

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 – Place Value	Topic – Place Value	Topic - Four Operations of Number	Topic - Four Operations of Number	Topic - Four Operations of Number	Topic - Four Operations of Number	Topic - Four Operations of Number	Topic - Fractions A	Topic - Fractions A	Topic - Fractions B	Topic Fractions	Topic – Measurement – converting units
Key Knowledge – Know numbers to 10 millions Compare and Order any number Round any number Use negative numbers	Key Knowledge - Know numbers to 10 millions Compare and Order any number Round any number Use negative numbers	Key Knowledge - Add and subtract numbers Common factors Common multiples Prime numbers Squares and cubes	Key Knowledge - Multiply 4 digit number by 1 digit Problem solving using multiplication Short division Division using factors	Key Knowledge - Long Division Long division with remainders Problem solving using division	Key Knowledge - Using the rules rules of number in context Multi step word questions	Key Knowledge - Order of operations (BIDMAS) Estimation and mental calculation Reason from known facts	Key Knowledge - Simplify fractions Equivalent fractions Fractions on a number line Compare and order (denominator and numerator)	Key Knowledge - Add and subtract fractions Mixed number addition and subtraction of fractions	Key Knowledge - Multiply fractions by integers Multiply fraction by fractions Divide fractions by integers	Key Knowledge - Four rules with fractions Fractions of an amount Fraction of an amount – find the whole	Key Knowledge - Metric measures Converting and calculating with metric measures Imperial measures Miles and km
Vocabulary – Revisited Numbers to 10 million, decimals, tens , hundreds, thousands, ten thousand, hundred thousands, round, positive negative, place value , partition, interval, estimate, compare, order, Vocabulary - New Numbers to 100 million, through a zero.		Vocabulary – Revisited Column addition, column multiplication, short division, long division, remainder, factor, estimate, multiple, prime , square number. Vocabulary – New BIDMAS, BODMAS, integer, cubed number.				Vocabulary - Revisited Numerator, denominator, common denominator, common factor, equivalent, simplify, simplest form, factor, compare, order, proper fraction, improper fraction, mixed number, convert , Vocabulary – New Ascending, descending, lowest common denominator, lowest common multiple, highest common factor				Vocabulary – Revisited Metric, grams, kilograms, mass, millilitres, litres, capacity, millimetres, centimetres, metres, kilometres Vocabulary – New Imperial, pounds, ounces, inches, feet, yards, miles, pints	

