



# Curriculum Overview

## St Mary's Catholic Primary School

We *place our children at the heart of all we do*,  
inspired by the love, life and teachings of Jesus.

**"I am the way, the truth and the life."**  
(John 14:6)

## We aim to:

### Nurture, Prepare, Support, Enable

- We **encourage** you to be happy, healthy and secure. Everything that you do is valued and celebrated.
- We **prepare** you to have all the abilities to see your life as a gift.
- We **support** your family to help you grow in your faith and your life.
- We **enable** you to reach your full potential, by providing you with a caring learning environment and an exciting curriculum.

In all our school we will develop a culture of high expectation and aspiration, based on our fundamental belief in the dignity of all human beings. We want all our pupils to flourish in safe, happy and enriching environments, taught and supported by adults who are skilled, motivated and committed to our shared vision and values.

### Curriculum intent

#### St Mary's curriculum is:


- Rooted in our Gospel values and virtues with the child at the very centre of everything we do. Based on our four key areas for learning lifelong skills which permeates through everything we do.
- Focused on experiences, building positive relationships, demonstrating learnt values and embracing a learning culture.
- Focused on the child and their unique starting point and ensuring that they experience an exciting, inclusive, broad and balanced curriculum; one that unlocks their potential.
- A vehicle to develop the whole child as an individual; an advocate of their school; a member of their parish and community; a resident of the British Isles and a global citizen.
- Adapted to build on prior knowledge, skills and concepts

<b>EYFS</b> <b>Virtues: Play, health honesty</b> <b>Gospel Values:</b> <b>CST-</b>	<b>1<sup>st</sup></b> <b>Cultural Capital:</b> <b>Humility, Compassion, Justice, Integrity, Kindness</b> <b>Dignity, Care for Creation, Option for the Poor</b>	<b>2<sup>nd</sup></b> <b>Cultural Capital:</b> <b>Humility, Compassion, Justice, Integrity</b> <b>Dignity, Care for Creation, Option for the Poor</b>
<b>Autumn</b> <b>Texts:</b>	<u><a href="#">Marvelous Me</a></u> <u><a href="#">In what ways are my family and I 'special'?</a></u> <b>UW:</b> Sense of self, communication development, similarities and differences. <b>EAD:</b> Choosing materials, own ideas, being proud of work, artist focus.	<u><a href="#">Celebrations</a></u> <u><a href="#">How are important times celebrated by other people and myself?</a></u> <b>UW:</b> Family traditions and celebrations, similarities and differences, seasons, st focus. <b>EAD:</b> Exploring materials and media, props for role play, Christmas formance.
<b>Spring</b> <b>Texts:</b>	<u><a href="#">Our Community</a></u> <u><a href="#">Who is helpful and how can we be helpful in our community?</a></u> <b>UW:</b> Topic specific vocabulary development, our locality, people and places, how different ures celebrate. <b>EAD:</b> Drawing skills mapwork, 3D modelling, artist focus.	<u><a href="#">Plant Explorers</a></u> <u><a href="#">How does your garden grow?</a></u> <b>UW:</b> Life cycles, explore nature, compare and contrast. <b>EAD:</b> Observational, mixing colours, artist focus.
<b>Summer</b> <b>Texts:</b>	<u><a href="#">Minibeasts</a></u> <u><a href="#">What makes life so wonderful?</a></u> <b>UW:</b> Animal and human life cycle, natural world, sorting and classifying. <b>EAD:</b> Using tools, further media, artist focus.	<u><a href="#">All around the world</a></u> <u><a href="#">Why is it important to look after our world?</a></u> <b>UW:</b> Sorting, our environment, further mapwork skills, changes in state. <b>EAD:</b> Further mapwork, assembling skills, problem solving, artist focus.

