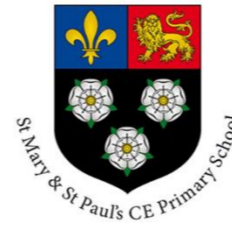


Life in all its fullness - through learning and love.



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	Topic	Topic	Topic	Topic	Topic	Topic	Topic	Topic	Topic	Topic	Topic
Decimals	Decimals	Money	Time	Time	Shape	Shape	Statistics	Position and direction	Position and direction	Position and direction	Consolidation
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Making a Whole with tenths Partition decimals Comparing Decimals Ordering Decimals	Flexibly partitioning decimals Round to the nearest whole number Halves and quarters as decimals	Write money using decimals converting pounds and pence comparing amounts of money estimate with money solve problems with money	Units of Time Converting Time	Units of Time Converting Time	Understand angles as a turn identify angles compare and order angles triangles	Quadrilaterals polygons lines of symmetry complete a symmetric figure	Interpret charts Comparison, sum and difference draw line graphs assessment	describing position using co-ordinates plot co-ordinates draw 2-d shape on a grid	Translate on a grid describe translation on a grid	Position and direction consolidation	consolidation
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Tenths, Hundredths, Decimal Point, 0.1 and 0.01, Equivalent, Whole Number, Rounding, Greater Than, Less Than, Equal To, Order, Compare, Convert, Decimal	Tenths, Hundredths, Decimal Point, 0.1 and 0.01, Equivalent, Whole Number, Rounding, Greater Than, Less Than, Equal To, Order, Compare, Convert, Decimal	Notes, Coins, Pounds, Pence, Add, Subtract, Change, Round to the Nearest, Order, Greater Than, Less than, Cheaper, More Expensive, Estimate, Over Estimate, Under	Convert, Compare, Units of Time, Seconds, Minutes, Hours, Days, Weeks, Months, Years, 12-hour, 24-hour, Analogue, Digital, AM/PM.	Convert, Compare, Units of Time, Seconds, Minutes, Hours, Days, Weeks, Months, Years, 12-hour, 24-hour, Analogue, Digital, AM/PM.	Quadrilateral, Triangle, Regular, Irregular, New Vocabulary Interior Angle, Angle, Acute, Obtuse, Reflect, Right Angle, Symmetrical, Isosceles, Scalene,	Quadrilateral, Triangle, Regular, Irregular, New Vocabulary Interior Angle, Angle, Acute, Obtuse, Reflect, Right Angle, Symmetrical, Isosceles, Scalene,	Comparison data line graphs New Vocabulary interpret	Position, Horizontal, Vertical, Up, Down, Left, Right, Coordinate, Square, Rectangle, Plot, Vertex, Vertices, Point, Grid. New Vocabulary	Position, Horizontal, Vertical, Up, Down, Left, Right, Coordinate, Square, Rectangle, Plot, Vertex, Vertices, Point, Grid. New Vocabulary	Position, Horizontal, Vertical, Up, Down, Left, Right, Coordinate, Square, Rectangle, Plot, Vertex, Vertices, Point, Grid. New Vocabulary	Consolidation

Place, Ascending, Descending.	Place, Ascending, Descending.	Estimate, Total, Notation.			Equilateral, Line of Symmetry, Reflective Symmetry.	Equilateral, Line of Symmetry, Reflective Symmetry..		Vertex, Vertices	Vertex, Vertices	Vertex, Vertices	
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	Topic	Topic	Topic	Topic	Topic	Topic	Topic	Topic	Topic	Topic	Topic
The Last Bear 1 Lesson a Week GPS	The Last Bear 1 Lesson a Week GPS	The Last Bear 1 Lesson a Week GPS	The Last Bear 1 Lesson a Week GPS	The Last Bear 1 Lesson a Week GPS	The Last Bear 1 Lesson a Week GPS	The Last Bear 1 Lesson a Week GPS	The Last Bear 1 Lesson a Week GPS	The Last Bear 1 Lesson a Week GPS	The Last Bear 1 Lesson a Week GPS	The Last Bear 1 Lesson a Week GPS	The Last Bear 1 Lesson a Week GPS
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Making a Prediction Response to Illustration Response to Illustration - Developing Language Speaking and Listening	Homophones Visual Patterns in Rhyming writing an informal letter	Word - Onset and Rime Onomatopoeia - Constant Clusters	Syllabification for Spelling Narrative Poetry	Figurative Language Using Language for Intent and Effect on the Reader	Language for the Printed Page and That to be Heard Book Talk	Making a Prediction Response to Illustration Response to Illustration - Developing Language Speaking and Listening	Narrative Voice Consistent Past and Present Tense	Descriptive Language and Precise Vocabulary Choice Imagined and Improvised Dialogue - Inverted Commas Paragraphs, Parenthesis, Pronouns and Commas for Cohesion	Fronted Adverbials and Conjunctions Debate, Argument and Persuasive Language - Subjunctives, Modal Verbs, Active and Passive.	Short Narrative	Instructions
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Prediction, Guess, Estimate, Beginning, Middle, End, Plot, Illustration, Image, Developing Language, Poetry,	Determiner, Pronoun, Possessive, Adverbial, Apostrophes, Fronted Adverbials, Noun, Cohesions, Repetition,	Determiner, Pronoun, Possessive, Adverbial, Apostrophes, Fronted Adverbials, Noun, Cohesions, Repetition,	Determiner, Pronoun, Possessive, Adverbial, Apostrophes, Fronted Adverbials, Noun, Cohesions, Repetition,	Determiner, Pronoun, Possessive, Adverbial, Apostrophes, Fronted Adverbials, Noun, Cohesions, Repetition,	Determiner, Pronoun, Possessive, Adverbial, Apostrophes, Fronted Adverbials, Noun, Cohesions, Repetition,	Prediction, Guess, Estimate, Beginning, Middle, End, Plot, Illustration, Image, Developing Language.	Tense, Past, Present, Consistent, Narrative, Perfect.	Parenthesis, Pronouns, Inverted Commas, Dialogue. New Vocabulary Imagined and Improvised,	Active, Passive, Subjunctives, Modal Verbs, Persuasive, Debate, Argument, Relative Clauses, Co-ordinating,	Narrative, Active, Passive, Subjunctives, Modal Verbs, Persuasive, Debate, Argument, Relative Clauses, Co-ordinating,	Modal Verbs, Standard English, Paragraph, Theme, Nouns, Pronouns, Fronted Adverbials, Ingredients,

