

Curriculum Design

2026-2027



St Paul's Way

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How have we designed our curriculum?

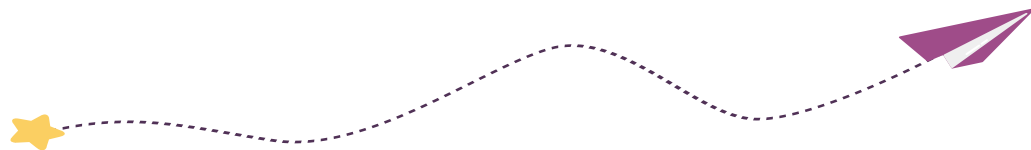


Our taught curriculum reflects our Curriculum Intent.

Specific threads run throughout our curriculum and have informed its design. These have helped us to create a meaningful, challenging and effective curriculum;

Achievement ; Belonging ; Creativity ; Discovery ; Enrichment ; Future

Our curriculum takes account of both the Early Years Foundation Stage Curriculum and the National Curriculum. It has been carefully designed by outstanding primary practitioners in consultation with some subject specialists from the secondary phase to provide an enhanced and challenging curriculum. In some subject areas, our curriculum **goes beyond the National Curriculum** Programme of Study, offering broad and varied learning opportunities.



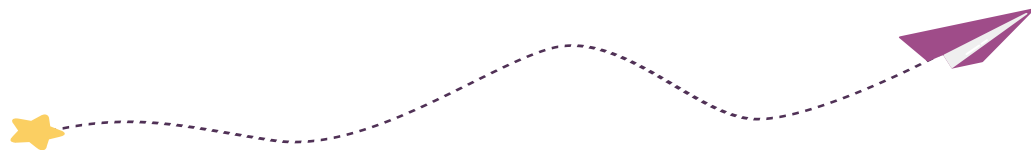
How does children's knowledge develop over time?



Our teachers understand that children develop schemata and conceptual understanding through **deep learning** that they can **remember, retrieve and apply** to new contexts, and through making connections and links between ideas and concepts.

Our Curriculum Leaders ensure there is a **clear progression** in both knowledge and skills within their subjects. Each topic and skill is carefully placed into our overall Curriculum Map to ensure children can build new learning successfully, taking into account their prior knowledge.

Our Phase Leaders and teachers also encourage children to make links between and across subjects.



Learning Themes Curriculum Map



Our Whole-School Learning Themes Map shows the learning topics that children will study during their time at SPWP.

In the EYFS and KS1, **cross-curricular themes ensure children are immersed in language**, concepts and key knowledge that can be transferred between subject disciplines.

In KS2, **subjects** are studied as discrete lessons, although topics have been placed in a sequence that encourages children to make strong cross-curricular links. High-quality core texts in English drive learning in other subject areas, such as History, Geography and Science.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All About Me 	Communities and Celebrations 	Journeys and Adventures 	Amazing Animals 	Growing and Food 	Let's Imagine!
Year 1	Toys and Animals 	I Live In London! 		Explorers 	Where In The World? 	
Year 2	Voyages and The Empire Windrush 	Fire, Fire! 	Buildings and Beasts 	World Adventure (The Gambia and Bangladesh) 		Nurses and Bodies
Year 3	The Stone Age (Science: Mirrors and Light) 	The Romans (Science: Food and Our Bodies) 	Cities and Urban Areas (Science: Forces and Magnets) 	Rocks, Soils and Fossils (Geography: Rural Area Case Study) 	Plants and Gardens (Geography: Global Trade) 	We Are Astronauts (History: London Docklands)
Year 4	The Anglo Saxons (Science: Classification) 	The Vikings (Science: Teeth and Eating) 	A Walk In Paris (Science: States of Matter) 	The Water Cycle (Science: States of Matter) 	World War II (Science: Electricity and Sound) 	
Year 5	The Shang Dynasty (Science: Earth and Space) 	The Ancient Egyptians (Science: Earth and Space) 	Rivers (Science: Materials) 	Brazil (Science: Forces) 	Cities and their challenges (Science: Living Things, Circle of Life) 	Early Islamic Society: Baghdad (Science: Growing Up and Growing Old)
Year 6	The Ancient Greeks (Science: Classifying) 	Shakleton's Journey (Science: Light) 	Mountains, Volcanoes and Earthquakes (Science: Staying Alive: The Circulatory System) 	Migration (Science: Electricity) 	Evolution and Discovery 	Activists in Modern History

