



# MEDIUM TERM CURRICULUM MAP

## ST JOHN FISHER RC PRIMARY SCHOOL



WEEK	SPRING	Mathematics	Literacy	Phonics	Religion	Mastering Number	PSHE & RSE
Wk1 Heading South!	<p>Children to share their ideas and understanding of the South Pole. Use Google Earth to find where we live and where our families are from and to find where the South Pole is.</p> <p>What do we already know about penguins?</p>	Alive in 5!	Introduce T4W story - Lost and Found by Oliver Jeffers.	ai ee igh oa	Discover what a celebration is, the elements of celebration and how people celebrate.	Subitising.	Challenge.
Wk2 Do all penguins live in the South Pole?	<p>Find out about Emperor penguins - where do they live?</p> <p>colony / waddle, flipper / feathers/ eggs / warm / huddle / pouch / beak / toboggan</p> <p>Create characters and props to help retell the story.</p>	Introducing Zero Comparing Numbers to 5 Composition of 4&5 Compare mass Compare capacity.	<p>T4W Actions for Lost and Found.</p> <p>Children role play the story of Lost and Found.</p>	oo oo ar or	What the parish family celebrates.	Counting, ordinality and cardinality.	Never Giving Up.
Wk3 And they rowed and they rowed and they rowed	<p>Agility course - can you carry your egg like a penguin?</p> <p>Investigate melting.</p> <p>Find out about African penguins, Galapagos penguins, Snares penguins, Adélie penguins.</p>		Children create a story map to help them retell the story of Lost and Found.	ur ow oi ear	How the parish family celebrates.	Composition.	Setting a goal.



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Wk4 What are you thinking?	Find out about Rockhopper penguins, Gentoo penguins, Chinstrap penguins - where are they found?  Children to create a favourite penguin using a variety of media.		Introducing a thinking bubble. How does the penguin feel? I am...  Gather information from information books, videos and online about different breeds of penguins.	air er words with double letters: dd mm tt bb rr gg pp ff	Remembering, celebrating and responding to what a celebration is and how the parish family celebrates.	Composition.	Obstacles and Support.
Wk5 Did you know?	What do we now know about penguins?  What impact do humans have on penguins? How? Why?  How can we help?	Growing 6,7 & 8  6, 7, & 8 Combining two amounts Making pairs Length and height Time.	Children innovate the story of Lost and Found.	Longer words.	Explore times when we gather together. This includes the class, school, family and church.	Comparison.	Flight to the Future.
Wk6 Where in the world?	Create a penguin dance.  Share our penguin fact files with another class.		Create a fact file about a penguin species that we have learnt about.	Assessment  Revisit phonemes identified in the assessment.	The parish family gathers together for Mass.  The joy of gathering to listen to God's Word.	Consolidation.	Footprint Awards.
<b>Half Term Break</b>							
Wk 8	Introduction - talk about family holidays and family links across the world.  Identify these countries on a world map.	Growing 6,7&8  6, 7, & 8 Combining two amounts Making pairs Length and height	Introduce 'All Kinds of Families' by Sophy Henn  Share and discuss different family activities, holiday	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Remembering, celebrating and responding to how and why people gather together and the joy of gathering	Counting, ordinality and cardinality.	Everybody's Body.



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	Locate on the world map where the animals from Dear Zoo might come from.	Time.	experiences and traditions - exploring similarities and differences.  Introduce T4W SJF adapted version of Dear Zoo actions and storymap.		together to celebrate at Mass.		
Wk 9	Oceania  A visitor shares their experiences of life in a country they have family links with.  Look at the flag and locate on the world map  Potential focus: school life, climate, animals specific to this continent.	Building 9 & 10.  Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial awareness Patterns.	Introduce 'All Are Welcome' By Alexandra Penfold.  Children innovate Dear Zoo, using an animal we have learnt about during our 'visit' to Oceania using similes	Review Phase 3: er air words with double letters longer words.	Recognise growth in nature and discover the ways in which things grow.	Comparison.	We like to move it, move it!
Wk 10	Europe  A visitor shares their experiences of life in a country they have family links with.  Look at the flag and locate on the world map  Learn greetings in different European		How can we make others feel welcome?  Children to share / draw / write ideas 'I will...' to create our class book 'All Are Welcome!'	Words with two or more digraphs.	Learn about Lent; a time to grow more like Jesus.	Composition.	Food, Glorious Food.