Literacy – Letters from the Lighthouse											
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Topic -</p> <p>Book intro, predictions, biography of author</p>	<p>Topic -</p> <p>Predictions, comprehension, diary entry, GPS</p> <p>Subject, object and verb in sentences</p>	<p>Topic -</p> <p>Character profile, letter planning, GPS- Parts of a sentence</p>	<p>Topic -</p> <p>Writing letter, comprehension, planning descriptive setting,</p> <p>GPS- homonyms and homophones</p>	<p>Topic -</p> <p>Comprehension, character discussions and predictions, non chronological reports,</p> <p>GPS – pronouns and relative pronouns</p>	<p>Topic -</p> <p>Character profile, comprehension, GPS – verbs – different types of verbs</p>	<p>Topic -</p> <p>Comprehensions, drama, predictions about characters, discussions,</p> <p>GPS – relative clauses in sentences</p>	<p>Topic -</p> <p>Comprehensions, diary entry,</p> <p>GPS – verb tenses</p>	<p>Topic -</p> <p>Recount, comprehension, story predictions</p> <p>GPF – main, multi and subordinate clauses</p>	<p>Topic -</p> <p>GPS -</p> <p>Examination of confusing words and words that can be confused with others</p> <p>Main clause and subordinate clauses</p> <p>(Barnstondale)</p>	<p>Topic -</p> <p>Comprehension, debate, balanced argument</p> <p>GPS – punctuation extension</p>	<p>Topic -</p> <p>Comprehension, scenario acting, dialogue (inverted commas)</p> <p>How to identify and amend and active and passive sentence</p>
<p>Key Knowledge -</p> <p>Discussions for predictions, biographies</p>	<p>Key Knowledge -</p> <p>Character inferences, drawing questions about characters, diary entry, first person, writing in role as a character, emotions, answering a range of question types</p> <p>Identification of subject object and verb in a sentence</p>	<p>Key Knowledge -</p> <p>Descriptive sentence writing, planning a letter in role as a character – informal writing</p> <p>Subject and predicate in a sentence, expanded nouns phrases</p>	<p>Key Knowledge -</p> <p>Writing a letter in role as a character – informal writing, descriptive sentence writing, building tension, answering a range of question types, scanning and skimming text</p> <p>Difference between homophone and homonyms</p>	<p>Key Knowledge -</p> <p>Non chronological report features, character inferences, drawing questions about characters, answering a range of question types, scanning and skimming text</p> <p>Identification and use of pronouns and relative pronouns</p>	<p>Key Knowledge -</p> <p>Descriptive sentence writing, answering a range of question types, scanning and skimming text</p> <p>What is a verb, modal verb, auxiliary verb</p>	<p>Key Knowledge -</p> <p>Answering a range of question types, scanning and skimming text, acting in role as a character, expression in face/voice, predictions, character inferences</p> <p>Main and relative clauses</p>	<p>Key Knowledge -</p> <p>Answering a range of question types, scanning and skimming text, diary entry, first person, writing in role as a character, emotions</p> <p>How different verbs tenses can change the impact of the sentence</p>	<p>Key Knowledge -</p> <p>Recalling and summarising for recount, answering a range of question types, scanning and skimming text, descriptive sentence writing, discussions and predications, , first person pronouns, emotive language</p> <p>Identification of main and subordinate clauses</p>	<p>Key Knowledge -</p> <p>Specific to GPS</p> <p>Examination of confusing words and words that can be confused with others</p> <p>Main clause and subordinate clauses</p>	<p>Key Knowledge -</p> <p>Answering a range of question types, scanning and skimming, features of balanced argument, effective debating, opinions to sound like facts</p> <p>Correct and accurate use of hyphens, brackets,</p>	<p>Key Knowledge -</p> <p>Answering a range of question types, scanning and skimming, correct understanding of speech within a story, inverted commas, better verbs for said</p> <p>Active and passive sentences</p>
<p>Vocabulary - Revisited</p> <p>Predict, inference, blurb, biography, character, protagonist, antagonist, first/third person, subject, object, verb, adverb, simile, metaphor, personification, main clause, subordinate clause, emotive language, hyphens, brackets, parenthesis, chronological order, commas, direct and indirect speech, scanning, skimming, explain, clarify,</p>											
<p>Vocabulary – New</p>											

Subject and predicate, auxiliary verb, modal verb, tenses (perfect, past progressive, present progressive etc), homophone, homonyms, relative pronouns, relative clauses, active and passive verbs, active and passive sentences, balanced argument.

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 – All Living Things Animals inc. humans	NC Objective - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.	NC Objective - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.	NC Objective - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. To give reasons for classifying plants and animals based on specific characteristics.	NC Objective - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.	NC Objective - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.	NC Objective - To give reasons for classifying plants and animals based on specific characteristics.	NC Objective - To identify and name the main parts of the human circulatory system.	NC Objective - To describe the functions of the heart, blood vessels and blood.	NC Objective – To describe the ways in which nutrients and water are transported within animals, including humans.	NC Objective – To recognise the impact of diet and exercise on the way their bodies function.	NC Objective – To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurement with increasing accuracy and precision, taking repeat readings when appropriate. To record data and results of increasing complexity using classification keys, tables, scatter graphs, bar and line graphs. To report findings from enquiries, including conclusions and degree of trust in results, in written forms.	NC Objective – To recognise the impact of drugs on the way their bodies function

