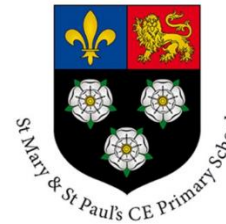


Life in all its fullness - through learning and love.



**Termly Core Plan**

<b>Maths</b>											
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>
<b>Topic</b>	<b>Topic</b>	<b>Topic</b>	<b>Topic</b>	<b>Topic</b>	<b>Topic</b>	<b>Topic</b>	<b>Topic</b>	<b>Topic</b>	<b>Topic</b>	<b>Topic</b>	<b>Topic</b>
Multiplication and Division	Multiplication and Division	Multiplication and Division	Fractions	Fractions	Fractions	Fractions	Fractions	Decimals	Decimals	Decimals	Consolidation
<b>Key Knowledge</b> The children will learn: How to find and identify factor pairs, how to use factor pairs to solve reasoning and problem solving questions, how to multiply by 10 and how to multiply by 100.	<b>Key Knowledge</b> The children will learn: How to divide by 10 and divide by 100. They will learn related multiplication and division facts as well as informal written methods for multiplication and how to multiply a 2 digit number by 1 digit	<b>Key Knowledge</b> The children will learn: How to multiply a 3 digit number by 1 digit, how to divide a 2 digit number by 1 digit and how to divide a 3 digit number by 1 digit. They will also learn how to solve correspondence problems and use efficient multiplication.	<b>Key Knowledge</b> The children will learn: How to recognise the whole, how to count beyond 1 whole, how to partition a mixed number fraction and how to use number lines to show mixed number fractions	<b>Key Knowledge</b> The children will learn: How to compare and order fractions, what an improper fraction is, how to convert mixed number to improper fractions and how to convert improper fractions to mixed numbers.	<b>Key Knowledge</b> The children will learn: How to show equivalent fractions on a number line, how to identify equivalent fraction families and how to add two or more fractions	<b>Key Knowledge</b> The children will learn: How to add fractions and mixed numbers, how to subtract two fractions, how to subtract from whole amounts and how to subtract from mixed numbers.	<b>Key Knowledge</b> The children will consolidate their learning by exploring reasoning and problem solving questions relating to this topic.	<b>Key Knowledge</b> The children will learn: How to recognise tenths as fractions, how to recognise tenths and decimals, how to represent tenths on a place value chart, and how to show tenths on a number line.	<b>Key Knowledge</b> The children will learn: How to divide a 1 digit number by 10, how to divide a 2 digit number by 10, how to recognise hundredths as fractions and how to recognise hundredths as decimals.	<b>Key Knowledge</b> The children will learn: How to represent hundredths on a place value chart, how to divide a 1 digit number by 100 and how to divide a 2 digit number by 100.	<b>Key Knowledge</b> The children consolidate their learning by completing reasoning and problem solving questions relating to this topic.
<b>Vocabulary</b> Multiply, Divide, Times-Table, Partition, Array, Bar Model, Part-Whole Model <b>New Vocabulary</b> Remainder, Factor Pair,	<b>Vocabulary</b> Multiply, Divide, Times-Table, Partition, Array, Bar Model, Part-Whole Model <b>New Vocabulary</b> Remainder, Factor Pair,	<b>Vocabulary</b> Multiply, Divide, Times-Table, Partition, Array, Bar Model, Part-Whole Model <b>New Vocabulary</b> Remainder, Factor Pair,	<b>Vocabulary</b> Tenths, Hundredths, Equivalent, Simplify, Numerator, Denominator, Faction <b>New Vocabulary</b>	<b>Vocabulary</b> Tenths, Hundredths, Equivalent, Simplify, Numerator, Denominator, Faction <b>New Vocabulary</b>	<b>Vocabulary</b> Tenths, Hundredths, Equivalent, Simplify, Numerator, Denominator, Faction <b>New Vocabulary</b>	<b>Vocabulary</b> Tenths, Hundredths, Equivalent, Simplify, Numerator, Denominator, Faction <b>New Vocabulary</b>	<b>Vocabulary</b> Tenths, Hundredths, Equivalent, Simplify, Numerator, Denominator, Faction <b>New Vocabulary</b>	<b>Vocabulary</b> Tens, Ones, Decimal Point, Tenths, Hundredths, Greater Than, Equivalent, Less Than, Decimal, <b>New Vocabulary</b>	<b>Vocabulary</b> Tens, Ones, Decimal Point, Tenths, Hundredths, Greater Than, Equivalent, Less Than, Decimal, <b>New Vocabulary</b>	<b>Vocabulary</b> Tens, Ones, Decimal Point, Tenths, Hundredths, Greater Than, Equivalent, Less Than, Decimal, <b>New Vocabulary</b>	<b>Vocabulary</b> Tens, Ones, Decimal Point, Tenths, Hundredths, Greater Than, Equivalent, Less Than, Decimal, <b>New Vocabulary</b>

