

CURRICULUM HANDBOOK



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OUR HERO VALUES

HOPE



The God of Hope gives us confidence in our learning.

MOSES-THE BABY OF HOPE: EXODUS: 2:1-10

ENERGY



God's spirit gives us energy to do our best in all things.

JOSHUA AND THE WALLS OF JERICO: JOSHUA 6: 1-20

RESILIENCE



God's love gives us the strength to take risks.

MOSES-THE GREAT ESCAPE: EXODUS:14

OPTIMISM



Through Jesus, the Light of the World, we have faith in our success.

JOSEPH-THE DREAMER: GENESIS: 37-50

**"Let your light shine"
Matthew 5:16**

St Mark's School Vision



To unlock every child's individual talents so all can flourish.



To nurture resilient, curious, enthusiastic and independent learners.



Excellence through enjoyable learning experiences.



Strong relationships with our families and community.



To embody our HERO Values of Hope, Energy, Resilience and Optimism.

Curriculum Intent

At the heart of our curriculum is the belief that every child can achieve their full potential. We value each and every subject within our curriculum and provide opportunities for children to flourish and develop their individual talents. The team at St Mark's are committed to delivering an engaging, knowledge-rich curriculum which meets the needs of the community whilst creating endless opportunities for our children. Underpinning our curriculum are our four Christian values: Hope Energy Resilience and Optimism.

Our shared value and core belief that every child has a unique contribution to make to the world and their personal talents to be unlocked is underpinned by our vision "**Let Your Light Shine.**" Matthew 5;16.

Our curriculum is rooted in our vision. Click [here](#) to see our vision.

At St. Mark's we are very proud of our staff's commitment and dedication to ensure that all of the children within our care receive a high quality education. We believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. Learning should be a rewarding and enjoyable experience for everyone; it should be fun.

We conduct all our teaching in an atmosphere of trust and respect for all, in line with our distinctive Christian tradition.

We pride ourselves on being a family school.

We recognise that every child is unique and our skilled staff ensure that every child receives a rich learning experience that ensures they reach their full potential, within our Christian ethos of support and high expectations.

Our children are at the heart of everything that we do. We strive to nurture their natural curiosity, creativity and enthusiasm for learning-and vow to hold on to those qualities all the way up to Year 6, through our engaging curriculum.

Through our **HERO** Learning Powers-Hope Energy Resilience and Optimism, we prepare our children for life-long learning that goes beyond the classroom. We want all of our children to believe in themselves and rise to any challenge they may face.

We live our vision every day "**Let Your Light Shine!**" Matthew 5:16

Our Curriculum aims to:

- Raise achievement
- Provide an enriching curriculum fit for the 21st Century
- Build up children's confidence and motivation to learn through the use of a range of learning and teaching styles
- Develop thinking and learning skills
- Enable safe 'risk taking'
- Promote curiosity and higher order questioning
- Embed key skills in order to prepare children for real-life and everyday situations
- Provide opportunities to apply knowledge and learning in practical ways
- Provide a creative approach to planning and delivery that will incorporate and embed key aspects of the National Curriculum
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom
- Develop social skills and encourage children to become more active citizens within the school community and beyond

Our Curriculum Drivers

In order to deliver the most appropriate curriculum to our children at St Mark's, we have identified our curriculum drivers. We reflected, as a school, on what our curriculum needed to offer the children in our local community. The following principles underpin the curriculum we provide for our children and they are woven through every subject across the wider curriculum.



ST MARK'S CURRICULUM DRIVERS: **PACE**



PROGRESS



ASPIRATION



CURIOSITY



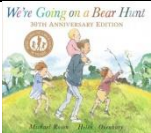
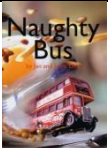
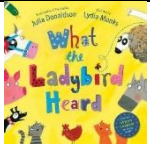
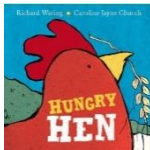
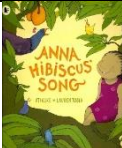
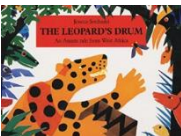
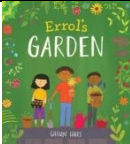
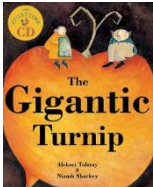
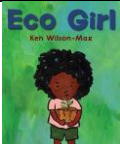
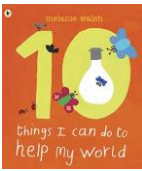
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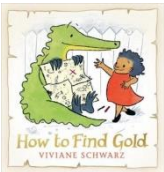
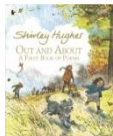
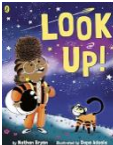
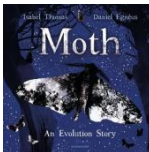
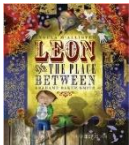
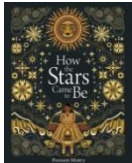
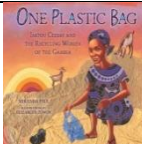
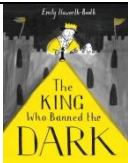
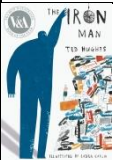
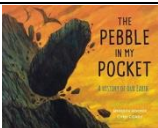
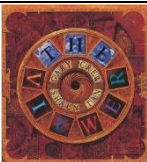
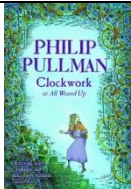
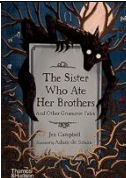
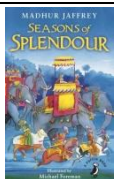
English

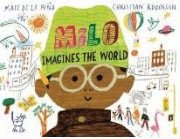
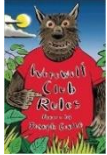
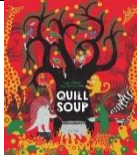
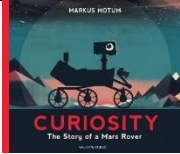
At St Mark's, we follow the Power of Reading English Scheme, which allows us to deliver exciting lessons, based on a diverse range of genres and characters.

