

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
Money	Money	Multiplication & Division	Multiplication & Division	Multiplication & Division	Multiplication & Division	Multiplication & Division	Length & Height	Length & Height	Mass, Capacity and Temperature	Mass, Capacity and Temperature	Mass, Capacity and Temperature
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Count money – pence. Count money – pounds (notes & coins) Choose notes & coins. Making the same amount	Compare amounts of money. Calculate with money. Make a pound Find Change Two-step problems	Recognise equal groups. Make equal groups. Add equal groups Introduce the multiplication symbol.	Multiplication sentences Use arrays Make equal groups – grouping. Make equal groups – sharing.	The 2 times tables. Divide by 2 Doubling and halving	Odd and Even numbers The 10 times tables. Divide by 10.	The 5 times tables. Divide by 5 The 5 & 10 times tables.	Measure in centimetres Measure in metres Compare heights and lengths	Order lengths and heights. Four operations with length and height.	Compare mass. Measure in grams. Measure in kilograms.	Four operations with Mass. Compare volume and capacity, Measure in Millimetres.	Measure in litres, Four operations with volume and capacity. Temperature.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Pounds, pence, coins, notes, change	Pounds, pence, coins, notes, change	Equal groups, lots of, multiplication, times- tables, times, array	Equal groups, lots of, multiplication, times- tables, times, array	Equal groups, lots of, multiplication, times- tables, times, array	Equal, groups, share, divide, odd, even, times table.	Equal, groups, share, divide, odd, even, times table.	Length, centimetres, cm, metres, longer, shorter, height, width, compare, distance.	Length, centimetres, cm, metres, longer, shorter, height, width, compare, distance.	Mass, balance, weighing scales, grams (g), kilograms (kg), litres (l), millilitres (ml), volume, capacity, temperature,	Mass, balance, weighing scales, grams (g), kilograms (kg), litres (l), millilitres (ml), volume, capacity, temperature,	Mass, balance, weighing scales, grams (g), kilograms (kg), litres (l), millilitres (ml), volume, capacity, temperature,

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 Ready to write Grammar & Punctuation	Topic Power of Reading Leaf by Sandra Dieckmann.	Topic Power of Reading Leaf by Sandra Dieckmann.	Topic Power of Reading Leaf by Sandra Dieckmann.	Topic Power of Reading Leaf by Sandra Dieckmann.	Topic Power of Reading Leaf by Sandra Dieckmann.	Topic Ready to write Grammar & Punctuation	Topic Power of Reading The Tunnel by Anthony Browne	Topic - Power of Reading The Tunnel by Anthony Browne	Topic Power of Reading The Tunnel by Anthony Browne	Topic Power of Reading The Tunnel by Anthony Browne	Topic Power of Reading The Tunnel by Anthony Browne
Key Knowledge To use adverbs. To turn adjectives into adverbs. To use apostrophe where letters are missing. To use apostrophe to mark singular possession in nouns. To use past and present tense correctly.	Key Knowledge To infer information from the book cover. To read a nonfiction book. To gather facts about polar bears. To plan a non-chronological report. To write a non-chronological report.	Key Knowledge To identify a characters feeling. To interpret information from a book. To draft an informal note from the point of view of the character.	Key Knowledge To create a freeze frame from. To use a thesaurus to up level vocabulary. To use a variety of sentence openers. To describe a scene using 2A sentences.	Key Knowledge To make comparisons between past and present. To gather information based on an image. To understand how a letters are constructed (WAGOLL). To gather information and ask question to Sir David Attenborough.	Key Knowledge To use a What +! Sentence. To use many questions sentences. To draft a letter to Sir David Attenborough. To write and send a letter to Sir David Attenborough.	Key Knowledge To use past and present tense correctly. To form nouns using the suffixes ness and er. To form adjectives with suffixes such as ful, and less.	Key Knowledge To predict, infer, observe and wonder from the front cover of a book. To compare two characters in a story. To link sounds to a piece of writing using writing structures. To explore information from an illustration.	Key Knowledge To help solve a characters dilemma. To use expanded noun phrases. To explore our 5 senses for our writing. To plan a setting description. To describe a setting.	Key Knowledge- To understand how a newspaper report is constructed (WAGOLL). To identify who, what, where, when, how and why based on the novel. To create a newspaper headline.	Key Knowledge - To identify four sentence types; command, statement, question and exclamation. To plan a newspaper report. To write a newspaper report.	Key Knowledge I know how to plot a character`s emotions on a graph. I know how to compare a book to others I have read. I know how to share my views on a book.
Vocabulary Adverbs, adjectives, apostrophe, singular, possession, nouns, past.	Vocabulary Polar bear, leaf, crow, facts, non-chronological, report.	Vocabulary Character, interpret, informal, formal, point of view, draft.	Vocabulary Freeze frame, thesaurus, variety, vocabulary.	Vocabulary Comparison, past, present, constructed, envelope greeting, sender, introduction, conclusion.	Vocabulary Exclamation, questions, letter, introduction, conclusion, retrieval, sincerely.	Vocabulary Prefix, suffix, noun, adjectives, tense, word class.	Vocabulary Predict, infer, observe, wonder, links, structures, illustrations, inform.	Vocabulary Dilemma, sense, description, expanded noun phrase.	Vocabulary Construct, newspaper, identify, based, headline.	Vocabulary Command, statement, question, exclamation, report, caption, quote.	Vocabulary Plot, emotion, graph, compare, similar, difference.

