

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	Topic – Multiplication and Division	Topic – Multiplication and Division	Topic – Fractions	Topic - Fractions	Topic – Decimals and percentages	Topic – Decimals and percentages	Topic – Decimals and percentages	Topic – Perimeter and Area	Topic – Perimeter and Area	Topic – Statistics	Topic - Statistics
Key Knowledge – Multiplying 4-digit numbers by 1 digit. Multiplying 4,3 and 2-digit numbers by 2 digits. Solving problems using multiplication Short division Divide 4-digit numbers by 1 digit Dividing with remainders	Key Knowledge – Multiplying 4-digit numbers by 1 digit. Multiplying 4,3 and 2-digit numbers by 2 digits. Solving problems using multiplication Short division Divide 4-digit numbers by 1 digit Dividing with remainders	Key Knowledge – - Multiplying 4-digit numbers by 1 digit. Multiplying 4,3 and 2-digit numbers by 2 digits. Solving problems using multiplication Short division Divide 4-digit numbers by 1 digit Dividing with remainders	Key Knowledge - - Multiplying fractions and mixed numbers by integers - Finding a fraction of a quantity or amount - Finding the whole - Using fractions as operators.	Key Knowledge - - Multiplying fractions and mixed numbers by integers - Finding a fraction of a quantity or amount - Finding the whole - Using fractions as operators.	Key Knowledge - - Identify equivalent decimals and fractions - Use place value to identify thousandths and hundredths as fractions - Order and compare decimals/percentages - Rounding decimals to 1 d.p. - Percentages as decimals and fractions - Solving problems	Key Knowledge – - Identify equivalent decimals and fractions - Use place value to identify thousandths and hundredths as fractions - Order and compare decimals/percentages - Rounding decimals to 1 d.p. - Percentages as decimals and fractions - Solving problems	Key Knowledge - - Identify equivalent decimals and fractions - Use place value to identify thousandths and hundredths as fractions - Order and compare decimals/percentages - Rounding decimals to 1 d.p. - Percentages as decimals and fractions - Solving problems	Key Knowledge - - Perimeter of rectangles and rectilinear shapes - Perimeter of polygons - Area of rectangles - Area and perimeter of compound shapes - Estimating area and perimeter.	Key Knowledge - - Perimeter of rectangles and rectilinear shapes - Perimeter of polygons - Area of rectangles - Area and perimeter of compound shapes - Estimating area and perimeter.	Key Knowledge Draw and interpret line graphs Read and interpret a variety of tables Read and interpret timetables	Key Knowledge Draw and interpret line graphs Read and interpret a variety of tables Read and interpret timetables

Revisited Vocabulary – Percentages, decimals, fractions, numerator, denominator, decimal places, place value, order and compare, ascending and descending, remainders, problem solving, area, perimeter, line graphs, tables, frequency.	New Vocabulary – Operators, compound shapes, polygons, equivalent, integers.	Assessment week	Consolidating Learning
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**Literacy – Novel – The Devil and his Boy**

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 – Book intro, predictions, comprehension, GPS	Topic – Character description, comprehension, GPS	Topic – descriptive paragraph, newspaper report, comprehension, GPS	Topic – Diary entry, comprehension, GPS	Topic – Persuasive letter, comprehension, GPS	Topic – Biography, comprehensions, GPS	Topic – Balanced argument, comprehension, GPS	Topic – Explanation text, comprehension, GPS	Topic – Drama, play script, comprehension, GPS	Topic – Comprehension, free verse poetry, book review, GPS	Topic – Story writing (Adventure)	Topic – Story writing (Adventure)
Key Knowledge - - Discussions for predictions, character inferences, drawing questions about characters, answering a range of question types.	Key Knowledge - - Use of descriptive sentences, answering a range of retrieval and inference questions.	Key Knowledge - - Use of descriptive sentences, correct newspaper report features, answering a range of retrieval and inference questions.	Key Knowledge - - Character inferences, drawing questions about characters, diary entry, first person, writing in role as a character, emotions, answering a range of question types.	Key Knowledge - - Persuasive language features, answering a range of question types.	Key Knowledge - - Biography features, answering a range of question types.	Key Knowledge - - Balanced argument features, answering a range of question types.	Key Knowledge - - Explanation text features, answering a range of question types.	Key Knowledge - - Acting in role as a character, expression in face/voice, predictions, character inferences, instructional features.	Key Knowledge - - Answering a range of question types, scanning and skimming, giving honest opinions.	Key Knowledge - - Identify correct way to structure a story. - Use a variety of descriptive devices in writing. - Look to build tension in writing. - Develop characters and settings through writing.	Key Knowledge - - Identify correct way to structure a story. - Use a variety of descriptive devices in writing. - Look to build tension in writing. - Develop characters and settings through writing.