Our EYFS Curriculum



My family
and my
school



Me, my
body and
my senses



My community,
people who
help us, and
our
celebrations.



The World
Around Us:

- Journeys and Adventures
- Animals
- Growing and Food



Let's Imagine!



Our EYFS Curriculum



Our Early Years Curriculum starts with what our children know best: themselves, their family, and their school. Step by step, our Early Years teachers carefully plan for children to **sequentially** learn more about the world around them, before they learn about more abstract topics, places or ideas.



English



We follow the Read, Write, Inc. phonics programme in the EYFS and Year 1. By Year 2, many pupils are **ready to progress** onto our SPWP English curriculum.

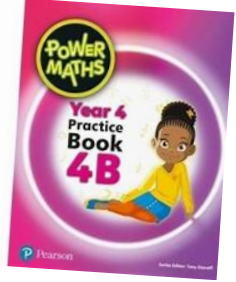


At SPWP, **we have designed a unique English Curriculum** using texts specifically chosen to provide high-quality language and writing models. Texts are selected to link with other areas of the curriculum and to ensure children read texts in a range of genres and styles. Our curriculum teaches children to read and write both for enjoyment, and for real audiences and purpose.

As well as high-quality English lessons, children have regular Reading, Spelling and Handwriting lessons, in line with our Progression Map for the 'transcription' skills.

Mathematics

In Mathematics, all pupils from Reception to Year 6 follow **White Rose Maths** small steps, using the **Power Maths Textbook** resources. This programme has been crafted by mathematics specialists who understand how children build conceptual understanding in mathematics using a **variety of representations, opportunities for problem solving and reasoning and developing automaticity of maths facts**. The Power Maths scheme has been adapted in line with the 'Ready To Progress' criteria.



Science



At SPWP, we have adapted Switched on Science units of work and have created a Science Curriculum personalised to our school.

Children study the **full Science curriculum** in each year group and, in many year groups, **go beyond the National Curriculum Programme of Study**. *For example, in Year 2, children begin to become familiar with forces such as gravity and friction. In Year 3, children develop their Working Scientifically skills through a topic focusing on Astronaut Science.*

Our Schemes of Work and Progression Documents map out how **Working Scientifically skills** are clearly taught and modelled to the children.



Foundation Subjects



Teachers and Curriculum Leaders have planned **SPWP Schemes of Work** for Science and the Foundation Subjects, using the Progression Documents to ensure key knowledge and skills are embedded, and that there are clear opportunities to **review and retrieve knowledge learned previously**. The Schemes of Work ensure work is appropriately challenging for children in that year group.

Subject Curriculum Leaders have also considered **key vocabulary and language structures** to be taught in each unit, ensuring all children are supported to acquire new Tier 2 and Tier 3 vocabulary effectively and can participate actively in class discussions and learning.



Foundation Subjects



Some units and topics have been inspired and adapted from **subject-specialist organisations** and resources, such as The Historical Association and the Royal Geographical Society, or in collaboration with subject specialists from the Trust School, to ensure subject-expertise enhances our curriculum. We follow the Tower Hamlets Local SACRE syllabus for RE (Religious Education).

We aim for our pupils to develop a wide range of **subject-specific disciplinary skills**, ready for their next stages of learning in Key Stage 3.

Expectations of pupils' outcomes are high and planning is adapted as needed to support all children to achieve well.

Schemes of Work are reviewed regularly by Subject Leaders, acting on feedback in action from the children and class teachers.

