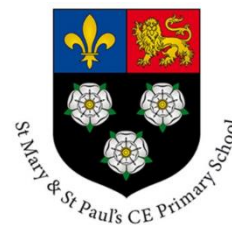


Life in all its fullness – through learning and love.



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 – Multiplication and division Using multiplication facts	Topic - Multiplication and division Formal written methods of multiplication and division.	Topic - Multiplication and division Scaling and how many ways	Topic - Length and Perimeter Measuring and equivalents	Topic - Length and Perimeter Adding and subtracting lengths	Topic - Length and Perimeter Perimeter	Topic - Fractions Making a whole	Topic - Fractions Tenths and number lines	Topic – Fractions Fractions of a set of objects	Topic - Mass and Capacity	Topic - Mass and Capacity	Topic Mass and Capacity
Key Knowledge - Multiplying by ten. Learning about related calculations. Reasoning about multiplication.	Key Knowledge - Multiplying a 2-digit number by a 1-digit number (no exchange and exchange). Linking multiplication and division. Dividing a 2-digit number by a 1-digit number (no exchange).	Key Knowledge - Dividing a 2-digit number by a 1-digit number continued, including remainders. Scaling problems. Finding how many ways.	Key Knowledge - Measure in metres and centimetres. Measure in millimetres. Measure in centimetres and millimetres. Metres and centimetres and millimetres.	Key Knowledge - Equivalent lengths (m and cm). Equivalent lengths (cm and mm). Compare lengths. Add lengths and subtract lengths	Key Knowledge - What is perimeter? Measure perimeter. Calculate perimeter.	Key Knowledge - Understand the denominator of unit fractions, Compare and order unit fractions. Understand the numerator of non-unit fractions.	Key Knowledge - Understand the whole. Compare and order non-unit fractions. Fractions and scales.	Key Knowledge - Fractions on a number line. Count in fractions on a number line. Equivalent fractions on a number line. Bar model equivalent fractions.	Key Knowledge - Use scales. Measure mass in grams. Measure mass in kilograms and grams.	Key Knowledge - Equivalent masses. Compare mass. Add and subtract mass. Measure volume and capacity in ml. Measure capacity and volume in ml and litres.	Key Knowledge - Equivalent capacities and volumes. Compare capacity and volume. Add and subtract capacity and volume.
Revisited vocabulary Multiply, times, groups of, lots of, repeated addition, multiplied by, array, group, grouping, sharing, half, halves, share equally, equal groups, share, partition.			Centimetres, metres, ruler, tapes measures, metre sticks, trundle wheels, lengths, equipment, units of measurement, addition and subtraction methods, 2-D shapes, properties, repeat addition, multiplication.			Numerator, denominator, fraction, half, whole, equal parts, number line.			Revisited vocabulary Capacity, mass, volume, litres, larger, smaller, heavier, lighter, scales, weight.		
New vocabulary Product, long multiplication, exchange, formal written method, repeated subtraction and remainder.			Millimetres, equivalent, converting, perimeter, regular and irregular shapes.			Quarter, thirds, fifths, sixths, sevenths, eighths, ninths, tenths (and so on), equivalent, fractional parts, unit fraction, decimals,			New vocabulary Millilitre, gram, kilogram, intervals.		