Rhythm, Line Breaks. New Vocabulary Metaphor, Simile, Imagery, Personification, Alliteration, Repetition.	Theme, Modifying Adjectives, Verb New Vocabulary Inflections, Rhythm, Line Breaks, Metaphor, Simile, Imagery, Personification, Alliteration, Repetition.	Theme, Modifying Adjectives, Verb New Vocabulary Inflections, Rhythm, Line Breaks, Metaphor, Simile, Imagery, Personification, Alliteration, Repetition.	Theme, Modifying Adjectives, Verb New Vocabulary Inflections, Rhythm, Line Breaks, Metaphor, Simile, Imagery, Personification, Alliteration, Repetition.	Theme, Modifying Adjectives, Verb New Vocabulary Inflections, Rhythm, Line Breaks, Metaphor, Simile, Imagery, Personification, Alliteration, Repetition.	Theme, Modifying Adjectives, Verb New Vocabulary Inflections, Rhythm, Line Breaks, Metaphor, Simile, Imagery, Personification, Alliteration, Repetition.			Precise, Commas for Cohesion,	Fronted Adverbials.	Fronted Adverbials. Parenthesis, Pronouns, Commas for Cohesion, Inverted Commas, Dialogue, Imagined and Improvised, Precise.	Chronological, Imperative, Bullet Points, Sub-heading, Heading.
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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 Topic Focus Living things and their habitats	NC Objective Living things and their habitats	NC Objective Living things and their habitats	NC Objective Living things and their habitats	NC Objective Living things and their habitats	NC Objective Living things and their habitats	NC Objective Living things and their habitats	NC Objective Living things and their habitats	NC Objective Living things and their habitats	NC Objective Living things and their habitats	NC Objective Living things and their habitats	NC Objective Living things and their habitats	NC Objective Living things and their habitats
	Key Knowledge Understand the characteristics of a living thing and to begin to consider that living things can be grouped in a variety of ways. Become an expert in the 7 characteristics of a living thing. Make a poster and explain life processes to younger children. Sort living things in a variety	Key Knowledge Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Take a trip within the local environment, observe habitats and record the different living things you find. L.O. I know how to group living	Key Knowledge Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Look carefully at features of the living things you found in the local area. Make a branching	Key Knowledge Use a branching database/dichotomous classification key. Make accurate observational drawings of an invertebrate found in the local environment. L.O. I know how to use evidence to identify invertebrates	Key Knowledge Make a group large-scale drawing of an insect. Understand that accurate knowledge of the features of living things is vital to classification. Test your knowledge of classification by playing a game. L.O. I know how to use a classification key to identify invertebrates	Key Knowledge Write a branching database for a variety of living things. Test your classification key by playing 'Guess Who?' Demonstrate your learning to younger children. L.O. I know how to create my own branching database	Key Knowledge Understand the positives and negatives of a proposed change to the local environment. L.O. I know what habitats are and why they are important	Key Knowledge Children will understand regular changes such as tides and seasons. Children will consider if the changes are natural or man-made. Children will design a living thing that could withstand a huge range of changes to their environment. L.O. I know and understand the relationship between living	Key Knowledge Children will explore what the impact of some environmental changes are, both positive and negative. Learn about bumblebees and what the impact of their declining numbers are. Look at the potential impact of deforestations L.O. I know how to recognise positive and negative	Key Knowledge Children will explore and begin to think about some big changes such as climate change. L.O. I know the effects of climate change on the environment L.O. I know how to conduct an investigation into climate change and record my observations in different ways	Key Knowledge Children will recognise that environments can change and that this can sometimes pose dangers to living things by learning about environmental dangers and endangered species. L.O. I know how environmental changes can impact endangered species	Key Knowledge Children will work in a group to plan how to make positive changes to a small local area. Consider the people who may use the area and how they might use it. To clearly explain to others why the changes to the local area are being made. L.O. I know how to plan a positive change