Year 1 Virtues: Health, Honesty and Play Gospel Values CSC	1 <sup>st</sup> Cultural Capital: Trebah Gardens, walk around the local area, Falmouth art gallery Compassion, humility, integrity, Peace, Option for the Poor	2 <sup>nd</sup> Cultural Capital: Truro Museum, Beach trip, Pendennis Castle Compassion, humility, integrity, Peace, Humility Care for Creation Dignity, Solidarity
Autumn Texts:	<p><u>Who created them all?</u></p> <p><b>Science-</b> Biology- Plants identifying and naming common plants and describing basic structure</p> <p><b>Geography-</b> Locating St Mary's School in our local area, and identifying local physical and human features on a map and during fieldwork.</p> <p><b>DT:</b> Building structures</p> <p><b>Art-</b> Drawing and sketching – spirals – Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks</p> <p><b>Music, PE and Computing: Please see relevant schemes of work.</b></p>	<p><u>Why should we remember?</u></p> <p><b>Science:</b> Biology / Physics Seasonal changes Observing changes across our seasons and describing associated weather</p> <p><b>History:</b> What was life like for people in the past? – At the end of this unit children will begin to understand their family tree, and how schools, toys and the way we communicate have changed over time.</p> <p><b>DT –</b> explore a variety of resistant materials in order to design and make their own space rocket.</p> <p><b>Art- Simple</b> printmaking- <i>explore line, shape and colour using plasticine and foam prints.</i></p> <p><b>Music, PE and Computing: Please see relevant schemes of work.</b></p>
Spring Texts:	<p><u>What is true happiness?</u></p> <p><b>Science - Chemistry Everyday materials-</b> Distinguishing objects from the material it's made from, and describing simple properties</p> <p><b>Geography : Where we are- Pendennis Castle</b></p> <p><i>Locate Falmouth in the UK; identifying the four countries of the UK; some key human and physical features.</i></p> <p><b>DT:</b> Food technology.</p> <p><b>Art-</b> Playful Making- <i>exploring materials and intentions with making things 3D</i></p> <p><b>Music, PE and Computing: Please see relevant schemes of work.</b></p>	<p><u>Who helped to shape the world?</u></p> <p><b>Science:</b> Consolidation and review</p> <p><b>History:</b> The development of transport by land, sea, air and space and the roles of key individuals. -famous people and events associated with space history; first man in space and the first man on the Moon.</p> <p><b>DT:</b> Textiles – felt mobiles</p> <p><b>Art:</b> Exploring Watercolour <i>Exploring watercolour and discovering we can use accidental marks to help us make art.</i></p> <p><b>Music, PE and Computing: Please see relevant schemes of work.</b></p>
Summer Texts:	<p><u>Is it ever cold in Africa?</u></p> <p><b>Science: Biology Animals:</b> Identifying and naming fish, amphibians, reptiles, birds and mammals; carnivores, herbivores and omnivores</p> <p><b>Geography:</b> There we are Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya</p> <p><b>DT:</b> Plan and design</p> <p><b>Art:</b> Making Birds <i>Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird</i></p> <p><b>Music, PE and Computing: Please see relevant schemes of work.</b></p>	<p><u>What makes Cornwall so special?</u></p> <p><b>Science : Biology Humans</b> Human body parts and senses</p> <p><b>History:</b> Where did people live in the past?</p> <p><b>DT:</b> Plan and design</p> <p><b>Art:</b> Inspired by Flora &amp; Fauna <i>-Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.</i></p> <p><b>Music, PE and Computing: Please see relevant schemes of work.</b></p>