	<p>Key Knowledge – How living things are classified.</p>	<p>Key Knowledge – Carl Linnaeus, a pioneer of classification.</p>	<p>Key Knowledge – Being able to identify the different characteristics of specific animals and why living things are placed into certain groups and not another.</p>	<p>Key Knowledge – Understanding of micro-organisms through an investigation.</p>	<p>Key Knowledge – Understanding of micro-organisms through an investigation.</p>	<p>Key Knowledge – Working scientifically to devising classification systems and keys to identify some animals and plants in the immediate environment.</p>	<p>Key Knowledge - Building upon prior learning of main body parts and internal organs, explore and answer questions about circulatory system.</p>	<p>Key Knowledge – Understanding how the circulatory systems helps the body to function.</p>	<p>Key Knowledge – Understanding how the circulatory systems helps the body to function.</p>	<p>Key Knowledge – Understanding how to keep their bodies healthy and how their bodies might be damaged.</p>	<p>Key Knowledge – Carrying out investigations fairly and accurately.</p>	<p>Key Knowledge – Understanding how some drugs and substances can be harmful to the human body. Explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>
<p>Vocabulary – All Living Things – (Revisited) classification, characteristics, similarities, differences, micro-organisms, Linnaean system, mammals, birds, insects, reptiles, fish, habitat.</p> <p>(New) Linnaean system, amphibians, arachnids, annelids, crustaceans, echinoderms, molluscs</p> <p>Vocabulary - Animals inc. Humans – (Revisited) circulatory system, function, nutrients, transported, enquiry, substances.</p> <p>(New) Aorta, plasma, pulmonary vein, pulmonary artery, ventricles, atriums, vessels, veins, capillaries, carbohydrates, vitamins and minerals.</p>												

Physical Education	NC Objective - Use running, jumping, throwing and catching in isolation and in combination	NC Objective - Use running, jumping, throwing and catching in isolation and in combination	NC Objective - Use running, jumping, throwing and catching in isolation and in combination	NC Objective - Use running, jumping, throwing and catching in isolation and in combination	NC Objective - Use running, jumping, throwing and catching in isolation and in combination	NC Objective - Use running, jumping, throwing and catching in isolation and in combination	NC Objective - Develop flexibility, strength, control and balance. Play competitive games, modified where appropriate [for example, badminton], and apply basic principles suitable for attacking and defending	NC Objective - Develop flexibility, strength, control and balance. Play competitive games, modified where appropriate [for example, badminton], and apply basic principles suitable for attacking and defending	NC Objective - Develop flexibility, strength, control and balance. Play competitive games, modified where appropriate [for example, badminton], and apply basic principles suitable for attacking and defending	NC Objective - Develop flexibility, strength, control and balance. Play competitive games, modified where appropriate [for example, badminton], and apply basic principles suitable for attacking and defending	NC Objective - Develop flexibility, strength, control and balance. Play competitive games, modified where appropriate [for example, badminton], and apply basic principles suitable for attacking and defending	NC Objective - Develop flexibility, strength, control and balance. Play competitive games, modified where appropriate [for example, badminton], and apply basic principles suitable for attacking and defending
Topic Focus – Autumn 1 – Football												
Autumn 2 - Badminton	Play competitive games, modified where appropriate [for example, football], and apply basic principles suitable for attacking and defending	Play competitive games, modified where appropriate [for example, football], and apply basic principles suitable for attacking and defending	Play competitive games, modified where appropriate [for example, football], and apply basic principles suitable for attacking and defending	Play competitive games, modified where appropriate [for example, football], and apply basic principles suitable for attacking and defending	Play competitive games, modified where appropriate [for example, football], and apply basic principles suitable for attacking and defending	Play competitive games, modified where appropriate [for example, football], and apply basic principles suitable for attacking and defending						
	Key Knowledge I can demonstrate good coordination skills to direct a ball effectively. I can show confidence in using ball skills in various ways in game situations.	Key Knowledge - I can dribble, shoot and pass with control and precision under increasing pressure.	Key Knowledge I can select and use different movement skills to utilise space and evade defenders.	Key Knowledge I can win and keep possession of the ball in a game situation. I can pass and receive a ball whilst on the move in game situation.	Key Knowledge I can think ahead to create a plan of attack and defence. I can communicate with others in competitive situations. I can apply skills in a match situation and adhere properly to rules.	Key Knowledge I can think ahead to create a plan of attack and defence. I can communicate with others in competitive situations. I can apply skills in a match situation and adhere properly to rules.	Key Knowledge I can improve and apply techniques for hitting a shuttlecock.	Key Knowledge I can improve a variety of shots and use them in a game situation.	Key Knowledge I can consolidate techniques for a variety of strokes. I can use underarm and overarm serves to start a point.	Key Knowledge I can sustain a rally with a partner.	Key Knowledge I can understand and apply the rules of the game fairly. I can choose and use criteria that helps me evaluate my own and others performance.	Key Knowledge I can understand and apply the rules of the game fairly. I can choose and use criteria that helps me evaluate my own and others performance.