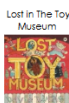
Year Group Curriculum Maps



Our Year Group Curriculum Maps set out the curriculum content taught in each year group, to ensure a balanced and broad curriculum is taught. We do not narrow our curriculum in any year group.



St Paul's Way Curriculum Map - St Paul's Way Primary School

Year 1					
	Autumn 1 Toys and Animals	Autumn 2 I Live In London!	Spring 1 I Live In London (Continued)	Spring 2 Explorers	Summer 1 & Summer 2 Where In The World?
Literacy	Core Texts Traction Man  Last in the Toy Museum 	In Every House, On Every Street  Last Stop on Market Street 	The Queen's Hat  We're Going to Find the Monster! 	Beegu  Tell Me A Dream 	Look What I Found At the Seaside!  The Paper Bag Princess 
Writing	Writing captions, labels and simple sentences. Description of toys. Sequencing and retelling stories.	Non-Chronological writing and description of homes. Kinesthetic Diaries.	Descriptions of hats. Non-chronological reports about The Queen. Innovation of adventure narrative.	Recount of re-Description of Advice letters. Postcards. Designing/describing a character.	Martha Maps It Out You Can't Take A Bus Stephan Qq the Bus Ruby's Worry Shirley Hughes: Out and About Mr Armitage on Wheels Kind The Neighbourhood Surprise You Matter Wild
Phonics	At St Paul's Way Primary, we use the Read, Write, Inc. phonics programme to teach word lessons from early in the Autumn Term.				
Grammar	Combining words to make sentences Separation of words with spaces	Joining words and clauses using and Capital Letters and full stops	Question Marks Exclamation Marks	Capital letters proper nouns Suffixes and adverbs	

	Handwriting	Reviewing accurate letter formation: Nelson Red letter bank. Funky fingers.	Accurate and consistent size of letters – Nelson letter bank. Forming capital letters. Funky fingers.	Forming ascenders and descenders correctly. Forming capital letters.
	Reading	- develop pleasure in reading, motivation to read, vocabulary and fluency - understand both books they can already read accurately and fluently - significance of titles and events, making predictions - participate in discussion about what is read to them, taking turns and explain clearly their understanding of what is read to them		
	Additional Reading Texts	Poems about Toys and Animals Digger How to Wash A Woolly Mammoth Toys in Space Ato: The Lion Who Couldn't Sleep The Fish Who Could Wish The Tiger Who Came to Tea The Rainbow Bear The Penguin Who Wanted To Find Out	Martha Maps It Out You Can't Take <u>A</u> Bus Stephan Qq the Bus Ruby's Worry Shirley Hughes: Out and About Mr Armitage on Wheels Kind The Neighbourhood Surprise You Matter Wild	I Want My Hat Back The Hat Full of Secrets Cycle City The Last Property Office All Through <u>The</u> Night Hats of Faith All Aboard <u>The</u> London Bus
Maths	Maths Fluency 	To recall number bonds to 6	To recall doubles and halves of numbers to 10	To recall number bonds to 10. To add 0 or 1 to a number. To add 2 to a number fluently.
Maths	 	Place Value within 10 Addition and Subtraction within 10	Geometry: Shape Place Value within 20. Addition and Subtraction within 20.	Place Value within 50. Number consolidation. Measurement: Length and Height.