Factors, Commutative.	Factors, Commutative.	Factors, Commutative.	Mixed Number, Improper Fraction, Simplest Fraction.	Mixed Number, Improper Fraction, Simplest Fraction.	Mixed Number, Improper Fraction, Simplest Fraction.	Mixed Number, Improper Fraction, Simplest Fraction.	Mixed Number, Improper Fraction, Simplest Fraction.				
<b>Literacy</b>											
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>
<b>Topic</b>	<b>Topic</b>	<b>Topic</b>	<b>Topic</b>	<b>Topic</b>	<b>Topic</b>	<b>Topic</b>	<b>Topic</b>	<b>Topic</b>	<b>Topic</b>	<b>Topic</b>	<b>Topic</b>
The Miraculous Journey of Edward Tulane	The Miraculous Journey of Edward Tulane	The Miraculous Journey of Edward Tulane	The Miraculous Journey of Edward Tulane	The Miraculous Journey of Edward Tulane	The Miraculous Journey of Edward Tulane	The Miraculous Journey of Edward Tulane	The Miraculous Journey of Edward Tulane	The Miraculous Journey of Edward Tulane	The Miraculous Journey of Edward Tulane	The Miraculous Journey of Edward Tulane	The Miraculous Journey of Edward Tulane
<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>
To be able to make predictions, read for meaning and answer comprehension questions about what they have learnt.	To understand how a character feels and why. To understand characters thoughts and feelings through drama To write in the role of a character To know how to write expanded noun phrases To know and understand how interesting vocabulary is used to enhance a story	To know the key key features of a play script To know how to plan plan and write a play script To know how act out a play script To know how to edit and improve their play script To know how to use prepositions correctly	To know how to sequence the key events of a story into chronological order To create a piece of poetry based on a story To create an illustration based on a character description	To know the key features of a set of instructions To know and understand how to use imperative verbs in their writing To create a set of instructions To answer comprehensions based on the class novel	To know the difference between plural and possessive '-s' To know standard English forms for verb inflections To understand the theme of conflict and how it is used within a novel To know how to make comparisons with well known/traditional tales	To know the features of a newspaper report including how to write in 3rd person. To know how to write questions to use in a witness interview To know how to use inverted commas to punctuate quotes To plan and write a newspaper report and edit and improve their writing.	To know how to respond to illustrations To take part in a shared write based on illustrations To use higher level vocabulary to add interest to their writing	To know the key features of an informal letter To plan and write an informal letter and edit and improve their writing.	To know and reflect on how a character can change throughout a story To write an alternative ending to a chapter To answer comprehension questions based on the class novel	To be able to identify the parts of a story. To be able to plan their own story narrative To be able to write their own story section by section following their plan.	To be able to identify the themes in the novel To know how the key themes compare to other novels read To be able to discuss favourite and least favourite parts of the story and write their own book review.
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
predict, infer, read between the lines.	character, feelings, expanded noun phrase, .	playscript, dialogue, punctuate, inverted commas	illustration, chronological, sequence	Instructions, imperative verbs, comprehension	Traditional tales, conflict, verb inflections	newspaper orientation, inverted commas, eye witness, quotes	Illustration, shared write	informal letter, informal language, edit, improve	Character arc, story arc, alternative	planning, super sentences, word class, descriptive vocabulary	comparison, opinion, key themes, review.

