francis of Assisi	4 th October
Class 3	St Bernadette	16 th April
Class 4	St Paul	29 th June
Class 5	St Peter	29 th June
Class 6	St Cuthbert	20 th March
Class 7	St Terese of Lisieux	1 st October
Class 8	Blessed Mother Teresa	5 th September
Class 9	Blessed Oscar Romero	24 th March
Class 10	St. Michael the Archangel	29 th September

Please plan a Class Celebration of the Word, for whenever it is your feast day so you can celebrate with your class.



Class Celebration of the Word Planners

EY Celebration of the Word Planner



Class _____ Date _____

Gather	Word
Response	Send

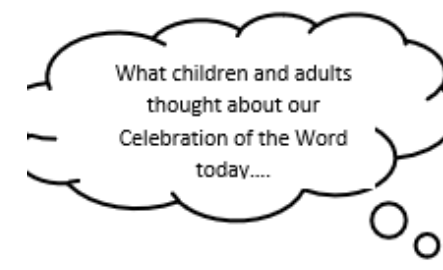
KS1 Celebration of the Word Planner



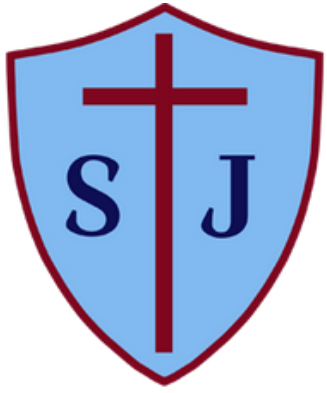
Children leading: _____

Class: _____ Date: _____

Gather:	We have chosen to...	
Word		Music
The Word we have chosen to listen to is...		We have chosen:
Response		Send
We have decided to....		We want the children to....



Evaluation




Class Celebration of the Word Planners

LKS2 Celebration of the Word Planner



Children leading: _____
Class: _____ Date: _____


Gather	We want the children to...
Word Name of child leading	The scripture reading we have chosen is... because....
Response Name of child leading	We have decided to....
Send Name of child leading	We will close the Celebration of the Word by...
Music 	The music we have chosen is...

Evaluation:
Comments from other children and adults about our Celebration of the Word.

UKS2 Celebration of the Word Planner



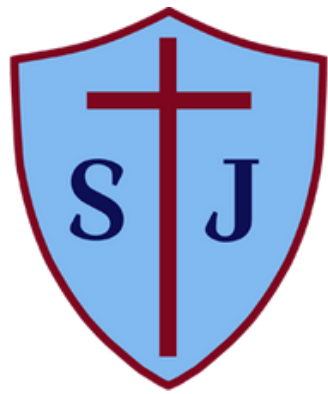
Children leading: _____
Class: _____ Date: _____

Gather	We chose:	So that...
Word Name of child leading	Our chosen scripture is	So that....
Response Name of child leading	We want children to....	So that....
Send Name of child leading	We will close the Celebration of the Word by...	Which will help children to...
Music 	We chose:	Because:
EVALUATION AND FEEDBACK: What adults and children said about our Celebration of the Word....		
What went well:		
What could make our Celebration of the Word better:		



St Joseph's PSHE Curriculum 25-26



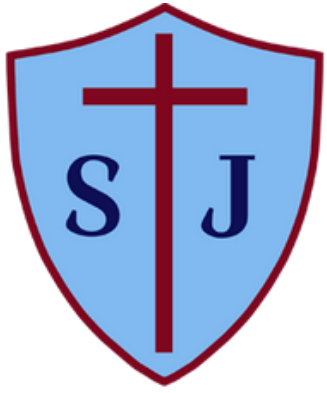


Our intent:

We want our children at St Joseph's to ...

Recognise their uniqueness in the image of God

- **Recognise and value that every individual is special and unique in the image and likeness of God.**
- **Have the knowledge they need to make informed choices and therefore make positive contributions to the wider community.**
- **Understand positive, emotional and mental wellbeing, and to understand how friendships can support our mental wellbeing.**
- **Be prepared positively for life in modern Britain by teaching and reinforcing British Values and our Bishop Hogarth Catholic Academy Trust Virtues.**



Our Curriculum:

Our PSHE follows the Ten:Ten RSE scheme of work and is supplemented by additional resources

PSHE is taught following a 2 year cycle within mixed year classes.

Each term begins with lessons from Ten:Ten and then progresses onto Bishop Hogarth supplementary materials.

Some lessons may be year group specific and therefore should be taught only to the relevant year group.

Parents will be informed of any upcoming topics which may spark emotions or questions at home, such as bereavement, puberty and abuse.



Long Term Plan

Class	Autumn	Spring	Summer
Nursery	<ul style="list-style-type: none"> • Story sessions – handmade with love • Role model • Who's Who? • You've got a friend in me • Forever friends • Self-image and online identify 	<ul style="list-style-type: none"> • Safe inside and out • My body, my rules • Feeling poorly • People who help us • Online reputation • Courtesy and Manners • Healthy Eating 	<ul style="list-style-type: none"> • God is love • Loving God, loving others • Me, you, us • Online bullying • Online relationships • THINK – Tales of the Road • Being safe in the sun
Reception	<ul style="list-style-type: none"> • Story sessions – handmade with love • I am Me • Heads, shoulders, knees and toes • Ready teddy? • Health, wellbeing and lifestyle • THINK – Stepping stones to road safety • Healthy eating and table manners 	<ul style="list-style-type: none"> • I like, you like, we all like! • All the Feelings • Let's get real • Growing up • Managing online information • Privacy and security • THINK – Be Bright, Be Seen 	<ul style="list-style-type: none"> • God is love • Loving God, loving others • Me, you, us • What is the Internet? • Playing Online • Copyright and ownership • THINK – Road Rangers • NSPCC PANTS (sexual harassment) • Being safe in the sun
Y1 Cycle B	<ul style="list-style-type: none"> • Online Safety (Computing) • Story sessions – Let the children come • God loves you • Special people • Self-image and online identify • Money Matters • Dental hygiene and healthy eating • Courtesy and manners 	<ul style="list-style-type: none"> • Treat others well.....and say sorry • Real Life Online • Good and bad secrets • Physical contact • Online relationships • Online reputation • Where Money Comes From • Looking After Money <p>Only teach to Year 2 children:</p> <ul style="list-style-type: none"> • The cycle of life 	<ul style="list-style-type: none"> • Harmful substances • Can you help me? (Part 1 and 2) • Three in One • Who is my neighbour? • The communities we live in • Online bullying • THINK – Safety first • NSPCC PANTS (sexual harassment)



Long Term Plan

Y2 Cycle A	<ul style="list-style-type: none"> Online Safety (Computing) Story sessions – Let the children come I am Unique Girls and Boys Clean and Healthy Managing online information Health, wellbeing and lifestyle Spend or Save Understanding Mental Health Healthy eating 	<ul style="list-style-type: none"> Feelings, likes and dislikes Feeling inside out Super Susie gets angry Beginnings and endings NSPCC PANTS (sexual harassment) Privacy and security Want or Need Emotions and feelings Mental health problems – causes and signs <p>Only teach to Year 2 children:</p> <ul style="list-style-type: none"> The cycle of life 	<ul style="list-style-type: none"> God loves you Three in One Who is my neighbour? The communities we live in Rules to Help Us Copyright and ownership THINK – Roads away from home THINK – Road Safety Warriors Going Shopping Looking after our mental health Sun safety
Y3 Cycle B	<ul style="list-style-type: none"> Online Safety (Computing) Story sessions – Get up! The sacraments Story sessions – Jesus my friend Friends family and others Evolve – Self-image and online identify Where does Money come from Understanding Mental Health Dental hygiene and healthy eating Bullying and friendship 	<ul style="list-style-type: none"> When things feel bad Sharing online Chatting online. Safe in my body Drugs, alcohol, tobacco First Aid heroes NSPCC PANTS (sexual harassment) Online relationships Ways to Pay Talking about mental health Mental health problems – impact 	<ul style="list-style-type: none"> A Community of Love What is the Church? How do I love others? Online reputation Online bullying THINK – Road Safety Reasons to Borrow Looking after our mental health Courtesy and manners <p>Only teach to Year 4 children:</p> <ul style="list-style-type: none"> Lifecycles
Y4 Cycle A	<ul style="list-style-type: none"> Online Safety (Computing) Story sessions – Get up! The sacraments We don't have to be the same Respecting our bodies What is puberty? Managing online information Spending Decisions Understanding Mental Health Bullying and mental wellbeing 	<ul style="list-style-type: none"> Changing bodies What am I looking at? I am thankful A time for everything NSPCC PANTS (sexual harassment) Health, wellbeing and lifestyle Privacy and security Advertising Emotions and feelings Mental health problems – loneliness 	<ul style="list-style-type: none"> What am I Feeling? A Community of Love What is the Church? How do I love others? Copyright and ownership Keeping Track Looking after our mental health Healthy sleeping <p>Only teach to Year 4 children:</p> <ul style="list-style-type: none"> Lifecycles



Long Term Plan

<p>Y5</p> <p>Cycle B</p>	<ul style="list-style-type: none"> Online Safety (Computing) Story sessions – calming the storm God is Calling You Under pressure Do you want a piece of cake? Self-Talk Online reputation Look After It Understanding Mental Health Courtesy and manners 	<ul style="list-style-type: none"> Sharing isn't always caring Cyberbullying Types of abuse (abuse including sexual abuse) Impacted lifestyles Making good choices Giving assistance NSPCC PANTS (sexual harassment) Online bullying Critical Consumers Talking about mental health Mental health problems – feeling worried <p>Only teach to Year 6 children:</p> <ul style="list-style-type: none"> Hope beyond death 	<ul style="list-style-type: none"> The Holy Trinity Catholic social teaching Reaching out Self-image and online identity Online relationships Money in the wider World Looking after our mental health Bullying and stereotypes Health and allergies <p>Only teach to Year 6 children:</p> <ul style="list-style-type: none"> Making babies part 1 and 2 (Pt 2 may be omitted)
<p>Y6</p> <p>Cycle A</p>	<ul style="list-style-type: none"> Online Safety (Computing) Story sessions – calming the storm Gifts and talents Girls' bodies Boys' bodies Spots and sleep Build Others Up Managing online information Value for Money and Ethical Spending Understanding Mental Health 	<ul style="list-style-type: none"> Body image Peculiar feelings Emotional changes Seeing stuff online NSPCC PANTS (sexual harassment) Health, wellbeing and lifestyle Privacy and security Budgeting Emotions and feelings Mental health problems – feeling unhappy <p>Only teach to Year 6 children:</p> <ul style="list-style-type: none"> Hope beyond death 	<ul style="list-style-type: none"> Menstruation The Holy Trinity Catholic social teaching Reaching out Copyright and ownership Money and Emotional Wellbeing Looking after our mental health <p>Only teach to Year 6 children:</p> <ul style="list-style-type: none"> Making babies part 1 and 2 (Pt 2 may be omitted)



Impact

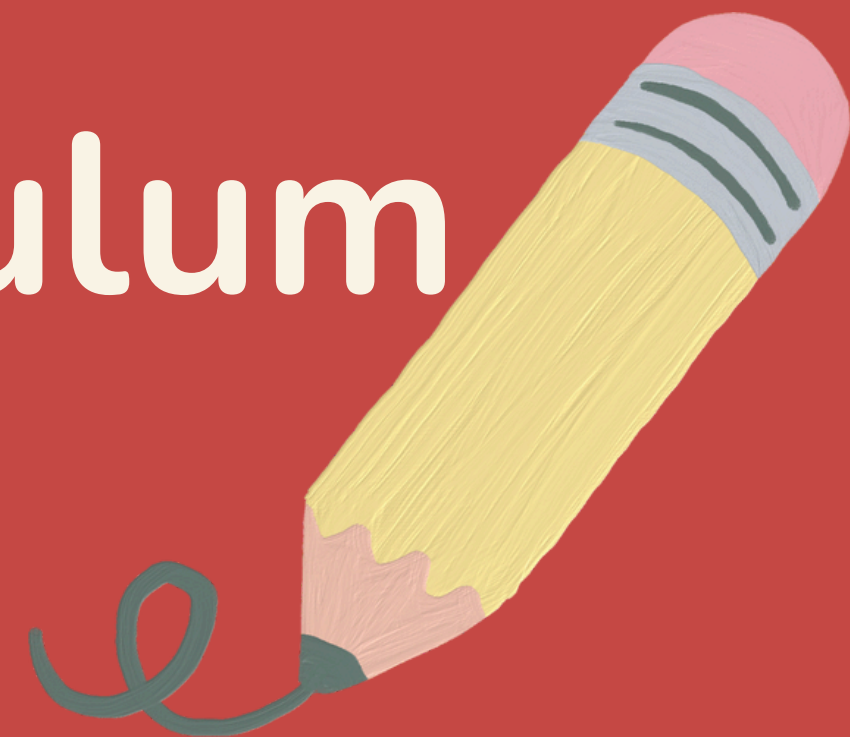
Our children will be able to effectively manage their relationships and be able to make informed lifestyle choices. They will be able to apply their learning to real life situations and make positive contributions to the wider community in Norton and beyond. We are proud of the PSHE / RSE work that we deliver at St. Joseph's, the evidence being seen through the well-rounded, confident, tolerant and independent children that leave us at the end of year 6.