Science	On Safari: <i>How can we group and sort animals?</i> Identify, name, describe, and compare a variety of common animals. Identify and name a variety of carnivores, herbivores and omnivores. 	Ourselves and Senses: <i>How do I hear, see, smell, taste and feel?</i> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	Materials and Making: <i>What materials should we use to build a den?</i> Distinguish between object and the material it is made from. Identify and name everyday materials. Describe the properties of everyday materials. Compare and group materials by their physical properties. 	Plants: <i>How can we group and sort plants?</i> Identify and describe the basic structure of common plants, including flowering and non-flowering plants. 	Hot and Cold: <i>How do explorers survive in extreme climates?</i> Identify and name a variety of everyday materials. Describe their simple properties. Compare and group based on their properties. Identify name, describe and compare a variety of omnivores, carnivores and herbivores. 	
Humanities	Seasonal Changes: Observe changes: observe and describe weather associated with the seasons and how day length varies. Toys Throughout Time: <i>What did children play with in the past?</i> Changes within living memory. 	History & Geography Our Local Area: <i>Where do I live and what is around me?</i> Human and physical geography, geographical skills and map work. 	British Monarchs: <i>Who is the Royal Family and why are they significant?</i> Changes within living memory. Significant historical events, people and places in their own locality. 	Explorers: Ibn Battuta <i>Who was Ibn Battuta and what did he explore?</i> Changes beyond living memory. Significant individuals and people/places in their own locality. 	UK Case Study: Southend <i>Would you like to visit or live by the seaside?</i> Human and physical geography, map work, comparing localities. 	The Continents and Oceans: <i>Where do we live in the world?</i> The seven continents and five oceans (core knowledge). 

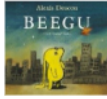
Tree	To add 0 or 1 to a number. To add 2 to a number fluently.	To recognise odd and even numbers to 20. To count in 2s to 20 To count in 10s to 100. To count in 5s to 50.	To know doubles to 8. To recognise odd and even numbers.
Measurement: Weight and Volume. Multiplication and Division.	Multiplication and Division consolidation. Fractions. Geometry: Position and Direction.	Number: Place Value within 100. Measurement: Money. Measurement: Time.	

Example Year Group Curriculum Map



St Paul's Way Curriculum Map – St Paul's Way Primary School

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Year 1							
		Autumn 1 Toys and Animals	Autumn 2 I Live In London!	Spring 1 I Live In London! (Continued)	Spring 2 Explorers	Summer 1 & Summer 2 Where In The World?	
Literacy	Core Texts	Traction Man  Lost In The Toy Museum 	In Every House, On Every Street  Last Stop on Market Street 	The Queen's Hat  We're Going to Find the Monster! 	Beegu  Tell Me A Dragon 	Look What I Found At the Seaside!  The Lighthouse Keeper's Lunch 	The Paper Bag Princess  Gift for Amma 
	Writing	Writing captions, labels and simple sentences. Description of toys. Sequencing and retelling stories.	Non-Chronological writing and description of homes. Kindness Diaries.	Descriptions of hats. Non-chronological reports about The Queen. Innovation of adventure narrative.	Recount of real event. Description (dragon) Advice letters. Postcards. Designing/describing a character.	Non-Chronological reports. Retelling. Diary entries.	Retelling and innovating traditional tales. Describing a market. Retelling.
	Phonics	At St Paul's Way Primary, we use the Read, Write, Inc. phonics programme to teach word reading and spelling. Our children begin daily RWI lessons from early in the Autumn Term.					
	Grammar	Combining words to make sentences Separation of words with spaces	Joining words and clauses using and Capital Letters and full Stops	Question Marks Exclamation Marks	Capital letters for proper nouns Suffix s and es for plural nouns	Suffixes can be added to verbs Prefixes change the meaning of words	Review all grammar and re-visit based on teacher assessment.

Key texts drive curriculum themes and link to topics studied in Science and the Humanities

Knowledge is mapped out across the year by Curriculum Leaders to ensure coverage and time to review and embed.

Example Year Group Curriculum Map



National Curriculum objectives.