Revisited Vocabulary - Predict, blurb, retrieval, explain, first person, adjectives, nouns, adverbs, verbs, similes, conjunctions, point of view, facts, opinions, inverted commas, rhetorical questions, persuade, freeze-frame, debate, caption.
New Vocabulary – Infer, pronouns, emotive language, metaphors, personification, onomatopoeia, parenthesis, hyphen, dash, relative clause, subordinate clause, irony, metaphor, colon, semi colon, critique, indirect and direct speech, byline.

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
<p>Science</p> <p>Living Things and their Habitats</p>	<p>NC Objective -</p> <p>To describe the life process of reproduction in some plants and animals by exploring the function of a flower and how some plants reproduce</p>	<p>NC Objective -</p> <p>To describe the life process of reproduction in some plants and animals by exploring asexual and sexual reproduction in plants</p>	<p>NC Objective -</p> <p>To describe the life process of reproduction in some plants and animals by exploring asexual reproduction in plants</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p>	<p>NC Objective -</p> <p>To describe the life process of reproduction in some plants and animals by describing sexual reproduction in mammals</p>	<p>NC Objective -</p> <p>To describe the life process of reproduction in some plants and animals by describing and comparing the life cycles of different mammals</p> <p>To describe the life process of reproduction in some plants and animals by describing sexual reproduction in mammals</p>	<p>NC Objective -</p> <p>To describe the process of reproduction and the life cycle of a mammal by exploring Jane Goodall’s work with chimpanzees</p> <p>To ask their own questions about scientific phenomena</p>	<p>NC Objective -</p> <p>To describe the differences in the life cycles of an amphibian and an insect by exploring complete and incomplete metamorphosis</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>NC Objective -</p> <p>To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird by describing and comparing different life cycles, including birds</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>NC Objective -</p> <p>To find out about the work of naturalists and animal behaviourists in the context of the life and work of David Attenborough</p> <p>To identify evidence that refutes or supports their ideas</p>	<p>NC Objective -</p> <p>To find out about the work of naturalists and animal behaviourists in the context of the life and work of David Attenborough</p> <p>To identify evidence that refutes or supports their ideas</p>	<p>NC Objective -</p> <p>To describe the life process of reproduction in some plants and animals in the context of Eva Crane’s research into the life cycle of bees</p> <p>To talk about how scientific ideas have developed over time</p>	<p>NC Objective -</p> <p>Completing KWL charts and a KAHOOT assessment of learning</p>
	<p>Key Knowledge</p> <p>Know the functions of the parts of a flower</p> <p>Describe how some plants reproduce</p> <p>Know the ways that plants are pollinated in order to reproduce.</p>	<p>Key Knowledge</p> <p>To know and describe that plants can produce asexually and sexually</p> <p>To describe the disadvantages and advantages of asexual and sexual reproduction in plants</p>	<p>Key Knowledge</p> <p>To know and explain different ways to make new plants through carrying out an experiment</p>	<p>Key Knowledge</p> <p>Know the process of reproduction in mammals</p>	<p>Key Knowledge</p> <p>Know different types of mammals.</p> <p>Know the life cycles of different mammals</p>	<p>Key Knowledge</p> <p>Know who Jane Goodall’s is and about her work with chimpanzees.</p> <p>Know why chimpanzees are endangered.</p>	<p>Key Knowledge</p> <p>Know what metamorphosis is and give examples.</p> <p>Know the life cycles of amphibians and insects.</p> <p>Know similarities and differences between the life cycles of amphibians and insects.</p>	<p>Key Knowledge</p> <p>Know the stages of a bird’s life cycle.</p> <p>Know similarities and differences between different plants’ and animals’ life cycles</p>	<p>Key Knowledge</p> <p>Know who David Attenborough is and what he does</p> <p>Know key events from David Attenborough’s life</p>	<p>Key Knowledge</p> <p>Know who David Attenborough is and what he does</p> <p>Know key events from David Attenborough’s life</p>	<p>Key Knowledge</p> <p>Know who Eva Crane was and about her research into the life cycle of bees</p> <p>Describe the life cycle of bees and their importance</p>	<p>Key Knowledge</p>
<p>Revisited Vocabulary – Reproduction, cell, pollen, ovule, fertilisation, pollination, cuttings, roots, egg, yolk, bird, mammal, amphibian, insect, plant, life cycle, reproduce, amphibian, insect, transform, larvae, egg, male, female, penis, vagina, fertilise, pregnancy, gestation.</p>												

