

Whole School

Curriculum Map - Spring

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**St Joseph’s RC Primary School**

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| **St Joseph’s RC Primary School**  **Whole School Curriculum Map**  **Spring 1** | | | | | | | | | |
|  | **Subject Names** | **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Spring 1** | **Literacy** | Read Write Inc  Phase 1 (rhythm and rhyme, alliteration, oral blending and segmenting) | Read Write Inc  Set 1  **Y, w, th, z, ch, qu, x ng, nk**  Holding a sentence | Read Write Inc. (Phonics) | Writing a real-life adventure about an animal in trouble.  Writing instructions | Continuing a fantasy story  Writing an explanatory text  Writing a story with a strong setting | Creating an historical setting  Writing a persuasive text/advert  Writing an adventure story | Writing a fantasy story.  Writing a third person account.  Retelling events from a different characters viewpoint. | Writing and informal and procedural text (instructions)  Developing a story within its setting  SAT’s Writing Based around Novel |
| **Maths** | Number Sense Pattern Subitising 6-10 Counting out up to a 10 items | White Rose EYFS  Consolidation Time  Alive in 5!  Growing 6,7,8 | Number: Addition and Subtraction (within 20) | Number: Multiplication and Division  Statistics | Multiplication & Division | Multiplication and Division  Measurement  Fractions  Decimals | Multiplication and division  Fractions  Decimals ad percentages | Number: decimals, percentages, fractions.  Measurement:  Converting units |
| **Science** | Forces | Floating and Sinking | Celebrations | Our Local Environment | Topic 3: Light and shadows | Looking of States | Circle of Life | Evolution and inheritance |
| **RE** | The Holy Family | Getting to know Jesus | Families and Celebrations | The Good News | The Sacrament of Reconciliation | Jesus, the teacher | Inspirational people | Exploring the Mass |
| **History** | Places in the Community | Manchester in the U.K | - | - | - | - | - | - |
| **Geography** | My Community  (Geography) | - | People and Their Communities | Journey’s-Food  Where does our food come from? | Our World | Rivers and the Water Cycle | Europe: A study of the Alpine Region | Protecting our environment |
| **Computing** | Digital Literacy:  I Am a Super Surfer | IT  Look at What I can Do | Unplugged Algorithms | Scratch Jr | Creating a programmable World | Creating a Video  (IT) | Creating music using code | Programming for and Audience (CS) |
| **PE** | Dough Disco  Flexibility & different ways of moving | Strength and Flexibility and different ways of moving | Gymnastics Coordination, strength and flexibility | Gymnastics  Coordination, strength and flexibility | Gymnastics  Coordination, strength and flexibility | Dance  Swimming Gymnastics  Coordination, strength and flexibility. | Gymnastics  Coordination, strength and flexibility | Gymnastics  Coordination, strength and flexibility |
| **PHSE**  **RSE** | Religious Understanding | My Body | Personal Relationships | Me, My Body, My Health | Personal Relationships | Me, My Body, My Health | Personal Relationships | Me, my body, my health |
| **Music** | Charanga  Everyone! | Charanga  Everyone! | Charanga: In The Groove | I Wanna Play In a Band | Charanga  Three Little Birds | Stop! | The Fresh Prince of Belair | A New Year Carol |
| **French** | - | - | - | Expressive Painting | Animals I like and don’t like | Family Members | Epiphany  Facial Features | Facial Features |
| **Art & Design** | Exploring The Natural World  (Primal Painting) | Understanding identity and exploring relationships:  Drawing like a caveman | [Exploring Watercolour](https://www.accessart.org.uk/exploring-watercolour-pathway/)  Exploring watercolour and discovering we can use accidental marks to help us make art. | - | Printmaking | Exploring Still Life | Printmaking | Wallpaper design Victorian Era vs: Today |
| **Design & Technology** | - | - | - | - | - | - | - | - |

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| **St Joseph’s RC Primary School**  **Whole School Curriculum Map**  **Spring 2** | | | | | | | | | |
|  | **Subject Names** | **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Spring 2** | **Literacy** | Read Write Inc  Phase 1 (rhythm and rhyme, alliteration, oral blending & segmenting) | Read Write Inc  Set 1  **Y, w, th, z, ch, qu, x ng, nk**  Holding a sentence | Cracking Writing: Writing an animal story | Writing instructions  Writing a new version of a traditional tale | Continuing a fantasy story  Writing an explanatory text  Writing a story with a strong setting | Creating an historical setting  Writing a persuasive text/advert  Writing an adventure story | Writing a fantasy story.  Writing a third person account.  Retelling events from a different characters viewpoint. | Writing and informal and procedural text (instructions)  Developing a story within its setting  SAT’s Writing Based around Novel |
| **Maths** | Number Sense Spatial reasoning Symmetry  Partitioning 2,3,4,5 and 10 | White Rose EYFS  Consolidation Time | Number: Place Value (within 50)  Measurement: Length and Height  Weight and Volume | Number: Fractions  Properties of Shape | Money  Statistics  Length & Perimeter | Multiplication and Division  Measurement  Fractions  Decimals | Multiplication and division  Fractions  Decimals ad percentages | Measurement:  Perimeter, area and volume  Number: Ratio  Statistics |
| **Science** | How Things Work | Sound | Polar Places | Squash, bend, twist and stretch | Topic 4: How does your garden grow? | Teeth and Eating | Let’s get moving | Light |
| **RE** | Good Friends | Sorrow and Joy | Following Jesus | The Mass | Celebrating the Mass | Jesus, the Saviour | Reconciliation | Jesus, the Messiah |
| **History** | Local Area and Journeys | - | The Greatest Explorers | Florence Nightingale, Mary Seacole and the history of vaccinations | The Bronze & Iron Ages | The Romans | The Vikings | The Victorians |
| **Geography** | Making Timeline of St Joseph’s School & Church | Travel and Transport | - | - | - | - | - | - |
| **Computing** | IT  Look at What I Can do | IT  Look at What I can Do | Using Ipads | Storing and Presenting Data | Alerting Digital Media | Coding with Scratch  (CS) | Stop motion animation | Plan and Compose Music (IT) |
| **PE** | Disco Dough  Dance exploring movements & sequences &ways of Travelling | Dance exploring movements and sequences and ways of travelling  Gymnastics | Games invasion  Y1 Attacking principles and Defensive skills | Games invasion | Games  invasion  y 3 Attacking and defending principles | Swimming  Games  Invasion - Attacking and defending principles | Games  invasion  y5 Conditioned games | Water sports & Dance |
| **PHSE**  **RSE** | Personal Relationship | Emotional Wellbeing | Keeping Safe | Emotional Wellbeing | Keeping safe | Emotional Wellbeing | Keeping safe | Emotional Wellbeing |
| **Music** | Charanga  Our World | Charanga  Pitches, Rhythm | Charanga: Round and Round | Zootime | Charanga  The Dragon Song | Lean On Me | Three Little birds | You’ve got a friend |
| **French** | - | - | - | - | Carnival colours and playground games | Body Parts | Facial Features | Facial Features |
| **Art & Design** | - | - | - | Templates and joining | - | - | - | - |
| **Design & Technology** | (Simple Machines; Wheel & Axle craft) | Design, make and evaluate a musical instrument | Sliders and levers | - | Food  Healthy and Varied Diets | Food  Focus  Healthy and  varied diet | Food – Celebrating culture and seasonality | Structures frame structures combined with gears |