

Life in all its fullness - through learning and love.



Termly Core Plan

Maths											
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Topic	Topic	Topic	Topic	Topic	Topic	Topic	Topic	Topic	Topic	Topic	Topic
Place Value	Place Value	Place Value	Place Value	Addition & Subtraction	Addition & Subtraction	Addition & Subtraction	Length and Perimeter	Multiplication & Division	Multiplication & Division	Multiplication & Division	Multiplication & Division
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Roman Numerals to 100 Round to the Nearest 10 Round to the Nearest 100	Count in 1000s 1000s, 100s, 10s and 1s Partitioning Number line to 10,000	1000 More or Less Compare Numbers Order Numbers Round to the Nearest 1000	Count in 25s Negative Numbers	Add and Subtract 1s, 10s, 100s and 1000s Add two 4-digit numbers - no exchange Add two 4-digit numbers - one exchange Add two 4-digit numbers - more than one exchange	Subtract two 4-digit numbers - no exchange Subtract two 4-digit numbers - one exchange Subtract two 4-digit numbers - more than one exchange Efficient Subtraction	Estimate Answers Checking Statistics	Kilometres Perimeter on a Grid Perimeter of a Rectangle Perimeter of a Rectilinear Shapes	Multiply by 10 Multiply by 100	Divide by 10 Divide by 100	Multiply and Divide by 6 6 Times Table and Division Facts Multiply and Divide by 9	9 Times Table and Division Facts Multiply and Divide by 7 7 Times Table and Division Facts

Vocabulary Roman Numerals, Nearest, Round Up, Round Down, Nearest, Furthest.	Vocabulary Thousands, Hundreds, Tens, Ones, Partition, Number Line.	Vocabulary More, Less, Compare, Order, Smallest, Largest, Biggest, Round, Nearest, Furthest.	Vocabulary Negative, Minus, Below, Counting, Adding, Subtracting.	Vocabulary Add, Subtract, Minus, Plus, Addition, Subtraction, Exchange, More, Less.	Vocabulary Add, Subtract, Minus, Plus, Addition, Subtraction, Exchange, More, Less.	Vocabulary Estimate, Checking, Statistics, Answer.	Vocabulary Kilometres, Perimeter, Rectangle, Rectilinear, Shapes, Measure.	Vocabulary Multiply, Multiplication, Times By, 10, 100.	Vocabulary Divide, Division, Sharing, 10, 100.	Vocabulary Multiply, Multiplication, Times By, Times Tables, Division, Facts.	Vocabulary Multiply, Multiplication, Times By, Times Tables, Division, Facts.
Literacy											
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9 and 10	Week 11	Week 12	Week 13 and 14
Topic Mr Stink	Topic Mr Stink GPS	Topic Mr Stink GPS	Topic Mr Stink GPS	Topic Mr Stink GPS	Topic Mr Stink GPS	Topic Mr Stink GPS	Topic Winter's Child GPS	Topic Winter's Child GPS	Topic Winter's Child GPS	Topic Winter's Child GPS	Topic Winter's Child GPS

Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<p>Predicting what might happen from details stated and implied. (looking at the front and back cover)</p>	<p>Discuss words and phrases that capture readers' interest and imagination.</p> <p>Plan writing by discussing writing similar to that which they planning to write, learning from its structure, vocabulary and grammar. (Character description)</p> <p>Plan writing by discussing and recording ideas.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas in discussion.</p> <p>Identify types of nouns.</p>	<p>Identify and use pronouns correctly.</p> <p>Plan writing by discussing and recording ideas. (characters backstory)</p> <p>To use adjectives and expanded noun phrases to describe images.</p> <p>Assess the effectiveness of their own and others writing and suggest improvements.</p> <p>Identify and discuss the feelings and emotions of a pair of characters.</p> <p>Create and compare emotion graphs.</p> <p>Discuss cause and effect within the story.</p>	<p>Explore and use adjectives and descriptive sentences.</p> <p>To use capital letters and full stops correctly.</p> <p>To use conjunctions correctly.</p> <p>To use Alan Peat sentence types - 2A, 2A Pair, 3ed sentences.</p>	<p>To write a diary entry expressing a characters thoughts and feelings.</p> <p>To use a range of different sentence openers.</p> <p>To improve their writing.</p> <p>I know how to write a then & now sentence.</p> <p>I know how to write an emotion word, comma sentence.</p> <p>Assess the effectiveness of their own and others writing and suggest improvements.</p> <p>Know what an adverbial is and how they are used (time, place, description)</p>	<p>To use fronted adverbials.</p> <p>To create a narrative map.</p> <p>To record the key events in the story.</p> <p>To explore the themes of the story.</p> <p>Plan writing by discussing writing to similar to that which they are planning to write, learning from its structure, vocabulary and grammar.</p> <p>Be able to work with others to create a shared piece of writing. (Creating a character and setting)</p>	<p>Be able to create a new character and setting.</p> <p>Write a character and setting description as if beginning their own novel.</p> <p>Assess the effectiveness of their own writing and suggest improvements.</p> <p>Proofread for spelling and punctuation errors. Edit and improve their own work.</p>	<p>Predicting what might happen from details stated and implied.</p> <p>Discuss words and phrases that capture readers' interest and imagination.</p> <p>Be able to identify word classes and know what they do in a sentence.</p> <p>Know how to use different verb tenses in their own writing.</p>	<p>To know what a noun phrase is, I can create my own and use them in my writing.</p> <p>Be able to use a fronted adverbial to add description.</p> <p>Be able to create similes and metaphors based on imagery.</p> <p>Be able to create personification sentences based on imagery.</p> <p>Be able to use all of the above to write a setting description and edit and improve their writing.</p>	<p>To use apostrophes for contraction and possession.</p> <p>To plan a diary entry.</p> <p>Plan writing by discussing writing to similar to that which they are planning to write, learning from its structure, vocabulary and grammar.</p> <p>To write a diary entry.</p>	<p>Be able to edit and improve their own writing.</p> <p>Identify and be able to use determiners.</p> <p>Be able to identify speech punctuation and how it is used and being to apply this to their own writing.</p> <p>Plan writing by discussing writing to similar to that which they are planning to write, learning from its structure, vocabulary and grammar focusing on instructions.</p> <p>Know how to write a set of instructions.</p> <p>Assess the effectiveness of their own and others writing and suggest improvements.</p>	<p>To identify the themes in a story and make links between these themes and events in the story.</p> <p>Plan writing by discussing writing to similar to that which they are planning to write, learning from its structure, vocabulary and grammar focusing on instructions.</p> <p>Know how to write a set of instructions.</p> <p>Assess the effectiveness of their own and others writing and suggest improvements.</p>

Vocabulary Predict, observe, wonder, infer.	Vocabulary Description, Adjectives, synonyms, Punctuation, Exploring, Discussion, noun.	Vocabulary Adjective, Emotions, Feelings, Discussion, Pronoun. Cause and effect.	Vocabulary Adjective, Expanded Noun Phrase, description, Emotions, Feelings, Discussion, conjunctions. Sentence openers. Now, Then, Sentence, Emotion word comma sentences, Capital Letters, Full Stops.	Vocabulary Edit, improve, adverbial, fronted adverbial, adverbial phrase, time, place, description.	Vocabulary Character, setting, description, theme, narrative, collaborate, shared writing.	Vocabulary Create, imagination, character, setting, novel, proofread, sentence type, effect, vocabulary choice.	Vocabulary Predict, observe, wonder, infer, word classes, adjectives, nouns, verbs, adverbs, verb tenses	Vocabulary Noun Phrase, fronted adverbial, simile, metaphor, personification, setting description, imagery.	Vocabulary Apostrophe, contraction, possession, diary entry,	Vocabulary Determiner, speech punctuation, inverted commas, structure, layout, reporting clause,	Vocabulary Themes, instructions, layout, structure, heading, imperative verbs.
---	---	--	--	---	--	---	--	---	--	--	--

