



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



WEEK	SUMMER	Mathematics	Literacy	Phonics	Religion	Mastering Number	PSHE & RSE
Wk1 Once upon a time...	Who am I? Sleeping Beauty - Introduce fairy tales.	Up to 20 and Beyond.	Introduce fairy tales and the language associated with them- Once upon a time. They lived happily ever after.	Phase 4 CVCC words with short vowels.	Understand that everyone has good news to share.	Cardinality, ordinality and counting	My Family and Me!
Wk2	What is a castle? Where would you find a castle? What is the best place to build a castle? Identify the different parts of a castle and what they are for.	Consolidating Key Skill. Building Numbers Beyond 10.	Introduce T4W story - 'Into the Castle'. Teach T4 W actions	Phase 4 CVCC and CVCC words	Pupils will know and understand Pentecost: the celebration of the Good News of Jesus.	Subitising.	Make friends, make friends, never ever break friends! Part 1
Wk3	Looking at different types of castles - how they changed over the years. Children to draw different types of castles.	Counting Patterns Beyond 10. Spatial Reasoning (1).	Role play T4W story 'Into the Castle' Create T4W story maps to help retell 'Into the Castle'.	Phase 4 CCVCC, CCCVC and CCCVCC words.	Visit to St John Fisher Church - meet Fr Matthias and Fr Francis.	Composition.	Make friends, make friends, never ever break friends! Part 2
Wk4	Who lived and worked in a castle? What did they do? What was life like in a castle? What did people eat? Introduce the Fairy Tale of Jack and the Beanstalk Plant our own magic beans...what will happen?	First Then Now. Consolidating Key Skills. Adding More. Taking Away. Spatial Reasoning (2).	Label their castle drawing / painting Create a sentence about their castle drawing / painting.	Phase 4 longer words and compound words.	Children will know and understand Pentecost: the celebration of the Good News of Jesus.	Composition.	Falling Out and Bullying. Part 1
Wk5	Trip to Hever Castle Who lived at Hever Castle?	First Then Now.	Innovate our T4W story.	Words ending in -ing. Words ending in -ed /t/	Children to use dance to recreate the story of Pentecost.	Comparison.	Falling Out and Bullying. Part 2



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	What will we see at Hever Castle? - Virtual tours.	Consolidating Key Skills. Adding More. Taking Away. Spatial Reasoning (2).	T4W - what would the monster say to you?	Words ending -ed /id/ /ed. Words ending -est.			
Wk6 ...and they lived happily ever after!	Jousting Competition. Royal Ball and Banquet.		What did we see and do at Hever castle? Children to create invitations for our Banquet and Ball.	Assessment Revisit phonemes and new learning identified in the assessment.		Consolidation.	Being the best friends we can be.
Half Term Break							
Wk 7	Introduce Pirates - what are pirates? Famous pirates.	Find My Pattern.	Introduce T4W Portside Pirates. Teach actions.	Phase 4 CVCC and CCVC words with long vowel sounds.	God created the world in seven days - children to listen to, and learn about the creation story.	Comparison.	I am special.
Wk 8	What were the different pirate jobs on a pirate ship? What is the pirate code?	Consolidating Key Skills. Doubling. Sharing and Grouping. Even and Odd. Spatial Reasoning (3).	Children create their own T4W story map to help retell 'Portside Pirates'	Phase 4 CCvc, CCCVC, CCV, CCVCC words.	Children role play the sing the creation song.	Counting beyond 20.	My family is special to me.
Wk 9	What was life like on a pirate ship? What did pirates eat and drink?		What does a pirate ship have?	Words ending in s /s/ and /z/. Review words ending in -es and longer words.	Children will know and understand what we love and wonder about our world.	Patterns within numbers to 10.	We are all different.
Wk 10	Treasure! Children create their own treasure maps. Children to find the treasure using their friends treasure maps.	On the Move. Consolidating Key Skills. Deepening Understanding.	What can Pirate Pete see through his telescope?	Root words with -ing root words with - ed /t. Root words with -ed /id/ /ed. Root words with -ed /d.	Children will know and understand that God gave us this wonderful world.	Automatic recall.	We are all unique.



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Wk 11	Marooned! What does marooned mean? Why would a pirate be marooned? How would we feel if we were marooned? Who can help us?	Patterns and relationships Spatial Reason On the Move. On the Move. Consolidating Key Skills.	Children create their own messages in a bottle incorporating how they are feeling.	Root words with – er root words with –est.	Local walk to observe the wonderful world that God gave us.	Understanding of numbers to 10.	Let's celebrate 1.
Wk 12	Using directional language, children to program a robot to find the treasure.	Deepening Understanding. Patterns and relationships. Spatial Reasoning (4).	Innovate our T4W story.	Assessment. Revisit phonemes identified in the assessment.	Children will know and understand that God gave us this wonderful world to care for and look after.	Subitising on a rekenrek.	Let's celebrate 2.
WK 13	Create our own treasure maps for the robot.	Consolidation.	T4W Cold Task.	Assessment. Revisit phonemes identified in the assessment.	Children will acquire the skills of assimilation, celebration and application of the above.	Consolidation.	Consolidation.



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Year Reception	EYFS Early Learning Goals Coverage	Summer 2023
Area	Statement	
RELIGIOUS EDUCATION	<p>Good News: <u>What is Good News?</u> Children share good news that they have received. They learn the signs and symbols of Pentecost and that the friends of Jesus were happy at Pentecost.</p> <p>Friends: <u>Is it good to have friends?</u> Children are thinking about what it means to be a friend and how to be a friend of Jesus.</p> <p>Our world: <u>What makes our world so wonderful?</u> Children know and understand that God gave us this wonderful world.</p>	
PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT	<p>Children learn to:</p> <ul style="list-style-type: none"> ● Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 	
COMMUNICATION and LANGUAGE	<p>Children learn to:</p> <ul style="list-style-type: none"> ● Hold conversation in back-and-forth exchanges with their teachers and peers. ● Explain their ideas and feelings about their experiences in full sentences, including use of past, present and future tenses. ● Extend their sentences using conjunctions, with modelling and support from their teacher. 	
PHYSICAL DEVELOPMENT	<p>Children learn to:</p> <ul style="list-style-type: none"> ● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ● Begin to show accuracy and care when drawing and writing. 	
LITERACY	<p>Children learn to:</p> <ul style="list-style-type: none"> ● Use a range of story language and vocabulary to retell familiar stories in sequence. ● Say a sound for each letter in the alphabet and at least 10 digraphs. ● Use their phonic knowledge to sound and blend words. ● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (tricky words). ● Write simple words, phrases and sentences that can be read by others. 	



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Mathematics	Children learn to: <ul style="list-style-type: none">● Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10.● Explore and represent patterns within numbers up to 10.● Learn about doubling and halving.● Explore how quantities can be distributed equally.● Explore and represent patterns in numbers to 10 including evens and odds.	
UNDERSTANDING the WORLD	Children learn to: <ul style="list-style-type: none">● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.● Understand the past through settings, characters and events encountered in books read in class and storytelling.● Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.● 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.● Understand some important processes and changes in the natural world around them, including the seasons (summer).	
EXPRESSIVE ARTS and DESIGN	Children learn to: <ul style="list-style-type: none">● Experiment with colour, design, texture, form and function and share their creations, explaining the process they have used.● Invent, adapt and recount narratives and stories with peers and their teachers.	