	L.O. I know and understand the seven main life processes of all living things	things in a range of ways	database to sort and identify the local invertebrates					things and their habitats	changes to the local environment			to my local environment
<p>New Vocabulary -</p> <p>Habitats Danger, Positive, Change, Environment, Living Things, Impact, Negative, Climate, Greenhouse, Thermometer, Test, Carbon Dioxide, Results, Graph, Table, Adapt, Threat. All Living Things Question, Classify, Group, Teach, Observation, Classify, Detail, Invertebrate, Explore, Key, Identify, Branching Database, Sort, Habitat, Living Thing, Alive, Dead, Plant, Animal, Insect, Local, Natural, Man-Made, Observation, Record, Vertebrate, Arachnid, Movement, Reproduction, Sensitivity, Nutrition, Excretion, Respiration, Growth</p>												
Physical Education	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective
	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Rounders	Rounders	Rounders	Rounders	Rounders	Rounders
Topic Focus	External Provider	External Provider	External Provider	External Provider	External Provider	External Provider	External Provider	External Provider	External Provider	External Provider	External Provider	External Provider
Athletics Rounders	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].	Play competitive games, modified where appropriate [for example rounders] and apply basic principles suitable for attacking and defending	Play competitive games, modified where appropriate [for example rounders] and apply basic principles suitable for attacking and defending	Play competitive games, modified where appropriate [for example rounders] and apply basic principles suitable for attacking and defending	Play competitive games, modified where appropriate [for example rounders] and apply basic principles suitable for attacking and defending	Play competitive games, modified where appropriate [for example rounders] and apply basic principles suitable for attacking and defending	Play competitive games, modified where appropriate [for example rounders] and apply basic principles suitable for attacking and defending
	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
	External Provider	External Provider	External Provider	External Provider	External Provider	External Provider	External Provider	External Provider	External Provider	External Provider	External Provider	External Provider
		I can take part in a relay,	I can learn how to combine	I can continue to develop	I can show perseverance	I can show perseverance	I can use underarm and	I can bowl a ball with	I can strike a stationary and	I can strike the ball with a	I can understand the	I can understand the

	I can carry out an effective sprint finish.	focusing on baton change over.	actions to improve the distance of jumps.	techniques to improve throwing for distance.	to help beat my personal bests. I can identify good performance and technique and speak confidently about it. I can consolidate skills and use them across a variety of events.	to help beat my personal bests. I can identify good performance and technique and speak confidently about it. I can consolidate skills and use them across a variety of events.	overarm throwing techniques with increasing accuracy.	control and consistency.	moving ball with increasing accuracy.	variety of equipment.	rules of the game and enforce them appropriately. I can assess my performance and look for ways to improve.	rules of the game and enforce them appropriately. I can assess my performance and look for ways to improve.
<p>New Vocabulary -</p> <p>Athletics Athletics, Baton, Bell Lap, False Start, Hammer, High Jump, Javelin, Lane, Marathon, Relay, Record, Shot Put, Sprint, Track, Triple Jump.</p> <p>Orienteering Map Skills, Map Key.</p>												
Religious Education	NC Objective L.O. I know what makes a church	NC Objective L.O. I can compare Christian churches (UK)	NC Objective L.O. I can describe a Christian inside and out.	NC Objective L.O. I can compare Christian churches from around the world	NC Objective L.O. I can make links between bible stories and what happens in church.	NC Objective L.O. I can compare churches from different religions	NC Objective L.O. I know what a Synagogue is.	NC Objective L.O. I know what a Mosque is.	NC Objective L.O. I know what a Temple is	NC Objective L.O. I understand how other religions use their place of worship.	NC Objective L.O. I know what prayer is and why people pray	NC Objective Assessment
Topic Focus The Church Prayer	Key Knowledge To know that a church is the people not the building.	Key Knowledge To know that Christian churches in the UK can look different but have common features.	Key Knowledge To know that a persons belief and values effect the way they behave.	Key Knowledge To compare Chrisitan churches looking for common features and differences	Key Knowledge To know that Christian rituals are based on bible stories.	Key Knowledge To know a range of other religious building from other religions, identifying similarities and differences	Key Knowledge To know a Synagogue is a Jewish place of worship and some of the key features.	Key Knowledge To know a Mosque is a Muslim place of worship and some of the key features.	Key Knowledge To know a Temple is a Hindu place of worship and some of the key features.	Key Knowledge To know some of the practices carried out in religious buildings from other religions.	Key Knowledge To know the importance of prayer to Christians	Key Knowledge Assessment
<p>New Vocabulary church, chapel, cathedral, sacrament, vicar, curate, priest and minister Pray, prayer, collect</p>												