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Science Topic Focus Sound Electricity	NC Objective Sound I know how to describe and explain sound sources.	NC Objective Sound I know how different sounds travel.	NC Objective Sound I know how different sounds travel	NC Objective Sound I know how to change the pitch of a sound.	NC Objective Sound I know ways to absorb sounds.	NC Objective Sound I know how to make a musical instrument to play different sounds.	NC Objective Electricity I know ways that electricity is generated.	NC Objective Electricity I know and can identify electrical appliances and the types of electricity they use.	NC Objective Electricity I know and can identify complete and incomplete circuits.	NC Objective Electricity I know and can identify and sort materials into electrical conductors or insulators.	NC Objective Electricity I know how a switch works and why they are needed.	NC Objective Electricity I know and can record and report on an investigation.

	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity
	The children will describe and explain sound sources around school.	The children will conduct a mini investigation to find a link between the size of the vibrations and the loudness of a sound. The children will create a drama piece to explain how sounds travel.	The children will pretend they are music. They will explain how music travels and the link between the loudness of the music and the size of vibrations.	The children will use instruments to learn how they can change the pitch. The children will watch a video to hear an explanation of how pitch can be changed. The children will create a set of pitch pipes using straws.	The children will carry out an investigation to find the best material to soundproof a music studio.	The children will use junk materials to make their own musical instrument.	The children will investigate ways of generating electricity using the internet. The children will create a commentary explaining how electricity is generated.	The children will sort appliances cards into those that use electricity and those that don't. The children will read information about the different two types of electricity and how they supply electricity to the appliances we use.	The children will create a circuit and predict if the lightbulb would turn on. The children will label parts of the circuit.	The children will label different parts of a circuit. The children will label a range of different items and the material it is made from. The children will construct a simple circuit, before testing a range of materials.	The children will create 3 complete circuits (one with a bulb, one with a buzzer and one with a motor). The children will conduct an investigation of how circuits are created using a switch.	The children will make switches and record how easily they can break and reconnect the circuit. The children will make a prediction, before making their switches.

Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Identify how sounds are made, associating some of them with something vibrating. Identify and explain sound sources around school.	Identify how sounds are made, associating some of them with something vibrating. Find patterns between the volume of a sound and the strength of the vibrations that produced it. To recognise that vibrations from sounds travel through a medium to the ear.	Identify how sounds are made, associating some of them with something vibrating. Find patterns between the volume of a sound and the strength of the vibrations that produced it. To recognise that vibrations from sounds travel through a medium to the ear.	To recognise that vibrations from sounds travel through a medium to the ear. To find patterns between the pitch of a sound and features of the object that produced it.	To recognise that vibrations from sounds travel through a medium to the ear.	To recognise that vibrations from sound travel through a medium to the ear. To find patterns between the pitch of a sound and features of the object that produced it.	Prepare a presentation on how electricity is generated. Explain where electricity comes from.	Identify common appliances that run on electricity. Identify electrical appliances and non-electrical appliances.	Using results to draw simple conclusions, make predictions for new values, suggest improvement and raise further questions. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzer. Making systematic and careful observations and where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Recognise some common conductors and insulators, and associate metals with being good conductors.	The children will construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzer. Recognise that a switch open and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit, by creating circuits that contain a switch.	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzer. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries including oral and written explanations, displays or presentations of results and conclusion in the context of making and investigating different switches.	

Topic Vocabulary -

Sound

Sound, Vibrations, Patterns, Strength, Travel, Ear, Medium, Pitch, Objects, Fainter, Distance, Increase, High, Low.