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 Animals including humans & All living things and their habitats.	NC Objective To notice that animals, including humans, have offspring which grow into adults. To use their observations and ideas to suggest answers to questions.	NC Objective To notice that animals, including humans, have offspring which grow into adults.	NC Objective To find out and describe the basic needs of animals, including humans for survival (water, food and air).	NC Objective To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	NC Objective To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	NC Objective To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	NC Objective To explore and compare the differences between things that are living, dead and things that have never been alive.	NC Objective To identify that most living things live in habitats to which they are suited. To ask simple questions and recognise that they can be answered in different ways.	NC Objective To identify and name a variety of plants and animals in their habitats, including micro-habitats.	NC Objective To identify and name a variety of plants and animals in their habitats, including micro-habitats.	NC Objective To identify and name a variety of plants and animals in their habitats, including micro-habitats. To use their observations and ideas to suggest answers to questions.	NC Objective To describe how animals obtain their food from plants and other animals, using the ideas of a simple food chain, and identify and name different sources of food.
	Key Knowledge To notice that animals including humans, have offspring which grow into adults, by describing the changes to animals as they grow.	Key Knowledge - To setup and conduct a test to find out whether children get faster as they get older.	Key Knowledge To identify the basic needs of animals, including humans.	Key Knowledge To describe the importance for humans of eating the right amount of foods, as well as recognising the different food groups.	Key Knowledge To describe the importance for humans of exercise by finding out why humans needs to exercise.	Key Knowledge To describe the importance of hygiene by learning about good hygiene habits.	Key Knowledge To explore and compare the differences between things that are living and things that are dead.	Key Knowledge To identify and name a variety of plants and animals in their habitat.	Key Knowledge To identify and name mini beasts that they can find in the local area.	Key Knowledge To identify world habitats and describe the features of different habitats provide different needs for animals.	Key Knowledge To describe how living things in a habitat depend on each other.	Key Knowledge To use a food chain to show how animals get their food.
	Topic Vocabulary <u>Animals including humans</u> Mammals, birds, reptiles, chick, hatchling, tadpole, adult, baby, toddler, teenager, elderly, survival, water, food, air, lungs, gills, shelter, exercise, physical activity, heart, muscles, calories, clean, germs, hygiene. <u>All living things and their habitats</u> Life process, respiration, sensitivity, growth, reproduction, excretion, nutrition, habitat, conditions, survive, urban, woodland, pond, coast, coastal, mini beast, micro habitat, enquiry, survey, pictogram, research, conditions, ocean, tropical rainforest, arctic, desert, adaption, depend, dependency, food chain, predator, consumer, prey, herbivore, carnivore, omnivore.						<u>New Year 2 Vocab</u> <u>Animals including humans</u> Amphibians, womb, egg, spawn, pregnancy, elderly, basic needs, calories. <u>All living things and their habitats</u> Life process, respiration, sensitivity, growth, reproduction, excretion, nutrition, habitat, conditions, survive, urban, woodland, pond, coast, coastal, mini beast, micro habitat, enquiry, survey, pictogram, research, conditions, tropical rainforest, arctic, desert, adaption, depend, dependency, food chain, predator, consumer, prey, herbivore, carnivore, omnivore.					