Units are planned around a whole school theme, which allows children to develop and build upon previously learnt knowledge year on year.

ENGLISH CORE TEXT MAP- CLPE- POWER OF READING 2024- 2025

Year group	Whole school back to school unit	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
YR		 We're Going on a Bear Hunt- Michael Rosen	 Naughty Bus- Jan and Jerry Oke	 What the Ladybird Heard- Julia Donaldson  Hungry Hen- Richard Waring	 Anna Hibiscus Song- Atinuke  The Leopard's Drum- Jessica Souhami	 Errol's Garden- Gillian Hibbs  The Gigantic Turnip- Nikolayevich Tolstoy and Levin Kipnis	 Eco Girl- Ken Wilson-Max  10 things I can do to help my world- Melanie Walsh
KS1- KS2		PSHE/ Equalities Picture Books	Modern Narrative	Traditional Tales from Around the World	Poetry	Modern Narrative	The World Around Us Non- Fiction
1		 The Dark by Lemony Snicket and Jon Klassen	 Where the Wild Things Are- Maurice Sendak	 Pattan's Pumpkin- Chitra Soundar	 The Puffin Book of Fantastic First Poems- June Crebbin	 Rapunzel- Bethan Woollvin	 One Day on Our Blue Planet: In the Savannah by Ella Bailey

2		 Leaf- Sandra Diekmann	 How to find Gold- Viviane Schwarz	 Ossiri and the Bala Mengro by Richard O'Neill & Katharine Quarmby	 Out and About- A first book of Poems-Shirley Hughes	 Look Up- Nathan Byron	 Moth by Isabel Thomas and Daniel Egnéus
3		 Leon and the Space Between- Angela McAllister	 Arthur and the Golden Rope- Joe Todd Stanton	 How the Stars Came to Be- Poonam Mistry	 Jelly Boots, Smelly Boots- Michael Rosen	 Milo Imagines the World- Matt De La Pena	 One Plastic Bag - Isatou Ceesay and the Recycling Women of Gambia- Miranda Paul and Elizabeth Zunon
4		 The King Who Banned the Dark-Emily Haworth-Booth	 The Iron Man- Ted Hughes	 Fly, Eagle, Fly. An African Tale- Christopher Gregorowski and Niki Daly	 Hot Like Fire and Other Poems- Valerie Bloom	 Marcy and the Riddle of the Sphinx- Joe Todd Stanton	 The Pebble in My Pocket: A History of Our Earth- Meredith Hooper
5		 The Viewer- Gary Crew	 Clockwork- Phillip Pullman	 Tales from the Caribbean- Trish Cooke	 Let's Chase Stars Together	 The Sister Who Ate her Brothers- Jen Campbell	 Mama Miti- Wangari Maathai and the trees of Kenya- Donna Jo Napoli
6		 The Kingdom Revealed- Rob Ryan	 Goodnight Mr Tom- Michelle Moagorian	 Seasons of Splendour: Tales, Myths and Legends of India- Madhur Jaffrey	 The Lady of Shallot- Alfred Tennyson	Comprehension skill revision	 Suffragette: The Battle for Equality- David Roberts
RAYS		PSHE/ Equalities Picture Books	Poetry	Traditional Tales from Around the World	Modern Narrative	Modern Narrative	The World Around Us Non- Fiction

Rays		 Milo Imagines the World Matt de la Peña	 Werewolf Club Rules Joseph Coelho	 Quill Soup Alan Durant	 Marcy and the Riddle of the Sphinx Joe Todd-Stanton	 The Secret Sky Garden Linda Sarah	 The Secret Sky Garden Curiosity the Story of Mars Rover Marcus Motum
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Top ensure that our children develop key skills for effective writing, each half term, writing outcomes across English and Topic work are chosen from the Writing Progression Map. Teachers plan and deliver writing lessons, ensuring that children understand the genre conventions of a text type, as well as the purpose and audience of the text that they are writing. Grammar is taught discreetly in English lessons during book study, alongside explicitly taught sessions that feed into writing lessons. Grammar objectives are taken from year group grammar programs of study.

St Marks Writing Progression 2024-2025

Writing to...	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Entertain	Narrative- story	Narrative- story	Narrative- story	Narrative- story	Narrative- story	Narrative- story
	Character description	Character description	Character description	Character description	Character description	Character description
	Setting description	Setting description	Setting description	Setting description	Setting description	Setting description
	Poetry	Poetry	Poetry	Poetry	Poetry	Poetry
Inform	Recount	Recount	Recount	Recount	Recount	Recount
	Letter/ postcard	Letter/ postcard	Instructions	Instructions	Instructions	Instructions
	Instructions	Instructions	Explanation	Explanation	Explanation	Explanation
		Explanation	Diary	Diary	Diary	Diary
		Diary	News report	News report	News report	News report
		News report	Fact file	Fact file	Fact file	Fact file
		Fact file	Biography	Biography	Biography	Biography
Persuade			Advert	Advert	Advert	Advert
			Letter	Letter	Letter	Letter
			Speech	Speech	Speech	Speech
			Poster	Poster	Campaign	Campaign
Discuss	Book review	Book review	Review	Review	Review	Review
					Balanced argument	Balanced argument
					Newspaper article	Newspaper article



Phonics

At St Mark's, children learn to read by developing phonetical knowledge of letters and sounds through our phonics program Read Write Ink. Read Write Ink is the UK's leading synthetic phonics program, which aims to ensure all children:

- reach the expected standard of the phonics screening check
- develop reading fluency and read with comprehension
- develop co-operative behaviour and articulate their ideas and understanding
- spell and write with confidence



How will my child be taught to read?

