



# MEDIUM TERM CURRICULUM MAP

## ST JOHN FISHER RC PRIMARY SCHOOL



### NURSERY

WEEK	SPRING	Mathematics	Literacy	Phonics	Religion	PSHE & RSE
Wk1 Happy and Healthy-	<p>VEGETABLES</p> <p>Children to share their ideas and understanding of the food/meals we eat at home with our families and at school. Look closely at vegetables</p>	<p>Exposure to Mastery maths resources- Finger counters, Numicon, 5/10 frame, Dominoes, Dice, Number Line to....</p> <p>Recognise, Subitise, conservation of Number 1</p> <p>How many sprouts can you pick up in one hands?</p> <p>Look closely and compare size and shape of vegetables</p> <p>Recognise, Subitise, conservation of Number 2</p>	<p>Share 'The Enormous Turnip' story</p> <p>Role-play the story</p> <p>INFO Books</p> <p>Learn this week's rhyme-'Five Little Peas in a pea-pod pressed'</p>	<p>Phonemic Awareness- Each week 'What's in the box?' Phase 2- Progression of Sounds; 's', 'a'</p> <p>Oral Blending Each week 'Blend from the box'</p> <p>&amp; Each week LWL&amp;S games</p>	<p>Discover what a celebration and how people celebrate</p>	<p>HEALTHY ME</p> <p>Exercising Bodies</p>
Wk2	<p>FRUIT</p> <p>Discuss how important it is to eat vegetables and fruit to keep you healthy – 'vitamins'</p>	<p>How many pieces of fruit in Handa's basket....now? Look closely and compare size and shape of vegetables</p>	<p>Share 'Handa's Surprise'</p> <p>Sequence the story</p> <p>Role play the story.</p> <p>INFO Books</p> <p>Learn this week's rhyme 'Bananas in Pyjamas'</p>	<p>'t', 'p'</p>	<p>What the parish family celebrates.</p>	<p>Physical Activity</p>



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Wk3	<p><b>BREAKFAST</b> Discuss how important it is to eat a healthy breakfast to give you energy for the day – ‘carbohydrates’</p>	<p>Recognise, Subitise, conservation of Number 3</p> <p>Make a class graph of children’s favourite breakfast</p> <p>Compare big, middle-sized and small</p>	<p>Share Goldilocks &amp; The Three Bears</p> <p>Tell it to your friend</p> <p>INFO Books</p> <p>Learn this week’s rhyme ‘When Goldilocks went to the house of the bears’</p>	‘i’, ‘n’	How the parish family celebrates.	Sleep
Wk4	<p><b>DAIRY FOODS</b> Discuss where dairy food comes from. Learn how calcium is contained in milk and cheese and how it gives us strong bones and teeth</p>	<p>Recognise, Subitise, conservation of Number 4</p> <p>Hunt for number 4 inside and outside</p>	<p>Share ‘Oliver’s Milkshake’</p> <p>Sequence the story by making own milkshake and recalling the process</p> <p>INFO Books Learn rhyme ‘Chick, Chick, Chicken’</p>	‘m’, ‘d’	Remembering, celebrating and responding to what a celebration is and how the parish family celebrate.	Safety



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Wk5	BREAD (1) How is bread made? Why is it a healthy food to eat?	Recognise, Subitise, conservation of Number 5 Write numerals 1-5 on buckets. Children select correct number of items to put in the bucket  Compare the contents of your bucket to your friends-do they have more or less? Consolidate numerals 1-5	Share 'The Little Red Hen' Learn T4W actions to retell  INFO Books Learn rhyme '5 Currant Buns'	'g', 'o'	Explore times when we gather together. This includes the class, school, family and church.	Keeping Clean
Wk6	BREAD (2) Recap the goodness we find in healthy foods-what is healthy /unhealthy to eat? How does eating healthy or unhealthy food affect our bodies?	Assessment	Write a collaborative class story map together for TLRH Create a story map in small groups INFO Books Learn rhyme 'The Little Red Hen'	Assessment  Revisit phonemes identified in the assessment	The parish family gathers together for Mass.	Healthy Food



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<b>HALF TERM</b>						
Wk 8 GROW YOUR OWN!	Introduce new concept/theme of growing. Growing a seed	Recognise, Subitise, conservation of Number 6  To recite numbers in order to 10  To use language to compare size	Share the story of Titch together. Talk about what Titch has and why he has the tiniest object each time. What happens in the end to his tiny seed?  INFO Books  Learn rhyme 'Little Seed'	'ck', 'e'	Remembering, celebrating and responding to how and why people gather together and the joy of gathering together to celebrate at Mass.	DREAMS & GOALS  Challenges
Wk 9	Planting a bean Growing vegetable-beans, carrots, peas  SUSTAINABILITY-Pollution: 'How do leaves breathe?' Experiment	To recognise, subitise and have 1;1 correspondence of 7  To match numeral and quantity correctly and know that numbers identify how many objects are in a set  Build beanstalks and use language to compare size	Share the story of Jack and The Beanstalk together. Learn T4W actions to recall and retell the sequence of events.  Learn rhyme 'One Potato, 2 potatoes...'	'u', 'r'	Recognise growth in nature and discover the ways in which things grow.	Perseverance



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		<p>To recognise, subitise and have 1:1 correspondence of 8.</p> <p>To recite numbers in order to 8...10 Predict growth of seeds/beans on number line</p>				
Wk 10	<p>To observe growth in a life-cycle of an animal. Introduce caterpillars</p>	<p>To show interest in shape and measure by sustained activity and by talking about them.</p> <p>To recognise, subitise and have 1:1 correspondence of 9.</p>	<p>To introduce and share The Very Hungry Caterpillar Story. Develop awareness of the sequences through the story i.e. the days of the week, numbers in order, the growth of a caterpillar</p> <p>INFO books</p> <p>Learn rhyme 'There's a tiny caterpillar' (1)</p>	'h', 'b'	Recognise growth in nature	Goal Setting
Wk 11	Monitor growth of seeds, plants, caterpillars		Retell through role play in small groups, picture	'l'	Learn about Lent; a time for	Overcoming Obstacles