Electricity

Electricity, Charge, Flow, Current, Generate, Power, Appliance, Energy, Source, Renewable, Non-Renewable, Switch, Bulb, Bulb Holder, Batteries, Motor, Side Switch, Key Switch, Dimmer Switch, Cells, Electrons, Free Electron

<p>Physical Education</p> <p>Topic Focus</p> <p>Netball: Invasion Games</p> <p>Dance</p>	<p>NC Objective</p> <p>INSET</p>	<p>NC Objective</p> <p>Netball: Invasion Games</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>External Provider</p>	<p>NC Objective</p> <p>Netball: Invasion Games</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>External Provider</p>	<p>NC Objective</p> <p>Netball: Invasion Games</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>External Provider</p>	<p>NC Objective</p> <p>Netball: Invasion Games</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>External Provider</p>	<p>NC Objective</p> <p>Netball: Invasion Games</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>External Provider</p>	<p>NC Objective</p> <p>Dance</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>External Provider</p>	<p>NC Objective</p> <p>Dance</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>External Provider</p>	<p>NC Objective</p> <p>Dance</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>External Provider</p>	<p>NC Objective</p> <p>Dance</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>External Provider</p>	<p>NC Objective</p> <p>Dance</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>External Provider</p>	<p>NC Objective</p> <p>Dance</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>External Provider</p>
	<p>Activity</p> <p>INSET</p>	<p>Activity</p> <p>Netball: taught by external provider.</p>	<p>Activity</p> <p>Dance: taught by external provider.</p>	<p>Activity</p> <p>Dance: taught by external provider.</p>	<p>Activity</p> <p>Dance: taught by external provider.</p>	<p>Activity</p> <p>Dance: taught by external provider.</p>	<p>Activity</p> <p>Dance: taught by external provider.</p>	<p>Activity</p> <p>Dance: taught by external provider.</p>				

Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
INSET	<p>External Provider</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<p>External Provider</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<p>External Provider</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<p>External Provider</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<p>External Provider</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<p>External Provider</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<p>External Provider</p> <p>Perform dances using a range of movement patterns.</p>	<p>External Provider</p> <p>Perform dances using a range of movement patterns.</p>	<p>External Provider</p> <p>Perform dances using a range of movement patterns.</p>	<p>External Provider</p> <p>Perform dances using a range of movement patterns.</p>	<p>External Provider</p> <p>Perform dances using a range of movement patterns.</p>	<p>External Provider</p> <p>Perform dances using a range of movement patterns.</p>
<p>Topic Vocabulary -</p> <p><u>Dance</u></p> <p>Dance, Conon, Choregraph, Climax, Dynamics, Extensions, Focus, Gesture, Isolation, Jump, Levels, Solo, Structure, Travel, Trio, Turn, Unison, Obstruction.</p> <p><u>Netball</u></p> <p>Held Ball, Short Ball, Chest Pass, Court.</p>												

