

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>
Fractions	Fractions	Fractions	SATS	SATS	Time	Time	Time	Statistics	Statistics	Position & Direction	Consolidation
Key Knowledge Equal and unequal parts. Recognising a half Finding a half Recognising a quarter Finding a quarter	Key Knowledge Recognising a third Finding a third Finding a whole Unit fractions Non – unit fractions	Key Knowledge Recognise the equivalence of a half and two quarters Recognise three-quarters Find three quarters Count in fractions up to a whole	Key Knowledge <u>Assessment</u> Arithmetic Paper	Key Knowledge <u>Assessment</u> Reasoning Paper	Key Knowledge To tell the time to the O'clock To tell the time – half past To tell the time-quarter past	Key Knowledge To tell the time - quarter to To tell the time past the hour To tell the time to 5 minutes	Key Knowledge Minutes in an hour Hours in a day	Key Knowledge To interpret a tally chart. To construct a tally chart. To draw and interpret a pictogram (1-1). To draw and interpret a pictogram (2).	Key Knowledge To draw and interpret a pictogram (5). To draw and interpret a pictogram (10). To interpret and construct a block diagram.	Key Knowledge To be able to describe movement using key vocabulary. To describe turns. To describe movement and turns. To make patterns with shapes.	Key Knowledge Consolidation of Year 2 Maths
Vocabulary Equal, half, whole, equivalent, equal part, numerator, denominator, fraction bar, unit	Vocabulary Equal, half, whole, equivalent, equal part, numerator, denominator, fraction bar, unit	Vocabulary - Equal, half, whole, equivalent, equal part, numerator, denominator, fraction bar, unit	Vocabulary -----	Vocabulary -----	Vocabulary O'clock, half past, quarter past, quarter to, minute hand, hour hand, duration.	Vocabulary O'clock, half past, quarter past, quarter to, minute hand, hour hand, duration.	Vocabulary O'clock, half past, quarter past, quarter to, minute hand, hour hand, duration.	Vocabulary Key, tally, chart, pictogram, block, create, interpret, construct, compare, total.	Vocabulary Key, tally, chart, pictogram, block, create, interpret, construct, compare, total.	Vocabulary Clockwise, anticlockwise, forwards, backwards, left, right, middle, turn, half turn, quarter turn, three-quarter turn	Vocabulary -----
<b>Literacy</b>											

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><b>Topic</b></p> <p>Ready to write</p> <p>Grammar &amp; Punctuation</p>	<p><b>Topic</b></p> <p>Power of Reading</p> <p>The Secret Sky Garden by Linda Sarah.</p>	<p><b>Topic</b></p> <p>Power of Reading</p> <p>The Secret Sky Garden by Linda Sarah.</p>	<p><b>Topic</b></p> <p>SATS</p>	<p><b>Topic</b></p> <p>SATS</p>	<p><b>Topic</b></p> <p>Ready to write</p> <p>Grammar &amp; Punctuation</p>	<p><b>Topic</b></p> <p>Ready to Write</p> <p>Recount</p>	<p><b>Topic</b></p> <p>Power of Reading</p> <p>The Bear &amp; the Piano by David Litchfield.</p>	<p><b>Topic</b></p> <p>Power of Reading</p> <p>The Bear &amp; the Piano by David Litchfield.</p>	<p><b>Topic</b></p> <p>Power of Reading</p> <p>The Bear &amp; the Piano by David Litchfield.</p>	<p><b>Topic</b></p> <p>Power of reading</p> <p>Yearly Book Review</p>	<p><b>Topic</b></p> <p>Ready to Write</p> <p>Instructions</p>
<p><b>Key Knowledge</b></p> <p>To use apostrophe to mark singular possession in nouns.</p> <p>To use expanded noun phrases.</p> <p>To use the suffixes er and est.</p> <p>To use compare and order comparatives and superlatives.</p>	<p><b>Key Knowledge</b></p> <p>To make a prediction based on the 5 senses.</p> <p>To summarise and respond to reading through role on the wall to build a picture of character.</p> <p>To clarify language and word classes within a text.</p> <p>To clarify meanings through personal and life experiences.</p>	<p><b>Key Knowledge</b></p> <p>To write a list poem.</p> <p>To perform a list poem.</p> <p>To act out scenes from the book.</p> <p>To share views and opinions based on the story.</p>	<p><b>Key Knowledge</b></p> <p><u>Assessments</u></p> <p>Reading Paper 1</p> <p>Grammar and Punctuation Paper</p>	<p><b>Key Knowledge</b></p> <p><u>Assessments</u></p> <p>Reading paper 2</p> <p>Spelling Paper</p>	<p><b>Key Knowledge</b></p> <p>To review the four sentence types.</p> <p>To be introduced to inverted commas.</p> <p>To use different words for said.</p> <p>To write a short extract using speech.</p>	<p><b>Key Knowledge</b></p> <p>To identify a range of sentence openers.</p> <p>To review co-ordination and subordination clauses.</p> <p>To draft a recount using previous learning.</p> <p>To write a recount based on a real life experience.</p> <p>To edit their own writing.</p>	<p><b>Key Knowledge</b></p> <p>To predict, infer, observe and wonder from the front cover of a book.