We start by teaching phonics to the children in the Reception class. This means that they learn how to 'read' the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell well. We teach the children simple ways of remembering these sounds and letters. Ask them to show you what these are.

The children also practise reading (and spelling) what we call 'tricky words', such as 'once,' 'have,' 'said' and 'where'.

The children practise their reading with books that match the phonics and the 'tricky words' they know. They start thinking that they *can* read and this does wonders for their confidence. The teachers read to the children, too, so the children get to know all sorts of stories, poetry and information books. They learn many more words this way and it also helps their writing.

How will I know how well my child is doing?

We will always let you know how well your child is doing.

We use various ways to find out how the children are getting on in reading. We use the information to decide what reading group they should be in. Your child will work with children who are at the same reading level as him or her. Children will move to a different group if they are making faster progress than the others. Your child will have one-to-one support if we think he or she needs some extra help to keep up.

We also use a reading test so that we can make sure that all our children are at the level that they should be for their age compared to all the children across the country. In the summer term, the government asks us to do a phonics check of all the Year 1 children. That gives us extra information about their progress.

What if he or she finds it difficult to learn to read?

We want children to learn to read, however long it takes us to teach them. We will find out very quickly if your child is finding reading difficult. First, we move children to a different group, so that we can make sure that they have learnt what they need to know. If they still struggle, we give them extra time with an adult, on their own. These adults are specially trained to support these children. Your child will still be in the same group with the other children and won't miss out on any of the class lessons.

If we have any serious worries about your child's reading, we will talk to you about this.

Some children take a bit longer to learn to put sounds together to read a word, e.g. c-a-t to make the word 'cat'. At our meeting, we will explain how you can help your child to do this.

What if my child turns out to be dyslexic?

The way we teach reading is especially helpful for children who might be dyslexic. This is because we use a very well-organised programme that has a strong focus on phonics. This is very important for children who find learning to read difficult. If you are worried about your child, please come and talk to us.

My child has difficulty pronouncing some sounds. Will this stop him learning to read through phonics?

This isn't a problem for learning to read as long as we know what sound the child is trying to say. This is not something to worry about. Many children have a few sounds that they can hear clearly but find it difficult to say, particularly the l-sound, r-sound, w-sound, th-sound, s-sound, sh-sound and j-sound. Often they say a t-sound for the c-sound; "tttssh" for the s-sound; "w" for the r-sound and "r" for the l-sound. You can help your child by encouraging him or her to look at your mouth when you say the sound. Whatever you do, do not make your child feel a failure. They can easily learn to read, even if they find one or two sounds difficult to say.

Guided Reading

When children have graduated from Read Write Ink, they are enrolled into a guided reading group. Our guided reading groups run across KS1 and 2, grouping children by their stage of reading, rather than their age. This allows all children to access and read an appropriately staged book 4 days a week in their guided reading groups, developing reading fluency and comprehension. Once a week, children take part in a guided reading session as a class, which allows them to access a different text and range of questioning, meaning that all children are exposed to and take part in year group appropriate reading objectives, where appropriate, once a week. This dual approach allows our children to gain transferable skills and build reading confidence in a range of settings.

Reading Level	Book Selection						
Y2 Readers	Super Worm – Julia Donaldson (20)	Commotion in the Ocean - Giles Andrea (8)	Variety of Life (18)	Marv and the Robot-Alex Falase-Koya	Jungle Book – Usborne Early readers (29)	The Secret Explorers and the Rainforest Rangers- SJ King	The great Kapok tree – Lynne Cherry (27)
Y3 Readers	The Hodgehog – Dick King Smith (31)	The ABC of Equality- Chana Ginelle Ewing	James and the Giant Peach – Roald Dahl (30)	The Bee Is Not Afraid Of Me- Isabel Gallymore & Fran Long	Until I met Dudley – Roger McGough (12)	Butterfly lion- Michael Morpurgo (26)	Accidental Trouble Magnet- Zainab Mian
Y4 Readers	Kaspar Prince of Cats - Michael Morpurgo (24)	The Great Choco Plot – Chris Callaghan (34)	The Nothing To See Here Hotel – Steven Butler (15)	Charlie and the Chocolate Factory – Roald Dahl (18)	Can You Get Rainbows In Space?- Dr Sheila Kanani & Liz Kay	Indigo Wild and the Creatures of Jellybean Crescent- Pippa Curnick	The Boy Who Fell From the Sky- Benjamin Dean
Y5 Readers	Fairy tales Gone Bad: Creeping Beauty- Joseph Coelho	Kensuke's Kingdom Michael Morpurgo (22)	George's Secret Key to the universe – Lucy and Stephen Hawkins (28)	Malamander – Thomas Taylor (30)	Philip Pullman 4 stories (28)	The Miraculous Journey of Edward Tulane – Kate Dicamillo (26)	Black And British: An Illustrated History- David Olusoga
Y6 Readers	War horse - Michael Morpurgo (32)	Lands of Belonging- A History of India, Bangladesh, Pakistan and Britain: Donna & Vikesh Amey Bhatt	Wonder – RJ Palacio(29)	Percy Jackson and the Greek Gods – Rick Riordan (15)	A Selection of Short Stories	Where the River Runs Gold- Sita Brahmachari	Rumaysa: A fairytale- Radiya Hafiza

Maths

Planning follows the Curriculum Prioritisation Documents from the National Centre for Excellence in the Teaching of Mathematics. This mastery approach ensures that all children develop foundational knowledge of mathematical concepts that can be applied over time in more complex contexts. Lessons consist of fluency, problem solving and reasoning activities in an environment that aims to promote discussion and collaboration. All lessons use a range of manipulatives; these physical objects allow our children to visualise concepts to further develop depth of understanding about the skill they are being taught, as well as use manipulatives to help explain their reasoning. <https://www.ncetm.org.uk/classroom-resources/cp-curriculum-prioritisation-in-primary-maths/>

In Reception, we use the Mastering Number framework to ensure that children are secure in the following areas.

