

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 –Number: Multiplication and Division	Topic - Number: Multiplication and Division	Topic - Number: Multiplication and Division	Topic –Number: Fractions	Topic –Number: Fractions	Topic –Geometry: position and Direction	Topic –Number: Place Value	Topic –Number: Place Value	Topic – Measurement: Money	Topic – Measurement: Time	Topic – Measurement: Time	Topic – Consolidation and Assessment
Key Knowledge –I can make equal groups (arrays) - grouping	Key Knowledge –I can make pictures to represent groups	Key Knowledge –I can make equal groups (sharing)	Key Knowledge –I can find a half and a quarter of a number	Key Knowledge –I can find a half and a quarter of a quantity	Key Knowledge –I can describe position and direction and predict which way	Key Knowledge –I can say one more and one less than a number	Key Knowledge – I can represent numbers in different ways	Key Knowledge –I can recognise coins I can count coins I can pay using the correct coins	Key Knowledge – I can sequence events in order I can compare times	Key Knowledge – I can read and write the time to one hour and to the half hour	Key Knowledge -
Vocabulary – equal group Array Row Column Double twice	Vocabulary – equal group Array Row Column Double twice	Vocabulary – equal group Array Row Column Double Twice share	Vocabulary – Fraction Half Halves Share equally	Vocabulary – Fraction Half Halves Share equally	Vocabulary – Turn Half turn Quarter turn Three-quarter turn Whole turn Position Left, right	Vocabulary – 100 square Number square Place value grid Tens and ones Place value Comparing Ordering	Vocabulary –100 square Number square Place value grid Tens and ones Place value Comparing Ordering bonds	Vocabulary – Pound Pence Coins Notes P £	Vocabulary - Before, after Yesterday, today, tomorrow Day, week, month, year Calendar Date Minute hand	Vocabulary - Before, after Yesterday, today, tomorrow Day, week, month, year Calendar Date Minute hand	Vocabulary -

					Top, middle, bottom Up, down In-between	bonds			Hour hand O'clock Half past Second, minute, hour	Hour hand O'clock Half past Second, minute, hour	
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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 –Traditional tales - various	Topic –Traditional tales - Rapunzel	Topic –Traditional tales - Rapunzel	Topic –Traditional tales - Rapunzel	Topic –Traditional tales- Rapunzel	Topic –Traditional tales – Rapunzel/Little Red	Topic –Poetry Rapunzel The song of the witches	Topic –Recount Based on real life event	Topic –Letters Look up	Topic –Letters Look up	Topic –Recount Animated tale	Topic –Recount Based on real life event
Key Knowledge – I know the structure of a traditional tale	Key Knowledge – I can listen to, discuss and express views about books	Key Knowledge – I can consider and interpret illustrations	Key Knowledge – I can develop a connections with key characters to deepen my responses and read with pleasure	Key Knowledge - I can write in role to explore and develop empathy for characters	Key Knowledge - I can develop my responses by exploring interpretations of themes, plots and characters	Key Knowledge – I can identify pairs of rhyming words I can compose short clauses I can write an alternative version of a familiar poem	Key Knowledge – I can write about my own experience in order using time adverbials	Key Knowledge – I know the features of a letter	Key Knowledge – I can compose a letter I can identify and use exclamations, statements and questions	Key Knowledge – I can recount/retell an event in order using time words	Key Knowledge – I can write about my own experience in order using time adverbials