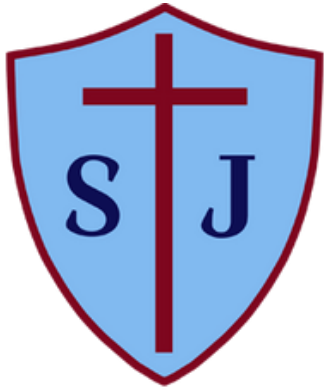
Children's attitude, behaviour and demeanour around school, within lessons, at playtimes and out in the community, demonstrates the respect, tolerance and high aspirations that our children have of themselves and each other. They leave us ready for their next step into Secondary school and are armed with skills, knowledge and understanding that they can take forward into adulthood. Our children leave us prepared for life in an ever-changing modern Britain. They have the tools they need to succeed, keep themselves safe and thrive.

We measure impact by the triangulation of lesson observations, work scrutiny and pupil voice, as well as this we carry our yearly subject leader/ teaching staff discussions – where areas for development are discussed, and for which targets for the year are collaboratively developed.



St Joseph's English Curriculum 25-26





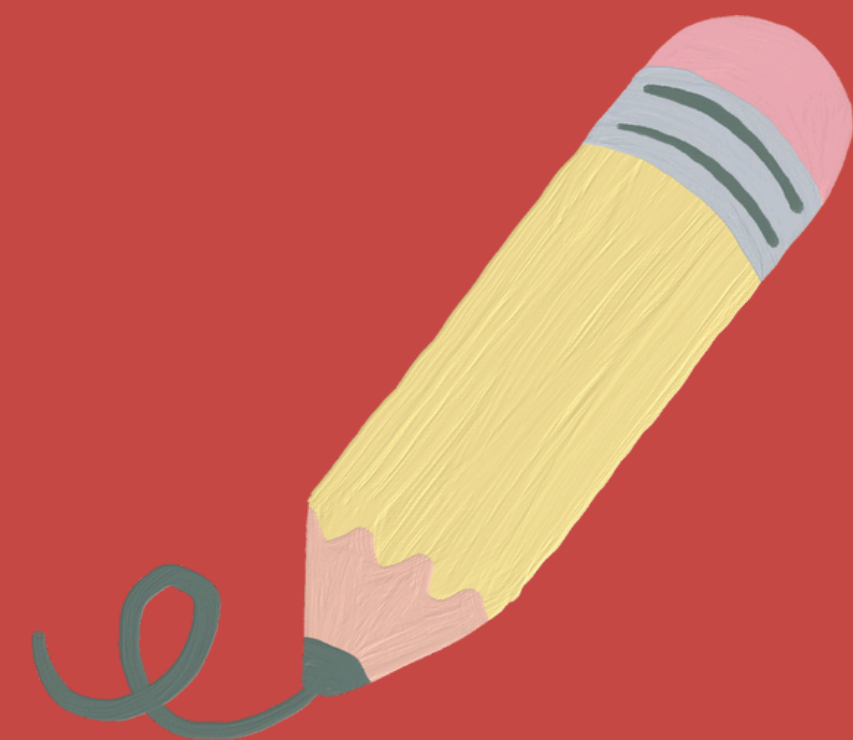
Themes:

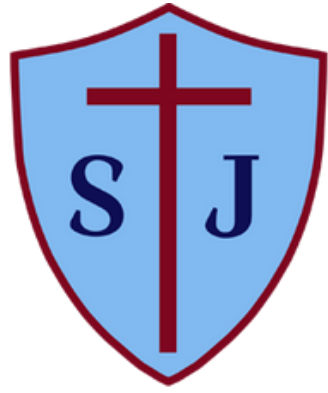
Key areas in English:

<u>1. Spoken Language</u> <ul style="list-style-type: none">• Listening and responding• Participating in discussions and presentations• Using spoken Standard English• Developing vocabulary and grammar through speech	<u>2. Reading</u> <ul style="list-style-type: none">a. Word Reading<ul style="list-style-type: none">• Phonics and decoding• Fluency and accuracyb. Comprehension<ul style="list-style-type: none">• Understanding texts• Discussing texts• Developing inference and prediction skills	<u>3. Writing</u> <p>Divided into two key subheadings:</p> <ul style="list-style-type: none">a. Transcription<ul style="list-style-type: none">• Spelling• Handwritingb. Composition<ul style="list-style-type: none">• Planning, drafting, editing, and evaluating writing• Writing for different purposes and audiences
<u>4. Grammar, Punctuation and Vocabulary</u> <ul style="list-style-type: none">• Sentence structure• Use of punctuation• Word classes and grammatical terminology• Expanding vocabulary and understanding how word choice affects meaning	<u>5. Spelling (Statutory Word Lists and Rules)</u> <ul style="list-style-type: none">• Year-group specific spelling rules and word lists• Morphology and etymology (especially in upper KS2)	



Writing





Our intent:

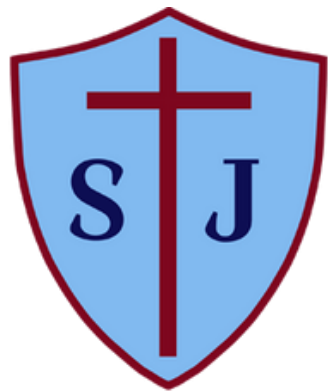
We want our children at St Joseph's to ...

foster a love of writing

develop a love for writing as a lifelong means for communication and expressing oneself

write clearly, accurately and coherently, adapting language and style for a range of contexts, purposes and audiences

appreciate a rich and varied literary heritage

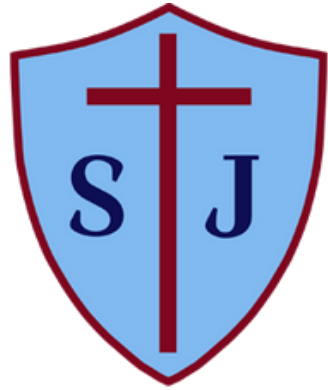


Our Writing Curriculum:

Literacy Tree

Our book-based planning sequences provide comprehensive curriculum coverage, engaging children to write with a clear audience and purpose. This forms the backbone of our Teach Through a Text pedagogy.

We use Literacy Tree because of its book-based pedagogy to motivate children to write for a range of audiences and purposes using high-quality, diverse children's literature by significant authors. We do this by helping children immerse children in a range of literary worlds and themes, heightening engagement and creating curiosity through process drama, discussion and debate. This allows them to see themselves represented, and also explore the lives and experiences of others.

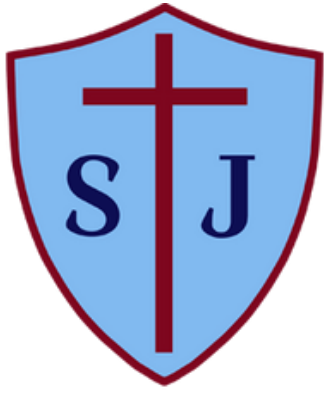


Long Term Plans



Suggested Curriculum Map – Whole School

Reception	Outside inside – Autumn 1	Knowing Yourself – Autumn 2
Writing Book Text	Where the Wild Things Are Maurice Sendak	Look at Mother, Roger and Roger David Lahti
Thema/Term	Bringing the Rain to Kapiti Plain Vera Sanders	I Want to Be a Knight Emma Carroll
Writing Book Text	The Magic Paintbox Julia Donaldson and Neil Gaiman	I Will Not Run Away Ever Lauren Child
Thema/Term	Little Red Lynne Roberts and David Roberts	The Extraordinary Cardboard Box Lauren Child
Writing Book Text	Super Willy and the Super School Day Stephanie Clarkson	
Thema/Term	Strength of mind – Summer 1	Family & friends – Summer 2
Writing Book Text	The Wind Ziazi Smith and Nick Lane	So Much Peter Goss and Helen Goss
	My Shadow is Pink Sam Sweeney	My Dog and My Field Sam Sweeney
	Happy Monkey from Christopher's Daisy Lynley Dodd	My Class Pip Jones
	The Ape Peter Hain and Deborah Allwright	
Year 1	Journeys & exploration – Autumn 1	Heroes & villains – Autumn 2
Writing Book/ Spelling Book Text	The Wind Ziazi Smith and Nick Lane	I Want to Be a Knight Emma Carroll
Thema/Term	Naughty Blue Sam Sweeney and Jerry Cole	I Will Not Run Away Ever Lauren Child
Writing Book/ Spelling Book Text	The Wind Ziazi Smith and Nick Lane	I Will Not Run Away Ever Lauren Child
Thema/Term	Similarities & differences – Spring 1	Nature & environment – Spring 2
Writing Book/ Spelling Book Text	The Wind Ziazi Smith and Nick Lane	I Will Not Run Away Ever Lauren Child
Thema/Term	Friendship & kindness – Summer 1	Imagination & creativity – Summer 2
Writing Book/ Spelling Book Text	The Wind Ziazi Smith and Nick Lane	I Will Not Run Away Ever Lauren Child
	The Wind Ziazi Smith and Nick Lane	I Will Not Run Away Ever Lauren Child
	The Wind Ziazi Smith and Nick Lane	I Will Not Run Away Ever Lauren Child
	The Wind Ziazi Smith and Nick Lane	I Will Not Run Away Ever Lauren Child
Year 2	A twist in the tale – Autumn 1	Creation & conservation – Autumn 2
Writing Book/ Spelling Book Text	The Wind Ziazi Smith and Nick Lane	I Will Not Run Away Ever Lauren Child
Literary Leaf Text	The Wind Ziazi Smith and Nick Lane	I Will Not Run Away Ever Lauren Child
Thema/Term	Bravery vs. fear – Spring 1	Change & relationships – Spring 2
Writing Book/ Spelling Book Text	The Wind Ziazi Smith and Nick Lane	I Will Not Run Away Ever Lauren Child
Literary Leaf Text	The Wind Ziazi Smith and Nick Lane	I Will Not Run Away Ever Lauren Child
Thema/Term	Fictional Worlds & fantasy – Summer 1	Urban metropolises – Summer 2
Writing Book/ Spelling Book Text	The Wind Ziazi Smith and Nick Lane	I Will Not Run Away Ever Lauren Child
Literary Leaf Text	The Wind Ziazi Smith and Nick Lane	I Will Not Run Away Ever Lauren Child



Lessons:

Lesson Design

1. Interleaving / Retrieval Practice

- Quick starter activities revisiting prior knowledge (e.g., previous spelling rules, grammar concepts, or vocabulary).
- Use low-stakes quizzes, whiteboard tasks, or oral recall.
- Link to previous units to strengthen memory and connections (e.g., recall of adjectives before teaching expanded noun phrases).