--	--	--	--	--	--	--	--	--	--	--	--	--

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
Topic Focus	States of Matter	States of Matter	States of Matter	States of Matter	States of Matter	States of Matter	Animals Including Humans	Animals Including Humans	Animals Including Humans	Animals Including Humans	Animals Including Humans	Animals Including Humans
States of Matter	<p><b>Key Knowledge</b></p> <p>To compare and group materials together, according to whether they are solids, liquids or gases by sorting and describing materials into solids, liquids and gases.</p> <p>L.O. I know how to describe materials</p>	<p><b>Key Knowledge</b></p> <p>To compare and group materials together, according to whether they are solids, liquids or gases by investigating gases and their uses.</p> <p>L.O. I know how to investigate gases and explain their properties</p>	<p><b>Key Knowledge</b></p> <p>To observe that some materials change state when they are heated or cooled, and measure or research the temperate at which their happens in degrees Celsius by investigation how heating and cooling can change a materials state.</p> <p>L.O. I know how to investigate materials as they change state</p>	<p><b>Key Knowledge</b></p> <p>To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius by exploring how water can change its state to a solid, liquid or a gas.</p> <p>L.O. I know and understand how water can change state</p>	<p><b>Key Knowledge</b></p> <p>To associate the rate of evaporation with temperature by investigation the effect of temperature on drying washing.</p> <p>To make systematic, careful and accurate observations and report on findings from enquiries by displaying results and conclusions by investigation the effect of temperature on drying washing.</p> <p>L.O. I know how water can evaporate</p>	<p><b>Key Knowledge</b></p> <p>To identify the part played by evaporation and condensation in the water cycle by creating a model of the water cycle.</p> <p>L.O. I know how to identify and describe the different stages of the water cycle</p>	<p><b>Key Knowledge</b></p> <p>To describe the simple functions of the basic parts of the digestive system in humans in the context of identifying the parts of the digestive system.</p> <p>L.O. I know how to identify the different parts of the human digestive system and what they do</p>	<p><b>Key Knowledge</b></p> <p>To describe the simple functions of the basic parts of the digestive systems in humans by explaining the functions of the different parts of the digestive system.</p> <p>To use straightforward scientific evidence to answer questions by reading an explanation text and answering questions.</p> <p>L.O. I know and can explain the functions of the digestive system</p>	<p><b>Key Knowledge</b></p> <p>To describe the simple functions of the basic parts of the digestive systems in humans by explaining the functions of the different parts of the digestive system.</p> <p>To use straightforward scientific evidence to answer questions by reading an explanation text and answering questions.</p> <p>L.O. I know how to use scientific evidence to answer questions</p>	<p><b>Key Knowledge</b></p> <p>To ask relevant questions and use different types of scientific enquiries to answer them by distinguishing between scientific and non-scientific questions and choosing between types of scientific enquiry.</p> <p>To set up simple practical enquiries, comparatives and fair tests by setting up enquiry or test to understand what causes tooth decay.</p> <p>L.O. I know the different types of teeth in humans and can explain their function</p>	<p><b>Key Knowledge</b></p> <p>To make systematic and careful observations by observing the changes that occur in their enquiry or test. To use results to draw simple conclusion, make predictions for new values, suggesting improvements and raise further questions.</p> <p>L.O. I know how to plan a scientific enquiry to test the causes of tooth decay</p> <p>L.O. I know how to make careful observations and record my results</p>	<p><b>Key Knowledge</b></p> <p>To construct and interpret a variety of food chains, identifying producers, predators and prey by understanding food chains and the role of different plants and animals within them.</p> <p>L.O. I know how to construct and interpret food chains</p>