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	<p>languages linked to families in our classes</p> <p>Potential focus: climate, family traditions, food.</p>						
Wk 11	<p>Africa</p> <p>A visitor shares their experiences of life in a country they have family links with.</p> <p>Look at the flag and locate on the world map</p> <p>Potential focus: climate, animals specific to this continent, traditional tales, music.</p>		<p>Children innovate the Dear Zoo story using an animal linked to one of the continents explored so far and create their own simile</p>	<p>Longer words Words ending in -ing Compound words.</p>	<p>Palm Sunday.</p>	<p>Subitising.</p>	<p>Sweet Dreams.</p>
Wk 12	<p>South America</p> <p>A visitor shares their experiences of life in a country they have family links with.</p> <p>Look at the flag and locate on the world map</p> <p>Potential focus: climate, traditional rhymes/songs</p> <p>Listen to some traditional rhymes/songs, traditional dance, family traditions and food.</p>		<p>Introduce T4W Fact File about the UK - discuss what is a 'Fact File' where would we find this type of information?</p> <p>Key information, headings, labels, did you know/fun fact Looking at different information books</p>	<p><i>Longer words words with s in the middle /z/ s words ending -s words with -es at end /z.</i></p>	<p>Good Friday.</p>	<p>Composition.</p>	<p>Keeping Clean.</p>



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Wk 13	<p>Asia - India</p> <p>A visitor shares their experiences of life in a country they have family links with and also shares the associated writing system.</p> <p>Look at the flag and locate on the world map</p> <p>Potential focus: climate, family traditions, food, writing system</p>	Consolidation.	Children create their own Fact File about a country we have learnt about.	<p>Assessment.</p> <p>Revisit phonemes identified in the assessment.</p>	<p>Getting ready to celebrate Easter.</p> <p>Remembering, celebrating and responding to the ways we grow and that Lent is a time to grown more like Jesus and look forward to Easter.</p>	Consolidation.	Stranger Danger.



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Year Reception	EYFS Early Learning Goals Coverage	Spring 2023
Area	Statement	
<b>RELIGIOUS EDUCATION</b>	<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>	
<b>PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT</b>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Show sensitivity to their own and others' needs.</li> </ul>	
<b>COMMUNICATION and LANGUAGE</b>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	
<b>PHYSICAL DEVELOPMENT</b>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>	
<b>LITERACY</b>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>• Continue to retell stories and narratives using their own words and key vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Read words consistent with their phonic knowledge by sounding and blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge.</li> <li>• Know that information can be retrieved from non-fiction books to answer questions about where, who, why and how?</li> </ul>	



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	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Begin to write simple sentences.</li> <li>• Pupils learn to write some irregular common words (tricky words).</li> </ul>	
<b>Mathematics</b>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>• Verbally count past 20, recognising the pattern of the counting system.</li> <li>• Have a deep understanding of numbers to 10, including the composition of each number.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• In practical activities and discussion, they use the vocabulary involved in adding and subtracting. Pupils find the total number of items in two groups by counting all of them.</li> <li>• Automatically recall number bonds up to 5.</li> </ul>	
<b>UNDERSTANDING the WORLD</b>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religions and cultural communities in this country.</li> <li>• Explain some similarities between life in this country and life in different countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons (spring).</li> </ul>	
<b>EXPRESSIVE ARTS and DESIGN</b>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques.</li> <li>• Recite poems linked to the learning focus.</li> </ul>	