2. Learning Objective & Success Criteria

- Share and explain the focus of the lesson (e.g., To identify and use fronted adverbials).
- Display success criteria clearly (e.g., I can identify fronted adverbials, I can use a comma after one, I can write my own in a sentence).

3. Direct Instruction / Modelled Teaching

- Explicit teaching of the concept, using clear modelling.
- Use "I do, we do, you do" approach.
- Incorporate metacognitive talk (e.g., "Watch how I think about where the comma should go...").

4. Guided Practice

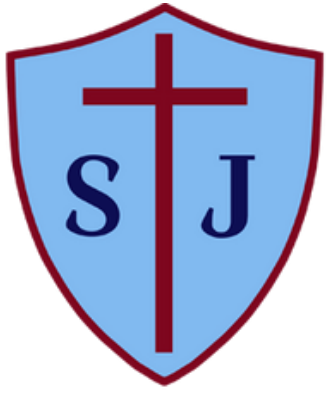
- Pupils work on examples with teacher/TA support.
- Use scaffolds like sentence starters, vocabulary banks, or writing frames.
- Encourage partner talk and peer feedback.

5. Independent Application

Pupils apply learning in writing or comprehension tasks.

6. Feedback & Review

- Use mini-plenaries or a final discussion to check understanding.
- Review learning objective and reflect on success criteria.
- Self-assessment or peer marking where appropriate.

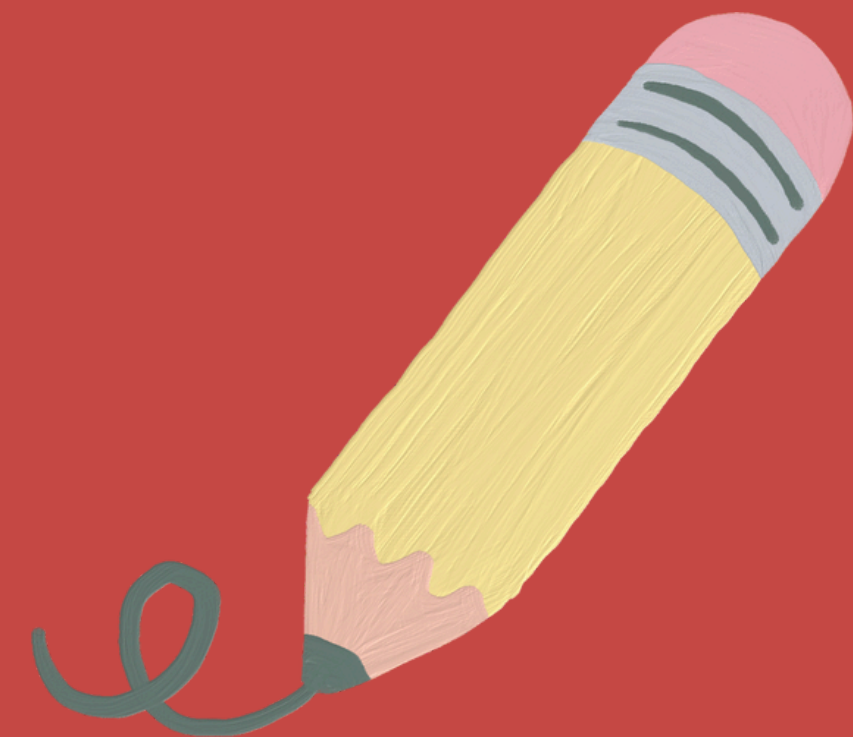


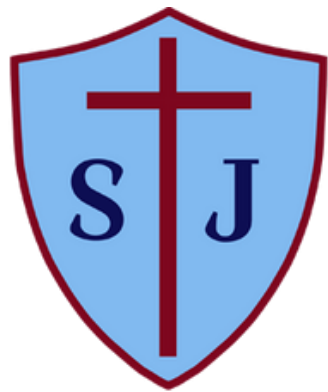
Impact

- Pupils develop a lifelong love of writing and see themselves as confident, capable writers.
- Children write with increased fluency, accuracy, and creativity across a range of genres and purposes.
- Vocabulary, grammar, and punctuation are applied effectively and appropriately in independent writing.
- Pupils understand and can apply the writing process, including planning, drafting, editing, and publishing.
- Children are able to write with a clear sense of audience, purpose, and tone.
- Pupils demonstrate pride in their writing, presenting it neatly and taking ownership of their work.



Reading





Our intent:

We want our children at St Joseph's to ...

foster a love of reading

read fluently with a good understanding

read often for both pleasure and information

acquire a wide knowledge and vocabulary from a range of genres and text types



Our Reading Curriculum:

Sounds-Write

At our school, we use the Sounds-Write programme to teach early reading in EYFS and Key Stage 1. Sounds-Write is a highly structured, evidence-based phonics programme that teaches children how the alphabetic code works so they can read and spell with confidence. It begins with simple word structures and gradually introduces more complex words and spelling patterns in a clear and systematic way.

Through daily, focused phonics sessions, children learn to decode words by blending individual sounds (phonemes) and to encode words by segmenting them for spelling. The programme places a strong emphasis on oral blending and segmenting, sound manipulation, and the development of fluent, automatic reading. Sounds-Write ensures that children not only learn to read accurately, but also develop the comprehension skills and confidence to become independent readers.

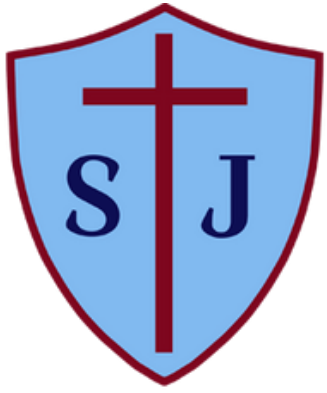


Our EYFS and KS1 Reading Curriculum:

Group/Guided Reading

To support the development of early reading skills, EY and KS1 children will participate in **two adult led** guided reading sessions each week. During these sessions, children will have the opportunity to develop skills such as decoding, prosody and comprehension which in turn, will support children's fluency and confidence when reading.

	Group 1	Group 2	Group 3	Group 4	Group 5
Monday	Group Read with Teacher	Reading Corner	Phonics Activity	Book Box	Group Read with TA
Tuesday	Group Read with TA	Group Read with Teacher	Reading Corner	Phonics Activity	Book Box
Wednesday	Book Box	Group Read with TA	Group Read with Teacher	Reading Corner	Phonics Activity
Friday 1	Phonics Activity	Book Box	Group Read with TA	Group Read with Teacher	Reading Corner
Friday 2	Reading Corner	Phonics Activity	Book Box	Group Read with TA	Group Read with Teacher



Our KS2 Reading Curriculum:

Whole Class Reading

Two sessions: Ashley Booth Comprehension

Focused skill activities/mixed comprehension consolidate the seven comprehension skills required by the National Curriculum.

Ashley Booth uses texts and extracts covering fiction, non-fiction and poetry. Therefore, children are getting a strong diet of poetry, non-fiction and picture books.

The Ashley Booth reading curriculum download contains a fully resourced and planned reading curriculum for KS2. It includes over 400 lessons – approximately 100 for each year group from 3 to 6.

Each lesson is based around a short text. These are often included, but sometimes you will need to source the text yourself before the lesson.

So two/three lessons are for 'linked texts' – three texts that sit well together. They may run on from each other and be linked in terms of theme (World War 2 or Ancient Greece, for example) or they may link together through genre (three days of excellent poetry, for example).

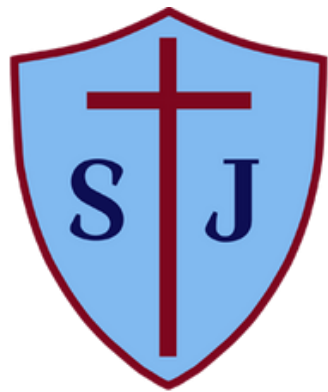
The texts get more challenging as the children get older. The type of questioning, however, largely stays the same.

Two sessions: Whole Class Text/Reading Book

Children read and answer VIPER question(s) either verbally or in their response books. Some questions require the children to work as a pair, some require them to talk as a table, whilst others may ask them to stand up and discuss their answers with someone they might not usually work with. Again, mixing up these strategies keeps the children on their toes and encourages **'book talk.'**

We should also read our whole class text/reading book for 15 minutes every day (separate to our reading lesson). This ensures children have access to and study a text in its entirety from start to finish. They build the skill of following a text through. We also use these lessons to focus on the skills of **prediction** and **summary** as these are better applied to the entirety of a text.

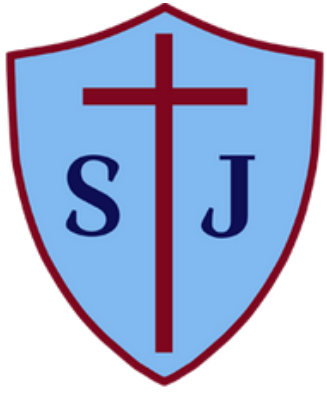
Our Reading Curriculum:



Our Reading Curriculum:

Accelerated Read and MyOn

At our school, we use Accelerated Reader and MyOn to support and enhance our reading curriculum. Accelerated Reader helps us track pupils' reading progress through personalised book quizzes that assess comprehension and encourage regular, independent reading. MyOn complements this by providing access to a vast online library of high-quality digital books, allowing pupils to read anytime, anywhere. Together, these platforms promote reading for pleasure while also enabling teachers to monitor engagement, progress, and reading development in a structured and motivating way.

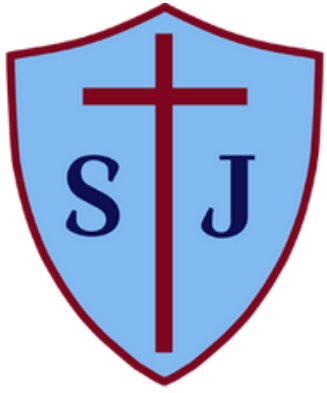


Promoting Reading

Each class starts the day with independent reading. Teachers and teaching assistants will listen to individual children read from 8.40 am - 9.00 am.

Each class has a dedicated reading area which offers a selection of books for children to read including; fiction, non-fiction, books linked to curriculum areas, protected characteristics etc. This wide selection allows children to apply their reading skills across the curriculum.

Children are read to everyday at 3pm, teachers read a variety of written material including; fiction, non-fiction, reports, diaries and poems, also using puppets, finger stories and story sacks.



Impact

Pupils will enjoy reading across a range of genres.