</p> <p>To show the passing of time in a book.</p> <p>To create noun phrases based on images from the book.</p>	<p><b>Key Knowledge</b></p> <p>To investigate a characters personality traits.</p> <p>To draft a character description.</p> <p>To use a thesaurus to up level vocabulary.</p> <p>To write a character description.</p>	<p><b>Key Knowledge</b></p> <p>To map out a characters feeling during the story.</p> <p>To identify reasons for and against staying in a place.</p> <p>To identify a range of informal letters.</p> <p>To write an informal letter.</p> <p>To edit an informal letter.</p>	<p><b>Key Knowledge</b></p> <p>To recap over the book read in the year.</p> <p>To compare similarities and differences between books.</p> <p>To write a book review based on their favourite book.</p>	<p><b>Key Knowledge</b></p> <p>To recap on imperative verbs.</p> <p>To identify and use adverbs correctly.</p> <p>To draft a set of instructions.</p> <p>To act out their instructions and identifying gaps.</p> <p>To write a set of instructions.</p>
<p><b>Vocabulary</b></p> <p>Apostrophe, possession, contraction, nouns, expanded noun phrase, suffix, comparative, superlative.</p>	<p><b>Vocabulary</b></p> <p>Senses, summarises, simile, metaphor, respond, word class, clarify, personal, life, experiences, prediction.</p>	<p><b>Vocabulary</b></p> <p>Poem, list, , perform, scene, views, opinions, drama, booktalk, review.</p>	<p><b>Vocabulary</b></p> <p>-----</p>	<p><b>Vocabulary</b></p> <p>-----</p>	<p><b>Vocabulary</b></p> <p>Command, statement, question, exclamation, inverted commas, extract, sentence structure.</p>	<p><b>Vocabulary</b></p> <p>Co-ordination, subordination, openers, draft, previous, recount, real life experience, edit.</p>	<p><b>Vocabulary</b></p> <p>Predict, infer, observe, wonder, links, structures, illustrations, inform, phrases</p>	<p><b>Vocabulary</b></p> <p>Investigate personality traits, draft, description, noun phrases, and thesaurus, up level.</p>	<p><b>Vocabulary</b></p> <p>Informal, formal, reasons, for, against, edit.</p>	<p><b>Vocabulary</b></p> <p>Review, compare, similarities, differences, favourite, likes, dislikes.</p>	<p><b>Vocabulary</b></p> <p>Imperative verbs, adverbs. instructions, identify, steps, follow.</p>



<p><b>Athletics</b></p> <p><b>Invasion games</b></p>	<p>developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>						
	<p><b>Key Knowledge</b></p> <p>I can run at different paces and using different stride lengths.</p>	<p><b>Key Knowledge</b></p> <p>I can begin to vary my speed depending on distance.</p> <p>I can run using basic techniques on curved line.</p>	<p><b>Key Knowledge</b></p> <p>I can combine different jumps together with some fluency and control.</p>	<p><b>Key Knowledge</b></p> <p>I can throw different types of equipment in different ways for accuracy and distance.</p>	<p><b>Key Knowledge</b></p> <p>I can perform learnt skills with increasing control.</p> <p>I can begin to talk about how I can improve my performance.</p>	<p><b>Key Knowledge</b></p> <p>I can perform learnt skills with increasing control.</p> <p>I can begin to talk about how I can improve my performance.</p>	<p><b>Key Knowledge -</b></p> <p>I can catch and throw with increasing accuracy in a game situation.</p>	<p><b>Key Knowledge</b></p> <p>I can throw, catch and bounce a ball to a partner.</p> <p>I can begin to bounce and kick a ball whilst moving.</p>	<p><b>Key Knowledge</b></p> <p>I can identify and pass to a teammate in a variety of ways.</p>	<p><b>Key Knowledge</b></p> <p>I can begin to choose and use space effectively in a game situation.</p> <p>I can begin to understand the importance of rules in game.</p>	<p><b>Key Knowledge</b></p> <p>I can begin to perform learnt techniques in a game situation with increased control.</p> <p>I can watch and describe my own and others performances and suggest improvements.</p>	<p><b>Key Knowledge</b></p> <p>I can begin to perform learnt techniques in a game situation with increased control.</p> <p>I can watch and describe my own and others performances and suggest improvements.</p>
<p><b>Topic Vocabulary</b></p> <p>Invasion games - Attack, defend, tactics, physical, control, distance, pass, receive, and deny, effectively, agility, co-ordination.</p> <p>Athletics – Agility, co-ordination, speed, running, jumping.</p>							<p><b>New Year 2 Vocab</b></p> <p>Accuracy, deny, complex, stride lengths, technique, accuracy, distance, performance, control.</p>					
