



The Gateway Primary Academy

Curriculum Intent and Implementation 2025-2026

Statement of Intent:

At the Gateway Primary Academy we provide a rich, engaging and well balanced curriculum that celebrates individuality, builds knowledge and skills, nurtures talent and prepares our pupils for a full, successful and happy life.

Through our curriculum

- Enables all learners to be immersed in a diverse, knowledge-rich environment that harnesses a passion to question the world around them.
- Inspires pupils to develop self-confidence, independence and a thirst for learning.
- Develops life-long learning skills including: reciprocity, resilience, reflectiveness and resourcefulness through the Building Learning Power approach.
- Develops thinking skills, creativity and problem solving through the TASC approach
- Uses technology, offsite visits, visitors and experience days to enhance the curriculum and engage learners
- Nurtures social, moral, spiritual and cultural development alongside academic success
- Ensures all learners have equal opportunities for success through high expectations and skilful response to the needs of all pupils.

We inspire and encourage our pupils to make a commitment to learning which will last a lifetime. Upon leaving our school, our learners are confident, creative, imaginative, physically and mentally healthy and thirsty to learn more.

Our curriculum is a **BRAVE** curriculum:

Bold - Our learners develop curiosity through cross-curricular topics that inspire our pupils to ask and explore questions. Our topics are full of possibilities and exciting opportunities.

Relevant - Our learners engage with a purposeful curriculum that is contextualised: Culturally, Geographically and Historically.

Aspirational - Our learners are motivated to achieve highly through a curriculum that challenges in a nurturing environment.

Varied - Our learners embrace opportunities to develop knowledge and skills within a diverse, creative curriculum.

Engaging - Our learners are inspired, engaged and immersed in their learning.

Our curriculum is delivered through a balance of cross curricular topics, providing a holistic view of learning, and stand-alone subject teaching where this is necessary, particularly in the core subjects.

A whole school curriculum map outlines the topics taught in each term and year group and how each curriculum subject is delivered through these topics. The curriculum is enhanced through a TASC (Thinking Actively in a Social Context) approach with opportunities for pupils to visit places of interest and learn from visitors to the school.

Pupils are immersed in the school values (teamwork, honesty, respect, kindness and politeness) and the British values to enable them to develop positive learning behaviours and play a full part in our learning community.

Equal Opportunities

Our curriculum planning ensures that all pupils have equal opportunities to take part in all aspects of our curriculum. Where appropriate, work will be differentiated to meet the needs of individual pupils and where required extra support provided.

Curriculum Subject Intent and Implementation

Early Years Curriculum

Intent	Our young learners develop an understanding of the world and love of learning through a practical and play-based approach. An effective balance between child led and adult led learning allows the children to flourish and become confident and creative learners with the necessary skills, dispositions and attitudes to successfully continue their learning journey into Year 1 and beyond.
Implementation	The Early Years Curriculum is organised into termly topics covering the 7 areas of learning: Communication and Language, Physical Development, Personal Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Topics are planned for each of the six terms and the steps leading towards the Early Learning Goals are distributed over the terms, to ensure a balanced coverage. Some Early Learning Goals provide a focus for certain terms, particularly those relating to Understanding of the World. On-going assessment of pupil's progress towards the Early Learning Goals is recorded using the 2Simple App with outcomes used to adapt teaching and plan next steps in learning. Pupils learn through a balance of child-led and adult directed activities in an inside and outdoor learning environment carefully designed to enable every child to succeed. We aim to make it a place where children feel secure and confident, can explore, investigate and learn through first-hand experience and are challenged to develop their independence. Parents and carers are encouraged to be involved in and support their child's ongoing learning and development.