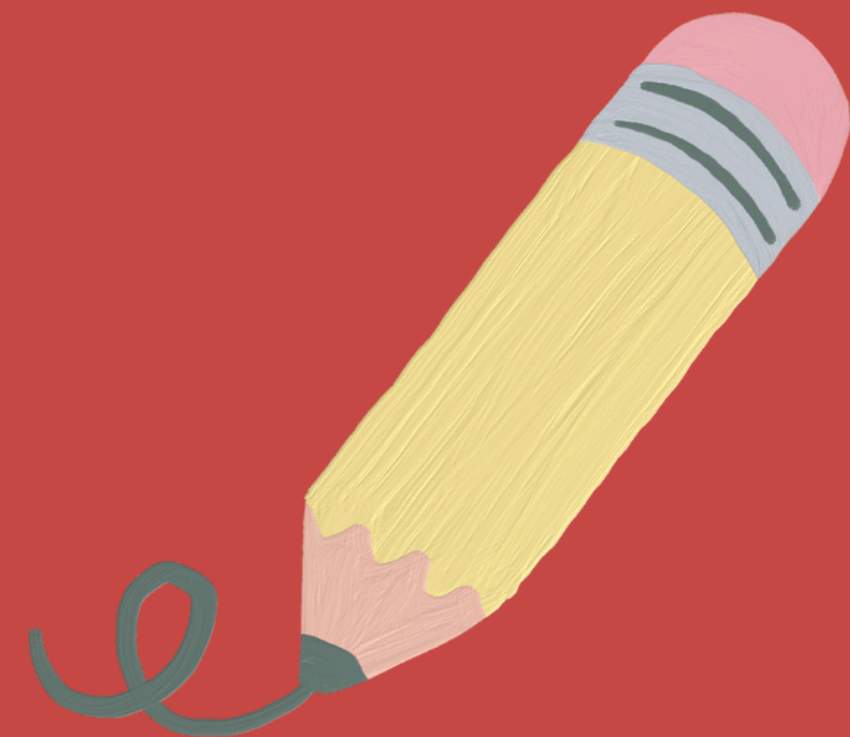
Pupils of all abilities will be able to succeed in all reading lessons

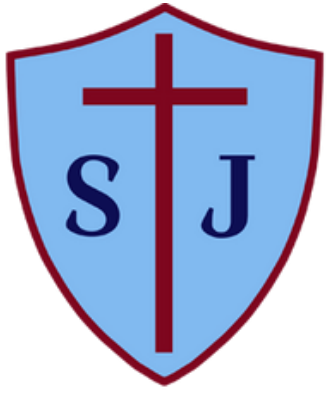
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Pupils will be ready to read in any subject.



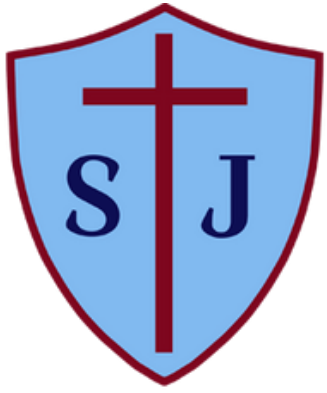
Spelling





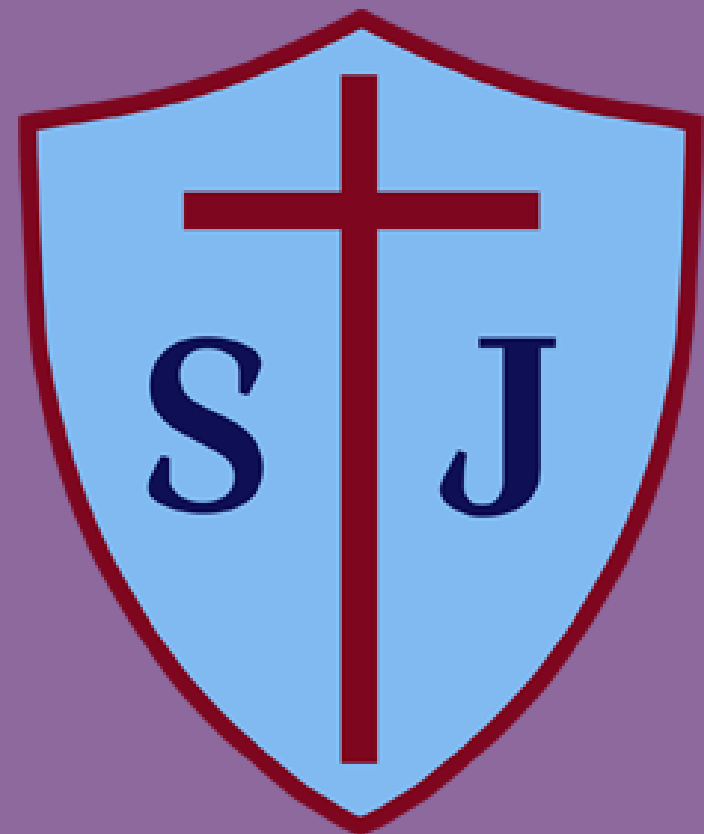
Sounds-Write Phonics

At our school, we use the Sounds-Write phonics programme to teach spelling in EYFS and Key Stage 1. Sounds-Write provides a structured, systematic approach to teaching children how to read and spell through explicit phoneme-grapheme correspondence. From the very beginning, children learn to segment sounds in words to spell them and blend sounds to read them. The programme builds up spelling skills progressively, starting with simple CVC words and gradually introducing more complex structures, alternative spellings, and polysyllabic words. Regular practice, repetition, and oral rehearsal help children develop strong foundations in both decoding and encoding, enabling them to spell accurately and confidently as they progress through the early years of their learning.



KS2 Spelling Shed

At our school, we use Spelling Shed to support the teaching and learning of spelling. Each week, children are given a spelling list to practise at home, aligned with the spelling rules and patterns being taught in class. In school, dedicated sessions are used to explicitly teach the spelling rule, explore word meanings, and complete engaging activities that reinforce learning. This consistent approach helps build pupils' confidence, accuracy, and enjoyment in spelling, both in writing and through interactive online games.



St Joseph's History Curriculum

25-26





Our intent:

We want our children at St Joseph's to ...

develop a deep curiosity about the past

Knowledge

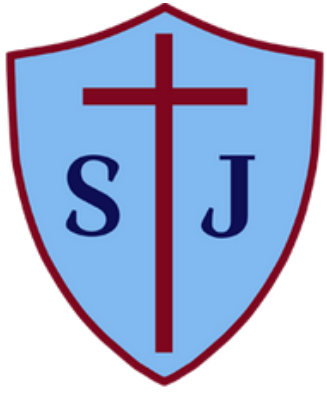
Pupils develop chronological knowledge of people and events, understanding how history shapes today through sequenced, connected learning.

Skills

Children question, investigate and explain the past using evidence, key concepts and historical vocabulary across different periods.

Fluency

Pupils confidently recall and communicate historical understanding using precise vocabulary through regular retrieval, discussion and written work.



Our Curriculum:

Our history curriculum

- Progressive units of work
- Promotes depth and progression in learning
- Follows a carefully sequenced journey
- Builds secure, long-term understanding
- Revisits learning to strengthen connections
- Prioritises understanding before progression
- I do, we do, you do approach



Themes:

Key areas in History:

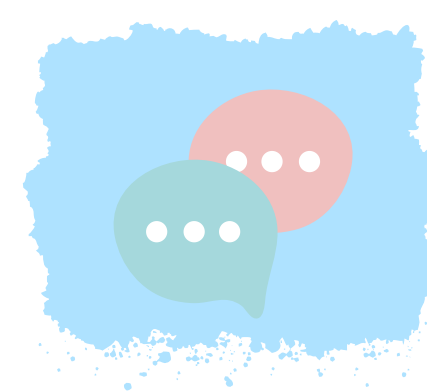
Chronology



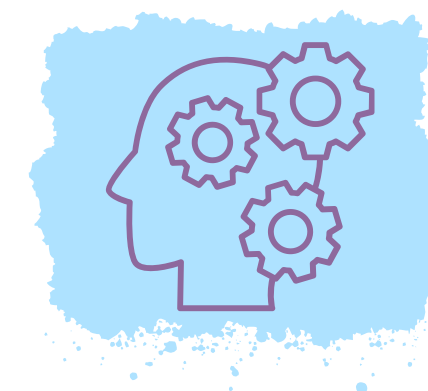
**Investigating The
Past**

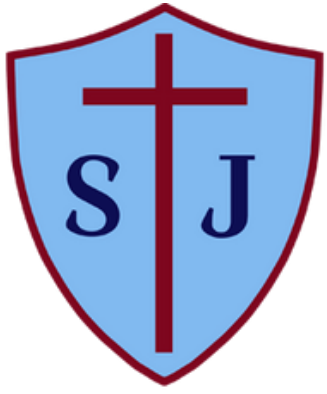


**Communicating
History**



**Thinking Like A
Historian**



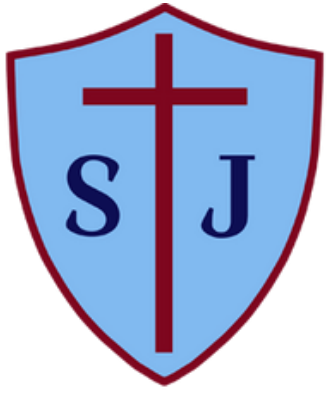


Planning:

Long Term Plans

History – Year A – 2025-2026		
Year Group	Focus 1	Focus 2
EYFS	Past and Present: Pupils talk about and describe familiar people, including members of their family and community. They comment on family past events. They compare characters from the past, using story books.	
Year 1/2	Toys & Transport Through Time	Captain Cook & Dr Nicholas Patrick
Year 3/4	Comparing Ancient Civilisations	Stone Age to Iron Age
Year 5/6	Anglo Saxon and Viking Britain (Local Link)	Home Front

History – Year B – 2026-2027		
Year Group	Focus 1	Focus 2
EYFS	Past and Present: Pupils talk about and describe familiar people, including members of their family and community. They comment on family past events. They compare characters from the past, using story books.	
Year 1/2	George Stephenson	Great Fire of London & Great Fire of Gateshead
Year 3/4	Roman Empire and its Impact on Britain	Early Islamic Civilisation
Year 5/6	The Changing Power of the Monarchy	Victorian Britain & The Industrial Revolution



Lessons:

Lesson Design

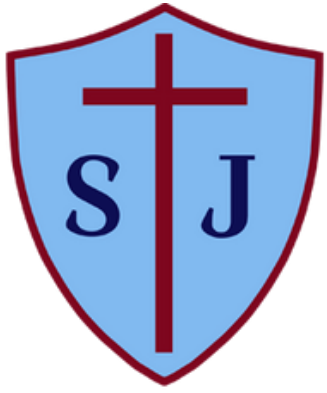
Lessons follow threshold concepts and build knowledge over time.

Use storytelling, sources, and retrieval to deepen understanding.

Include carefully chosen examples to clarify key ideas.

Follow “I do, we do, you do” for guided practice.

Adapted for all learners, informed by Rosenshine and EEF.



Impact

Pupils develop secure chronological knowledge and understand key historical people, periods and themes.

They confidently use historical vocabulary and engage critically with sources and evidence.

Pupils recognise how interpretations of the past are formed and can articulate thoughtful conclusions.

They leave with a lasting love of history and are well-prepared for Key Stage 3.



St Joseph's Geography Curriculum 25-26



Our intent:

We want our children at St Joseph's to ...

**See the world through the eyes of a geographer—
curious, informed and responsible.**

Knowledge

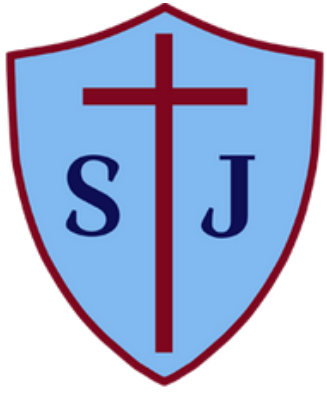
Gain a deep understanding of places, people and environments, and how they connect across the world. Build global awareness and strong knowledge of human and physical geography.