Year 2 Virtues: Friendliness, Self- Knowledge, Confidence Gospel Values CSC	1 <sup>st</sup> Cultural Capital: Eden Project Maritime Museum Compassion, Justice, Integrity, forgiveness, Courage, Justice Dignity, Solidarity, The Option for the Poor, Care for Creation	2 <sup>nd</sup> Cultural Capital: The beach Geevor Humility, Integrity, Kindness, Compassion Care for Creation. The Common Good
Autumn Texts:	<p><a href="#">What can we learn from the Great Fire of London?</a></p> <p><b>Science:</b> <u>Biology Plant growth</u> Plants grow from seeds, and require water, light and a suitable temperature</p> <p><b>History:</b> <u>The Great Fire of London</u></p> <p><b>DT:</b> Building structures</p> <p><b>Art:</b> Explore &amp; Draw <i>Introducing the idea that artists can be collectors &amp; explorers as they develop drawing and composition skills</i></p> <p>Music PE ICT</p>	<p><a href="#">Where in the world am I?</a></p> <p><b>Science:</b> <u>Biology Needs of animals:</u> Animals need water, food and air to survive and to have offspring</p> <p><b>Geography:</b> Mini-Mappers</p> <p><b>DT:</b> Using tools</p> <p><b>Art- Exploring</b> the World Through Mono Print-<i>Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.</i></p> <p>Music PE ICT</p>
Spring Texts:	<p><a href="#">Why do we need role models in our lives?</a></p> <p><b>Science :</b> <u>Chemistry Uses of everyday materials</u> Comparisons of an object's material with its use; impact of bending, twisting on solid objects</p> <p><b>History:</b> Grace Darling</p> <p><b>DT:</b> Food technology</p> <p><b>Art-</b> Be an Architect <i>Exploring architecture and creating architectural models.</i></p>	<p><a href="#">What impact do we have on the rivers, seas and oceans and its wildlife?</a></p> <p><b>Science:</b> <u>Biology Living things &amp; their habitats</u> Basic introduction to habitats and micro-habitats, and simple food chains</p> <p><b>Geography:</b> <u>Rivers, Seas and oceans</u></p> <p><b>DT:</b> Textiles</p> <p><b>Art:</b> Expressive Painting <i>Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still life.</i></p>
Summer Texts:	<p><a href="#">Why are the rainforests important to our world?</a></p> <p><b>Science:</b> <u>Chemistry Solids, liquids and gases</u> Understanding how the same substances can exist as solids, liquids and gases</p> <p><b>Geography</b> <u>Rainforests</u></p> <p><b>DT:</b> Plan and design</p> <p><b>Art-</b> Stick Transformation Project-<i>Artists use their creative skills to re-see and re-imagine the world. Explore how you can transform a familiar object into new and fun forms.</i></p>	<p><a href="#">What makes Cornwall so special?</a></p> <p><b>Science:</b> Consolidation and review</p> <p><b>History</b> Mining – Cornwall</p> <p><b>DT:</b> Mechanisms</p> <p><b>Art-:</b> Music &amp; Art <i>Explore how we can make art inspired by the sounds we hear. Draw, collage, paint and make.</i></p>

<b>Year 3</b> <b>Virtues:</b> Perseverance, Thankfulness, Meditation, Gospel Values <b>CSC:</b>	<b>1<sup>st</sup> Cultural Capital:</b> Chysauster Humility, Compassion, Integrity, Justice Care for Creation, Dignity	<b>2<sup>nd</sup> Cultural Capital:</b> Flambards Farm Humility, Compassion, Integrity, Justice, Forgiveness Care for Creation, Solidarity, Dignity, Option for the Poor
<b>Autumn</b> <b>Texts:</b>	<b><u>How did the Aztecs impact civilization?</u></b> <b>Science : Chemistry Rocks</b> Comparisons of types of rocks and how fossils are formed <b>History</b> Ancient Maya and Aztecs. <b>DT:</b> Plan, design and evaluate <b>Art-</b> Gestural Drawing with Charcoal <i>Making loose, gestural drawings with charcoal, and exploring drama and performance.</i>	<b><u>Does chocolate have an impact on the world?</u></b> <b>Science: Physics Light</b> Relationship between light and how we see; the formation of shadows <b>Geography</b> – Cocoa beans Fairtrade and climate <b>DT:</b> Using tools <b>Art-</b> Working with Shape and Colour <i>“Painting with Scissors”: Collage and stencil in response to looking at artwork.</i>
<b>Spring</b> <b>Texts:</b>	 <b><u>How does life in prehistoric times influence our lives today?</u></b> <b>Science: Biology Living organisms:</b> The role of muscles and skeletons; the importance of nutrients <b>History</b> Stone Age to Bronze Age <b>DT:</b> Textiles and structures <b>Art-</b> Telling Stories Through Drawing & Making Explore how artists are inspired by other art forms – in this case how we make <i>sculpture inspired by literature and film.</i>	<b><u>Where does our food come from?</u></b> <b>Science Biology Plants</b> The key features of flowering plants and what they need to survive. <b>Geography</b> - Farming and land use including mountains <b>DT:</b> Food technology <b>Art-</b> Cloth, Thread, Paint
<b>Summer</b> <b>Texts:</b> <u>The Iron Man</u>	 <b><u>Does everything need to run like clockwork?</u></b> <b>Science</b> - Forces and motion <b>DT:</b> Mechanisms <b>Art-</b> Making Animated Drawings <i>Explore how to create simple moving drawings by making paper “puppets” and animate them using tablets.</i>	<b><u>What makes Cornwall so special? –</u></b> <b><u>What effect does tourism have on Cornwall?</u></b> <b>Science:</b> Friction & magnetism <b>Geography</b> Mapping Skills <b>DT:</b> Mechanisms <b>Art-</b> Using Natural Materials to Make Images <i>Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype.</i>