Subitising	Cardinality, ordinality and counting	Composition	Comparison	Shape, Space and Measure
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Each half term, teaching and activities are tailored towards achieving age- appropriate milestones in one or more of these key areas of learning. Children revisit their learning and demonstrate their understanding through a range of carefully selected independent activities.

	Unit	Unit name
Autumn 1	1	Previous Reception experiences and counting within 100
	2	Comparison of quantities and part-whole relationships
Autumn 2	3	Numbers 0 to 5
	4	Recognise, compose, decompose and manipulate 2D and 3D shapes
Spring 1	5	Numbers 0 to 10
	6	Additive structures
Spring 2	7	Addition and subtraction facts within 10
	8	Numbers 0 to 20
Summer 1	9	Unitising and coin recognition
	10	Position and direction
Summer 2	11	Time

	Number and place value
	Number facts
	Addition and subtraction
	Geometry
	Other

Year 1

Curriculum map



	Unit	Unit name
Autumn 1	1	Numbers 10 to 100
	2	Calculations within 20
Autumn 2	3	Fluently add and subtract within 10
	4	Addition and subtraction of two-digit numbers (1)
Spring 1	5	Introduction to multiplication
	6	Introduction to division structures
Spring 2	7	Shape
	8	Addition and subtraction of two-digit numbers (2)
Summer 1	9	Money
	10	Fractions
Summer 2	11	Time
	12	Position and direction
	13	Multiplication and division – doubling, halving, quotitive and partitive division
	14	Sense of measure – capacity, volume, mass

	Number and place value
	Number facts
	Addition and subtraction
	Multiplication and division
	Geometry
	Other

Year 2

Curriculum map



	Unit	Unit name
Autumn 1	1	Adding and subtracting across 10
	2	Numbers to 1,000
Autumn 2		
Spring 1	3	Right angles
	4	Manipulating the additive relationship and securing mental calculation
Spring 2	5	Column addition
	6	2, 4, 8 times tables
	7	Column subtraction
Summer 1	8	Unit fractions
Summer 2	9	Non-unit fractions
	10	Parallel and perpendicular sides in polygons
	11	Time

	Number and place value
	Number facts
	Addition and subtraction
	Multiplication and division
	Fractions
	Geometry
	Other

Year 3

Curriculum map



	Unit	Unit name
Autumn 1	1	Review of column addition and subtraction
	2	Numbers to 10,000
Autumn 2	3	Perimeter
	4	3, 6, 9 times tables
Spring 1	5	7 times table and patterns
	6	Understanding and manipulating multiplicative relationships
Spring 2	7	Coordinates
	8	Review of fractions
Summer 1	9	Fractions greater than 1
Summer 2	10	Symmetry in 2D shapes
	11	Time
	12	Division with remainders

	Number and place value
	Number facts
	Addition and subtraction
	Multiplication and division
	Fractions
	Geometry
	Other

Year 4

Curriculum map



	Unit	Unit name
Autumn 1	1	Decimal fractions
	2	Money
	3	Negative numbers
Autumn 2	4	Short multiplication and short division
	5	Area and scaling
Spring 1	6	Calculating with decimal fractions
Spring 2	7	Factors, multiples and primes
	8	Fractions
Summer 1	9	Converting units
Summer 2	10	Angles



Year 5
Curriculum map

NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

Summer 2021

	Unit	Unit name
Autumn 1	1	Calculating using knowledge of structures (1)
	2	Multiples of 1,000
Autumn 2	3	Numbers up to 10,000,000
	4	Draw, compose and decompose shapes
Spring 1	5	Multiplication and division
	6	Area, perimeter, position and direction
Spring 2	7	Fractions and percentages
Summer 1	8	Statistics
	9	KS2 tests
Summer 2	10	Ratio and proportion
	11	Calculating using knowledge of structures (2)
	12	Solving problems with two unknowns
	13	Order of operations
	14	Mean average



Year 6
Curriculum map

NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

June 2021

RE

As a Church of England school, we teach RE across all year groups, using Understanding Christianity and Emmanuel as a base for our planning. The RE curriculum is delivered on the first two days of each half term, during our days. Through our Enlightenment days, children learn about a key aspect of one religion in depth, working to explore answers to the question posed for each unit. Enlightenment days provide children with the chance to learn about theirs and other's religions through exploration of scripture and holy texts/artefacts, as well as real world application of religious beliefs and practices. In this way, children are able to learn empathy and tolerance for other's religions and helps to promote positive world views.