Skills

Use maps, fieldwork and data to explore and compare places.
Ask questions, explain processes and apply geographical vocabulary.

Fluency

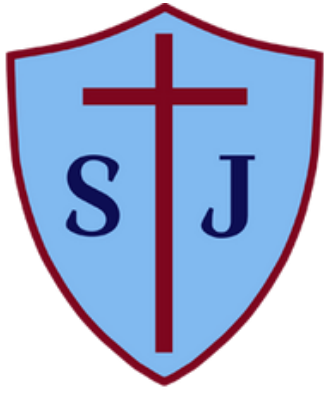
Use vocabulary, maps and tools confidently and accurately.
Recall and apply key knowledge to real-world contexts.



Our Curriculum:

Our Geography curriculum

- Progressive units of study from local to global geography
- Sequential learning with small, connected steps across year groups
- Use of visual, written and digital geographical representations
- Opportunities for comparison, enquiry and real-world application
- 'I do, we do, you do' model applied in geographical investigation
- Regular use of fieldwork, mapping and data-handling skills
- High-quality geographical vocabulary and sentence stems modelled



Themes:

Key areas in Geography:

Locational Knowledge

Locational Knowledge



Place Knowledge

Place Knowledge



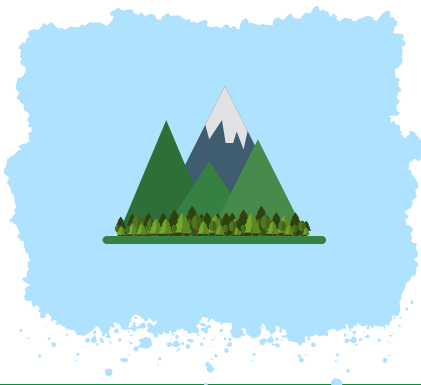
Human Geography

Human Geography



Physical Geography

Physical Geography



Environmental Geography

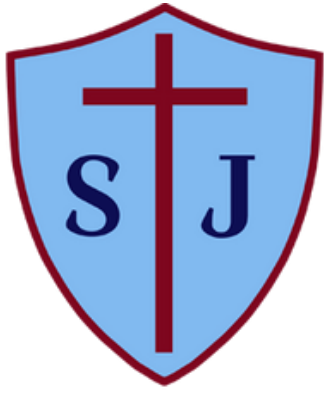
Environmental Geography



Geographical Skills and Fieldwork

Geographical Skills and Fieldwork



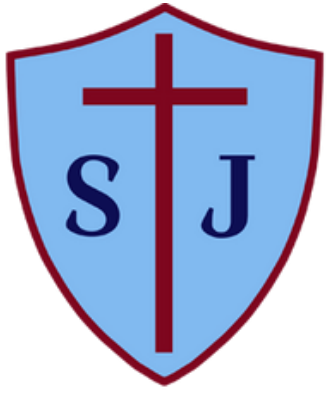


Planning:

Long Term Plans

Geography – Year A – 2025-2026		
Year Group	Focus 1	Focus 2
EYFS	People and places and the world we live in: In EYFS children begin to develop their geographical knowledge by exploring features of their school and nursery. They begin to compare and contrast different places and environments using maps and atlases.	
Year 1/2	Beside the Seaside	Planet Earth
Year 3/4	Rivers	Biomes – Rainforests
Year 5/6	Climate Change	Biomes - Deserts

Geography – Year B – 2026-2027		
Year Group	Focus 1	Focus 2
EYFS	People and places and the world we live in: In EYFS children begin to develop their geographical knowledge by exploring features of their school and nursery. They begin to compare and contrast different places and environments using maps and atlases.	
Year 1/2	Where I Live	Exploring the World
Year 3/4	Coasts	Angry Earth
Year 5/6	North America	Tsunami



Lessons:

Lesson Design

Progressive units of work that deepen knowledge from local to global

Promotes depth and progression through key geographical concepts

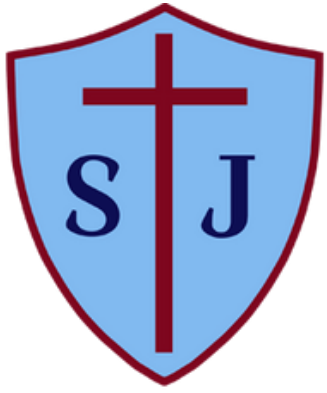
Follows a carefully sequenced journey from EYFS to Year 6

Builds secure, long-term understanding of place, processes and people

Revisits learning through retrieval, comparison and interleaving

Prioritises conceptual understanding before moving forward

Follows an 'I do, we do, you do' approach to develop geographical thinking and skills



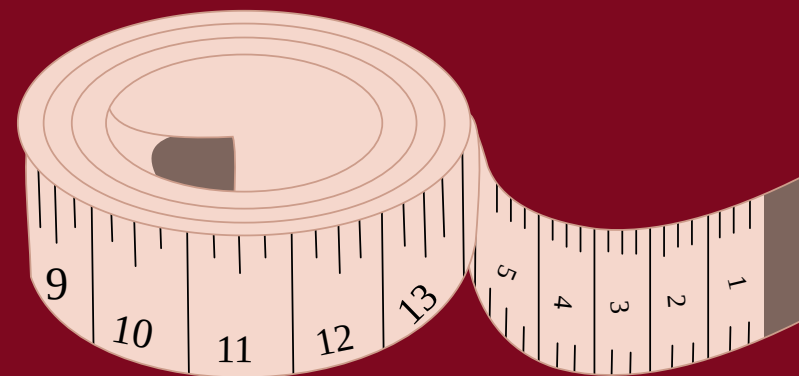
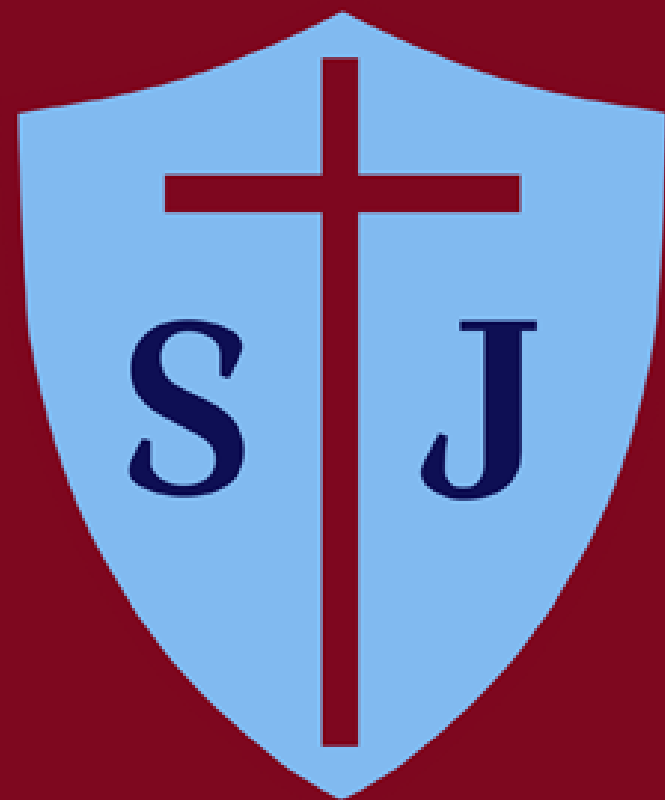
Impact

Pupils confidently understand places, environments, and processes at all scales.

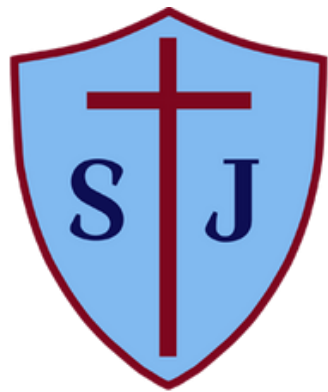
They effectively interpret and share geographical information using various tools and language.

Children apply enquiry and fieldwork skills to explore and answer real-world questions.

They make meaningful connections and develop a strong sense of global responsibility.



St Joseph's DT Curriculum 25-26



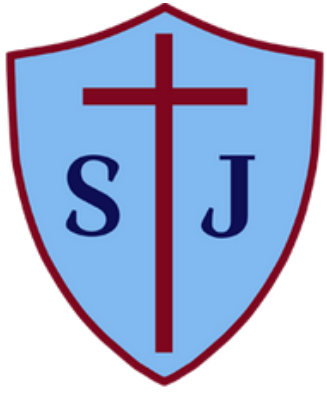
Our intent:

We want our children at St Joseph's to ...

Use creativity and imagination to design and make real products

- Solve problems by thinking about people's needs and values
- Build important skills and knowledge to make high-quality work
 - Learn from subjects like maths, science, computing and art
 - Take risks and become resourceful and inventive
- Understand how design affects daily life and the wider world

We encourage children to work both independently and in teams, using Catholic virtues to solve problems with care, responsibility and purpose.



Our Curriculum:

We use Bishop Hogarth's D&T scheme to guide our D.T teaching and support children's creative development.

- D&T is taught following a 2 year cycle within mixed year classes.
- Children follow progressive units of work that build on skills and knowledge.
- An inspiring, rigorous and practical subject.
- Children actively contribute to the creativity, culture, wealth and well-being of themselves, their community and their nation.
- Using creativity and imagination, children design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.
- Prepares children for the fast-changing world.



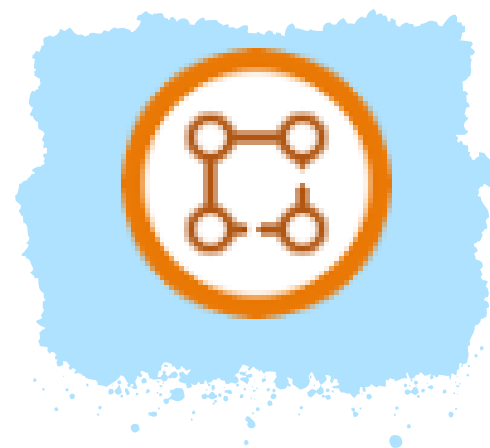
Themes:

Key areas in D.T:

Cooking and nutrition



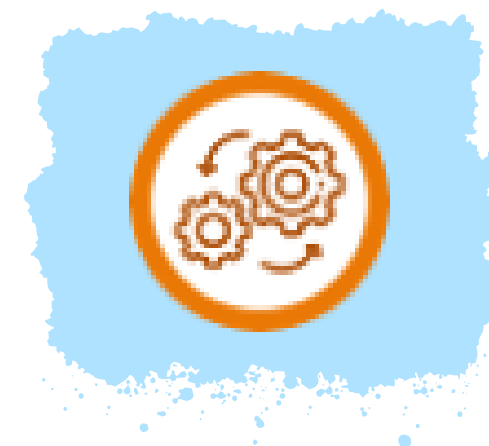
Structures



Textiles



Mechanisms and
Mechanical systems



KS2 only:

Electrical systems



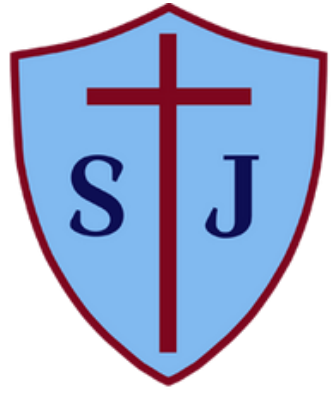
Application of the Digital world





Planning: Long Term Plans

Cycle A (2025/2026)	Cycle B (2026/2027)
<p>Y1/2</p> <p>Y1 Topics</p> <ul style="list-style-type: none"> Cooking and nutrition- smoothie Mechanisms- A moving storyboard Structures- A strong chair for a Baby Bear 	<p>Y1/2</p> <p>Y2 Topics</p> <ul style="list-style-type: none"> Cooking and nutrition- A rainbow salad Mechanisms- A small, wheeled trolley. Textiles- A puppet to retell a story.
<p>Y3/4</p> <p>Y3 Topics</p> <ul style="list-style-type: none"> Cooking and nutrition- A bread-based product. Structures- CAD-based packaging to protect and display a food product for sale. Textiles- A stuffed toy 	<p>Y3/4</p> <p>Y4 Topics</p> <ul style="list-style-type: none"> Cooking and nutrition- A puff pastry tart/pizza. Electrical systems- A night light for a sibling or friend. Mechanical systems-A greeting card.
<p>Y5/6</p> <p>Y6 Topics</p> <ul style="list-style-type: none"> Cooking and nutrition- Bolognese Mechanical systems-A moving toy Electrical systems- An alarm to protect a valuable artefact 	<p>Y5/6</p> <p>Y5 Topics</p> <ul style="list-style-type: none"> Cooking and nutrition- A yeast-based snack. Structures- A small-scale bird hide. Textiles- A tablet case



Lessons:

Project on a Page

Teachers use the Trust's clear planning documents set out as a **project on the page** to ensure D&T is delivered effectively.

A Project on a Page provides teachers with a clear and structured overview of the entire unit, supporting effective planning and delivery. It outlines the key learning objectives, suggested activities, and progression of skills, ensuring coverage of the National Curriculum. The document breaks the project into manageable steps—such as **investigating, practical tasks, designing, making, and evaluating**—helping teachers guide pupils through the design process with purpose and clarity. It also highlights key vocabulary, resources, safety considerations, and assessment opportunities, making it a practical tool that supports consistency, progression and high-quality teaching in D&T.



Lessons:

Lesson Design/Sequential Steps

At St. Joseph's, the learning process follows a sequential set of steps that guide children through a structured approach to understanding and creating products. The steps are:

Step 1: Investigating and Evaluating

Children begin by exploring a range of existing products. They consider how these products work, what materials and components are used, who they are designed for, and how well they meet their purpose. This helps children develop an understanding of effective design and function.

Step 2: Focused Practical Tasks

Children develop key technical skills through hands-on activities. They learn how to use tools, materials, and components safely and effectively. They may also experiment with specific mechanisms, structures, or systems (e.g. electrical circuits, levers, or programming) that they will later use in their own product.

Step 3: Plan and Design

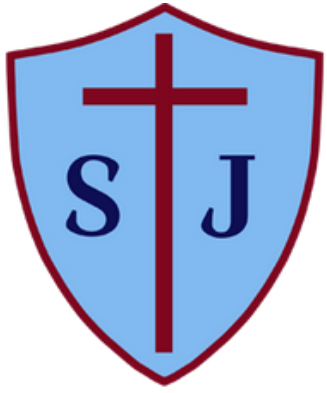
Children create a design based on a clear purpose and target user. They generate ideas, often through sketching and discussion, and select appropriate materials and components. They also consider design criteria such as function, appearance, and safety, and plan the steps needed to make their product.

Step 4: Making

Children follow their plans to create their product, using the appropriate tools and techniques. They build and assemble their design, making changes as needed to improve function or appearance. Where relevant, they may also use digital tools or programmable components.

Step 5: Evaluating

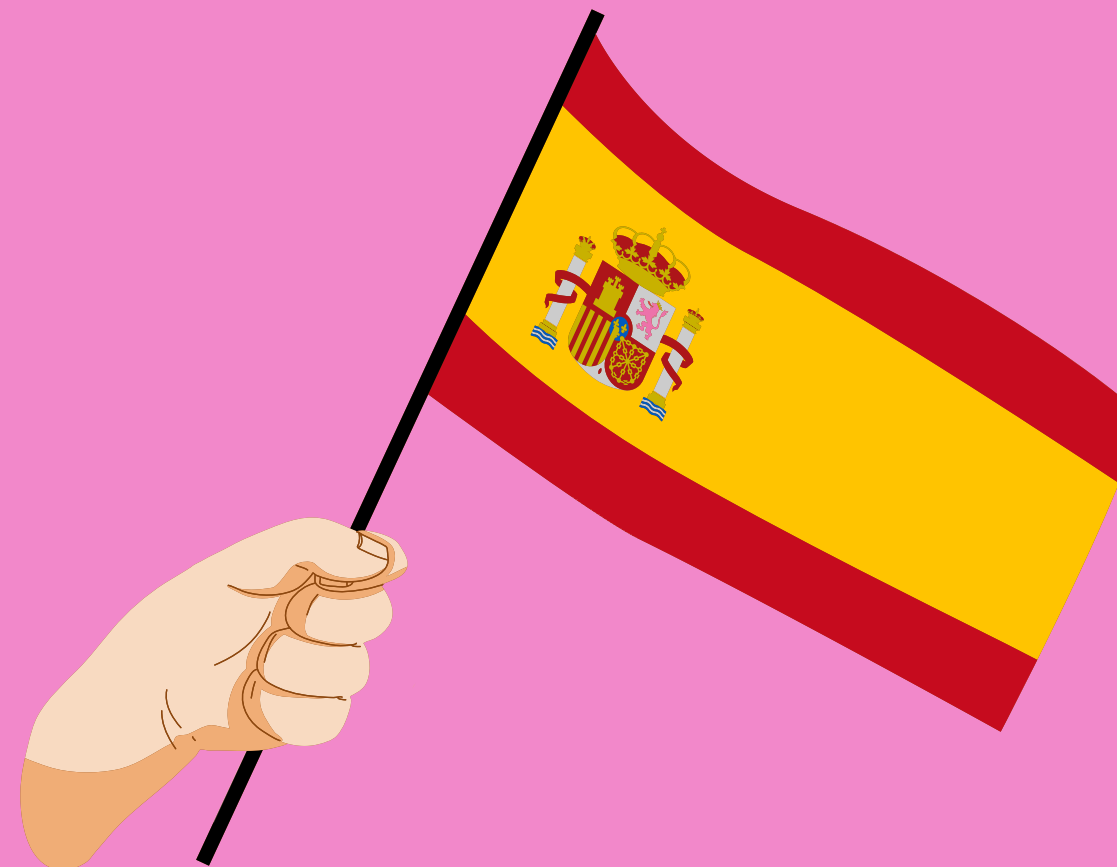
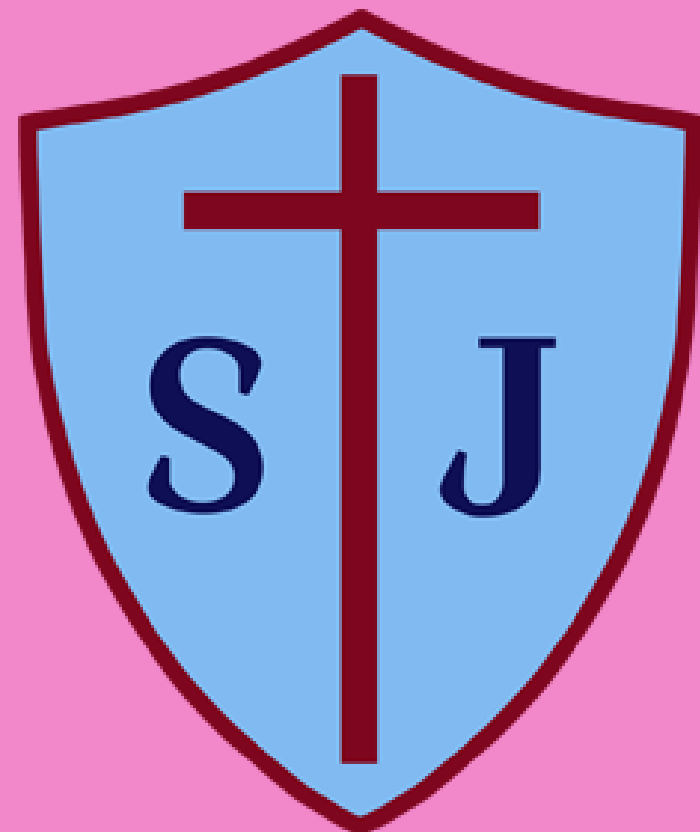
Children test and review their finished product against their design criteria. They reflect on what worked well, what could be improved, and what they learned through the process. This helps develop critical thinking and supports improvement in future projects.



Impact

- Develop their God-given talents and grow in confidence
- Gain the technical skills to design, make and improve products
- Learn how to use tools and materials safely and effectively
- Understand the function and appearance of materials
- Create high-quality outcomes like models, prototypes and digital designs
- Learn about healthy eating, food groups and how to cook
- Make informed choices that affect themselves and others
- Reflect on the moral and ethical sides of new technologies
- Become thoughtful, active global citizens
- Receive helpful feedback to know their strengths and next steps
- Evaluate and improve their own work at every stage

Children's progress and creativity can be seen in their sketchbooks and in photographs of their work.



St Joseph's Spanish Curriculum 25-26



Our Curriculum:

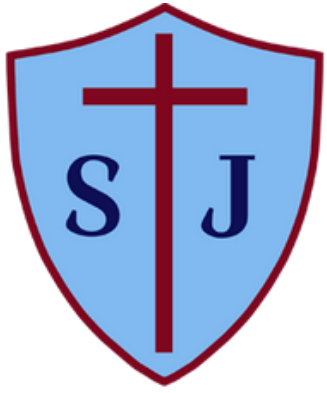
We use the Bishop Hogarth Spanish scheme to guide our Spanish teaching and support children's language development.

Understand basic grammar appropriate to the language being studied; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Four key units of work are taught and built upon throughout KS2, allowing pupils the opportunity to revisit prior knowledge and ensure progression of skills and master each of the areas.

Units taught:

- Basics
- Family
- Descriptions
- Where I live



Knowledge and skills developed

- Speaking
- Listening
- Reading
- Writing
- Knowledge about language: grammar / vocabulary / phonics
- Cultural understanding



Planning:

Long Term Plans

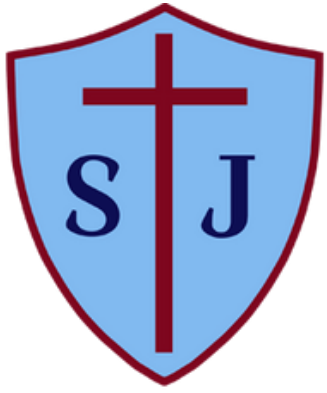
Class	Autumn	Spring	Summer
EYF5	Greetings	Family members (mother, father)	Counting to 5
Year 1/2	Greetings Introductions Counting to 10	Family members (mother, father)	Colours
Year 3/4	Greetings Introductions How are you? Alphabet Alphabet spelling Numbers 1 - 31 My Age Days / Months / My birthday Colours Pets Phonics recap consolidation Christmas	Family members Family members + 'I have' 'I have' + <u>pets</u> recap Writing (family members and pets) 'I have' + numbers My family tree (possessive adjectives) Cultural lesson - Easter in Spain	Vocabulary: hair and eyes) Physical description using 'I have' Physical description using 'I am' Vocabulary: character descriptions Character description using I am. Character description using 'I am not' Lifestyle - Food
Year 5/6	Basics' language from Years 3 and 4 to be integrated into lessons through greetings, dates and through dialogue. Family recap 'There is' and 'I have' Family recap 'there is not' and 'I don't have'. <u>Conjunctions</u> (and, but, also) Reading and listening focus. Writing: 'There is and there are, negatives and conjunctions' Question <u>recap</u> (name/age/birthday/family members) Speaking <u>task</u> (class interview). A second lesson may be required on this. Writing: dialogue (based on speaking task) Phonics recap. Cultural - Christmas	Recap personality (I am, he is, she <u>is</u>) he/she is not. Extended adjectives and agreements Recap physical descriptions (I have, he has, she has) Reading and listening focus. (<u>Multiskills</u> lesson based on one text) Writing -My hero (introduction to significant native speakers) Phonics recap Recap 'I live in', places in a town and 'there is/are' Extended vocabulary -places in a town. Recap 'there is/isn't' with extended vocabulary. Town descriptions (adjectives)+ 'it is' Cultural - Easter	Quantifiers/ intensifiers (<u>happy</u> , too, quite, a bit) Town descriptions + 'it is not' Recap conjunctions with extended sentences. Reading and listening <u>multiskills</u> -recognition focus. Speaking photo task (Describe the town) prep. Speaking photo task presentation Writing task (based on presentations) Phonics recap. Final lessons to be chosen from cultural lessons provided. Famous native speakers. Places of interest within the country studied.