<p>Year 4</p> <p>Virtues: Humility, Magnanimity, Peace</p> <p>Gospel Values</p> <p>CSC:</p>	<p>1<sup>st</sup> Cultural Capital:</p> <p>Humility, Integrity, Compassion, Forgiveness</p> <p>Dignity, Care for Creation</p>	<p>2<sup>nd</sup> Cultural Capital:</p> <p>Humility, Compassion, Integrity, Kindness</p> <p>Care for Creation, The option for the Poor, Dignity</p>
<p>Autumn</p> <p>Texts:</p> <p>Who Let The Gods Out</p> <p>The Butterfly Lion</p> <p>Africa, Amazing</p> <p>Africa: Country by Country</p> <p>The Akimbo Adventures</p>	<p><u>What is the legacy of the Ancient Greeks?</u></p> <p><b>Science:</b> Biology <b>Classifying organisms:</b> Introduction to classifying animals and their environment</p> <p><b>History : Ancient Greece</b></p> <p><i>A study of Greek life and achievements and their influence on the western world.</i></p> <p><b>DT:</b> Plan, design and evaluate - Greek Vase</p> <p><b>Art-</b> Typography &amp; Maps</p> <p><i>Exploring how we can create typography through drawing and design, and our skills to create personal and highly visual maps</i></p>	<p><u>What is life like in Africa?</u></p> <p><b>Science : Biology Food &amp; digestion</b> The human digestive system and simple food chains</p> <p><b>Geography: Africa (modern)</b></p> <p>Locating lines of longitude and latitude; understanding Africa's physical features and climate, and its human settlements.</p> <p><b>DT:</b> Using tools - African Jewelry</p> <p><b>Art-</b> Exploring Pattern <i>Exploring how we can use colour, line and shape to create patterns, including repeating patterns.</i></p>
<p>Spring</p> <p>Texts:</p> <p>Escape from Pompeii</p>	<p><u>How did the Romans impact Britain ?</u></p> <p><b>Science:</b> Chemistry <b>Particle model</b> and states of matter States of matter in relation to particle arrangement</p> <p><b>History - Romans</b></p> <p><b>DT:</b> Textiles and structures - Catapults</p> <p><b>Art-</b> The Art of Display <i>Explore how the way we display our work can affect the way it is seen. Create an artwork inspired by the idea of "Plinth"</i></p>	<p><u>How does the Rainforest help the world?</u></p> <p><b>Science : Physics Sound:</b> Relationship between strength of vibrations and volume of sound</p> <p><b>Geography: Rainforests</b></p> <p>Threats they face, contributions to the world, eco system</p> <p><b>DT:</b> Food technology - Edible Garden</p> <p><b>Art-</b> Exploring Still Life <i>Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.</i></p>
<p>Summer</p> <p>Texts:</p>	<p><u>What impact can nature have on human settlements?</u></p> <p><b>Science:</b> Physics <b>Electricity</b> Simple series circuits</p> <p><b>Geography – Earthquakes and Volcanos</b></p> <p><b>DT:</b> Mechanisms - Mechanical Posters</p> <p><b>Art-</b> Sculpture, Structure, Inventiveness &amp;</p> <p><i>Determination What can artists learn from nature? Nurture personality traits as well as technical skills (Barbara Hepworth)</i></p>	<p><u>What makes Cornwall so special?</u></p> <p><b>Science:</b> Chemistry <b>Properties of materials</b> Considering physical and chemical properties</p> <p><b>History – Smugglers and Pirates Cornwall</b></p> <p><b>DT:</b> Electronics - Battery operated lights</p> <p><b>Art-</b> Festival Feasts Drawing and Making inspired by food. How might we use food and art to bring us together?</p>