<p><b>New Topic Vocabulary</b></p> <p><b>States of Matter</b></p> <p>Solid, liquid, gas, air, oxygen powder, grain, granular crystals, ice, water, steam, water vapour, heated, heating cooled, cooling temperature, degrees, Celsius, melt, freeze, solidify, melting point, molten.</p> <p><b>Animals Including Humans</b></p> <p>Human digestive system, mouth, tongue-mixes, moistens, saliva teeth, incisors, cutting, slicing canines, ripping, tearing, molars-chewing, grinding, oesophagus, transports, stomach, acid, enzymes, small intestine, large intestine, carnivore, herbivore, omnivore, brush, floss, food chain, sun, producers, prey, predators.</p>												
<b>Physical Education</b>	<b>NC Objective</b>	<b>NC Objective</b>	<b>NC Objective</b>	<b>NC Objective</b>	<b>NC Objective</b>	<b>NC Objective</b>	<b>NC Objective</b>	<b>NC Objective</b>	<b>NC Objective</b>	<b>NC Objective</b>	<b>NC Objective</b>	<b>NC Objective</b>
	Dance	Dance	Dance	Dance	Dance	Dance	Tennis	Tennis	Tennis	Tennis	Tennis	Tennis
<b>Topic Focus</b>	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].	<b>External Provider</b>	<b>External Provider</b>	<b>External Provider</b>	<b>External Provider</b>	<b>External Provider</b>	<b>External Provider</b>
<b>Dance</b>							Take part in outdoor and adventurous activity challenges both individually and within a team.	Take part in outdoor and adventurous activity challenges both individually and within a team.	Take part in outdoor and adventurous activity challenges both individually and within a team.	Take part in outdoor and adventurous activity challenges both individually and within a team.	Take part in outdoor and adventurous activity challenges both individually and within a team.	Take part in outdoor and adventurous activity challenges both individually and within a team.
<b>Tennis</b>	Perform dances using a range of movement patterns.	Perform dances using a range of movement patterns.	Perform dances using a range of movement patterns.	Perform dances using a range of movement patterns.	Perform dances using a range of movement patterns.	Perform dances using a range of movement patterns.						
	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>
	I can identify and repeat movements of a chosen dance style.	I can use simple motifs and movement patterns to structure dance patterns.	I can use formation, canon and unison to develop a dance.	I can use formation, canon and unison to develop a dance.	I can compose a dance that reflects a chosen dance style.	I can compose a dance that reflects a chosen dance style.	<b>External Provider</b>	<b>External Provider</b>	<b>External Provider</b>	<b>External Provider</b>	<b>External Provider</b>	<b>External Provider</b>
	I can explain how the body acts as different points during exercise and how this can affect performance.	I can explain how the body acts as different points during exercise and how this can affect performance.	I can demonstrate precision and some control in response to a stimulus.	I can demonstrate precision and some control in response to a stimulus.	I can use simple dance vocabulary when comparing and improving work.	I can use simple dance vocabulary when comparing and improving work.	I am improving my hand eye coordination to improve fluency and control and applying it to game situations.	I can play cooperatively with a partner.	I can play cooperatively with a partner.	I can play cooperatively with a partner.	I can play a game of tennis, understanding the rules and how to score points.	I can expand my range of strokes to include a backhand.
	I can use simple dance	I can use simple motifs and movement patterns to structure dance patterns.	I can use simple formation, canon and unison to develop a dance.	I can use simple formation, canon and unison to develop a dance.	I can use simple dance vocabulary when comparing and improving work.	I can use simple dance vocabulary when comparing and improving work.	I can use preferred skills with more control when	I can use a racquet to hit a ball with improving technique and control.	I can use a racquet to hit a ball with improving technique and control.	I can use a racquet to hit a ball with improving technique and control.	I can expand my range of strokes to include a backhand.	I can expand my range of strokes to include a backhand.
												I can play a game of tennis, understanding the rules and how to score points.