English – Reading

Intent	Through our curriculum our learners gain the skills to become competent, fluent readers and the ability to comprehend and enjoy a wide range of Literature. They develop a love of Literature, an appreciation of our literary heritage and a life-long passion for Reading.
Implementation	Phonics is taught daily in EYFS and KS1 using Letters and Sounds supported by a range of practical and online resources including Phonics Play. Pupils are taught to recognise, blend and segment sounds for Reading and Spelling. Reading is taught daily in every year group and is supported by regular Reading at home. Our daily Reading sessions ensure pupils are immersed in a wide range of fiction, non-fiction and poetry. They read independently for pleasure and in teacher directed guided Reading small groups to develop fluency and comprehension skills. Books are carefully graded (book bands) to ensure a clear progression of skills and appropriate challenge. Class texts are linked to cross curricular topics to ensure Reading is embedded across the curriculum. Our library has a range of non-fiction books to promote Reading and Research in all subjects.

English -Writing

Intent	Through our teaching and learning, pupils develop the skills to become creative, fluent writers with the ability to write clearly and coherently for a range of purposes and audiences.
Implementation	The skills of spelling, editing, handwriting, grammar and punctuation are taught directly through daily English lessons. Pupils then apply their skills through motivating and creative writing tasks covering a wide range of genres over the year/school. Writing tasks are frequently linked to cross curricular topics and texts to ensure pupils can apply their skills in a range of contexts. Handwriting is taught from Reception using a pre-cursive style, joining letters from Year 1. Pupils have regular opportunities to practise Handwriting skills throughout the week to develop a clear, fluent style.

English - Spoken Language

Intent	Our curriculum recognises the importance of spoken language in pupil's learning right across the curriculum. We ensure pupils have every opportunity to acquire and use a wide vocabulary, and the skills to communicate their thinking and understanding to a range of audiences.
Implementation	Our lessons are structured to ensure speaking and listening is at the heart of learning. Pupils frequently communicate their ideas, views and opinions in paired, group and class discussions. Carefully planned for subject specific vocabulary is taught through our topics and pupils take part in debates and presentations to hone their communication skills.

Maths

Intent	Through our Maths teaching, we aim for all of our pupils to become fluent in the key concepts of Maths. Also, we aim for our pupils to develop their Mathematical reasoning by recognising relationships, making generalisations and proving their thinking using Mathematical vocabulary which is carefully planned from one year group to another. In addition to this, we aim to give our pupils the confidence to solve Mathematical problems using a range of strategies.
Implementation	In the EYFS Maths is promoted within the environment and children are taught key number skills. From Year 1, it is taught using a 'mastery' approach focussing on fluency, reasoning and problem solving. Vocabulary is carefully planned from one year group to another to ensure a progressive approach. Mathematical knowledge and skills are embedded across the curriculum to promote Mathematical understanding. Through our topic based curriculum, we apply Maths in other subjects, such as: Science, Geography and History to ensure our pupils see the important real life contexts of Maths learning.

Science

Intent	Through our curriculum pupils are immersed in the world of Scientific discovery, building on their natural curiosity and awe of the natural world. Pupils develop the skills of Scientific enquiry, questioning, investigating and build an understanding of the world around them. They learn to appreciate the work of famous Scientists and the role they play in today's world.
Implementation	Using an investigational approach to learning the strands of Physics, Biology and Chemistry, our Science curriculum is delivered through topics with links to other STEM subjects e.g. Maths and DT. As Scientists, pupils are taught to question, observe, classify, predict, create a fair test and analyse outcomes through a variety of practical investigations linked to topics ensuring Science learning is meaningful and fun. Pupils learn key vocabulary/Scientific terminology to be able to explain processes and outcomes accurately and through a range of Scientific inquiry e.g. observation over time, pattern seeking.

Design and Technology

Intent	Through our curriculum pupils develop the knowledge and skills to be able to evaluate, design and build creative and imaginative products for a range of uses. They gain an understanding of the impact that past and present inventors, engineers and designers have on our lives today and the role Design and Technology has in our modern world.
Implementation	Design and Technology is taught through our cross curricular topics that link Maths, Science, Computing, Engineering and Art. Pupils develop key skills and explore their ideas through Design and Build projects using a range of media including Food Technology. Pupils have the opportunity to experience Design and Technology in real life with involvement in local and regional STEM projects.