<p>Religious Education</p> <p>Topic Focus</p> <p>God, David and The Psalms</p> <p>Light and Dark</p> <p>Christian Value: Love</p>	<p>NC Objective</p> <p>Christian Value Love</p> <p>I know ways to show our Christian value.</p>	<p>NC Objective</p> <p>AT1: Be able to describe the impact of faith on people's lives.</p> <p>AT2: Be able to identify values they think are important.</p> <p>I know values, attitudes and behaviours that I think are important.</p>	<p>NC Objective</p> <p>AT1: Be able to describe the impact of faith of people's lives.</p> <p>AT2: Be able to identify values they think are important.</p> <p>I know ways to show our Christian values.</p>	<p>NC Objective</p> <p>AT1: Know and be able to retell stories about David.</p> <p>AT1: Connect Christian Values and beliefs to events and teaching in the Bible.</p> <p>AT2: Give an opinion about the values and commitment of others in the light of their own.</p> <p>I know how to retell stories from the Bible.</p>	<p>NC Objective</p> <p>AT1: Know what they consider to be the qualities of good friendship.</p> <p>AT1: Connect Christian values and beliefs to events and teaching in the Bible.</p> <p>I know what the important qualities of friendship are.</p>	<p>NC Objective</p> <p>AT1: To be able to identify values they think are important.</p> <p>AT1: Give an opinion about the values and commitment of others in the light of their own.</p> <p>I know if I think David was a good king.</p>	<p>NC Objective</p> <p>AT1: Show understanding of how the imagery of the psalms, reveal Christian beliefs about the nature of God.</p> <p>I know information from the psalms about God.</p>	<p>NC Objective</p> <p>AT2: Ask important questions about religion and beliefs.</p> <p>AT2: Be able to talk about their feelings and experiences.</p> <p>I know and can describe light and dark.</p>	<p>NC Objective</p> <p>AT1: Be able to retell stories from the life of Jesus through drama.</p> <p>To know and act out a story from the life of Jesus.</p>	<p>NC Objective</p> <p>AT1: Be able to suggest meanings for religious belief, expressed through art.</p> <p>I know and can suggest meanings for the symbolism of light, in Christian art.</p>	<p>NC Objective</p> <p>AT1: Begin to identify the impact of religion on believers' lives.</p> <p>AT1: Be able to directly link values and behaviour.</p> <p>I know about ways in which Jesus light is reflected in the actions of Christians.</p>	<p>NC Objective</p> <p>AT1: Identify values in their own behaviour and the actions of others.</p> <p>I know people who bring light.</p>
	<p>Activity</p> <p>Children to explain something they have loved over the summer and why.</p> <p>Children to explain how they are going to promote love within the Autumn term.</p>	<p>Activity</p> <p>Children to create a heart with all the values they think are important.</p>	<p>Activity</p> <p>Children to suggest actions that show the values they think are important.</p>	<p>Activity</p> <p>Children to retell the story of David and Goliath.</p>	<p>Activity</p> <p>Children to write a job description for a good friend.</p>	<p>Activity</p> <p>Children to decide if they think David was a good king or not, using evidence from the stories we have heard.</p> <p>Create an argument.</p>	<p>Activity</p> <p>Children to create their own poem/psalm.</p>	<p>Activity</p> <p>Write a poem about Light and Dark, to explore how it makes them feel.</p>	<p>Activity</p> <p>Children to use role play to tell stories from Jesus' life.</p>	<p>Activity</p> <p>Children to look at and write about different depictions of Jesus in art.</p>	<p>Activity</p> <p>Children to record how Christians show light (Christingle activity).</p>	<p>Activity</p> <p>Children to think of people they know or people they have heard of who bring light.</p> <p>How do they do it?</p>

	<p>Key Knowledge</p> <p>To understand what it is meant by love.</p> <p>To understand how they are going to promote love within the classroom.</p>	<p>Key Knowledge</p> <p>Key Question: What values, attitudes and behaviours are important?</p> <p>To understand what values, attitudes and behaviours are important and be able to say why.</p>	<p>Key Knowledge</p> <p>Key Question: How can we show the values we think are important?</p> <p>To understand what a person believes influences their behaviour.</p>	<p>Key Knowledge</p> <p>Key Question: Who was David?</p> <p>To know the story of David.</p>	<p>Key Knowledge</p> <p>Key Question: What makes someone a good friend?</p> <p>To know what they value in a good friend.</p>	<p>Key Knowledge</p> <p>Key Question: What makes a good king or leader?</p> <p>To know what qualities, they think make someone a good king.</p>	<p>Key Knowledge</p> <p>Key Question: What is God like?</p> <p>To know from what they have read, what they think God is like.</p>	<p>Key Knowledge</p> <p>Key Question: Why is Jesus described as the Light of the World?</p> <p>Key Question: Is light a good metaphor for Jesus?</p> <p>To know that Jesus is described as the light of the world and what this metaphor means.</p>	<p>Key Knowledge</p> <p>Key Question: How did Jesus bring light?</p> <p>Key Question: How does Jesus bring light?</p> <p>To know how Jesus brought light into the lives of people who knew him.</p>	<p>Key Knowledge</p> <p>Key Question: Why is light such a powerful symbol?</p> <p>To know how different artists have depicted Jesus and what this tells us about him.</p>	<p>Key Knowledge</p> <p>Key Question: How does Jesus bring light?</p> <p>To know that Christians can continue to bring Jesus' light to others through their actions.</p>	<p>Key Knowledge</p> <p>Key Question: What did the light do to the dark?</p> <p>Key Question: Why is light such a powerful symbol?</p> <p>To know who they think brings light and how they do it.</p>
<p>Topic Vocabulary -</p> <p>Samuel, David, Jonathan, Saul, Goliath, Inspiration, Psalm, Love.</p>												