Life in all its fullness - through learning and love.



<u>Termly Core Plan</u>

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 Place Value	Topic Place Value	Topic Addition & Subtraction	Topic Addition & Subtraction	Topic Addition & Subtraction	Topic Measurement: Area	Topic Multiplication & Division	Topic Multiplication & Division	Topic Multiplication & Division	Topic 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
Children will recap representing numbers to 1,000 as well as learning: how to partition numbers to 1,000 and use different visual representations such as number lines	Children will learn: how to represent and partition/ flexible partition numbers to 10,000 and find 1,10,100, 1000 more or less	Children will learn: how to use different visual representations to show and estimate numbers to 10,000 including number lines; how to order and compare numbers to 10,000	Children will learn: Roman Numerals and how they are represented as well as rounding to the nearest 10, 100, 1000	Children will learn: how to add and subtract 1s, 10s, 100s and 1000s; how to add two 4-digit numbers with no exchange; how to add two 4-digit numbers with one exchange; add two 4-digit numbers with more than one exchange	Children will learn: how to subtract two 4- digit numbers with no exchange; how to subtract two 4- digit numbers with one exchange; how to subtract two 4- digit numbers with more than one exchange; how to do efficient subtraction	Children will learn: how to estimate answers as well as different strategies for checking their answers are correct	Children will learn: what area is; how to calculate area by counting squares; how to make shapes using area; how to compare areas	Children will recap multiples of 3 and build upon their knowledge of the 6 times tables by learning how to multiply and divide by 6 as well as learning multiplication and division facts	Children will learn: how to multiply and divide by 9; division and multiplication facts for the 9 times tables as well as recapping the 3, 6 and 9 times tables to ensure they are secure.	Children will learn: how to multiply and Divide by 7 as well as 7 times table multiplication and division facts; how to multiply and divide by 11 as well as 11 times tables multiplication and division facts; how to multiply and divide by 12 as well as 12 times tables multiplication and division facts;	Children will learn: how to multiply by 1 and O; how to divide o number by 1 and itself; how to multiply three numbers
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary

Term: Autumn

Thousands, Hundreds, Tens, Ones, Partition, Number Line Representation	Thousands, Hundreds, Tens, Ones, Partition, Flexible Partition, Number Line.	More, Less, Compare, Order, Smallest, Largest, Biggest, Nearest, Furthest.	Roman Numerals, More, Less, Compare, Order, Smallest, Largest, Biggest, Nearest, Furthest, Rounding	Add, Subtract, Minus, Plus, Addition, Subtraction, Exchange, More, Less.	Add, Subtract, Minus, Plus, Addition, Subtraction, Exchange, More, Less.	Estimate, Checking, Answer.	Kilometres, Perimeter, Rectangle, Rectilinear, Shapes, Measure.	Multiply, Multiplication, divide, share, multiples of, times by.	Multiply, Multiplication, divide, share, facts	Multiply, Multiplication, Times By, Times Tables, Division, Facts.	Multiply, Multiplication, Times By, Times Times Tables, Division, Facts.
Literacy											
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Торіс	Торіс	Торіс	Торіс	Торіс	Торіс	Торіс	Торіс	Торіс	Торіс	Торіс	Торіс
The Boy at the Back of the Class	The Boy at the Back of the Class	The Boy at the Back of the Class	The Boy at the Back of the Class	The Boy at the Back of the Class	The Boy at the Back of the Class	The Boy at the Back of the Class	The Wild Robot	The Wild Robot	The Wild Robot	The Wild Robot	The Wild Robot
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Children will respond to an illustration and predict, wonder, observe and infer based on the front cover. They will read and comprehend the story and answer higher order questions about the narrative. They will compare characters and create their own information leaflet inspired by the novel.	Children will explore the author's language choices and generate questions they would like to ask the main characters. They will write a recount based on a character's perspective and have a go at composing their own palindrome poem. They look at determiners and learn how to use them.	Children will look at identifying the key features of a diary entry before planning and writing their own. They will explore the feelings and emotions of the characters through role play and will look at identifying the key themes of the novel as well as exploring a range of grammatical clauses.	Children will take part in a class debate based on the topical themes of the novel. They will complete research and then write their own non- chronological report based on the key theme. The children will also look at expanding sentences by using a range of conjunctions and adverbs.	Children will read and comprehend the story and answer higher order questions about the narrative. They will participate in a conscience alley to explore a character's decision and will also learn how to expand sentences using prepositions.	Children will explore persuasive language and the key features of a persuasive letter. The children will then plan, draft and edit their own persuasive letter over a sequence of lessons.	Children will learn how to give their opinions on the class novel and will write their own book review.	Children will write a summary of a story so far and predict what might happen next from details stated and implied. They will explore a range of different super sentences and write their own (personification of weather and simile). They will answer comprehension questions about a text and spoken language to develop understanding through imagining and exploring ideas in discussion.	Children will learn how to explore a story setting and create their own illustration. They will learn how to describe a setting using their senses and will explore how to use adjectives and expanded noun phrases to describe images. They will write their own setting description and discuss a characters appearance and personality traits.	Children will learn how to understand a character's dilemma. They will create their own robot character and write a character description. The children will also contribute their ideas to a shared write.	Children will discuss the key themes of a text and learn how to write in paragraphs. They will learn how to write their own super sentences (emotion word, comma sentence 2 pairs sentence) and explore how to use present perfect and simple past correctly.	Children will learn how to plan draft and edit their own story based on the themes of the class novel. They will also create a book review and film a short blog based on their opinions