Physical Education	NC Objective - To master basic movements including running, jumping as well as developing balance, agility and co-ordination.	NC Objective - To master basic movements including running, jumping as well as developing balance, agility and co-ordination.	NC Objective - To master basic movements including running, jumping as well as developing balance, agility and co-ordination.	NC Objective - To master basic movements including running, jumping as well as developing balance, agility and co-ordination.	NC Objective - To master basic movements including running, jumping as well as developing balance, agility and co-ordination.	NC Objective - To master basic movements including running, jumping as well as developing balance, agility and co-ordination.	NC Objective - To master basic movements including running, jumping as well as developing balance, agility and co-ordination.	NC Objective - To master basic movements including running, jumping as well as developing balance, agility and co-ordination.	NC Objective - To master basic movements including running, jumping as well as developing balance, agility and co-ordination.	NC Objective - To perform using simple movement patterns.	NC Objective - To perform using simple movement patterns.	NC Objective - To perform using simple movement patterns.	NC Objective - To perform using simple movement patterns.
Topic Focus													
Dance													
Key Knowledge	I can copy, perform and remember actions.	I can copy, perform and remember actions.	I can change the speed and level of my actions to make sequences interesting.	I can change the speed and level of my actions to make sequences interesting.	I can use device such as unison, canon and mirroring.	I can use device such as unison, canon and mirroring.	I can use different transitions within a dance motif.	I can use different transitions within a dance motif.	I can begin to improve the timing of my actions and move in time to music.	I can begin to improve the timing of my actions and move in time to music.	I can copy, perform and remember actions. I can begin to improve the timing of my actions and move in time to music.	I can copy, perform and remember actions. I can begin to improve the timing of my actions and move in time to music.	
Topic Vocabulary	Balance, co-ordination, movement, pattern, group work, repeat, demonstrate, observe, evaluate, medium , low, high, directions, vertical, spiral, positive, feedback, improvement						New Year 2 Vocab Collaboration, agility, routine						
Religious Education	NC Objective - I know the wise men travelled a long distance to visit Baby Jesus	NC Objective - <u>Jesus, Friend to everyone</u> Who did Jesus make friends?	NC Objective - <u>Jesus, Friend to everyone</u> I know Jesus welcomed children	NC Objective - <u>Jesus, Friend to everyone</u> I know Jesus healed ten lepers	NC Objective - <u>Jesus, Friend to everyone</u> I know Jesus healed a blind man	NC Objective - - <u>Jesus, Friend to everyone</u> I know Jesus healed the paralysed man	NC Objective - <u>Jesus, Friend to everyone</u> I know Jesus healed the man with demons	NC Objective - <u>Jesus, Friend to everyone</u> Why did Jesus speak to everyone?	NC Objective - <u>Easter Symbols</u> I know why and how we celebrate different events I know which symbols	NC Objective - <u>Easter Symbols</u> I know what the Paschal candle represents	NC Objective - <u>Easter Symbols</u> I know what the symbol of the cross represents in the Easter story	NC Objective - <u>Easter Symbols</u> I know what the symbol of bread and wine represent in the Easter story	

									represent true Easter			
<p>Key Knowledge</p> <p>To know the wise men travelled a long distance to visit Baby Jesus.</p> <p>Children to know what Epiphany is and why we celebrate.</p>	<p>Key Knowledge -</p> <p>Know Jesus made time to speak to everyone especially those who were considered not worth or important</p>	<p>Key Knowledge</p> <p>Children were not seen as important or held in high regard in Jesus time? Why? Some adults tried to stop Jesus talking to children</p>	<p>Key Knowledge –</p> <p>Children to know the story of the ten lepers and that only 1 came back to say thank you. Why? The importance of saying thank you</p>	<p>Key Knowledge –</p> <p>Everyone use to ignore blind Bartimaeus but Jesus stopped and helped. He transformed his life. How?</p>	<p>Key Knowledge –</p> <p>children to know that Jesus healed the paralysed man.</p> <p>The importance of friendship as without his friends the man would never have been healed.</p>	<p>Key Knowledge -</p> <p>Children to know that Jesus healed everyone even someone no one else would go near due to their illness</p>	<p>Key Knowledge -</p> <p>What sort of person was Jesus? What was his character? Why did he help these people?</p>	<p>Key Knowledge</p> <p>Children to know why, how, where and when we celebrate.</p> <p>Children to know how we celebrate Easter. Which symbols represent the real celebration?</p>	<p>Key Knowledge To</p> <p>know what the paschal candle represents and why we have the candles. What do they represent?</p>	<p>Key Knowledge</p> <p>Children to know the importance of the cross and its central symbolic role in the Easter story.</p>	<p>Key Knowledge -</p> <p>Children to know the importance of the symbols of Bread and wine. Why do we have these symbols and where do they fit into the Easter story.</p>	
<p>Topic Vocabulary –</p> <p>Epiphany, Miracle, New testament, Gospels, faith, trust, cross, Last Supper, symbol, Light of the World and celebration</p>							<p>New Year 2 Vocab</p> <p>Crucifix, Paschal candle, resurrection, Eucharist, sacrifice</p>					