	vocabulary when comparing and improving work.	I can use simple dance vocabulary when comparing and improving work.	improving work.	improving work.			working with a partner.					
<p><b>New Topic Vocabulary -</b></p> <p><b>Dance</b> Dance, Conon, Choregraph, Climax, Dynamics, Extensions, Focus, Gesture, Isolation, Jump, Levels, Solo, Structure, Travel, Trio, Turn, Unison, Obstruction.</p> <p><b>Tennis</b> Server, Receiver, Service Box, Baseline, Sideline, Tennis Ball.</p>												
<b>Religious Education</b>	<b>NC Objective</b>	<b>NC Objective</b>	<b>NC Objective</b>	<b>NC Objective</b>	<b>NC Objective</b>	<b>NC Objective</b>	<b>NC Objective</b>	<b>NC Objective</b>	<b>NC Objective</b>	<b>NC Objective</b>	<b>NC Objective</b>	<b>NC Objective</b>
<b>Topic Focus</b>	Jesus the Son of God	Jesus the Son of God	Jesus the Son of God	Jesus the Son of God	Jesus the Son of God	Jesus the Son of God	Easter Betrayal	Easter Betrayal	Easter Betrayal	Easter Betrayal	Easter Betrayal	Easter Betrayal
	<b>Key Knowledge</b> What is authority? Who has authority? Why do they have authority? Who gave them their authority? How do they show their authority?  Know what authority means, be able to give examples of who has authority and begin to explain why.	<b>Key Knowledge</b> How do we know Jesus had authority? Where did Jesus' authority come from? How do the actions of Jesus reveal his authority? How do the actions of Jesus show that he is the Son of God?  Know that Christians believe that Jesus is the son of God and that this gives him authority. Know that Jesus used his	<b>Key Knowledge</b> How do the actions of Jesus reveal his authority? How do the actions of Jesus show that he is the Son of God?  Be able to retell a bible story and identify what the story tells us about how Jesus used his authority.	<b>Key Knowledge</b> How do the actions of Jesus reveal his authority? How do the actions of Jesus show that he is the Son of God?  Be able to retell a bible story and identify what the story tells us about how Jesus used his authority.	<b>Key Knowledge</b> Why do they have authority? Who gave them their authority? How do they show their authority?  Be able to identify why certain people have authority.  Give reasons why they think one form of authority is more important than another.	<b>Key Knowledge</b> When is it right it challenge authority?  Know that it is right to challenge authority when authority is being misused. Know what they would stand up for.	<b>Key Knowledge</b> What is trust? How do we show trust? Who do we trust? Why? Why is trust important?	<b>Key Knowledge</b> Know the events of the Easter story in detail.	<b>Key Knowledge</b> Why did Judas betray Jesus? What does it mean to betray someone? How does it feel to be betrayed?  Know that Jesus was betrayed by Judas, and Peter. Know the reasons for these betrayals. Know who showed trust and why this is important.	<b>Key Knowledge</b> Who showed trust and betrayal in the Easter story.  To know who showed trust and betrayal in the Easter story and begin to understand why.	<b>Key Knowledge</b> Why did Peter deny Jesus?  Know that Peter denied Jesus because he was scared.  Understand Peter's feelings of guilt.	<b>Key Knowledge</b> What is forgiveness? Have you ever forgiven someone? Have you experienced being forgiven?  Know the meaning of forgiveness. Know that Jesus forgave our sins and wants us to forgive each other. Know the impact of forgiveness.

		authority well and be able to give examples.										
	<b>New Vocabulary</b> Son of <i>God</i> , authority, miracle, Sabbath/Shabbat and Pharisees, Trust, betrayal, forgiveness, Judas, loyalty, Peter, <i>Gethsemane</i> , Jerusalem.											