Year 5 Virtues: Truth, Justice Gospel Values CSC:	1 <sup>st</sup> Cultural Capital: Integrity, Humility, Compassion, Forgiveness, Justice Care for Creation, Solidarity, Dignity, Option for the Poor	2 <sup>nd</sup> Cultural Capital: Integrity, Humility, Compassion, Forgiveness, Justice Common Good, Option for the Poor, Solidarity, Care for Creation
Autumn Texts:  The boy at the back of the classroom, by Onjali Q. Rauf	<a href="#"><u>Did the Pharaohs rule fairly?</u></a> <b>Science:</b> Physics Forces Gravity, air and water resistance and friction; introduction to pulleys <b>History - The Ancient Egyptians</b> The achievements of the earliest civilizations appeared and an in-depth study <b>DT:</b> Plan, design and evaluate <b>Art:</b> Art & Storytelling <i>Drawing and sketching</i>	<a href="#"><u>How has trade become global over time? Could you live without trade?</u></a> <b>Science:</b> Physics Earth and space Movements of planets and the Moon, and relationship to day and night <b>Geography - Investigating world trade (CAFOD Global Classrooms)</b> Understanding the distribution of the world's natural resources and these are traded between places across the world <b>DT:</b> Using tools <b>Art:</b> Making Monotypes <i>Explore how artists use the monotype process to make imagery. Combine the monotype process with painting and collage to make visual poetry zines.</i>
Spring Texts:  	<a href="#"><u>How did the Anglo-Saxons impact Britain?</u></a> <b>Science:</b> Biology Life cycles Life cycles of a mammal, amphibian, insect and bird and some reproduction processes <b>History - Anglo-Saxons</b> <i>Britain's settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> <b>DT:</b> Textiles and structures <b>Art-</b> Set Design <i>Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.</i>	<a href="#"><u>How does water sustain life? Does the Earth provide enough water for the world?</u></a> <b>Science:</b> Biology Human development: Human development to old age <b>Geography - Investigating water</b> <b>DT:</b> Food technology <b>Art-</b> Mixed Media Land & City Scapes <i>Explore how artists use a variety of media to capture spirit of the place. Focus upon exploratory work to discover mixed media combinations.</i>
Summer Texts:	<a href="#"><u>How are our actions affecting the earth?</u></a> <b>Science</b> Chemistry Properties of Materials Identifying and separating mixtures; difference between reversible and non-reversible changes <b>Geography - Climate across the world</b> <b>DT:</b> Mechanisms <b>Art-</b> Architecture: Dream Big or Small? <i>Explore the responsibilities architects have to design us a better world. Make your own architectural model</i>	<a href="#"><u>How has Cornwall impacted sea safety?</u></a> <b>Science:</b> Biology, Chemistry, Physics Energy Introducing the concept of energy stores and energy transfers, and relating this to prior knowledge <b>History - Wreck and Rescue Henry Trengrouse (RNLI)</b> <b>DT:</b> Electronics <b>Art:</b> Fashion Design