RECEPTION AND KS1						
YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

EYFS (Starfish) 83% Christianity	CHRISTIANITY Creation Why is the word God so important to Christians? (EP resources)	CHRISTIANITY Incarnation Why do Christians perform nativity plays at Christmas? (EP resources)	CHRISTIANITY Incarnation What makes every single person unique and precious? (EP resources)	CHRISTIANITY Salvation Why do Christians put a cross in an Easter garden? (EP resources) Trip to St George's church	CHRISTIANITY Salvation How can we help others when they need it? (EP resources)	ISLAM Compassion How do Muslims show compassion? (EP resources)
Y1 (Dolphins) 67% Christianity	CHRISTIANITY Creation Who made the world? (UC resources – core learning)	CHRISTIANITY Incarnation Why does Christmas matter to Christians? (UC resources – core learning)	JUDAISM Mitzvot/ tzedakah Why is learning to do good deeds so important for Jewish faith? (EP resources) Trip to synagogue	CHRISTIANITY Salvation Why does Easter matter to Christians? (UC resources – core learning)	CHRISTIANITY God Why is belonging to God and the church family important to Christians? (EP resources) Trip to St George's church	JUDAISM Creation/ blessings Why do Jewish families say so many prayers and blessings? (EP resources) JUDAISM)
Y2 (Penguins) 67% Christianity	CHRISTIANITY Creation Who made the world? (UC resources – digging deeper)	CHRISTIANITY Incarnation Why does Christmas matter to Christians? (UC resources – digging deeper) Trip to St George's church.	JUDAISM Torah/ Rabbi Why is the Torah such a joy for the Jewish community? (EP resources)	CHRISTIANITY Salvation Why does Easter matter to Christians? (UC resources- digging deeper)	CHRISTIANITY Gospel What is the good news Jesus brings? (UC: GOSPEL)	ISLAM Mercy/ compassion How do Muslims show Allah is compassionate and merciful? (EP resources) Trip to Mosque
KS2						
YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y3 (Seahorses) 67% Christianity	CHRISTIANITY Creation What do Christians learn from the creation story? (UC resources – core learning)	CHRISTIANITY Incarnation What is the Trinity? (UC resources – core learning)	JUDAISM COVENANT What symbols and stories help Jewish people remember their covenant with God? (EP resources) Trip to synagogue	CHRISTIANITY Salvation Why do Christians call the day Jesus dies 'Good Friday'? (UC resources – core learning)	ISLAM Submission How does a Muslim show their submission and obedience to Allah? (EP resources)	CHRISTIANITY People of God What is it like to follow God? (UC resources) Trip to St George's church.

Y4 (Jellyfish) 67% Christianity	CHRISTIANITY Creation What do Christians learn from the creation story? (UC resources- digging deeper)	CHRISTIANITY Incarnation What is the Trinity? (UC resources- digging deeper)	ISLAM Prophethood Why do Muslims call Mohammad the 'seal of the prophets'? (EP resources) Trip to a mosque.	CHRISTIANITY Salvation Why do Christians call the day Jesus dies 'Good Friday'? (UC resources – digging deeper)	CHRISTIANITY Gospel What kind of world did Jesus want? (UC resources) Trip to St George's church.	HINDUISM Karma Why do Hindus want to collect good Karma? (EP resources)
Y5 (Sea Turtles) 67% Christianity	CHRISTIANITY Creation Creation and science: conflicting or complimentary? (UC resources- core learning)	CHRISTIANITY Incarnation Was Jesus the Messiah? (UC resources - core learning)	CHRISTIANITY People of God How can following God bring freedom and justice? (UC resource)	CHRISTIANITY Salvation What did Jesus do to save human beings? (UC resources-core learning) Trip to St George's church.	HINDUISM Moksha What spiritual pathways to Moksha are written about in Hindu scriptures? (EP resources) Trip to a temple	ISLAM Revelation What does the Qu'ran reveal about Allah and his guidance? (EP resources)
Y6 (Blue Whales) 67% Christianity	CHRISTIANITY Creation Creation and science: conflicting or complimentary? (UC resources- digging deeper)	CHRISTIANITY Incarnation Was Jesus the Messiah? (UC resources-digging deeper)	CHRISTIANITY Kingdom of God What kind of a king is Jesus? (UC resources) Trip to St George's church.	CHRISTIANITY Salvation What difference does the resurrection make to Christians? (UC resources- core learning)	ISLAM Tawhid How does tawhid create a sense of belonging to the Muslim community? (EMMANUEL: ISLAM)	HINDUISM Brahman How do questions about Brahman and Atman influence the way a Hindu lives their life? (EP resources) Trip to a temple

[Foundation Subjects](#)

Our foundation subjects are blocked in whole school units each half term, which allows children to share their learning with peers during whole school curriculum celebration assemblies. Each half term has a focus of either Science, History or Geography. As well as our main topic focus, each half term includes Music, Art or D&T, ICT and French for KS2.

St Mark's Topic Overview 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Reception	Science: seasons; materials	Geography: locational knowledge, map work	Science: living things and their habitats (farm animals) Geography: locational knowledge	Science: living things and their habitats (wild animals); planets; gravity Geography: locational knowledge; contrasting location Africa	Science: plants; lifecycles	Science: plants; lifecycles History: significant figures
	Autumn 1 Science	Autumn 2 UK History	Spring 1 Science	Spring 2 World History	Summer 1 Science	Summer 2 Geography
Year 1	Everyday Materials	Prehistory- Dinosaurs	Animals Including Humans	Timelines	Plants	Weather
Year 2	Everyday Materials	The Great Fire of London & The Gunpowder Plot	Animals Including Humans Living Things and Their Habitats	Significant Figures- Explorers	Plants	Oceans & Seas
Year 3	Forces and Magnets	Iron Age, Bronze Age, Stone Age	Electricity Animals Including Humans	Ancient Greece	Plants Rocks	Water cycle
Year 4	States Of Matter	Ancient Rome	Animals Including Humans Living Things and Their Habitats	Ancient Mayans	Sound Light	Mountains, Volcanos & Earthquakes
Year 5	Properties and Changes of Materials	Saxons and Vikings	Animals Including Humans Living Things and Their Habitats	Shang Dynasty	Forces	North America
Year 6	Light Electricity	The Monarchy	Animals Including Humans Living Things and their Habitats Evolution and Inheritance	Early Islamic Civilizations	Earth & Space	Climate Change Brazil & The Rainforest

Writing Across the Curriculum

To ensure children have a chance to apply the knowledge that they have learnt in their foundation subjects, each half term, children across the school write one piece of work that reflects an aspect of their topic learning.