<p><b>Religious Education</b></p> <p><b>Topic Focus –</b></p> <p>Easter symbols</p> <p>Ascension and Pentecost</p> <p>Why is the church a special place for Christians?</p>	<p><b>NC Objective</b></p> <p>Easter symbols</p> <p>I can retell the story of Easter</p>	<p><b>NC Objective</b></p> <p>Easter symbols</p> <p>I can tell you what I think is the most important thing about Easter/ Why do Christians celebrate Easter?</p>	<p><b>NC Objective</b></p> <p>Easter symbols</p> <p>I know Jesus showed himself alive again – The miraculous catch of fish</p>	<p><b>NC Objective</b></p> <p>Easter symbols</p> <p>I know Jesus showed himself alive again – The road to Emmaus.</p>	<p><b>NC Objective</b></p> <p>Ascension and Pentecost</p> <p>I know the events of Ascension.</p> <p>I know that Ascension comes before Pentecost.</p>	<p><b>NC Objective</b></p> <p>Ascension and Pentecost</p> <p>I can retell the story of Pentecost</p> <p>I know the symbols of the Holy Spirit</p>	<p><b>NC Objective</b></p> <p>Why is the church a special place for Christians?</p> <p>I can talk about special places.</p> <p>I can talk about the Church as a special place where people pray and worship God.</p>	<p><b>NC Objective</b></p> <p>Why is the church a special place for Christians?</p> <p>I can name and describe key features/ symbols of church buildings.</p>	<p><b>NC Objective</b></p> <p>Why is the church a special place for Christians?</p> <p>I know what a church feels like (I can tell you about the atmosphere and feelings in a special place.)</p>	<p><b>NC Objective</b></p> <p>Why is the church a special place for Christians?</p> <p>I can name, describe and explain the key features of a church.</p>	<p><b>NC Objective</b></p> <p>Special Places of worship – Jewish Synagogue</p> <p>I can talk about and identify some of the key features and symbols of a synagogue.</p> <p>(begin to develop respect for other people’s special things and places)</p>	<p><b>NC Objective</b></p> <p>Special places of worship – Muslim Mosque</p> <p>I can talk about and identify some of the key features and symbols of a Mosque.</p> <p>(begin to develop respect for other people’s special things and places)</p>

<p><b>Key Knowledge</b></p> <p>Jesus rose from the dead and came back alive on Easter Sunday</p>	<p><b>Key Knowledge -</b></p> <p>Easter is the most important Christian festival/celebration. Jesus gave his life on the cross so we could be free and conquered death three days later/ came back to life to be with us always.</p>	<p><b>Key Knowledge</b></p> <p>Jesus showed himself alive again on a number of occasions after he rose.</p> <p>One occasion was when the disciples were out fishing.</p>	<p><b>Key Knowledge</b></p> <p>Jesus showed himself alive again on a number of occasions after he rose.</p> <p>On another occasion Jesus appeared to some of the disciples when walking along the road to Emmaus.</p>	<p><b>Key Knowledge</b></p> <p>Know that the Ascension is before Pentecost.</p> <p>Begin to develop a picture of Heaven / what is heaven like?</p>	<p><b>Key Knowledge</b></p> <p>The story of Pentecost – the arrival of the Holy Spirit/ a gift from God.</p> <p>The symbols of the Holy Spirit - three in one.</p> <p>Children to begin to understand the idea that we believe that God is Three in One.</p>	<p><b>Key Knowledge</b></p> <p>Know that Church is a special place where people pray and worship God.</p> <p>Children to know that the most important part of a church is the people – its not just a building</p>	<p><b>Key Knowledge</b></p> <p>Children to identify, describe and label the different key features/ furniture of church buildings.</p>	<p><b>Key Knowledge</b></p> <p>Begin to realise that there are special events in people’s lives that they want to take place in a Church.</p> <p>Why? How does a church make these people feel? Why is it a special place for special events?</p>	<p><b>Key Knowledge</b></p> <p>Summary of knowledge learnt over the last few lessons</p>	<p><b>Key Knowledge</b></p> <p>Children to know that a synagogue is a special place of worship for Jews.</p> <p>Children to start to identify and talk about some of the key features/ symbols of the buildings.</p> <p>Children to develop respect and understanding of different faiths and beliefs.</p>	<p><b>Key Knowledge</b></p> <p>Children to know that a Mosque is a special place of worship for Muslims.</p> <p>Children to start to identify and talk about some of the key features/ symbols of the buildings</p> <p>Children to develop respect and understanding of different faiths and beliefs.</p>
<p><b>Topic Vocabulary</b></p> <p>Cross, crucifix, Paschal candle, resurrection, Last Supper, Eucharist, symbol, Light of the World, sacrifice and celebration</p> <p>Ascension, Pentecost, Holy Spirit, disciples, power, heaven, trinity, stained glass, worship and holy</p>						<p><b>New Year 2 Vocab</b></p> <p>Ascension, Pentecost, trinity, minister, pews, altar, font.</p>					