Term: Autumn

Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Illustration, inference, wonder, predict, observe, question.	Recount, Exploring, Discussion, palindrome, determiners, punctuation	Role play, emotions, feelings. identifying, key theme, Diary, Structure, Vocabulary, Grammar, Diary, Effectiveness.	Features Research, Report, Effectiveness, conjunctions, adverbs	Sentence, prepositions, conscience alley, drama, narrative, comprehension	Persuasive language, adverbials, formal language, features, plan, draft, edit.	Review, opinions, discussion, recommend	Illustration, inference, wonder, predict, observe, question, personification, simile	Setting, Description, Adjectives, Punctuation,, Structure, Grammar, Spoken Language,	Character Description, Adjectives, Punctuation,, Structure, Grammar, Spoken Language,	Adjective, Expanded Noun Phrase, Emotions, Feelings, tense, past, present, present perfect, simple past	Narrative, Comma, Sentence, Character, Point of View, Improvements, Errors, Strengths,

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	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective
	Sound	Sound	Sound	Sound	Sound	Sound	Electricity	Electricity	Electricity	Electricity	Electricity	Electricity
Topic Focus	I know how to	I know how	I know how	I know how to	I know ways to	I know how to	I know ways	I know and can	I know and can	I know and can	I know how a	I know and can
Sound	describe and explain sound	different sounds travel.	different sounds travel	change the pitch of a	absorb sounds.	make a musical instrument to	that electricity is generated.	identify electrical	identify complete and	identify and sort materials	switch works and why they	record and report on an investigation.
Electricity	sources.			sound.		play different sounds.		appliances and the types of electricity they use.	incomplete circuits.	into electrical conductors or insulators.	are needed.	
	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	Identify how	Identify how	To recognise	To recognise	To recognise	Prepare a	Identify	Using results	Construct a	The children	Construct a simple
	sounds are	sounds are	sounds are	that vibrations	that vibrations	that vibrations	presentation on	common	to draw simple	simple series	will construct a	series electrical
	made,	made,	made,	from sounds	from sounds	from sound	how electricity	appliances that	conclusions,	electrical	simple series	circuit, identifying
	associating	associating	associating	travel through	travel through	travel through	is generated.	run on	make	circuit,	electrical	and naming its basic
	some of them	some of them	some of them	a medium to	a medium to	a medium to	Explain where	electricity.	predictions for	identifying and	circuit,	parts, including
	with something	with something	with something	the ear.	the ear.	the ear.	electricity	Identify	new values,	naming its	identifying and	cells, wires, bulbs,
	vibrating.	vibrating.	vibrating.	To find		To find	comes from.	electrical	suggest	basic parts,	naming its	switches and
	Identify and	Find patterns		patterns		patterns		appliances and	improvement	including cells,	basic parts,	buzzer.
	explain sound	between the	between the	between the		between the		non-electrical	and raise	wires, bulbs,	including cells,	Record findings
	sources around	volume of a	volume of a	pitch of a		pitch of a		appliances.	further	switches and	wires, bulbs,	using simple
	school.	sound and the	sound and the	sound and		sound and			questions.	buzzer.	switches and	scientific language,
		strength of the	strength of	features of the		features of			Construct a	Making	buzzer.	drawings, labelled
		vibrations that	the vibrations	object that		the object			simple series	systematic and	Recognise that	diagrams, keys, bar
		produced it.	that produced	produced it.		that produced			electrical	careful	a switch open	charts and tables.
		T	it.			it.			circuit,	observations	and closes a	Demont on Circline
		To recognise	Temescaria						identifying and	and where	circuit and	Report on findings from enquiries
		that vibrations	To recognise						naming its	appropriate,	associate this	
		from sounds	that vibrations						basic parts,	taking accurate	with whether	including oral and written
		travel through a	from sounds travel through						including cells,	measurements	or not a lamp	explanations,
			In aver innough						wires, bulbs,	using standard	lights in a	displays or
										units, using a	simple series	aispiays of