Computing

Intent	Through our curriculum pupils develop knowledge of how systems work and the principles of simple Computer Science. They develop the ability to be confident, competent and creative users of information and communication technology and develop the fundamental skills to enable them to participate successfully and safely in a modern, digital world.
Implementation	Pupils develop knowledge and skills in Computer Science and Online Safety through discrete lessons using the DASCo Computing Scheme of Work. Our learners gain an understanding of the role computing plays in the modern world through its immersion in other subjects and topics. Pupils are taught how systems work, the principles of programming, exploring and writing algorithms. They are taught to use analytical and problem solving skills to create and debug programmes using resources such as Beebots and Pro-bots. Pupils have daily access to computers and laptops and a range of digital learning tools such as cameras and data loggers to support their learning in the wider curriculum.

History

Intent	Through our History curriculum develops our learners' knowledge of Britain's past and that of the wider world. It aims to inspire pupil's curiosity and provide our learners with an understanding of cultural diversity and how past events have shaped the world we know today. As Historians, pupils acquire the skills to ask questions, interpret sources and use evidence to make historical claims.
Implementation	Through our History curriculum is delivered through topics with links to other subjects such as Art, Music, Literacy and Geography. Local History plays a key part in the curriculum design ensuring pupils develop knowledge of historical change and significance of their own locality. Pupils study key aspects of National History including Roman and Viking Invaders, Victorians, WW2 and significant periods in world history such as the Greeks and Egyptians. Pupils learn Historical enquiry skills to be able to gain knowledge of the past, critically evaluate sources of evidence and understand the process of change over time. They develop an understanding of the influence of key events and historical figures on present day.

Geography

Intent	Through our Geography curriculum is designed to develop our learners' knowledge of the diversity of people and places in the global world around them and an understanding of environmental relationships and issues. It instils in our learners a curiosity and fascination about the world around them and the ability to study and care for future sustainability. Children learn to be future Geographers by developing Geographical study and research skills and the ability to analyse and communicate their findings using subject specific vocabulary.
Implementation	Through our Geography schemes of work pupils study the physical and human features of regions locally, UK and world locations in comparison to their own location. They are taught Geographical enquiry skills including map reading, interpreting sources, photographs and diagrams. Technology is used to bring the study of places alive through the experience of film, Google Earth and electronic mapping. Offsite visits enable pupils to develop fieldwork skills and experience Geography first hand. Links to other subjects enable pupils to express their knowledge through Art, Writing and Drama.

Art and Design

Intent	Through our Art and Design curriculum allows our children to recognise and celebrate their own talents and individuality and gain a knowledge of the work of famous Artists and Designers. We ensure that a broad range of Art is taught that is relevant and inspiring. As Artists, pupils are given the opportunity to use a wide range of media and progress their techniques year on year.
Implementation	Art and Design is taught within our cross curricular topics giving pupils the opportunity to develop proficiency in Drawing, Painting, Sculpture and Other Art and Craft Techniques. Pupils explore ideas, develop techniques and produce creative Arts and Craft work using a range of media. They develop the skills to analyse and evaluate their own and other's work. Through our Art topics pupils explore the work of famous Artists, Craftsmen and Designers and learn to appreciate how Art is created and presented in different cultures. Through links to our History curriculum pupils begin to gain an understanding of the Historical importance of Art.

Music

Intent	Through our Music curriculum provides the opportunity for our pupils to engage creatively with Music, gain knowledge of how Music is created, develop a love of Music and develop their talents as Musicians.
Implementation	Music is taught as a discrete subject using specialist providers to deliver weekly lessons in KS1 and KS2. Pupils gain knowledge of how Music is created including technical terminology and develop skills in composing and performing using percussion instruments in the Early Years and KS1 progressing to learning instruments such as the recorder and ukulele from Year 3. Singing is at the heart of our Music offer throughout the school including additional specialist vocal tuition in Year 5 as part of the DASCo Choral Project. Within our topics pupils also have the opportunity to listen and appraise Music and learn about composers, styles, traditions across Historical periods.