	Handwriting	Reviewing accurate letter formation: Nelson Red letter bank. Funky fingers.	Accurate and consistent size of letters – Nelson letter bank. Forming capital letters. Funky fingers.	Forming ascenders and descenders correctly. Forming capital letters.	Nelson Unit: Red	Nelson Unit: Red	Nelson Unit: Red
	Reading	- develop pleasure in reading, motivation to read, vocabulary and understanding of texts - understand both books they can already read accurately and fluently and those they listen to by: inferring, correct inaccurate word read, discussing the significance of titles and events, making predictions. - participate in discussion about what is read to them, taking turns and listening to what others say - explain clearly their understanding of what is read to them					
	Additional Reading Texts	Poems about Toys and Animals Dogger How to Wash A Woolly Mammoth Toys in Space Arlo: The Lion Who Couldn't Sleep The Fish Who Could Wish The Tiger Who Came to Tea The Rainbow Bear The Penguin Who Wanted To Find Out	Martha Maps It Out You Can't Take An Elephant On the Bus Ruby's Worry Shirley Hughes: Out and About Mr Armitage on Wheels Kind The Neighbourhood Surprise You Matter Wild	I Want My Hat Back The Hat Full of Secrets Cycle City The Lost Property Office All Through The Night Hats of Faith All Aboard The London Bus	Cinnamon Rapunzel George and The Dragon Look Inside A Castle The Castle The King Built The Princess And The Pea Anita and The Dragons Bloom The Extraordinary Gardener Tree	Yakki and the Parno Gry Katie Morag Island Stories Anna Hibiscus Once Upon A Raindrop The Storm Whale Sally And The Limpet Above and Below: Sea and Shore	Numenia and the Hurricane Around The World in 80 Days The Great Explorer Big City Atlas Dear Earth Lost and Found The Enormous Crocodile
Maths	Maths Fluency 	To recall number bonds to 6	To recall doubles and halves of numbers to 10	To recall number bonds to 10. To recall number bonds of each number to 10.	To add 0 or 1 to a number. To add 2 to a number fluently.	To recognise odd and even numbers to 20. To count in 2s to 20 To count in 10s to 100. To count in 5s to 50.	To know doubles to 5. To recognise odd and even numbers.
	Maths  	Place Value within 10 Addition and Subtraction within 10	Geometry: Shape Place Value within 20. Addition and Subtraction within 20.	Place Value within 50. Number consolidation. Measurement: Length and Height.	Measurement: Weight and Volume. Multiplication and Division.	Multiplication and Division consolidation. Fractions. Geometry: Position and Direction.	Number: Place Value within 100. Measurement: Money. Measurement: Time.

Example Year Group Curriculum Map



Science	On Safari: <i>How can we group and sort animals?</i> Identify, name, describe, and compare a variety of common animals. Identify and name a variety of carnivores, herbivores and omnivores. 	Ourselves and Senses: <i>How do I hear, see, smell, taste and feel?</i> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	Materials and Making: <i>What materials should we use to build a den?</i> Distinguish between object and the material it is made from. Identify and name everyday materials. Describe the properties of everyday materials. Compare and group materials by their physical properties. 	Plants <i>How can we group and sort plants?</i> Identify and describe the basic structure of common plants, including flowering and non-flowering plants. 	Hot and Cold: <i>How do explorers survive in extreme climates?</i> Identify and name a variety of everyday materials, describe their simple properties, compare and group based on their properties. Identify name, describe and compare a variety of omnivores, carnivores and herbivores. 		
Seasonal Changes: Observe changes; observe and describe weather associated with the seasons and how day length varies.							
Humanities	History & Geography	Toys Throughout Time: <i>What did children play with in the past?</i> Changes within living memory. 	Our Local Area: <i>Where do I live and what is around me?</i> Human and physical geography, geographical skills and map work. 	British Monarchs: <i>Who is the Royal Family and why are they significant?</i> Changes within living memory. Significant historical events, people and places in their own locality. 	Explorers: Ibn Battuta <i>Who was Ibn Battuta and what did he explore?</i> Changes beyond living memory. Significant individuals and people/places in their own locality. 	UK Case Study: Southend <i>Would you like to visit or live by the seaside?</i> Human and physical geography, map work, comparing localities. 	The Continents and Oceans: <i>Where do we live in the world?</i> The seven continents and five oceans (core knowledge). 

In Science, Geography, History and RE, each topic has a 'Big Question' to encourage an enquiry approach. Children learn substantive and disciplinary skills and knowledge in each subject.