Autumn 1 Science	Autumn 2 UK History	Spring 1 Science	Spring 2 World History	Summer 1 Science	Summer 2 Geography
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Year 1					
Everyday Materials	Prehistory- Dinosaurs	Animals Including Humans	Technology Over Time	Plants	Weather & Seasons
N/A	Fact file on a dinosaur	What Am I? riddle	Letters- communication	Explanation text- Why are trees important?	Instructions- what to wear on a rainy day
Year 2					
Everyday Materials	The Great Fire of London & The Gunpowder Plot	Animals Including Humans Living Things and Their Habitats	Significant Figures- Explorers	Plants	Continents & Oceans
Fact File: Charles Macintosh	Diary entry- Samuel Pepys	Fact file- new creature discovery (based on categorisation)	Letter - chl to visit a non-European country as an explorer and write a letter home, detailing what they have seen and what experiences they have had.	Explanation text: Carnivorous Plants	News report- focus on a particular ocean or continent for Newsround
Year 3					
Forces and Magnets	Iron Age, Bronze Age, Stone Age	Electricity Animals Including Humans	Ancient Greece	Plants Rocks	Water cycle
Biography- Isaac Newton	Newspaper report- discovery of Cheddar Man	Persuasive letter to Brighton and Hove City council to ask for new healthy snack breaks and extended playtimes.	Narrative- Pandora's Box	Information text: George Washington Carver and crop rotation	Poetry- the journey of a river
Year 4					
States Of Matter	Ancient Rome	Animals Including Humans Living Things and Their Habitats	Ancient Maya	Sound Light	Mountains, Volcanos & Earthquakes
Biography- William Lord Kelvin, Absolute Zero	Tourism leaflet- visit Pompei	Speech To address UNFCCC COP29 Children to write a persuasive speech, addressing summit on environmental dangers	Narrative- The Mayan Creation Story	Explanation text- How Do Animals Communicate Using Sound?	Newspaper article- report on a recent narutal disaster (volcano or eathquake)

		affecting habitats and endangering animals.			
Year 5					
Properties and Changes of Materials	Saxons and Vikings	Animals Including Humans Living Things and Their Habitats	Shang Dynasty	Forces	North America & South America
Biography- Stephanie Kwolek	Diary entry- Viking raid	Hybrid creatures Fact file	Narrative- Narrative- How Pangu created the universe (Not from Shang dynasty, however oldest recorded Chinese creation myth	Explanation text- Spectacular Facts About Simple Mechanisms Notable figures: Pulleys- Archimedes and the compound pulley Gears- Mu Jun and the South Pointing Chariot Levers- South African tribes- The first bow and arrow Pumps- Lonnie Johnson and the Super Soaker	Tourism leaflet- Visit South/ North America
Year 6					
Light Electricity	The Monarchy	Animals Including Humans Living Things and their Habitats Evolution and Inheritance	Early Islamic Civilizations	Earth & Space	Global Trade
Biography- Thomas Edison or Alessandro Volta	Diary entry from one of Henry VIII wives	Persuasive letter to local MP to ban smoking and vaping in outdoor areas where children are present.	Narrative- a retelling from 1001 Nights	Formal newspaper report: India's launch of Chandrayaan-3 on 14 th July 2023.	Campaign- why is Fairtrade needed?

ICT

Art and DT

The art and DT curriculum has been carefully mapped out to ensure that all children across the school have the opportunity to study wither Art or DT each half term, making links with notable figures relevant to their area of study and developing skills to aid them in the creation of a final piece.

Design and Technology

The national curriculum states:

“Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art..” Dfe 2013

Our focus is on skills and knowledge progression.

At St Mark’s, Design and Technology is delivered in the following steps, which are spread across several lessons depending on the needs of the class or the complexity of the task.

Step 1: coverage and teacher preparation

Step 2: Explore existing products

Step 3: Designing

Step 4: teaching new skills

Step 5: making

Step 6: evaluating

Assessment, marking and feedback expectations

Live feedback and verbal guidance should be given during each lesson. This feedback should be focussed on helping the child to develop their design ideas or improving their making techniques. No expectation for written feedback.

Art and Design

The national curriculum states:

“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design..” Dfe 2013

Our new focus is on skills progression and knowledge of art history.

Art and Design is taught in the following steps, which can be spread across several lessons depending on the needs of the class or the complexity of the task.

Step 1: coverage and teacher preparation

Step 2: inspiration and context

Step 3: exploring and teaching discrete skills

Step 4: applying new skills

Step 5: creating

Step 6: evaluating and celebrating

Assessment, marking and feedback expectations

Live feedback and verbal guidance to be given during each skills lesson. This feedback should be focussed on helping the child to develop the new skill or improving their technique. No expectation for written feedback.

Music

At St Mark's, music is taught explicitly each half term, using two main programs: Jolly Music for KS1 and Charanga for KS2.

Through both programs, children have the opportunity to practice voice work, as well as learn how to play a range of percussion instruments, through the exploration of rhythm and notation. As well as this, we are supported by Create Music who run music tuition during the week. In class, Create Music practitioners teach children in Year 3 recorders in the Spring term and children in Year 4 learn guitars in the Summer term. We also have a Year 5 choir that runs in partnership with Roedean School.