Lessons:

Lesson Design

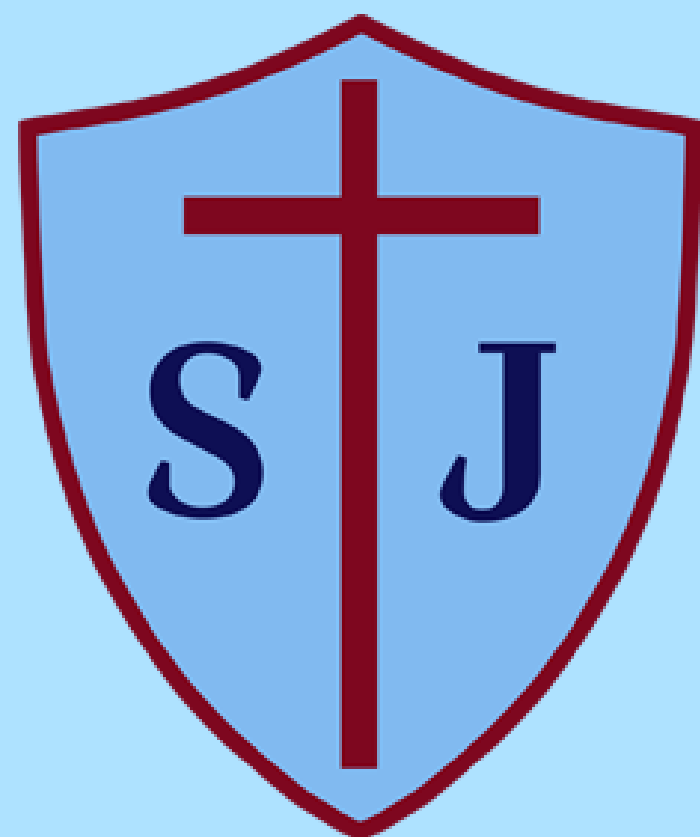
Lesson resources of 30 minutes duration have been designed by language specialists and are in a consistent and common format. Lessons incorporate a phonics focus giving pupils opportunity to practise pronunciation. The resources employ a range of teaching styles and strategies to engage the children and embed learning, whilst also incorporating sound files of the language spoken by a specialist. It is expected that schools teach one 30-minute lesson per week with further opportunities sought in short bursts over the week to consolidate learning.



Impact

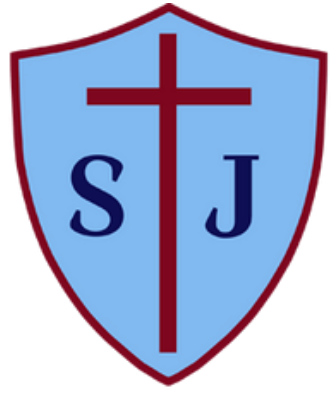
Pupils will develop an enthusiastic and positive attitude to languages, whilst developing their own knowledge and skills.

By the end of KS2 they will become increasingly familiar with the sounds and written form of a modern foreign language and have enjoyed success in acquisition of skills. They will be able to use their knowledge with growing confidence and competence, which will form a sound basis for further learning into KS3.



St Joseph's PE Curriculum 25-26





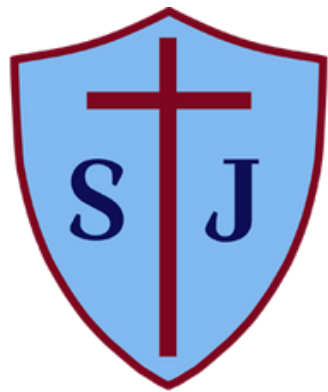
Our intent:

We want our children at St Joseph's to ...

learn and develop healthy habits that can last a lifetime.

PE at St Joseph's aims to develop a fun, high-quality physical education curriculum that *inspires* all pupils to succeed and excel individual's abilities in competitive sports and other physical activities.

We provide opportunities for all pupils to become physically confident in a way which supports their **health** and **fitness**. Our children can compete in sports such as football, dodgeball, hockey, netball and cricket.



Our Curriculum:

Our PE curriculum is supported by the
use of GETSET4PE!

A good PE lesson should include:

- **A creative, supportive environment**
- **A well-structured delivery**
- **All children making progress**
- **Progressive skill development**
- **Fun and engaging activities**
- **Adapted learning with opportunities for challenge**
- **Fostering a positive attitude towards physical activity**



Themes:

Key areas in Physical Education:

EYFS and KS1 - Fundamentals of Movement :

Agility

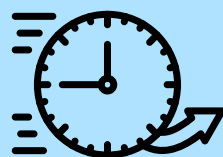
Flexibility and movement



Travelling



Reaction



Rotation



Dodging and evading



Body awareness



Balance

Points of contact



Generating force



Balancing equipment



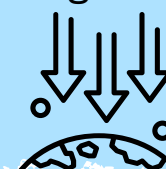
Static balance



Dynamic balance



Base and centre of gravity



Co-ordination

Sending



Receiving



Body position



Combination of skills



Timing



Differentiating force





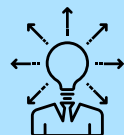
Themes:

Key areas in Physical Education:

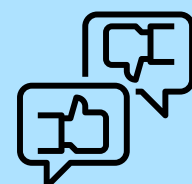
KS2 - Transferable Skills :

Cognitive

Tactical awareness



Evaluation



Peer mentoring



Teamwork



Anticipation



Understanding of rules

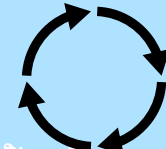


Physical

Strength and stamina



Physical processing



Speed



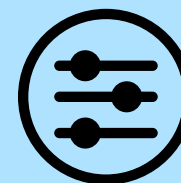
Power



Agility



Control

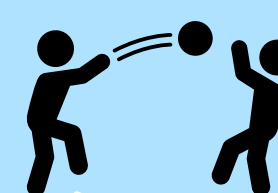


Manipulation

Dribbling



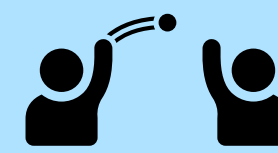
Passing



Shooting



Fielding



Striking



Accuracy





Planning:

Long Term Plans

	TERM 1		TERM 2		TERM 3	
Nursery	Introduction to PE : Unit 1	Fundamentals : Unit 1	Dance : Unit 1	Gymnastics : Unit 1	Games : Unit 1	Ball Skills : Unit 1
Reception	Introduction to PE : Unit 2	Fundamentals : Unit 2	Dance : Unit 2	Gymnastics : Unit 2	Games : Unit 2	Ball Skills : Unit 2
Year 1/2	Target Games	Dance	Fundamentals	Gymnastics	Striking and Fielding Games	Athletics
Year 3/4	Fundamentals Y3/4	Gymnastics	Tag Rugby	Rounders	Football	Fitness
	Ball Skills Y3/4	Dance	Hockey	Cricket	Netball	Athletics
Year 5/6	Gymnastics	Netball	Tennis	Hockey	Cricket	Athletics
	Dance	Tag Rugby	Basketball	Badminton Y5/6	Rounders	Football



Lessons:

Lesson Design

Warm up and introduction:

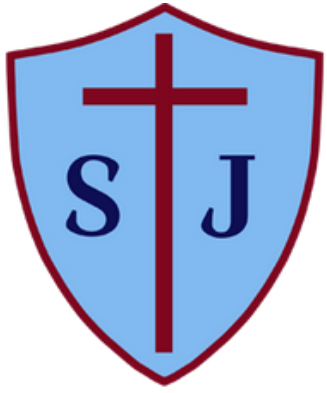
- Start with an activity to get pupils moving and their bodies and minds ready for the lesson.
- Introduce the lesson focus and intended outcomes.
- A warm up game which incorporates the movements and skills relevant to the lesson.

Skill development:

- Introduce a new skill or refine prior knowledge.
- Use demonstrations and explain the lesson intentions.
- Provide a range of opportunities for pupils to practice the skills in a game or task-based activity.
- Adjust the difficulty of the activity based on pupils' needs.

Plenary (Cool-down and reflection:

- Allow an opportunity for pupils to regulate their heart rate and breathing through gentle movements and stretches.
- Provide opportunities for pupils to reflect on their learning, discuss what they have learned and self-assess their performance.



Impact

Child who are motivated to participate in a variety of sports.

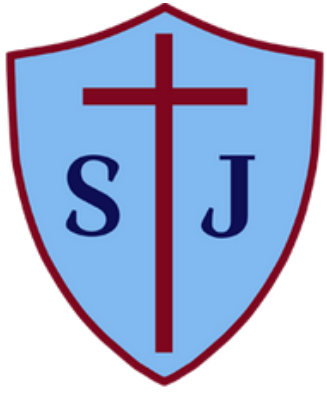
Children who can take responsibility for their own health and fitness.

Children who enjoy to excel and succeed in competitive sports.

Children who are equipped with the necessary skills and a love for sport.



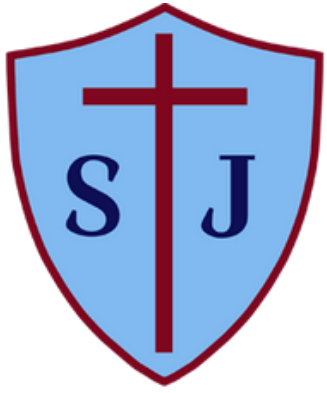
St Joseph's Music Curriculum 25-26



Our intent:

To develop an enthusiastic and positive attitude to language learning, whilst teaching skills to develop linguistic competence.

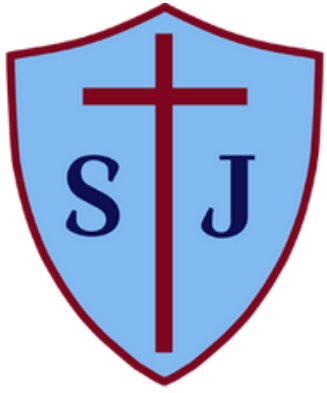
- At St. Joseph's we intend for children to;
- have a love of music and singing which is rooted in our Catholic ethos
- have a musically rich curriculum resulting in the acquisition of knowledge and improved well-being
- be confident, reflective and expressive musicians, with their own appreciation of music



Our Curriculum:

We use the Kapow scheme of work to deliver the curriculum with a wide range of topics .

- We follow the Kapow mixed year planning over a 2 year cycle.
- Units are built on progressively.
- Children have access to tuned and non tuned instruments during lessons.
- Scheme of work follows a structured spiral curriculum.



Knowledge and skills developed

Performing

Composing

Listening

Inter-related dimensions of music: pitch, duration, dynamics, tempo, texture, structure, timbre.