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
<p>Topic –</p> <p>Escape from Pompeii</p> <p>(Comprehension and Vocabulary work)</p>	<p>Topic -</p> <p>Escape from Pompeii</p> <p>(Drama and Grammar)</p>	<p>Topic -</p> <p>Escape from Pompeii</p> <p>(Narrative writing)</p>	<p>Topic –</p> <p>Libba: The Magnificent Musical Life of Elizabeth Cotten.</p> <p>(Responding to the text)</p>	<p>Topic –</p> <p>Libba: The Magnificent Musical Life of Elizabeth Cotten.</p> <p>(Writing in role and the past tense)</p>	<p>Topic –</p> <p>Libba: The Magnificent Musical Life of Elizabeth Cotten.</p> <p>(Writing a diary entry)</p>	<p>Topic -</p> <p>Grammar week</p>	<p>Topic -</p> <p>The Iron Man</p> <p>(Characters)</p>	<p>Topic -</p> <p>The Iron Man</p> <p>(Exploring the text)</p>	<p>Topic -</p> <p>The Iron Man</p> <p>(Newspaper report)</p>	<p>Topic –</p> <p>The Iron Man</p> <p>(Writing to persuade)</p>	<p>Topic</p> <p>The Iron Man</p> <p>(Writing to persuade and book review)</p>
<p>Key Knowledge -</p> <p>Children will extend their vocabulary using a thesaurus, they will write sensory descriptions, they will know how to perform a poem as a group.</p>	<p>Key Knowledge -</p> <p>They will know how to prepare a short piece of drama based on a text. Children will know how to use conjunctions to add detail to their sentences particularly in relation to time, place and cause. They will be able to write a descriptive recount.</p>	<p>Key Knowledge -</p> <p>They will plan a story based on a studied narrative. They will write and edit their own narrative. Children will make decisions on how present their writing.</p>	<p>Key Knowledge -</p> <p>Children will respond to the music of Elizabeth Cotten and images in the book. They will research the history of the character and the time in which she lived. They will create a ‘role on the wall’.</p>	<p>Key Knowledge -</p> <p>Children will further explore the text and life of Elizabeth Cotten. They will imagine life growing up in North Carolina and the challenges Elizabeth faced, life working for the Seeger family and her rediscovering her love of music. They will find out about the key features of a diary entry and practice using the past tense.</p>	<p>Key Knowledge -</p> <p>Children will plan and write a diary entry in role. They will edit and improve their diary entry.</p>	<p>Key Knowledge -</p> <p>Children will focus on tenses. They will be able to recognise and use the simple past, present and future tense. They will learn to use the present perfect form.</p>	<p>Key Knowledge -</p> <p>Children will respond to illustrations and make predictions. They will create story maps of the story so far, thinking about the characters, how they are described and their feelings. They will use similes and metaphors to describe the Iron Man.</p>	<p>Key Knowledge -</p> <p>Children will explore the text in depth and use writing and debate to deepen their understanding. They will write free verse of a character feels and sees. They will look at an argument from different views and debate the outcomes. Children will create a story map.</p>	<p>Key Knowledge -</p> <p>Children will explore the key features of a newspaper report. They will practice using inverted commas to write quotations. Children will retell a chapter of the story as a newspaper report. They will then edit and improve their work.</p>	<p>Key Knowledge -</p> <p>Children will focus on the final chapter of the novel and explore the character of the SBAD. They will learn about and use persuasive language. They will plan an advertisement for the Iron Man.</p>	<p>Key Knowledge -</p> <p>Children will use persuasive language to write an advertisement for the Iron Man. They will then think about the book as a whole and write a book review.</p>
<p>Revisited Vocabulary</p> <p>Poem, conjunctions, recount, story, narrative.</p>			<p>Past tense, chronological order, feeling and emotions, first person, diary entry.</p>			<p>Simple past tense, present tense.</p>	<p>Arguments, introduction, conclusion, review, likes/dislikes.</p>				
<p>New Vocabulary</p> <p>Sensory descriptions, taverns, tradesmen, haggling, looming, forum, tremors, pantomime, belongings, brayed,</p>			<p>Colloquial language, self-reflection, freight trains, stately, galleon, smouldering, bluesmen, perseverance, rural, communities, slaves, repertoire, self-taught, extensively, generations, dedicated, rediscovered.</p>			<p>Future tense, present perfect form.</p>	<p>Opinion, supporting facts, hyperbolic language, persuade, advertisement, promote, debate, outcomes, quotes, headline, interview, facts, statistics, brackets, caption, chronological order.</p>				

bolted, harbour, frantically, ash, grumbling, trembling, Pompeii, Mount Vesuvius, molten liquid, lava, barren.			
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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 – Spring 1 – Forces Springs 2 – plants and animals	NC Objective To notice that some forces need contact between two objects by identifying the different types of forces acting on objects. L.O. I can identify the forces acting on objects	NC Objective To compare how things move on different surfaces by investigating the speed of a toy car over different surfaces. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking measurements using standard units, using a range of equipment including thermometers and data loggers. L.O. I can investigate the effects of friction on different surfaces.	NC Objective To notice that magnetic forces can act at a distance and attract some materials and not others by sorting materials. To compare and group materials according to whether they are magnetic by sorting materials. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. L.O. I can sort magnetic and non-magnetic materials.	NC Objective To observe how magnets attract or repel each other and attract some materials and not others by investigating the strength of different magnets. L.O. I can investigate the strength of magnets.	NC Objective To describe magnets as having two poles and to predict whether two magnets will attract or repel each other, depending on which poles are facing by making a compass to hunt for treasure. Using straightforward scientific evidence to answer questions or to support their findings. L.O. I can explore magnetic poles.	NC Objective To observe how magnets attract or repel each other and attract some materials and not others by making, playing and evaluating a magnetic game. L.O. I can explain that magnets attract some materials.	NC Objective To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers by labelling the parts of a plant. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. L.O. I can name the different parts of flowering plants and explain their jobs.	NC Objective To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) by investigating what plants need to grow well. Setting up simple practical enquiries, comparative and fair tests. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. L.O. I can set up an investigation to find out what plants need to grow well.	NC Objective To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables by observing and recording plant growth. To report on findings from enquiries, including oral and written explanations and presentations of results and conclusions by presenting findings to the class. L.O. I can record my observations. L.O. I can present the results of my investigation using scientific language.	NC Objective To investigate the way in which water is transported within plants by observing the transport of food colouring through a flower stem. Asking relevant questions and using different types of scientific enquiries to answer them. L.O. I can investigate how water is transported in plants.	NC Objective To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by understanding pollination and fertilization. Using straightforward scientific evidence to answer questions or to support their findings. L.O. I can name the different parts of a flower and explain their role in pollination and fertilisation.	NC Objective To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by ordering and describing the stages of the life cycle of a flowering plant. L.O. I can understand and order the stages of the life cycle of a flowering plant.
	Key Knowledge Name different types of force.	Key Knowledge Explain the force of friction.	Key Knowledge Explain that magnets	Key Knowledge	Key Knowledge	Key Knowledge Identify materials that	Key Knowledge Think about what plants	Key Knowledge Describe what I have observed. I	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge

<p>Say when there is a push or a pull acting on an object.</p>	<p>Make a prediction about which surface creates the most friction for a toy car. Take measurements and record my results in a table. Explain my results.</p>	<p>produce a force that attracts some materials. Use a magnet to separate items that are magnetic and non-magnetic. Name some magnetic materials and some non-magnetic materials.</p>	<p>Identify different types of magnet. Predict which magnet will be the strongest. Test my prediction by adding paperclips to different magnets. Record my results in a table and present them in a bar chart. Explain my results.</p>	<p>Identify the poles of a magnet. Look at poles to say whether two magnets will attract or repel each other. Explain that a compass always points north-south.</p>	<p>are attracted to magnets. Use the force of magnetic attraction to make a magnetic game. Explain how a magnetic game works by attracting materials.</p>	<p>Name the different parts of a plant. Explain the jobs that the different parts of a plant do.</p>	<p>need to grow well. Think of a question to investigate. Predict what will happen in my investigation. Plan what I will do to set up my investigation. Set up my investigation carefully.</p>	<p>can record what I observe. Answer my original question using my observations. Think about whether my prediction was accurate. Explain my results using scientific language.</p>	<p>Explain the function of the stem. Understand how water is transported in a plant. Set up a comparative investigation. Suggest ways to find answers. Make a prediction. Make a conclusion.</p>	<p>Identify the different parts of a flower. Explain what each part of a flower does. Explain the process of pollination. Explain how pollination leads to fertilisation.</p>	<p>Understand the process of seed dispersal. Understand the processes of pollination, fertilisation and germination. Order the different stages of the life cycle of a flowering plant.</p>
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Revisited Vocabulary
 Force, push, pull, surface, attract, force, Magnet, attract, repel.
 Roots, stem, trunk, leaves, flowers, seeds, sunlight, air, light, water, soil, investigate, explore, predict, observe, observation, prediction, conclusion, compare, leaves, flower, petals, life cycle, stages.

New Vocabulary
 Friction, pole, north, south, compass, direction.
 Carbon dioxide, anchor, nutrients, transport, absorb, nutrients, evaporate, temperature, sepal, stamen, anther, filament, stigma, style, ovary, ovule, pollen tube, pollen, pollination, fertilisation, dispersal, germination.

<p>Physical Education Topic Focus – Spring 1 – Gymnastics Spring 2 – Strike and Fielding Rounders</p>	<p>NC Objective - To create movements with a partner.</p>	<p>NC Objective - To create and perform imaginative movements to fit with different stimuli.</p>	<p>NC Objective - To develop new actions whilst working in a small group.</p>	<p>NC Objective - To show awareness of others when moving.</p>	<p>NC Objective - To work with a partner to create and perform a dance to show feelings and emotions.</p>	<p>NC Objective - To work in a group to link actions to create a dance montage.</p>	<p>NC Objective - To learn the correct techniques for batting and bowling in rounders.</p>	<p>NC Objective - To use the correct techniques for throwing and catching when fielding in rounders.</p>	<p>NC Objective - To know the roles and responsibilities of the backstop and base fielders in rounders. To field effectively and demonstrate good skill and technique.</p>	<p>NC Objective - To know the roles and responsibilities of the deep fielders in rounders.</p>	<p>NC Objective - To be able to 'read' the game and apply tactics to outwit opponents.</p>	<p>NC Objective - To know and apply the rules of rounders during a game.</p>
<p>Key Knowledge - Knowing how to create movements to fit with the</p>	<p>Key Knowledge Knowing how to create different movements to represent sounds made by</p>	<p>Key Knowledge Knowing how to work co-operatively to create a dance motif to show</p>	<p>Key Knowledge Knowing how to create considered movements to represent the</p>	<p>Key Knowledge Knowing how to use my body to create movements linked to</p>	<p>Key Knowledge Knowing how to perform fluent movements.</p>	<p>Key Knowledge - I can hold a rounders bat correctly. I can adopt the correct stance</p>	<p>Key Knowledge I can position myself correctly to receive a catch. I can adapt my body,</p>	<p>Key Knowledge I can explain where the backstop and base fielders should stand</p>	<p>Key Knowledge I can explain where the deep fielders should stand and what they need to do.</p>	<p>Key Knowledge I can explain and apply different tactics. I can demonstrate</p>	<p>Key Knowledge - I can play a rounders match according to the rules and show good sportsmanship. I can demonstrate a range</p>	