We understand that music is a tactile subject that is accessible to all of our students and one which can provide great opportunity to interact with and engage in learning. For this reason, we are also able to offer music therapy sessions for groups of children throughout the year.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
3 PLANNING & DOCUMENTS	Writing Music Down 1 2 3 4 5 6	Playing in a Band 1 2 3 4 5 6	Compose Using Your Imagination 1 2 3 4 5 6	More Musical Styles 1 2 3 4 5 6	Enjoying Improvisation 1 2 3 4 5 6	Opening Night 1 2 3 4 5 6
4 PLANNING & DOCUMENTS	Musical Structures 1 2 3 4 5 6	Exploring Feelings When You Play 1 2 3 4 5 6	Compose with Your Friends 1 2 3 4 5 6	Feelings Through Music 1 2 3 4 5 6	Expression and Improvisation 1 2 3 4 5 6	The Show Must Go On! 1 2 3 4 5 6
5 PLANNING & DOCUMENTS	Melody and Harmony in Music 1 2 3 4 5 6	Sing and Play in Different Styles 1 2 3 4 5 6	Composing and Chords 1 2 3 4 5 6	Enjoying Musical Styles 1 2 3 4 5 6	Freedom to Improvise 1 2 3 4 5 6	Battle of the Bands! 1 2 3 4 5 6
6 PLANNING & DOCUMENTS	Music and Technology 1 2 3 4 5 6	Developing Ensemble Skills 1 2 3 4 5 6	Creative Composition 1 2 3 4 5 6	Musical Styles Connect Us 1 2 3 4 5 6	Improvising with Confidence 1 2 3 4 5 6	Farewell Tour 1 2 3 4 5 6

ICT Curriculum

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1						
THEME	Computing Systems and Communication	E-Safety	Digital Literacy Creating Media	Databases and Information	Digital Literacy Creating Media	Coding
Year 1	Teach Computing Technology All Around Us	Twinkl Year 1 E-Safety Unit	Teach Computing Digital Painting	Teach Computing Grouping Data	Teach Computing Digital Writing	Twinkl Programming Toys
Year 2	Teach Computing IT Around Us	Twinkl Year 2 E-Safety Unit	Teach Computing Digital Music	Teach Computing Pictograms	Teach Computing Digital Photography	Teach Computing Programming Turtle Logo and Scratch
NC links	Recognise common uses of information technology beyond school	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs
KS2						
THEME	Computing Systems and Communication	E-Safety	Digital Literacy Creating Media	Databases and Information	E-Safety	Coding
Year 3	Teach Computing Connecting Computers	Twinkl Year 3 E-Safety Unit	Teach Computing/Canva Desktop Publishing	Teach Computing/JIT5 Branching Databases	Google: Be Internet Legends + Interland Unit 1	Teach Computing/ Scratch Sequencing Sound

Year 4	Teach Computing The Internet	Twinkl Year 4 E-Safety Unit	Teach Computing Photo Editing	Teach Computing Data Logging	Google: Be Internet Legends + Interland Unit 2	Teach Computing/Turtle Repetition in Shapes
Year 5	Teach Computing Systems and Searching	Twinkl Year 5 E-Safety Unit	Teach Computing Video Production	Teach Computing Flat File Databases	Google: Be Internet Legends + Interland Unit 3	Twinkl Coding with Scratch
Year 6	Teach Computing Communication and Collaboration	Twinkl Year 6 E-Safety Unit	Teach Computing Web Page Creation	Twinkl/ Excel Y6- Spreadsheets Unit	Google: Be Internet Legends + Interland Unit 4/ Unit 5	Raspberry Pi Variables in Games
NC Links	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content and information	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

The ICT curriculum is arranged into four main areas: e-safety, computing systems and communication, coding and digital literacy/ creating media. Each unit has been carefully selected in order to ensure coverage of National Curriculum objectives. Our units aim to ensure that pupils become digitally literate, able to transfer skills across a range of programs with eas



Wider Curriculum Cycle Summer Term 2023- 2024

CURRICULUM IMPLEMENTATION

Our **EYFS Curriculum** holds knowing our children at its heart. Through high quality interactions in a play based approach we are able to teach the children by facilitating their play. Our EYFS curriculum is linked to the wider school curriculum with close ties to KS1 objective, therefore we inspire the children with a project based learning approach, whilst also following their interests. This promotes positive attitudes towards learning, allows children to take ownership of their learning and supports them to make meaningful links in their learning.

Each **Learning Journey** takes appropriate objectives from the National Curriculum, broken into key skills acquisition for year groups. Each Journey has a '**Stunning Start**' to 'hook' the children in to their new learning and ends with a purposeful outcome- a '**Fabulous Finish**'. Throughout the Journey, children are encouraged to think about what they are learning, why they are learning it and how they will be able to apply these new skills in a meaningful context .

To ensure that our children acquire knowledge through sequential lesson planning that allows them to revisit previously taught skills, we block our topics each half term and teach one full unit of a topic before moving onto the next. We find that this helps our children to convert information from working memory into long term memory, giving them a stronger foundation upon which to build future schema. ICT and French is taught weekly throughout the year. Please see below for an example of our subject blocking. Below is an example of how we block each term:

Whole School Summer 1 ICT runs weekly		
WEEK	SUBJECT	LESSONS
Week 1	RE PSHE	Enlightenment Day (2 days) 2 lessons
Week 2	PSHE Art\DT	3 lessons 1 lesson
Week 3	Art\DT Stunning Start	3 lessons 1 lesson
Week 4	Science	8 lessons
Week 5	Fabulous Finish	
Week 6 Topic Write Week	Music	4 lessons

Whole School Summer 2 ICT runs weekly		
WEEK	SUBJECT	LESSONS
Week 1	RE PSHE	Enlightenment Day (2 days) 2 lessons
Week 2	PSHE Music	3 lesson 1 lesson
Week 3	Music Stunning Start	3 lessons 1 day
Week 4	Geography Fabulous Finish	11 lessons 1 day
Week 5 Trip Week		
Week 6 Topic Write Week		
Week 7	Art\DT	4 lessons

Impact

We have agreed "**Essentials**" to secure consistency across the school. You can see these here. We will monitor the implementation of the curriculum and the quality of teaching and learning through our CPD and monitoring schedule.



We have summarised our **Teaching and Learning Policy** as an overview and you can see this here.

Wonder and Wisdom At the start of a new unit, children complete a knowledge mind map-Wonder Wall-these are added to the Learning Journey display. This is the time when children share their prior knowledge. decisions around curriculum content. Teachers will also be made aware of current misconceptions and will work on addressing these swiftly. At the end of a unit, children complete a second knowledge mind map-Wisdom Wall. These are also added to the Learning Journey display. This is their opportunity to showcase their new knowledge. Again, this is used as an assessment tool so that decisions can be made about future units and which knowledge children may need to revisit at a later date.

Unit Quizzes Pupils complete a quiz at the start and end of a unit. This demonstrates which key knowledge has stuck and which learning has been forgotten. This information then informs our next steps in teaching and learning.

Pupil Conferencing We conduct pupil conferencing regularly and expect children to be able to talk confidently about what they are learning. Leaders use knowledge organisers to support these discussions so that key knowledge and vocabulary can be explored.

Books Children demonstrate their learning and progress through their individual subject books. Children have pride in their learning and books will demonstrate a clear learning journey from the start to the end of each unit.

St Mark's CE Primary School Teaching and Learning Policy at a glance		
Classroom Environment ✓ Tidy, well organised classrooms that the children are proud of. ✓ The classroom is well organised and children can access resources easily. ✓ Children understand routines. ✓ Displays celebrate and support current learning with captions ✓ English and Maths learning walls are current ✓ Learning journey display has title and knowledge organiser and is updated ✓ Maggie wall is up and updated ✓ Readers are leaders display and book corner are well organised ✓ Vocabulary on display	Planning and lesson structure ✓ Slides for lessons are planned and well differentiated. ✓ Lessons are active and based on assessment ✓ Now, Next, Then boards ✓ Vocabulary clearly planned for and explained/displayed ✓ Children are supported to independently explore and investigate concepts and explain their findings. ✓ Worksheets are discouraged. ✓ Stunning starts and fabulous finishes ✓ Children know the "Big Picture" of their learning and where it fits in. As artists we will.... As Scientists we will....	Shared Teaching and Learning ✓ All children are actively involved in their learning. ✓ Children respect each other's contributions- one voice at a time ✓ Range of questions are used, including follow up questions ✓ WALTs are clearly linked to skills. ✓ DUMTUM ✓ Range of strategies used- no hands up, lollipop sticks, TPS, learning trees ✓ Provide thinking time- in two minutes I will ask you.... ✓ Topic books reflect quality learning, like in core subjects
Differentiation ✓ We have high expectations for all pupils- no ceiling on their learning. ✓ Range of differentiation and challenge is evident in lessons- questions, self-choice, challenges, scaffolding, words banks, success criteria, range of resources ✓ Differentiated success criteria are used regularly. ✓ Children work in different groups according to the planning. ✓ We challenge MAGT children to extend their learning and understanding.	St Mark's School Vision  ★ To unlock every child's individual talent so all can flourish. ★ To nurture resilience, curiosity, enthusiasm and independent learners. ★ Excellence through enjoyable learning experiences. ★ Strong relationships with our families and community. ★ To embody our HERO Values of Hope, Energy, Resilience and Optimism.	Maths ✓ Discrete lessons daily, as well as fluency flash. ✓ Working walls focus on current learning taking place ✓ Planning is based on the NCETM curriculum prioritisation documents. ✓ Same Day Intervention for children identified as needing support in lessons ✓ Children are encouraged to write out full calculations rather than use worksheets. ✓ Marking codes will be used. ✓ DUMTUM
Reading ✓ Book areas should inspire children to read with books rotated regularly. ✓ Daily RWI phonics for EYFS and KS1 as well as children in KS2 who require it. ✓ EYFS/KS1 Speed sounds lessons in afternoon as additional session. ✓ KS2 Whole Class Guided Reading will focus on VIPER skills. ✓ Library visits	Writing ✓ Shared writing should be on display. ✓ Units are based around a text. ✓ All planning should follow the context map with a clear MTP linking Guided Reading and writing (KS2) with a clear purpose. ✓ Planning follows the steps (see how we teach English guide) ✓ WAGOLL and WABOLL should be on display along with Maggie Word Wall. ✓ Vocabulary, Punctuation and Grammar are taught explicitly within the unit, not as stand-alone lessons and displayed on working walls ✓ DUMTUM ✓ At the end of each unit work is published and added to the Published with Pride books.	Feedback, Marking and Assessment ✓ Success criteria linked to WALT ✓ Children respond to feedback in purple polishing pens ✓ Children peer mark in red pens ✓ Staff mark in black (green in Y2) ✓ Live marking is evident in all classroom practice by all staff members ✓ Same Day Interventions ✓ Assessment reshapes lessons
✓ Wellbeing Wednesdays ✓ School diary- check daily and make sure visits/visitors are added		