<p><b>New Vocabulary – Sexual, asexual, gamete, fusion, albumen, embryo, metamorphosis, pupa, nymph, egg, gamete, sperm, ovum, penis.</b></p> <p><b>Revisited Vocabulary - Young, family tree, chimpanzee, life-cycle, endangered, extinct, David Attenborough, documentary, wildlife, animals, bee, decline, honey, egg, larvae, pupa.</b></p> <p><b>New Vocabulary: Montreme, marsupial, Jane Goodall, naturalist, Eva Crane.</b></p>												
Physical Education	NC Objective - Develop flexibility, strength, technique, control and balance.	NC Objective - Develop flexibility, strength, technique, control and balance.	NC Objective - Develop flexibility, strength, technique, control and balance.	NC Objective - Develop flexibility, strength, technique, control and balance.	NC Objective - Develop flexibility, strength, technique, control and balance.	NC Objective - Develop flexibility, strength, technique, control and balance.	NC Objective - Develop flexibility, strength, technique, control and balance.	NC Objective - Develop flexibility, strength, technique, control and balance.	NC Objective - Develop flexibility, strength, technique, control and balance.	NC Objective - Develop flexibility, strength, technique, control and balance.	NC Objective - Develop flexibility, strength, technique, control and balance.	NC Objective - Develop flexibility, strength, technique, control and balance.
Dance												
Badminton												
	Key Knowledge - I can show a change of pace and timing in my movements	Key Knowledge - I can demonstrate imagination and creativity in my movements when responding to stimuli (music)	Key Knowledge - I can improvise with confidence and fluency	Key Knowledge -.I can begin to compose my own individual, paired and group dance sequences.	Key Knowledge - I can begin to compose my own individual, paired and group dance sequences.  - I can begin to use more complex dance vocabulary	Key Knowledge - I can modify parts of my dance sequences based on peer and self assessment	Key Knowledge -. I can identify and apply techniques for hitting a shuttlecock.	Key Knowledge - I can develop a variety of shots and use them in a game situation.  I can practise technique for a variety of strokes.	Key Knowledge - I can use underarm and overarm serves in game situations.	Key Knowledge – I can begin to understand and apply the rules of the game fairly.	Key Knowledge - Introduce the concept of winning and losing, playing in a competitive environment.	Key Knowledge –Players evaluate their performance and think of ways that they can improve in the future.
<p><b>Revisited Vocabulary - dance style, technique, pattern, rhythm</b></p>												

<p>New Vocabulary - formation, gesture, language specific to a particular dance i.e. pavane, haka, motif, variation.</p> <p>Revisited Vocabulary - Court, volley, serve, receive, return, racquet.</p> <p>New Vocabulary - Back-hand, back-alley, back-court.</p>												
<p>Religious Education</p> <p>Topic Focus – Jesus the Teacher</p> <p>Easter a Celebration of Victory</p>	<p>NC Objective – Identify people/persons who are teachers.</p>	<p>NC Objective – Identify what made Jesus a great teacher.</p>	<p>NC Objective – Identify the message of some well known parables.</p>	<p>NC Objective – Analyse a less familiar parable of story.</p>	<p>NC Objective – Use stories and imagery to wonder about the kingdom of heaven.</p>	<p>NC Objective – Use my knowledge of parables to unpack the meaning and impact of the Beatitudes.</p>	<p>NC Objective – Answer key questions about what victory is.</p>	<p>NC Objective – Identify goals and think about how people achieve them.</p>	<p>NC Objective – Use words and imagery of Easter to identify how Christians feel about Jesus death and resurrection.</p>	<p>NC Objective – Analyse works of art that have been based on the Easter story.</p>	<p>NC Objective – Compare a novel with the Easter Story, looking at themes, imagery and concepts.</p>	<p>NC Objective – Discuss Eastertide and the theme of victory with a member of the clergy.</p>
	<p>Key Knowledge</p> <p>– Be able to make links between values and behaviour.</p>	<p>Key Knowledge</p> <p>– Be able to identify and explain why they think one of Jesus parables has a particularly strong message.</p>	<p>Key Knowledge</p> <p>– Be able to retell in detail some of the Bible stories covered in the unit. Know that these stories teach us about Christian beliefs and values.</p>	<p>Key Knowledge</p> <p>– Be able to show understanding of the Christian beliefs revealed through the stories.</p>	<p>Key Knowledge</p> <p>- Be able to show understanding of the Christian beliefs revealed through the stories.</p>	<p>Key Knowledge</p> <p>– Know that these stories teach about Christian belief and be able to identify those beliefs. Be able to ask important questions about religious belief.</p>	<p>Key Knowledge</p> <p>– Explore the feelings of victory and relate them to their own experiences.</p>	<p>Key Knowledge</p> <p>- Be able to make their own links between values and commitments and what leads to triumph and victory.</p>	<p>Key Knowledge</p> <p>– Ask and reflect thoughtfully on religious beliefs through effective questioning.</p>	<p>Key Knowledge</p> <p>– Know and be able to describe ways the Easter story is at the very heart of Christian belief.</p>	<p>Key Knowledge</p> <p>– Ask and reflect thoughtfully on religious beliefs through effective questioning.</p>	<p>Key Knowledge</p> <p>– Know and be able to explain why Christians believe that Jesus was victorious over death and rose again.</p>
<p>Revisited Vocabulary – Victory, triumph, resurrection, sacrifice, parable, Kingdom of God, imagery.</p> <p>New Vocabulary - Salvation, redeemer, clergy.</p>												