Example Year Group Curriculum Map



We offer a broad curriculum for all children. Children have adequate time to progress well in all subjects.

RE	How and why do we celebrate special and sacred times? Expressing		What makes some places sacred? Expressing		Who is a Christian and what do they believe? Believing	What does it mean to belong to a faith community? Living
PSHE 	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Indoor: Gymnastics		Indoor: Dance		Outdoor: Fitness	
Computing	Outdoor: Ball Skills		Outdoor: Net and Wall		Athletics	
	Technology Around Us	Digital Painting	Moving A Robot	Grouping Data	Digital Writing	Programming Animations
Creative Arts	Art and Design, and Design and Technology	Mechanisms: Toy Car	Cityscapes and Skylines: Painting, Sketching, Photography	Mechanisms: Castles and Drawbridges	Self Portraits: Picasso	Textiles Design: Summer Bags
	Music 	Introducing Beat: How can we make friends when we sing together?	Adding Rhythm and Pitch: How does music tell us stories about the past?	Introducing Tempo and Dynamics: How does music make the world a better place?	Combining Pulse, Rhythm and Pitch: How does music help us to understand our neighbours	Having Fun With Improvisation: What songs can we sing to help us through the day?
Educational Visits and Trips		Stepney City Farm And Young V&A Museum	Local Area Walk	Tower of London	Soanes Centre: Plant Life	Chalkwell Beach
						St Dunstan's Church: Learning about Faith Communities and Identifying similarities and differences between Special Places

Trips are linked to curriculum learning to ensure children have the knowledge and experiences required to make connections and deepen their understanding.

Progression Maps



Our Subject Progression Documents have been crafted by Curriculum Leaders for Science and each of the Foundation Subjects. Curriculum Leaders ensure current learning is underpinned and strengthened by prior learning, including the knowledge and skills children acquire in the Early Years Foundation Stage years. The Progression Documents ensure children are taught the appropriate skills and knowledge in each year group, ready to make good progress as they move through the school and into Key Stage 3.



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Reading Progression Document

EYFS to Key Stage 2

(2026-2027)



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Word Reading Skills Progression

	EYFS	Year 1	Year 2	KS2
Phonics	- Recognise words with the same initial sound - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences - Read simple phrases and sentences made up of known letter-sound correspondences - Read some diagraphs and trigraphs.	- apply phonic knowledge and skills as the route to decode words - respond speedily with the correct sound to graphemes - including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words	- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read accurately by blending the sounds in words unfamiliar words especially recognising alternative sounds for graphemes	- Reading continues to be fluent and the need for individual phonic knowledge becomes less necessary - apply their growing knowledge of root words, both to read aloud and to understand the meaning of new words they meet
Unfamiliar Words				
Exception words	Read a few common exception words matched to the school's phonic programme.	- read common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, push, pull, full, house, our - read words with contractions (for example, I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s))	read further common exception words - door, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, grid, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, last, last, past, father, class, grass, peas, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people,	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (year group specific word lists)



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Reading Comprehension Skills Progression

	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
in led satio ut . g jary stand s xis print g to e in nes tber as ned nce in ly to	- develop pleasure in reading and a motivation to read - listening to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - learning to appreciate rhymes and poems, and to recite some by heart <i>Did you choose this book? Why?</i> <i>What did you like about the text? Why? What</i>	- continue to develop pleasure in reading and a motivation to read - continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <i>Did you choose this book? Why?</i> <i>What did you like about the text? Why? What did you dislike about the text? Why?</i>	- develop positive attitudes to reading - listening to and discussing a wide range of fiction, poetry and plays - prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action What is the main idea of the story? <i>Who are the main characters in the story?</i> <i>Where and when does the story take place?</i>	- maintain positive attitudes to reading - continue to read and discuss an increasingly wide range of fiction, poetry - recommend books that they have read to their peers, giving reasons for their choices - learn a wider range of poetry by heart - prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience