

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 –Number Place value (within 20)	Topic –Number (Place value within 20)	Topic –(Place value within 20)	Topic –Addition and subtraction(within20)	Topic –Addition and subtraction (within 20)	Topic –Addition and subtraction (within 20)	Topic – Number Place value (within 50) Comparing Solving word and picture problems	Topic –Place value (within 50) Ordering objects and numbers	Topic – Measure (length and height)	Topic –Measure length and height	Topic –Measure – Mass and volume	Topic –Measure- Mass and volume
Key Knowledge – I can count within 20	Key Knowledge – I can use a numberline to find numbers to 20	Key Knowledge – I can order and order numbers to 20	Key Knowledge - I can add by counting on	Key Knowledge – I can find number bonds to 20 I can find doubles and near doubles	Key Knowledge - I can subtract by counting back I can find the difference	Key Knowledge – I can count in 10's We can group tens and The understanding of 1 ten being equal to ten ones	Key Knowledge – That we can partition a number into tens and ones I can estimate to the nearest 10	Key Knowledge – We can measure with non- standard units of measure	Key Knowledge – I can measure length in cm	Key Knowledge - We can compare Mass I can say heavier and lighter	Key Knowledge – We can compare capacity I can say full or empty
Vocabulary – Place value represent Count one more Count one less Change Tens Ones	Vocabulary - Place value Symbol Equals to Greater than Less than	Vocabulary – Tens Ones Tens frames Adding on Represent How many altogether?	Vocabulary - Calculation Place value Number bond Whole part model Systematic approach method	Vocabulary – Partition Subtract Strategy Tens frames problem	Vocabulary – Count back Less Fewer smaller number difference	Vocabulary - Count forwards Count back Groups of 10 Number names to 50	Vocabulary – Counting in 2's Counting in 5's Tens and ones	Vocabulary – Long Longer Short Shorter Length Height Compare measure Tall taller tallest	Vocabulary – Length Height Cm Centimetres Measure	Vocabulary - Compare measure Heavier lighter	Vocabulary - capacity, full, empty, compare, measure, estimate

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
Topic –Fiction 1 Traditional tales	Topic – Fiction 1Traditional tales	Topic – Fiction 2 Stories with repeating patterns	Topic – Fiction 2 Stories with repeating patterns	Topic –Non-fiction - Instructions	Topic –Non-fiction - Instructions	Topic –Fiction 3 Funny stories	Topic –Fiction 3 – Funny stories	Topic –Fiction 3 Funny stories	Topic –Non-Fiction – Information texts	Topic –Non-Fiction – Information texts	Topic – Poetry – Funny rhymes
Key Knowledge – that we must listen /respond appropriately to articulate and justify answers	Key Knowledge – To become familiar with the structure of Traditional tales That we need to use full punctuation when writing sentences.	Key Knowledge – That we can use relevant strategies to build vocabulary That we can give well-structured descriptions for different purposes That we need to use full punctuation when writing sentences.	Key Knowledge - We can predict what might happen on what has been read so far That we need to use full punctuation when writing sentences.	Key Knowledge - We need to give well-rehearsed descriptions and narratives to be understood That we need to use full punctuation when writing sentences.	Key Knowledge - The significance of understanding the title, and how instructions are given (commands) That we need to use full punctuation when writing sentences.	Key Knowledge – That we need to stay on topic and initiate and respond to take part in discussion That we need to use full punctuation when writing sentences.	Key Knowledge - We can use spoken language to hypothesise, imagine and explore ideas That we need to use full punctuation when writing sentences.	Key Knowledge – We need to check that a text makes sense as we read and correct any inaccuracies as they occur That we need to use full punctuation when writing sentences.	Key Knowledge – What makes non-fiction, non-fiction We can give well-structured descriptions	Key Knowledge - We can use phonic knowledge and context to work out if a sentence makes sense	Key Knowledge - That this type of poetry uses rhyming words
Vocabulary – Justify Opinions Predict Description Traditional tale	Vocabulary - Familiar Repeated patterns Old fashioned Cultural	Vocabulary - Repeated patterns Phrases Sequence of the story Description	Vocabulary - Repeated patterns Phrases Sequence of the story Description setting	Vocabulary - Instruction Non-fiction Title Order Commands	Vocabulary - Instruction Non-fiction Title Order Commands	Vocabulary - Predict Story Humour Funny Humorous	Vocabulary - Predict Story Humour Funny Humorous	Vocabulary - Predict Story Humour Funny Humorous	Vocabulary – Information Description Labels Discover Find out	Vocabulary - Information Description Labels Discover Find out	Vocabulary - Poetry Rhyme Funny humour

Character setting	character	setting		Imperative verb	Imperative verb	Pattern understanding	Pattern understanding	Pattern understanding	Research knowledge	Research knowledge	
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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 – 1. Plants 2. Seasonal changes – Winter into Spring	NC Objective – To identify and name a variety of common plants Scientific enquiry: identifying and classifying	NC Objective - To identify and name some garden plants Scientific enquiry: identifying and classifying observing closely, using simple equipment	NC Objective - To be able to identify trees by their leaves Scientific enquiry: identifying and classifying	NC Objective - To identify and describe the basic parts of a flower Scientific enquiry: using their observations and ideas to suggest answers to questions identifying and classifying observing closely, using simple equipment	NC Objective - To observe closely, using simple equipment(In the context of observing the growth of bulb plants) Scientific enquiry: identifying and classifying observing closely, using simple equipment using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions	NC Objective - To observe closely, using simple equipment(In the context of observing the growth of bulbplants) Scientific enquiry: identifying and classifying observing closely, using simple equipment using their observations and ideas to suggest answers to questions gathering and recording data to help in answering que	NC Objective - To describe patterns and movement over time by observation Scientific enquiry observing closely, using simple equipment	NC Objective - To describe and record the weather by using a range of instruments Scientific enquiry observing closely, using simple equipment	NC Objective - To describe and record the weather its effects and how it makes one feel and record it according to the seasons Scientific enquiry observing closely, using simple equipment	NC Objective - To safely record observations of the movement of the sun and the changing moon at various times and relate this to the time of day, a month and a year Scientific enquiry using their observations and ideas to suggest answers to questions	NC Objective - To record the changing weather and describe how its affect people’s lifestyles Scientific enquiry using their observations and ideas to suggest answers to questions	NC Objective - By using a range of instruments I can measure and talk about how the changing weather affects one’s life, including keeping safe in the sun
	Key Knowledge That there are many sub species	Key Knowledge That we can select and grow	Key Knowledge	Key Knowledge That parts of a flower have	Key Knowledge We can plant, grow and affect	Key Knowledge	Key Knowledge -	Key Knowledge –That we can use symbols to	Key Knowledge –That there are	Key Knowledge –That there are more daylight	Key Knowledge –	Key Knowledge –That we need

	of uncultivated plants	cultivated plants	That there are many sub species of trees	different purposes and names	growth by condition	We can observe changes	That there are four seasons That the weather typically gets warmer in the Spring	represent the weather	signs of Spring all around us	hours in the Spring and even more in the Summer	That different instruments can be used to record the weather	to keep safe in the sun
<p>Topic Vocabulary – 1. 2.Seasons, Autumn, Winter, Spring, Summer, month, year, weather, day length, day, night, North, South, East, West, millimetres (mm), degrees centigrade, observe, signs, record, blossom, buds, bees, dandelions, frogspawn, tadpoles, lambs, Summer, hot, sun’s rays, safe, safety, sunglasses, sun hat, shade, water, hydrated, protect</p>												
<p>Physical Education</p> <p>Topic Focus – Dance</p>	<p>NC Objective – Dance</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>NC Objective – Dance</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>NC Objective – Dance</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>NC Objective – Dance</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>NC Objective – Dance</p> <p>To perform a dance using simple movement patterns</p>	<p>NC Objective – Dance</p> <p>To perform a dance using simple movement patterns</p>	<p>NC Objective – Dance</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>NC Objective – Dance</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>NC Objective – Dance</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>NC Objective – Dance</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>NC Objective – Dance</p> <p>To perform a dance using simple movement patterns</p>	<p>NC Objective – Dance</p> <p>To perform a dance using simple movement patterns</p>
	<p>Key Knowledge – I can move confidently and safely, using equipment when appropriate.</p>	<p>Key Knowledge - I can vary the speed of my actions.</p>	<p>Key Knowledge – I can use devices such as unison, canon and mirroring.</p>	<p>Key Knowledge – I can use devices such as unison, canon and mirroring.</p>	<p>Key Knowledge – I can begin to improvise independently to create a simple dance.</p>	<p>Key Knowledge – I can begin to improvise independently to create a simple dance.</p>	<p>Key Knowledge - I can vary the speed of my actions when using devices such a unison, canon and mirroring.</p>	<p>Key Knowledge - I can vary the speed of my actions when using devices such a unison, canon and mirroring.</p>	<p>Key Knowledge - I can put a sequence of actions together to create a motif.</p>	<p>Key Knowledge - I can put a sequence of actions together to create a motif.</p>	<p>Key Knowledge - I can begin to improvise independently to create a simple dance.</p>	<p>Key Knowledge - I can begin to improvise independently to create a simple dance.</p>

Topic Vocabulary – Dance transition, mould, morph, move, rhythm, link movements together, dance FS: direction, travelling, move, height, distance, change												
Religious Education Topic Focus –1.Jesus was special2.Easter celebrating new life and new beginnings	NC Objective – To understand what special means	NC Objective - To understand that Jesus was special. How and why.	NC Objective - To understand what made Jesus special.	NC Objective - Who were Jesus’ special friends of Jesus. How did they try and follow his teachings.	NC Objective - How do we make and build friendships?	NC Objective - How do we make and build friendships?	NC Objective – To give children an opportunity to reflect upon the miracles of nature and new life during Springtime	NC Objective - For children to hear the Easter story	NC Objective - For the children to be able to retell the Easter story	NC Objective - For the children to be able to retell the Easter story	NC Objective - To make links between the transformation of plants and animals and the Easter story in order to	NC Objective – To develop an understanding of the resurrection.
	Key Knowledge –That special means most important to us	Key Knowledge - That Jesus was and is Special	Key Knowledge –That Jesus had special friends and they were called Disciples	Key Knowledge –That people try and follow Jesus by doing what he practised and preached	Key Knowledge –That people have friends and that by acting a certain way we can make and keep friends	Key Knowledge – That friendships take care and consideration	Key Knowledge - That Spring comes after Winter. It is a miracle that happens every year.	Key Knowledge –Easter is a time of new beginnings	Key Knowledge –Easter is made of a series of special days	Key Knowledge –That we can make a representation of Easter	Key Knowledge –that life is about transformation and so is Easter	Key Knowledge –that life is about transformation and so is Easter
Topic Vocabulary –1. Jesus son of God, friendship, miracle, and disciple, friendship, empathy, compassion, trust, special, 2. Celebration, new life, Spring, new beginnings, faith, Hope, love, joy, Easter, Easter story, life cycle, Good Friday, Easter Sunday, Jesus, Holy week, disciples, resurrection, garden and tomb												