Religious Education

Intent	Through our RE curriculum enables children to develop their own identity, their sense of belonging and connection to the global community. Pupils develop knowledge and understanding of the world's faiths and beliefs, make relevant links to their own experiences and reflect on their own personal beliefs, traditions and values.
Implementation	Our RE curriculum is delivered using the Discovery RE scheme of work. Pupils study the main world religions; Christianity, Islam, Judaism and Hinduism. The scheme of work focuses on learning about Religion and learning from Religion. RE lessons take the form of discussions and debates, reflection and recording of knowledge, thoughts and views. Pupils learn stories from the Bible and other Faiths. They also acquire knowledge of special places, practices, festivals and the role of key figures. <i>Parents have the right to withdraw their child from RE lessons. This request must be made in writing to the Headteacher. Parents are strongly advised to consult with the school to seek further information on the RE curriculum and the approach to teaching and learning before any decision is made.</i>

Physical Education

Intent	Through our PE curriculum enables our pupils to develop the skills and competences to take part in a wide range of competitive sports and activities, build their confidence and sporting talents and lead healthy, active lifestyles. Through our PE lessons and sporting opportunities children develop personal characteristics such as resilience, collaboration, fairness and respect.
Implementation	Pupils have at least 2 hours PE a week through lessons in Games, Gymnastics, Dance and Athletics using the Val Sabin Scheme of Work. Pupils develop the skills and tactics to play competitive sports such as Football, Rounders, Netball, Handball and Hockey and in Year 4 pupils attend Swimming Lessons. Activities during playtimes also support Physical Fitness and provide opportunities for pupils to play active games such as Handball and Basketball. Upper KS2 pupils act as Play Leaders on the KS1 playground to encourage fitness and active play in our younger children. Pupils can access further sporting opportunities through our after school clubs e.g. Football, Cricket and Rounders. The school organises an Annual Sports Day for KS1 and KS2 as well as a 'challenge yourself' sports morning for KS2 pupils to demonstrate their improved fitness in a range of Athletic events and to develop their understanding of 'personal bests'. The school plays a full part in sporting competitions giving pupils of all abilities and ages the opportunity to represent the school in local and regional competitions.

PSHE/ Relationships and Health Education

Intent	Through our PSHE curriculum ensures children develop the knowledge and understanding of how to be healthy in mind and body. It develops learners who are emotionally resilient and have the skills to deal with changes and challenges in their lives. It aims to build children's understanding of themselves and others in their immediate community and develop the skills to secure relationships with others. It gives children the opportunity to set themselves goals and aspirations and become confident members of a multicultural society.
Implementation	Relationships and Health Education is taught through our Personal Social Health Education curriculum using the Jigsaw Programme; a mindful approach to PSHE. This programme aims to prepare children for life, helping them to really know and value who they are and understand how they relate to others in an ever changing world. It covers sequential and developmental themes: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. SMSC, Online Safety and British Values are embedded throughout the programme and within our assemblies.

Modern Foreign Languages

Intent	Through our French curriculum aims to develop learners who have an enthusiastic, positive attitude to learning other languages. We aim to develop life-long language learners in order to enhance their understanding of the world and have the ability to communicate with citizens from a range of global communities.
Implementation	In KS1 pupils are informally introduced to other languages through for example, daily greetings and counting. As a multicultural school young children also have the opportunity to gain experience of other languages through their peers. In KS2 French is formally taught in a weekly lesson using the Tout Le Monde scheme of work. Covering a range of day to day topics pupils learn to understand spoken and written French and communicate in French with increasing confidence and fluency. Pupils explore other languages through the wider curriculum and by promoting cultural diversity within school.

Theme Days / Weeks

Intent	We include theme days/weeks in our curriculum to immerse pupils in a topical theme which is relevant to pupils, for example World Book Week or Health and Wellbeing Week. This enables our pupils to use and apply the knowledge and skills from other subject areas to enhance the learning experience. As a school, we aim to bring the school community together under one theme during this time.
Implementation	Staff work together to plan experiences that are fun and enjoyable for pupils capitalising on their interests and preferred learning styles. The pupils complete work which combines knowledge and skills from a range of curriculum areas. Opportunities for pupils to share knowledge, thoughts and experiences with each other and sharing outcomes with stakeholders and the wider community.