<p>stages of a volcanic eruption.</p> <p>Knowing how to work co-operatively with a partner.</p> <p>Knowing how to link and combine movements to create a dance phrase.</p>	<p>different percussion instruments.</p> <p>Knowing how to link and combine movements to tell a narrative based on an image.</p> <p>Knowing how to evaluate my own performance and suggest ways to improve it.</p>	<p>the journey of a tsunami.</p> <p>Knowing how to include an interesting jumping movement in my dance motif.</p> <p>Knowing how to include an interesting turning movement in my dance motif.</p> <p>Knowing how to include movements performed at different speeds in my dance motif.</p>	<p>different properties of a tornado.</p> <p>Knowing how to work co-operatively with my group to create a dance motif, where each dancer is 'the tornado'.</p> <p>Knowing how to describe what makes a good dance motif.</p>	<p>different emotions.</p> <p>Knowing how to link my movements with my partner's to create a dance phrase</p>	<p>Knowing how to work co-operatively as part of a group.</p> <p>Knowing how to self-assess my own understanding and performance throughout the unit.</p>	<p>for batting. I can swing the bat and lean in to hit a ball that is bowled to me. I can bowl underarm to reach a target. I can control the height, speed and distance of my bowls.</p>	<p>hand and arm positions to make different types of catches. I can throw overarm using the correct technique. I can throw towards and reach a target using different types of throws where necessary.</p>	<p>and what they need to do. I can judge who I need to throw the ball to when fielding, to try and stop the opposing team from scoring. I can throw and catch a ball quickly and accurately while under pressure.</p>	<p>I can stop a moving ball using the appropriate technique. I can judge who I need to throw the ball to when fielding to try and stop the opposing team from scoring.</p>	<p>awareness of the game to make decisions which positively affect gameplay. I can play strategically as part of a team.</p>	<p>of skills and techniques when fielding and batting. I can employ a range of tactics and strategies to help drive the success of my team.</p>
<p>Revisited Vocabulary</p> <p>Travel, levels, speed, jump, turn, create.</p> <p>New Vocabulary</p> <p>Motif, improvisation, stimuli, unison, canon, dynamics, repetition, imaginative, co-operation, emotion, montage, combine.</p> <p>New Vocabulary</p> <p>fluency, canon, unison, choreograph, style, chassis, squat on vault, lunge, fluidity of movement, straddle jump, pike jump, hurdle step, rebound, squat, handstand, vaulting box, springboard.</p>						<p>Revisited Vocabulary</p> <p>Height, speed, distance, catch, throw, high, ball, catch</p> <p>New Vocabulary</p> <p>Batter, bowler, stance, technique, judgement, swing, bowl, underarm, fielding, technique, pathway, overarm, fielder, fielding, technique, bases, strategic, tactic, reading a game, backstop, deep field.</p>					