The history of music



Planning:

Long Term Plans

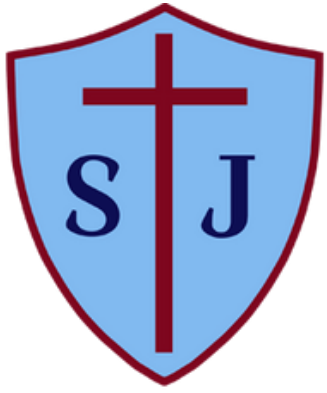


St. Joseph's Catholic Academy, Norton
Music Long-Term Plan
2025-2026 – Cycle A



Class	Autumn	Spring	Summer
EYFS	<ul style="list-style-type: none">• Exploring Sound• Celebration Music	<ul style="list-style-type: none">• Music and movement• Musical stories	<ul style="list-style-type: none">• Transport• Big Band
Y1/2 Cycle A	<ul style="list-style-type: none">• Keeping the pulse – Theme – My favourite things• Tempo – Theme Snail and Mouse	<ul style="list-style-type: none">• Pitch – Theme – Superheroes• Instruments – Theme – Musical Storytelling	<ul style="list-style-type: none">• Singing – Theme – On this island• Pitch – Theme – Musical me
Y3/4 Cycle A	<ul style="list-style-type: none">• South Africa – Instrumental lessons• Developing singing technique – The Vikings	<ul style="list-style-type: none">• Caribbean – Instrumental lessons• Body and tuned percussion - Rainforests	<ul style="list-style-type: none">• Jazz• Adapting and transposing motifs - Romans
Y5/6 Cycle A	<ul style="list-style-type: none">• Film Music• Composition notation – Ancient Egypt	<ul style="list-style-type: none">• Musical Theatre• Theme and variations – Pop Art	<ul style="list-style-type: none">• Songs of World War 2• Composing and performing a leavers' song



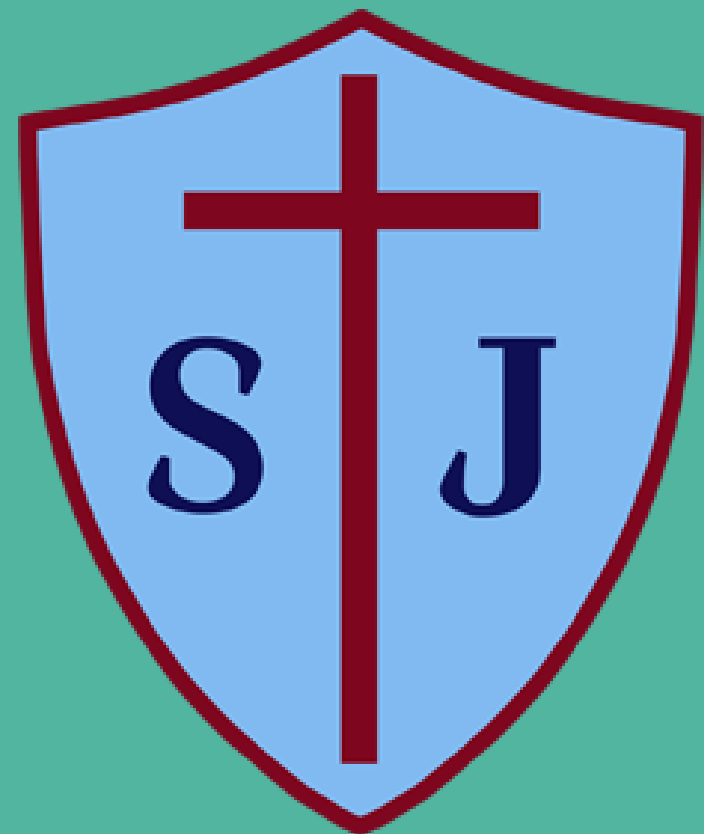


Impact

Have taken part in a range of opportunities to foster their instrumental and/or vocal ability.

Participate in wider musical activities and have increased confidence.

Have a heightened awareness of musical opportunities available both in school and beyond the classroom



St Joseph's Computing Curriculum

25-26



Our intent:

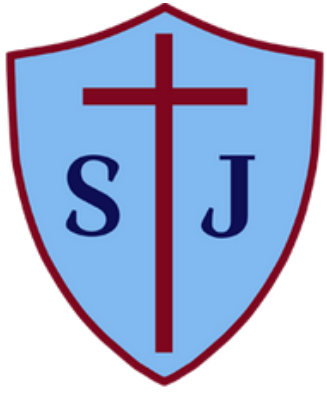
We want our children at St Joseph's to ...

have a deep-rooted enjoyment for Computing, fostering confidence, passion, and responsibility in their use of technology

Technology is an integral part of society and everyday life, we aim to prepare our children for a world shaped by rapidly advancing technology.

At St. Joseph's we intend for children to:

- plan, design, create, program and evaluate information through the use of technology
- understand how computers and the Internet work, along with being able to complete tasks on them creatively, independently and reflectively for a range of purposes and audiences.
- be aware of the risks of using technology and know how to stay safe online
- use computing skills in cross curricular learning



Our Curriculum:

Our computing curriculum is supported by the use of Purple Mash, Teach Computing and TenTen.

- Computing is taught following a 2 year cycle within mixed year classes.
- Children follow progressive units of work that build on skills and knowledge.
- Four strands of Computing are covered across each year: Information Technology, Coding & Computational Thinking, Computing Systems & Networks and Online Safety
- We use Purple Mash as the core of our curriculum tied with Teach Computing and activities from TenTen within PSHE
- I do, we do, you do approach



Themes:

Key areas in Computing:

**Information
Technology**



**Coding &
Computational
Thinking**

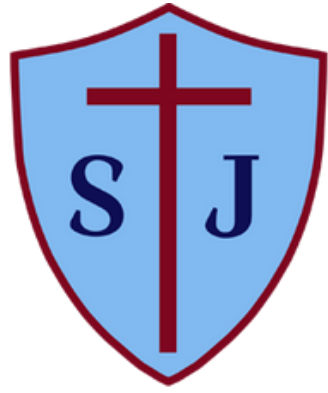


Online Safety



**Computing
Systems &
Networks**





Planning:

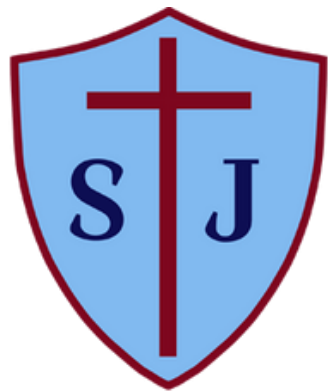
Long Term Plans

St. Joseph's Catholic Academy - Computing Curriculum – Overview September 2025

	Autumn [1]	Autumn [2]	Spring [1]	Spring [2]	Summer [1]	Summer [2]
EYFS	Barefoot <i>Awesome Autumn</i>	Barefoot <i>Winter Warmers</i>	Barefoot <i>Busy Bodies</i>	Barefoot <i>Springtime</i>	Barefoot <i>Boots Ahoy</i>	Barefoot <i>Summer Fun</i>
Online Safety EYFS (within PSHE)	Self-image & Identity		Online Reputation		Online Bullying Online Relationships	
	Health, Wellbeing & Lifestyle		Managing Online Information Privacy & Security		Copyright & Ownership What is the Internet? (TenTen) Playing Online (TenTen)	
Cycle A KS1	1.1: Exploring Purple Mash (4 Lessons)	1.3: Pictograms (3 Lessons)	Unplugged Activities	1.5 Maze Explorers (4 Lessons)	1.3: Programming [A] – Moving a Robot (6 Lessons)	1.6: Animated Stories (5 Lessons)
Cycle B KS1	2.1: Computing Systems & Networks – IT Around Us (6 Lessons)	2.7: Making Music (3 Lessons)	2.1: Coding (6 Lessons) ***CRASH COURSE***	2.3: Spreadsheets (4 Lessons)	2.3: Programming [A] – Robot Algorithms (6 Lessons)	2.6 – Creating Pictures (5 Lessons)
Online Safety KS1 (within PSHE)	Online Safety (Purple Mash) Self-image & Identity		Real Life Online (TenTen) Online Relationships Online Reputation		Online Bullying	
	Online Safety (Purple Mash) Managing Online Information Health, Wellbeing & Lifestyle		Privacy & Security		Copyright & Ownership	
Cycle A LKS2	3.1: Computing Systems & Networks – Connecting Computers (6 Lessons)	3.4: Touch Typing (4 Lessons)	3.1: Coding (6 Lessons)	3.3: Spreadsheets (3 Lessons)	3.5: eMail (6 Lessons)	3.6: Branching Databases (4 Lessons)
Cycle B LKS2	4.1 – Computing Systems & Networks – The Internet (5 Lessons)*	4.6 – Animation (3 Lessons)	4.1 – Coding (6 Lessons)	4.11 – Micro: Bits (4 Lessons)	4.5 – Logo (4 Lessons)	4.4 – Writing for Different Audiences (4 Lessons)
Online Safety LKS2 (within PSHE)	Online Safety (Purple Mash) Self-image & Identity		Sharing Online (TenTen) Chatting Online (TenTen) Online Relationships		Online Relationships Online Bullying	
	Online Safety (Purple Mash) Managing Online Information		Health, Wellbeing & Lifestyle Privacy & Security		Copyright & Ownership	

Y5 UKS2	5.1 – Computing Systems & Networks – Systems & Sensing (6 Lessons)	5.5 – Game Creator (5 Lessons)	5.1 – Coding (6 Lessons)	5.3 – Spreadsheets (5 Lessons)	5.9 – External Devices (6 Lessons)	5.6 – 3D Modelling (4 Lessons)
Y6 UKS2	6.1 – Computing Systems & Networks – Communication & Collaboration (2 Lessons)* 6.4 – Blogging (4 Lessons)	6.5 – Text Adventures (4 Lessons)	6.1 – Coding (6 Lessons)	6.6 – Programming [A] – Sensing Movement (6 Lessons)	6.7 – Micro: Bit Y6/7 Transition Project (2 Lessons)	
Online Safety UKS2 (within PSHE)	Online Safety (Purple Mash) Online Reputation		Cyberbullying (TenTen) Online Bullying		Self-image & Online Identity Online Relationships	
	Online Safety (Purple Mash) Managing Online Information		Health, Wellbeing & Lifestyle Privacy & Security		Copyright & Ownership	

KEY: Blue = Information Technology Red = Online Safety Green = Coding & Computational Thinking Purple = Computing Systems & Networks



Lessons:

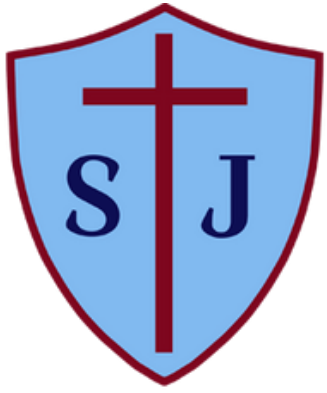
Lesson Design

Children follow progressive units of work that build on skills and knowledge

Follows a carefully sequenced journey from EYFS to Year 6

Four strands of Computing are covered across each year: Information Technology, Coding & Computational Thinking, Computing Systems & Networks and Online Safety

We use Purple Mash as the core of our curriculum tied with Teach Computing and activities from TenTen to be used within PSHE lessons



Impact

Provide pupils with a set of skills to embed a lifelong love of learning and that they build on the knowledge and skills from previous learning.

Ensure that every child can become a confident user of technology, while being able to use it to accomplish a wide variety of goals, both at home and in school.

Children will have a secure and comprehensive knowledge of how technology works in the world around them and will develop their understanding of how to deal with online situations safely.