	There are lots of different types of materials	One object can be made of lots of types of materials	We can sort objects by their properties and there may be more than one property	We can sort objects by their material and there may be more than one property	We can test materials by their properties	We need to keep a test fair	We can record changes through careful observation	That the daylight hours are longer in the summer	That each season brings about changes but not all weather is typical	-	We can use data to ask and answer questions and sometimes make predictions	That the weather influences our choices	
<p>Topic Vocabulary – Summer, seasons, weather changes, equator, rainfall, daylight hours, measure, Materials, fabric, paper, metal, metallic, wood, wooden, plastic, glass, source, rock, soft, shiny, stretchy, hard, bendy, rough, smooth, transparent, opaque, dull, waterproof, not waterproof, absorbent, not absorbent, elastic, rubber, natural, manmade</p>													
Physical Education	NC Objective – To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities (in the context of jumping)	NC Objective – To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities (in the context of jumping)	NC Objective – To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities (in the context of jumping)	NC Objective - To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities (in the context of jumping)	NC Objective - To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities (in the context of jumping)	NC Objective - To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities (in the context of jumping)	NC Objective – To participate in team games, developing simple tactics of attacking and defending	NC Objective - To participate in team games, developing simple tactics of attacking and defending	NC Objective - To participate in team games, developing simple tactics of attacking and defending	NC Objective - To participate in team games, developing simple tactics of attacking and defending	NC Objective - To participate in team games, developing simple tactics of attacking and defending	NC Objective - To participate in team games, developing simple tactics of attacking and defending	NC Objective - To participate in team games, developing simple tactics of attacking and defending
Topic Focus – Athletics Invasion games													
	Key Knowledge I can show good posture, balance and technique when running for different distances.	Key Knowledge I can jog and sprint in a straight line and change direction.	Key Knowledge I can perform different types of jumps and land safely.	Key Knowledge I can throw underarm and overarm with increasing power and accuracy.	Key Knowledge I can begin to engage in competitive activities.	Key Knowledge I can begin to engage in competitive activities.	Key Knowledge I can practise and demonstrate throwing and catching skills with an	Key Knowledge I can begin to travel with a ball in different directions with control and fluency.	Key Knowledge I can begin to develop my kicking skills. I can travel in different	Key Knowledge I can begin to use space effectively in a game situation.	Key Knowledge I can start to dodge and mark players in game situations.	Key Knowledge I can start to dodge and mark players in game situations.	

							increasing rate of accuracy.	I can identify and pass to a teammate.	directions and pathways at different speeds.		I can follow simple rules to play games, including team games.	I can follow simple rules to play games, including team games.
<p>Topic Vocabulary – 1. Attacking, defending, goal, score, space, pathway, direction, straight, curved, zig-zag, diagonal, run, jog, sprint, jump for height, high jump, landing safely, jump for distance, long jump, triple jump, landing safely, flight, hop, take- off and landing, spring, leap, safely, steady, sequence, 2. Goal, score, space, attack, defend, mark, dodging, pass, defender, attacker, skills, points,</p>												
<p>Religious Education</p> <p>Topic Focus –</p> <p>1. Why is baptism special?</p> <p>2. Joseph</p>	<p>Objective – To deepen the understanding of what it means to belong through exploring the celebration of baptism and the ways in which people of faith welcome babies.</p>							Objective - To explore one of the most well-known epic stories of the Old Testament	Objective - To help children to talk about the actions and feelings of the characters and relate them to their own experiences	Objective - to consider what we can learn from this story	Objective - to learn more about the nature and characteristics of God	Objective - To talk about times when we might need to forgive
	Activity – Exploring Baptism objects	Activity – Reading and sharing the story of John baptising Jesus in the River Jordan	Activity – Exploring how people of other faiths welcome new babies (Muslims)	Activity – Exploring how people of other faiths welcome new babies (Hindus)	Activity – Exploring how people of other faiths welcome new babies (Sikhs)	Activity - Exploring how people of other faiths welcome new babies (Christians)	Activity –Take part in the re-enactment of a baptism service	Activity –Listen and talk about the first part of the story – Joseph the dreamer record- what is the most important part of this part of the story?	Activity –Listen and talk about the middle part of the story- Joseph the prisoner. If Joseph could’ve written a letter to Jacob his father, what do you think he might have said?	Activity –Listen and share the final part of the story – Joseph the Ruler – I wonder what Joseph and his father talked about when they met?	Activity – Talk about the part of the story when Joseph was a prisoner. Was he alone? How do we know God was with Joseph? Why was God with Jesus?	Activity – Talk about times when we have felt wronged. How did that make you feel? Can you or did you forgive those people. What helped you to forgive?
	Key Knowledge There are special objects linked to Baptism	Key Knowledge Jesus was baptised	Key Knowledge People of different faiths celebrate and welcome new babies	Key Knowledge People of different faiths celebrate and welcome new babies	Key Knowledge People of different faiths celebrate and welcome new babies	Key Knowledge People of different faiths celebrate and welcome new babies	Key Knowledge I know what happens when a baby is baptised	Key Knowledge Stories were told to help us understand how to follow gods teachings	Key Knowledge That what we do affects other people’s feelings	Key Knowledge We can relate a story to our own experiences and we can use the characters	Key Knowledge God acts in ways that we can learn from	Key Knowledge Forgiving can be hard but we can feel better for doing it.

										feelings to talk about our own		
<p>Topic Vocabulary –1. Baptism, font, Christening, Vicar/Minister, Priest, Godparents, water and belonging, service</p> <p>2. Joseph, Jacob, brothers, sons, dreams, coat, Egypt, forgiveness, feelings, experiences, slaves, Canaan, jealous, merchants, River Nile, harvest, Governor, Pharaoh</p>												