

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 – Using numbers – including decimals	Topic - Using numbers – including decimals	Topic – Number – fractions, decimals and percentages  Mock Sats	Topic – Number – fractions, decimals and percentages	Topic – Number - algebra	Topic – Number algebra	Topic - Number - Ratio	Topic - Number - Ratio	Topic – Measurement – Perimeter, Area and Volume	Topic – Measurement – Perimeter, Area and Volume	Topic - Statistics  Line graphs and pie charts	Topic  Time - review
Key Knowledge –  Know numbers to 3 decimal places  Multiply and divide by 10, 100 and 1000  Multiply and divide decimals by integers	Key Knowledge -  Use division to solve problems  Decimals as fractions  Fractions to decimals	Key Knowledge –  Convert fractions to percentages  Equivalence of Fractions, decimals and percentages  Order fractions decimals and percentages	Key Knowledge –  Order fractions decimals and percentages  Percentages – calculating missing values  Percentages of an amount	Key Knowledge –  Find a rule – one and two steps  Forming expressions  Substitutions of numbers and letters  Calculating formulae	Key Knowledge -  Forming equations  One and two step equations  Finding pairs of values	Key Knowledge -  Using the language of ratio  Ratio and fractions  Calculating ratio	Key Knowledge -  Using scale factors  Calculating scale factors	Key Knowledge -  Calculating shapes with the same area  Area and perimeter of compound shapes  Area of a triangle  Area of a parallelogram	Key Knowledge -  Area of a triangle  Area of a parallelogram  Volume of a cuboid  Counting cubes for volume	Key Knowledge -  How to read and interpret a line graph (including how time continually moves on)  Link pie charts with fractions of a whole  Interpreting pie charts	Key knowledge  Telling the time on analogue and digital time  Calculating differences in time  Reading and applying timetables  24 hour clock  Days and months
Vocabulary  (Revisited) - multiply, divide, decimal, decimal place (dp), recurring decimal placeholder place value, tenths, hundredths, thousandths, products, fraction  (New) – Integer, expressing reminders.		Vocabulary  (Revisited) Per cent % percentage, parts, whole, decimal, fraction, divide, share, multiply. Convert, compare, order, equivalent, simplify, less than, greater than		Vocabulary  (New) Sequence, rule, term, algebra, expression, calculation, formula, substitute, generalise, operation. Calculate, equation, inverse, solution		Vocabulary –  Vocabulary –  (Revisited) part, whole, scale, similar, notation  (New) ratio, proportion.		Vocabulary -  (Revisited) Area, volume, perimeter, parallelogram, height, enclosed, width, length, square centimetre, square  (New) millimetres, centimetres, metres, kilometres, length, convert, , metres, base, estimate, formula, compound shape, cubic centimetres, cubic metre		Vocabulary  Revisited – axis, bar chart, data  New – mean, average, line graph, pie chart	Vocabulary  Revisited, seconds, hour, minute, hour, 24hour, analogue, digital

Literacy – Who Let the Gods Out											
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 - Non fiction text – reciprocal reading, comprehension questions, GPS	Topic - Non fiction text – Writing a non chronological report, newspaper report, GPS	Topic - Mock Sats	Topic - Book intro, predictions, biography of author, GPS	Topic - Comprehension, scenario acting, dialogue conversation (inverted commas), GPS	Topic - Comprehension, debate, balanced argument, GPS	Topic - Descriptive writing, comprehension, GPS	Topic - Writing letter , comprehension, GPS	Topic - Recount, comprehension, story predictions, GPS	Topic - Comprehensions, diary entry, GPS	Topic – Comprehension, predictions, writing story entry, GPS	Topic – Poetry – comprehension s, understanding poetic features
Key Knowledge - Answering a range of question types, scanning and skimming texts, making predictions	Key Knowledge - Non chronological report features, specific sentence types and punctuation needed, newspaper report features, specific sentence types and punctuation needed	Key Knowledge - Mock Sats	Key Knowledge - Discussions for predictions, biographies	Key Knowledge - Answering a range of question types, scanning and skimming, correct understanding of speech within a story, inverted commas, better verbs for said	Key Knowledge - Answering a range of question types, scanning and skimming, features of balanced argument, effective debating, opinions to sound like facts	Key Knowledge - Descriptive sentence writing, building tension, answering a range of question types, scanning and skimming text	Key Knowledge - 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	Key Knowledge - Recalling and summarising for recount, answering a range of question types, scanning and skimming text, descriptive sentence writing, discussions and predications	Key Knowledge - Answering a range of question types, scanning and skimming text, diary entry, first person, writing in role as a character, emotions	Key Knowledge - Answering a range of question types, scanning and skimming texts, making predictions, features of story writing	Key Knowledge – Answering a range of question types, scanning and skimming text, Identifying poetic features, structure of poems
Vocabulary - Predict, inference, retrieval, explain	Vocabulary – (Revisited) Predict, inference, blurb, biography, retrieval, explain, inverted commas, dialogue, persuasion, exaggeration, rhetorical questions, description, emotive language, tension, atmosphere, story writing features, characters, settings, scanning, skimming, key information, punctuation. (New) Modal verbs, sub-headings, captions, colons, semi-colons, scenario acting, structure, debate, half-rhyme, hyperbole, onomatopoeia, blank verse, restrain, symbol, stanza, register, informal, formal.										