		medium to the ear.	a medium to the ear.						switches and buzzers.	range of equipment, including thermometers and data loggers. Recognise some common conductors and insulators, and associate metals with being good conductors.	circuit, by creating circuits that contain a switch.	presentations of results and conclusion in the context of making and investigating different switches.
	New Vocabulary	-										
	Sound					- 10						
		is, Patterns, Streng	th, Travel, Ear, M	ledium, Pitch, Obje	ects, Fainter, Dista	ince, Increase, Hig	gh, Low.					
	Electricity											
	Electricity, Char Electron	ge, Flow, Current, 6	Generate, Power, A	Appliance, Energy,	Source, Renewable	e, Non-Renewable,	Switch, Bulb, Bulb	Holder, Batteries	, Motor, Side Swit	ch, Key Switch, Dii	mmer Switch, Cells	s, Electrons, Free
Physical	•	ge, Flow, Current, G	Generate, Power, A	Appliance, Energy, NC Objective	Source, Renewable	e, Non-Renewable, NC Objective	Switch, Bulb, Bulb	Holder, Batteries	, Motor, Side Swit	n, Key Switch, Dii	NC Objective	s, Electrons, Free NC Objective
Physical Education	Electron	-			1		1	1	1			
•	Electron NC Objective Use running, jumping,	NC Objective Use running, jumping,	NC Objective Use running, jumping,	NC Objective Use running, jumping,	NC Objective Use running, jumping,	NC Objective Use running, jumping,	NC Objective Gymnastics	NC Objective Gymnastics				
•	Electron NC Objective Use running, jumping, throwing and	NC Objective Use running, jumping, throwing and	NC Objective Use running, jumping, throwing and	NC Objective Use running, jumping, throwing and	NC Objective Use running, jumping, throwing and	NC Objective Use running, jumping, throwing and	NC Objective	NC Objective Gymnastics External Provider				
Education Topic Focus	Electron NC Objective Use running, jumping,	NC Objective Use running, jumping,	NC Objective Use running, jumping,	NC Objective Use running, jumping,	NC Objective Use running, jumping,	NC Objective Use running, jumping,	NC Objective Gymnastics External Provider	NC Objective Gymnastics External Provider Develop flexibility,				
Education Topic Focus Netball	Electron NC Objective Use running, jumping, throwing and catching in	NC Objective Use running, jumping, throwing and catching in	NC Objective Use running, jumping, throwing and catching in	NC Objective Use running, jumping, throwing and catching in	NC Objective Use running, jumping, throwing and catching in	NC Objective Use running, jumping, throwing and catching in	NC Objective Gymnastics External	NC Objective Gymnastics External Provider				
Education Topic Focus	Electron 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 Gymnastics External Provider Develop flexibility, strength,	NC Objective Gymnastics External Provider Develop flexibility, strength,	NC Objective Gymnastics External Provider Develop flexibility, strength,	NC Objective Gymnastics External Provider Develop	NC Objective Gymnastics External Provider Develop flexibility, strength,	NC Objective Gymnastics External Provider Develop flexibility, strength, technique, control and balance [for example,
Education Topic Focus Netball	Electron NC Objective Use running, jumping, throwing and catching in isolation and in	NC Objective Use running, jumping, throwing and catching in isolation and in combination. Play competitive	NC Objective Use running, jumping, throwing and catching in isolation and in	NC Objective Use running, jumping, throwing and catching in isolation and in combination. Play	NC Objective Use running, jumping, throwing and catching in isolation and in	NC Objective Use running, jumping, throwing and catching in isolation and in	NC Objective Gymnastics External Provider Develop flexibility, strength, technique,	NC Objective Gymnastics External Provider Develop flexibility, strength, technique, control and balance [for example, through athletics				
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	attacking and defending.		attacking and defending.	attacking and defending.	attacking and defending.	attacking and defending.						
	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge External Provider
	I can develop different ways of throwing and catching that could be used in a game situation.	I can move with the ball fluently and with control more consistently and within game situations.	I can make passes with increasing speed and confidence.	I can, on occasion, begin to look for ways to keep and win back possession.		I can show an awareness of how to change tactics during a game to help my team win.	External Provider I can begin to understand how tension of the body can improve technique and balances.	External Provider I can use equipment to vault in a variety of different ways.	External Provider I can begin to improve my technique when travelling, balancing and using the equipment.	External Provider I can use an increasing number of actions, directions and levels in my sequences. I can watch, evaluate and suggest improvements for my work and the work of others.	External Provider I can use an increasing number of actions, directions and levels in my sequences. I can watch, evaluate and suggest improvements for my work and the work of others.	I can use an increasing number of actions, directions and levels in my sequences. I can watch, evaluate and suggest improvements for my work and the work of others.
	New Vocabulary											
	Gymnastics ,											
		Stratch Delence		lich Low Loft Dia	ht Un Down							
		Stretch, Bulance,	Walk, Jog, Roll, P	ligh, Low, Left, Rig	ni, Op, Down,							
	Netball											
	Held Ball, Short	Ball, Chest Pass, Co	ourt.									
Religious	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective
Education	Christian Value	AT1: Be able to	AT1: Be able	AT1: Know and	AT1: Know what	AT1: To be	AT1: Show	AT2: Ask	AT1: Be able to	AT1: Be able to	AT1: Begin to	AT1: Identify
	Love	describe the	to describe	be able to	they consider	able to	understanding	important	retell stories	suggest	identify the	values in their own
Fopic Focus	I know ways to	impact of faith on people's lives.	the impact of faith of	retell stories about David.	to be the qualities of	identify values they think are	of how the imagery of the	questions about religion and	from the life of Jesus	meanings for religious belief,	impact of religion on	behaviour and the actions of others.
God, David	show our		people's lives.		good	important.	psalms, reveal	beliefs.	through drama.	expressed	believers' lives.	
and The	Christian value.	AT2: Be able to identify values	AT2: Be able	AT1: Connect Christian	friendship.	AT1: Give an	Christian	AT2: Be able to	To know and	through art.	AT1: Be able to	I know people who bring light.
Psalms		they think are	to identify	Values and	AT1: Connect	opinion about	beliefs about the nature of	talk about	act out a story	I know and can	directly link	
		important.	values they	beliefs to events and	Christian values	the values and	God.	their feelings	from the life	suggest	values and	
-				I avante and	and beliefs to	commitment of	1	and	of Jesus.	meanings for	behaviour.	1
Light and Dark		I know values,	think are				Tknow	experiences		the symbolism		
-		I know values, attitudes and behaviours that	important. I know ways to	teaching in the Bible.	events and teaching in the	others in the light of their	I know information	experiences.		the symbolism of light, in	I know about ways in which	