<p>Religious Education</p> <p>Topic Focus – The Man who Changed Lives.</p> <p>Easter</p>	<p>NC Objective -</p> <p>L.O. I know why learning is a Christian Value</p>	<p>NC Objective -</p> <p>L.O. I can discuss changes in my life or the lives of others.</p>	<p>NC Objective</p> <p>AT1 - tell you how these stories reveal Christian beliefs about Jesus;</p> <p>AT1 - begin to identify the impact faith has on a believers life;</p> <p>AT2 - talk about the links between a person’s behaviour and their beliefs.</p> <p>L.O. I know how Jesus changed and still changes lives.</p>	<p>NC Objective</p> <p>AT1 - retell the stories of Jesus covered in this unit;</p> <p>AT2 - talk about the links between a person’s behaviour and their beliefs.</p> <p>L.O. I know what we can learn from the story of Levi.</p>	<p>NC Objective -</p> <p>AT1 - retell the stories of Jesus covered in this unit;</p> <p>AT2 - talk about the links between a person’s behaviour and their beliefs.</p> <p>L.O. I know how Jesus changed Zacchaeus’ life.</p>	<p>NC Objective</p> <p>AT1 - tell you how these stories reveal Christian beliefs about Jesus;</p> <p>AT1 - begin to identify the impact faith has on a believers life;</p> <p>L.O. I know why change can be important</p>	<p>NC Objective -</p> <p>AT1 retell the stories of Palm Sunday</p> <p>show empathy with the people in the stories;</p> <p>AT2 ask good questions about the events of Palm Sunday,</p> <p>L.O. I know the events of Palm Sunday and what they mean.</p>	<p>NC Objective -</p> <p>AT1 retell the stories of Holy Week</p> <p>show empathy with the people in the stories;</p> <p>AT2 ask good questions about the events of Holy Week</p> <p>ask questions about the experiences of others;</p> <p>L.O. I know the events of Holy Week and what they mean.</p>	<p>NC Objective -</p> <p>AT1 retell the stories of Easter</p> <p>make links between beliefs and stories from the Bible and the impact of those events on the lives of people today.</p> <p>describe and show understanding of the Christian practices and beliefs linked with the Easter story.</p> <p>AT2 ask good questions about the events of Easter</p> <p>ask questions about the experiences of others;</p> <p>ask important questions about beliefs and values;</p> <p>L.O. I know what the symbol of the cross means to Christians</p>	<p>NC Objective -</p> <p>AT1 show empathy with the people in the stories;</p> <p>AT2 ask questions about the experiences of others;</p> <p>ask good questions about the events of Palm Sunday, Holy Week and Easter;</p> <p>ask important questions about beliefs and values; make links between behaviour and what people value.</p> <p>L.O. I can say if Easter is a time of sadness or joy.</p>	<p>NC Objective -</p> <p>AT1 make links between beliefs and stories from the Bible</p> <p>describe and show understanding of the Christian practices and beliefs linked with the Easter story.</p> <p>AT2 ask important questions about beliefs and values;</p> <p>make links between behaviour and what people value.</p> <p>L.O. I can explain how and why we celebrate Easter.</p>	<p>NC Objective -</p>
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<p>Key Knowledge -</p> <p>To know that learning isn't just something that happens in school.</p> <p>To know what the bible says about learning.</p> <p>To know the benefits of learning.</p>	<p>Key Knowledge -</p> <p>Key Question</p> <p>What does 'change' mean?</p>	<p>Key Knowledge -</p> <p>Key Questions</p> <p>When did/does Jesus change lives?</p> <p>What happens when Jesus changes a person's life?</p>	<p>Key Knowledge -</p> <p>Key Question</p> <p>How did Jesus change lives?</p> <p>When did/does Jesus change lives?</p> <p>What happens when Jesus changes a person's life?</p>	<p>Key Knowledge -</p> <p>Key Questions</p> <p>How did Jesus change lives?</p> <p>What happens when Jesus changes a person's life?</p>	<p>Key Knowledge -</p> <p>Key Question -</p> <p>How can our lives be changed? Is it easy to change?</p>	<p>Key Knowledge -</p> <p>To know the events of palm Sunday and be able to suggest meanings for them</p>	<p>Key Knowledge -</p> <p>To know the events of Holy Week and be able to suggest meanings for them</p>	<p>Key Knowledge -</p> <p>To know what the cross symbolises to Christians.</p>	<p>Key Knowledge -</p> <p>To know how the events of Easter can be seen as sad but that Christians can also see joy in the events and know the reasons for this.</p>	<p>Key Knowledge -</p> <p>To know how Christians celebrate Easter and why they do this.</p>	<p>Key Knowledge -</p> <p>Sikh's follow 4 commandments No smoking or taking drugs No altering or dishonouring your hair, body, face or scalp. (No tattoo's, piercings or facelifts) Eating a vegetarian diet Husbands and wives being faithful to each other.</p> <p>Sikhs believe that the way to live a good life is to: keep god in your heart and mind at all times to work hard and live honestly treat everyone equally be generous to others particularly those less fortunate serve others.</p>
<p>Revisited vocabulary</p> <p>Jesus, Palm Sunday, Last Supper, Gethsemane, Good Friday, Crucified, Easter Sunday and Resurrection.</p> <p>New Vocabulary</p> <p>Mother Teresa or the relevant Bible characters, Temple.</p>											