	<p>Topic Vocabulary –</p> <p>Football – dribbling, close control, control, possession, competitive, teamwork, tactics.</p> <p>Swimming – (Revisited) endurance, competently, front-crawl, backstroke, breaststroke, self-rescue.</p> <p>(New) Freestyle, butterfly, medleys, stroke, flutter kick, frog kick, dolphin kick, open water</p> <p>Hockey – (Revisited) control, dribbling, tackling, possession, participate, refine skills, competitive, endurance.</p> <p>(New) – Flick, obstruction, 16-yard hit, center pass, clearing, cross, feint-dodge,</p>											
Religious Education	NC Objective - (From Liverpool Diocese Planning – Life as a Journey).	NC Objective - (From Liverpool Diocese Planning – Life as a Journey).	NC Objective - (From Liverpool Diocese Planning – Life as a Journey).	NC Objective - (From Liverpool Diocese Planning – Life as a Journey).	NC Objective - (From Liverpool Diocese Planning – Life as a Journey).	NC Objective - (From Liverpool Diocese Planning – Life as a Journey).	NC Objective - (From Liverpool Diocese Planning – Advent/Christmas).	NC Objective - (From Liverpool Diocese Planning – Advent/Christmas).	NC Objective - (From Liverpool Diocese Planning – Advent/Christmas).	NC Objective - (From Liverpool Diocese Planning – Advent/Christmas).	NC Objective - (From Liverpool Diocese Planning – Advent/Christmas).	NC Objective -
Topic Focus – Life as a Journey												
Advent/Christmas	Key Knowledge – Timelines, sequencing, chronological order, life journeys are different for everyone	Key Knowledge – Inspirational quotes and being able to apply them to their own life journeys.	Key Knowledge – Knowledge of Moses/Jesus life, descriptive sentences.	Key Knowledge – Knowledge of significant Christians, descriptive sentences.	Key Knowledge – Places of pilgrimages.	Key Knowledge – Different saints and their life journeys.	Key Knowledge – Having aspirations and hopes for their own life journeys.	Key Knowledge – The important symbols of Advent, knowledge about Advent.	Key Knowledge – Different prophets, knowledge of their lives.	Key Knowledge – John the Baptist, his key message.	Key Knowledge – Mary’s life journey, first person, writing in role as a character, emotive language.	Key Knowledge – What the people o God hope for, their hopes and dreams for the future.
	<p>Topic Vocabulary –</p> <p>(Revisited) inspiration, repent, hopes, aspirations, old testament, new testament, Prophet, prophecy, John the Baptist, Messiah, Christmas, advent wreath</p> <p>(New) – Rites of passage, Holy land, annunciation, incarnation.</p>											