	I think are important.	Christian values.	AT2: Give an opinion about the values and commitment of others in the light of their own. I know how to retell stories from the Bible.	I know what the important qualities of friendship are.	I know if I think David was a good king.	from the psalms about God.	I know and can describe light and dark.			reflected in the actions of Christians.	
Key Knowledge To understand what it is meant by love. To understand how they are going to promote love within the classroom.	Key Knowledge Key Question: What values, attitudes and behaviours are important? To understand what values, attitudes and behaviours are important and be able to say why.	Key Knowledge Key Question: How can we show the values we think are important? To understand what a person believes influences their behaviour.	Key Knowledge Key Question: Who was David? To know the story of David.	Key Knowledge Key Question: What makes someone a good friend? To know what they value in a good friend.	Key Knowledge Key Question: What makes a good king or leader? To know what qualities, they think make someone a good king.	Key Knowledge Key Question: What is God like? To know from what they have read, what they think God is like.	Key Knowledge Key Question: Why is Jesus described as the Light of the World? Key Question: Is light a good metaphor for Jesus? To know that Jesus is described as the light of the world and what this metaphor means.	Key Knowledge Key Question: How did Jesus bring light? Key Question: How does Jesus bring light? To know how Jesus brought light into the lives of people who knew him.	Key Knowledge Key Question: Why is light such a powerful symbol? To know how different artists have depicted Jesus and what this tells us about him.	Key Knowledge Key Question: How does Jesus bring light? To know that Christians can continue to bring Jesus' light to others through their actions.	Key Knowledge Key Question: V did the light do the dark? Key Question: V is light such a powerful symbo To know who the think brings ligh and how they do