



Curriculum Plan: Spring 2021 - 2022



| | 3/1 | 10/1 | 17/1 | 24/1 | 31/1 (4 days) | 7/2 | 14/2 | 28/2 | 7/3 | 14/3 | 21/3 | 28/3 | 4/4 | | |
|---------------------------------|---|------|--|------|------------------------------------|--------------------------------------|--|---|---|---------------------------------------|----------|-------------------|----------------------------------|--|--|
| Curriculum Focus Area | Are the Arts What Make Us Human? | | | | | | | Whole School Production | | | | | | | |
| School Events | | | | | | | | Safer Internet Day 08.02.22 | | | | | | | |
| Jigsaw | Dreams and Goals | | | | | | | Relationships (technology safety and online focus) | | | | | | | |
| Value | Forgiveness | | Respect | | | Tolerance | | TBC (TM/SM) | | | | | | | |
| R.E. | Phase 1 (YrR) – Why is the word God so important to Christians? Phase 1 (Yr1) - Who is Jewish and how do they live? Phase 2 (Yr2) - Who is a Muslim and how do they live? Part 2; (Yr3) - How do festivals and worship show what matters to a Muslim?;(Yr4) - What does it mean to be Hindu in Britain today? Phase 3 (Yr5) - Why do Christians believe Jesus was the Messiah?; (Yr6) - Why do Hindus want to be good? | | | | | | | P1 (YrR) – Why is Easter special to Christians? P1 (Yr1) - Who is Jewish and how do they live? (continued). P2 (Yr2) - Why does Easter matter to Christians?; (Yr3) - How do festivals and family life show what matters to Jewish people?;(Yr4) - Why do Christians call the day Jesus died 'Good Friday'? P3 (Yr5) - Why is Torah so important to Jewish people?; (Yr6) - What do Christians believe Jesus did to save people? | | | | | | | |
| Partnership with Parents | | | P1 – Parent info video. | | Time To Talk | | | | | | | | | | |
| Literacy | Short Burst Writing | | Non Fiction | | Poetry | | Fiction | | Fiction | | Poetry | | Non Fiction | | |
| Phase 1 | VGP focus | | R: Name Writing, mark making Yr1: Fact File | | Rhyme ad Rhythm | | R: HFW, name writing, mark marking Yr1: Journey Narrative | | HFHW, name writing, mark marking | | Weather | | HFHW, name writing, mark marking | | |
| Phase 2 | | | Persuasion | | List | | Fairy tales | | Diary Entry | | Nonsense | | Recount | | |
| Phase 3 | | | Explanation | | Concrete | | Play Scripts | | Letter Writing | | Tanka | | Non Chron' Report | | |
| Maths | | | | | | | | | | | | | | | |
| Phase 1 – R | Shape and consolidation | | Numbers (Inc. Addition and subtraction), within 10 | | | Numbers within 15. Calendar and Time | | | | Grouping and sharing | | Numbers within 20 | | Doubling and halving | |
| Phase 1 - 1 | | | Exploring Calc' strategies within 20 | | | Numbers to 50 | | Addition & sub ⁺ within 20 | | Addition & sub ⁺ within 20 | | Fractions | | Measure – Length and Mass | |
| Phase 2 | Core operator consolidation. | | Time Focus with Calendar | | | Shape (2D and 3D) | | | | Perimeter | | Fractions | | Review consolidate (optional Area yr4) | |
| Phase 3 | Fractions (continuation) | | | | Shape (2D and 3D), Inc. symmetry | | | | Area and Perimeter | | Volume | | Angles and Missing Angles | | |
| Continuous provision** | Statistics/Data handling | | | | Shape/Data handling (interpreting) | | | | Continuation of existing CP, through MM and BS; specific CP to be confirmed subject to overriding curriculum focus. | | | | | | |
| | Number and place value / Four operators / Times Tables recall practice / Calendar and Time | | | | | | | Number and place value / Four operators / Times Tables recall practice / Calendar and Time | | | | | | | |

Half term