<p>Spring 1 – Dance Spring 2 - Gymnastics</p>	<p>Develop flexibility, strength, technique, control and balance</p>	<p>Develop flexibility, strength, technique, control and balance</p>	<p>Develop flexibility, strength, technique, control and balance</p>	<p>Develop flexibility, strength, technique, control and balance</p>	<p>Develop flexibility, strength, technique, control and balance</p>	<p>Develop flexibility, strength, technique, control and balance</p>	<p>Develop flexibility, strength, technique, control and balance</p>	<p>Develop flexibility, strength, technique, control and balance</p>	<p>Develop flexibility, strength, technique, control and balance</p>	<p>Develop flexibility, strength, technique, control and balance</p>	<p>Develop flexibility, strength, technique, control and balance</p>	<p>Develop flexibility, strength, technique, control and balance</p>
	<p><b>Key Knowledge</b> I can show a change of pace and timing in my movements.</p>	<p><b>Key Knowledge</b> I can demonstrate strong and controlled movements throughout a dance sequence</p>	<p><b>Key Knowledge</b> I can improvise with confidence and fluency within a composed sequence.</p>	<p><b>Key Knowledge</b> I can begin to compose individual, pair and group dances utilising dramatic expression.</p>	<p><b>Key Knowledge</b> I can modify parts of a sequence as a result of self and peer assessment.  I can use complex dance vocabulary confidently to compare and improve practice.</p>	<p><b>Key Knowledge</b> I can modify parts of a sequence as a result of self and peer assessment.  I can use complex dance vocabulary confidently to compare and improve practice.</p>	<p><b>Key Knowledge</b> I can demonstrate precise and controlled placement of body parts when performing a range of jumps, shapes and balances.  I can develop strength, technique and flexibility through performances.</p>	<p><b>Key Knowledge</b> I can confidently use equipment to vault in a variety of ways and incorporate this into a sequence.  I can develop strength, technique and flexibility through performances.</p>	<p><b>Key Knowledge</b> I can select ideas to compose specific sequences of movements, shapes and balances.  I can choose and use criteria that helps me evaluate my own and others performance.</p>	<p><b>Key Knowledge</b> I can create my own sequences incorporating: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.  I can choose and use criteria that helps me evaluate my own and others performance.</p>	<p><b>Key Knowledge</b> I can create my own sequences incorporating: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.  I can choose and use criteria that helps me evaluate my own and others performance.</p>	<p><b>Key Knowledge</b> I can create my own sequences incorporating: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.  I can choose and use criteria that helps me evaluate my own and others performance.</p>
<p><b>Topic Vocabulary –</b> (Revisited) Sequencing, repetition, communicating, collaborating and evaluating. (New) Motif, canon, unison, isolation, trigger, retrograde, levels.</p>												
<p>Religious Education</p>	<p>NC Objective - (From Liverpool Diocese</p>	<p>NC Objective - (From Liverpool Diocese</p>	<p>NC Objective - (From Liverpool Diocese Planning – Eucharist)</p>	<p>NC Objective - (From Liverpool Diocese</p>	<p>NC Objective - (From Liverpool Diocese</p>	<p>NC Objective - (From Liverpool Diocese</p>	<p>NC Objective - (From Liverpool Diocese</p>	<p>NC Objective - (From Liverpool Diocese</p>	<p>NC Objective - (From Liverpool Diocese</p>	<p>NC Objective - (From Liverpool Diocese</p>	<p>NC Objective - (From Liverpool Diocese</p>	<p>NC Objective - (From Liverpool Diocese</p>

Topic Focus – Eucharist	Planning – Eucharist)	Planning – Eucharist)		Planning – Eucharist)	Planning – Eucharist)	Planning – Easter)	Planning – Easter)	Planning – Easter)	Planning – Easter)	Planning – Easter)	Planning – Easter)	Planning – Easter)
Easter	Key Knowledge – Understanding the different names for the Eucharist – Holy Communion, The Last Supper, The Lord’s Supper, Mass, reasons for celebrating and worshipping	Key Knowledge – Questioning the similarities between the Eucharist and The Last Supper	Key Knowledge - Discussing the meanings of the different words that come up in the Eucharist story	Key Knowledge - Look at the similarities and differences for the Catholic and Protestant Christians, Eastern Orthodox and Anglicism Christian denominations	Key Knowledge - Understanding the different parts of the Eucharist service	Key Knowledge - Understanding how in the Gospel of John Jesus tells his disciples who is on several different occasions	Key Knowledge - Understanding who Jesus was to different people – blind man, Zacchaeus, Mary Magdalene	Key Knowledge - Understanding how Jesus is portrayed to different groups of people – a vicar, Christians, Muslims, a young teacher, a young child, a teenager and a person of no faith	Key Knowledge - Discussing what the different names of Jesus mean – Prince of Peace, King of Kings, King of the Jews, King of our Hearts etc	Key Knowledge - Using the Bible to find different titles of Jesus – Lord, Saviour, Brother, Friend, Healer, Rebel, Servant, Master, Teacher, Son of God	Key Knowledge - Being able to recall the different titles and names of Jesus	Key Knowledge - Being able to recall the different titles and names of Jesus
<p>Topic Vocabulary –</p> <p>(Revisited) Old testament, new testament, Word of God, Christian values, parable.</p> <p>(New) Holy communion, The Last Supper, The Lord’s Supper, Mass, Worship, Remembrance, Holy, Sacrifice, Faith, Catholic and Protestant Christians, Eastern Orthodox and Anglicism Christian denominations, Isaiah, Philippians, Gospel, vine, resurrection, Zacchaeus, Mary Magdalene,</p>												