<p>Year 6</p> <p>Virtues: Fortitude, Health, Studiousness</p> <p>Gospel Values: CSC:</p>	<p>1st Cultural Capital:</p> <p>Talk by a graphic designer? (Link to Falmouth Uni)</p> <p>Integrity, Compassion, Humility, Kindness, Dignity, Care for Creation, Common Good, Solidarity</p>	<p>2nd Cultural Capital:</p> <p>Talk by an artist - focus on environmentalism?</p> <p>Visit to a gallery?</p> <p>Visit from an environmental campaigner - ER? London?</p> <p>Integrity, Justice, Humility, Compassion, Forgiveness, Peace, Kindness</p> <p>Option for the Poor, Common Good, The dignity of workers, Care for Creation</p>
<p>Autumn</p> <p>Texts:</p> <p>Autumn 1</p> <ul style="list-style-type: none"> <li>• Viking Ships and Viking Expeditions</li> <li>• Beowulf by Michael Morpurgo</li> <li>• Beowulf</li> <li>• Thor and the Giants (Ancient Norse Saga)</li> </ul> <p>Autumn 2</p> <ul style="list-style-type: none"> <li>• Greta Thunberg's Speech: 'Nobody is too small to change the world'</li> <li>• Amanda Gorman 'The Hill We Climb'</li> </ul>	<p><u>What impact have the Vikings had on Britain?</u></p> <p><b>Science</b> Physics - Electricity. Investigating variations in series and parallel circuits, and how electricity is generated.</p> <p><b>History – Vikings</b></p> <p><b>DT:</b> Understanding the design process: plan, design and evaluate.</p> <p><b>Art-</b> 2D Drawing to 3D Making - Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a <b>graphic design</b> outcome.</p> <p><b>Music, PE and Computing: Please see relevant schemes of work.</b></p>	<p><u>Can one person change the world?</u></p> <p><b>Science</b> Biology :Evolution Fossils; introduction to the idea that adaptation may lead to evolution</p> <p><b>Geography - Improving the environment</b></p> <p><b>DT:</b> Using tools</p> <p><b>Art-</b> Activism <i>Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.</i></p> <p><b>Music, PE and Computing: Please see relevant schemes of work.</b></p>
<p>Spring</p> <p>Texts: Wonder</p> <p>Spring 1</p> <p>Spring 2</p> <ul style="list-style-type: none"> <li>• The Arrival Shaun Tan</li> <li>• The Tempest Shakespeare</li> <li>• When Hitler Stole Pink Rabbit Judith Kerr</li> </ul>	<p><u>Why is it important to be true to myself?</u></p> <p><b>Science</b> - Physics Light How light travels and is, reflected, and how this, allows us to see</p> <p><b>History:</b> The rise and fall of the British Empire</p> <p><b>DT:</b> Textiles and structures</p> <p><b>Art-</b> Brave Colour Exploring the work of installation artists who use light, form and colour to create immersive environments. Creating 2 d or 3d models to share our vision of imagined installations with others.</p> <p><b>Music, PE and Computing: Please see relevant schemes of work.</b></p>	<p><u>Should we share our home with others?</u></p> <p><b>Geography</b> - Understanding migration</p> <p><b>Science-</b> Biology Further classification of living organisms based on characteristics</p> <p><b>DT:</b> Food technology</p> <p><b>Art-</b> Identity</p> <p><b>Music, PE and Computing: Please see relevant schemes of work.</b></p>

**Summer**

**Texts:**

**Is everything connected?**

**Science** Biology Functions of the human body, Human circulatory system; transport of nutrients

**Geography – I am a geographer:** Posing questions, completing fieldwork and presenting a geographical investigation

**DT:** Mechanisms

**Art-** Take a Seat *Explore how craftspeople and designers bring personality to their work. Make a small model of a chair which is full of personality.*

**Music, PE and Computing: Please see relevant schemes of work.**

**What makes Cornwall so special?**

**Science: Chemistry** Physical and chemical changes Identifying physical and chemical changes

**History – Cornwall at War WW2**

**DT:** Electronics

**Art-** Shadow Puppets *Explore how traditional and contemporary artists use cutouts for artistic affect. Adapt their techniques to make your own shadow puppets.*

**Music, PE and Computing: Please see relevant schemes of work.**