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		<p>Children to count how many items of food the VHC ate on Saturday.</p> <p>To recognise, subitise and have 1;1 correspondence of 10</p>	<p>sequencing, circle song and rhyme. Ask 'What did he eat <i>first, next, last/finally?</i></p> <p>Learn rhyme part 2</p>		<p>growing in love to grow more like Jesus.</p> <p>Palm Sunday</p>	
Wk 12	When I grow up	<p>Use a range of resources to compare longer, shorter, taller Measure ourselves-who is tallest/shortest?</p>	<p>Use props from story sack resources on physical story map Create pictorial story map together. Use to read and retell the VHC story Learn rhyme '5 Little Butterflies'</p>	'j'	<p>Good Friday and looking forward to Easter</p>	Jobs
Wk 13	Changing and Growing	<p>To sometimes match numeral and quantity correctly</p> <p>Consolidate number recognition</p>	<p>Read the Easter Story. Talk about the main events-We are sad that Jesus dies on the cross at Easter but he died to give us new life-that is</p>	<p>Assessment</p> <p>Revisit phonemes identified in the assessment</p>	<p>Getting ready to celebrate Easter.</p>	Seeking Help



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			<p>why it is called <b>Good Friday</b>. Learn rhyme 'Easter Bunny'</p>			
Wk 14	Changing and Growing	Assessment	<p>Talk about Spring and Easter being a time of new life. Talk about what happened inside the cocoons- did a new life emerge-what happened to the caterpillar? What can the butterfly do that the caterpillar could not? What has changed? Read 'Caterpillar's Wish'</p>	Revisit phonemes identified in the assessment	Remembering, celebrating and responding to the ways we grow and that Lent is a time to grow more like Jesus and look forward to Easter.	Achieving Goals



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Year NURSERY	EYFS DEVELOPMENT MATTERS Coverage	SPRING 2023
Area	Statement	
RELIGIOUS EDUCATION	<p><b>Celebration:</b> <u>What and why do people celebrate?</u> Children know and understand what a celebration is.</p> <p><b>Gathering:</b> <u>Why do people gather together?</u> Our parish family gathers together to celebrate Mass.</p> <p><b>Growing:</b> <u>How and why do things grow?</u> Children will know and understand that LENT is a time to grow in love and to be more like Jesus.</p>	
PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT	<p>Children learn to</p> <ul style="list-style-type: none"><li>• become more outgoing with unfamiliar people, in the safe context of their setting.</li><li>• help to find solutions to conflicts and rivalries e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li><li>• increasingly follow rules, understanding that they are important.</li></ul>	





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<b>COMMUNICATION and LANGUAGE</b>	<p>Children learn to</p> <ul style="list-style-type: none"> <li>● understand that pictures can help interpret a story and that stories are developed through key vocabulary within a text.</li> <li>● listen carefully and join in with repeated refrains and anticipate key events and phrases in rhymes and stories</li> </ul> <p>Key Texts- The Little Red Hen &amp; The Very Hungry Caterpillar.</p> <ul style="list-style-type: none"> <li>● develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> </ul>	
<b>PHYSICAL DEVELOPMENT</b>	<p>Children learn to</p> <ul style="list-style-type: none"> <li>● co-ordinate different parts of their bodies to achieve particular actions and to develop control e.g. use one-handed tools and equipment making snips in paper using scissors.</li> <li>● show a preference for a dominant hand.</li> <li>● be increasingly independent in self-care: take themselves to the toilet, wash and dry hands thoroughly, find and put on coat, hat and gloves.</li> </ul>	
<b>LITERACY</b>	<p>Children learn to</p> <ul style="list-style-type: none"> <li>● show interest in illustrations and print in books and text in the environment and begin to retell a story recalling key words and phrases.</li> <li>● recognise their own name and begin to copy the letters.</li> <li>● develop their phonological awareness, so that they can;               <ul style="list-style-type: none"> <li>-spot and suggest rhymes.</li> <li>-count or clap syllables in a word.</li> <li>-recognise words with the same initial sound, such as teddy and tiger.</li> <li>-begin to associate a letter sound with the sound it makes.</li> </ul> </li> </ul>	
<b>Mathematics</b>	<p>Children learn to</p> <ul style="list-style-type: none"> <li>● compare quantities using language ‘more than’, ‘fewer than’ to solve every day mathematical problems.</li> <li>● use informal and mathematical language to describe the properties of shape-‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</li> <li>● understand position through words alone e.g. “the bag is under the table” with no pointing.</li> <li>● develop number recognition.</li> </ul>	



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<b>UNDERSTANDING the WORLD</b>	Children learn to <ul style="list-style-type: none"><li>● observe, explore and identify different kinds of food.</li><li>● understand that food and drink are essential to life.</li><li>● be aware of what constitutes a healthy diet.</li><li>● plant seeds and care for growing plants.</li><li>● observe a living process over a period of time - babies, seeds and caterpillars. How do they grow and change? Talk about the differences and changes they notice.</li><li>● show interest in different occupations-‘what do you want to be when you grow up?’</li></ul>	
<b>EXPRESSIVE ARTS and DESIGN</b>	Children learn to <ul style="list-style-type: none"><li>● act in role using props and appropriate language to support role play.</li><li>● draw with increasing detail, such as representing a face with a circle and including details.</li><li>● make music and sounds in a variety of different ways with their bodies and with musical instruments.</li></ul>	