

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 – Geometry	Topic - Decimals	Topic – Decimals	Topic - Decimals	Topic – Negative numbers	Topic – Converting units	Topic – Converting units	Topic – Measurement (Volume)				
Key Knowledge – Understanding and using degrees. Identifying angle types and estimating Drawing angles accurately Calculating angles in straight lines and different shapes. 3D Shapes Reading and plotting coordinates Translating shapes Finding lines of symmetry	Key Knowledge – Understanding and using degrees. Identifying angle types and estimating Drawing angles accurately Calculating angles in straight lines and different shapes. 3D Shapes Reading and plotting coordinates Translating shapes Finding lines of symmetry	Key Knowledge – Understanding and using degrees. Identifying angle types and estimating Drawing angles accurately Calculating angles in straight lines and different shapes. 3D Shapes Reading and plotting coordinates Translating shapes Finding lines of symmetry	Key Knowledge - Understanding and using degrees. Identifying angle types and estimating Drawing angles accurately Calculating angles in straight lines and different shapes. 3D Shapes Reading and plotting coordinates Translating shapes Finding lines of symmetry	Key Knowledge - Understanding and using degrees. Identifying angle types and estimating Drawing angles accurately Calculating angles in straight lines and different shapes. 3D Shapes Reading and plotting coordinates Translating shapes Finding lines of symmetry	Key Knowledge - Add and subtract decimals within 1 Add and subtract numbers with the same/different number of D.P. Strategies for adding and subtracting decimals Decimal sequences using place value Multiplying and dividing by 10, 100 and 1000.	Key Knowledge - Add and subtract decimals within 1 Add and subtract numbers with the same/different number of D.P. Strategies for adding and subtracting decimals Decimal sequences using place value Multiplying and dividing by 10, 100 and 1000.	Key Knowledge - Add and subtract decimals within 1 Add and subtract numbers with the same/different number of D.P. Strategies for adding and subtracting decimals Decimal sequences using place value Multiplying and dividing by 10, 100 and 1000.	Key Knowledge - Understanding what negative numbers are. Counting through 0 in 1's and various other multiples Comparing and ordering negative numbers.	Key Knowledge - Converting between units of mass (g, kg) Converting between units of length (mm, cm, m, km) Converting between metric and imperial units Converting different units of time (seconds, minutes, hours etc.) Calculate time problems involving time tables.	Key Knowledge – Converting between units of mass (g, kg) Converting between units of length (mm, cm, m, km) Converting between metric and imperial units Converting different units of time (seconds, minutes, hours etc.) Calculate time problems involving time tables.	Key Knowledge - Understand cubic centimetres Compare volume Estimate volume Estimate capacity

Vocabulary – acute, obtuse, reflex, protractor, right-angle, straight line, polygons, regular, irregular, translating, x axis, y axis, symmetry, degrees, estimate.				Vocabulary – place value, tenths, hundredths, thousandths, decimal place, sequences, pattern.				Vocabulary – Through 0, negative number, mass, length, capacity, volume, cubic centimetres, AM, PM, 12-hour, 24-hour, millimetres, centimetres, metres, kilometres, grams, kilograms, millilitres, litres.			
Literacy – Novel – The girl who speaks Bear											
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 – Descriptive writing, comprehension, GPS	Topic – Recount comprehension, GPS	Topic – Informal letter, comprehension, GPS	Topic – Diary entry, comprehension, GPS	Topic – Non chronological report, comprehensions, GPS	Topic – Instructions, comprehension, GPS	Topic – Writing own mystery story, comprehension, GPS	Topic – Writing own mystery story, book, review, GPS.	Topic – Sensational poetry book	Topic – Sensational poetry book	Assessment
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 - - Recount features, answering a range of retrieval and inference questions.	Key Knowledge - - Letter features, first person, writing in role as a character, emotions, answering a range of question types.	Key Knowledge - - Diary entry features, answering a range of question types.	Key Knowledge - - Non chronological report features, answering a range of question types.	Key Knowledge - Instruction features, answering a range of question types.	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.	Key Knowledge - - Identifying and writing in different poetic forms	Key Knowledge - - Identifying and writing in different poetic forms	Assessment
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. determiner, pronoun, possessive pronoun, adverbial, poetic devices.											
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, model verb, cohesion, ambiguity.											



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>Properties and Changes of Materials</p> <p>Forces</p>	<p>NC Objective -</p> <p>To compare and group together everyday materials on the basis of their properties, including their hardness, transparency and response to magnets by sorting and classifying materials according to their properties</p>	<p>NC Objective -</p> <p>To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic by investigating thermal conductors and insulators</p> <p>To compare and group together everyday materials on the basis of their thermal conductivity</p> <p>Using test results to make predictions to set up further comparative and fair tests</p>	<p>NC Objective -</p> <p>To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic by investigating the best electrical conductors</p> <p>To compare and group together everyday materials on the basis of their electrical conductivity</p> <p>Using test results to make predictions to set up further comparative and fair tests</p>	<p>NC Objective -</p> <p>To know that some materials will dissolve in liquid to form a solution by investigating dissolving.</p> <p>To compare and group together everyday materials on the basis of their solubility by investigating dissolving</p> <p>Using test results to make predictions to set up further comparative and fair tests</p>	<p>NC Objective -</p> <p>To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>To demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>To describe how to recover a substance from a solution</p>	<p>NC Objective -</p> <p>To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda by identifying and observing irreversible chemical changes</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and</p>	<p>NC Objective -</p> <p>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>To identify the effects of air resistance, water resistance and friction</p> <p>With growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences</p>	<p>NC Objective -</p> <p>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>With growing independence, raise their own relevant questions about the world around them in response to a range of scientific</p>	<p>NC Objective -</p> <p>To identify the effects of air resistance</p> <p>To plan, set up and carry out comparative and fair tests to answer questions, including recognising and controlling variables where necessary</p>	<p>NC Objective -</p> <p>To identify the effects of water resistance.</p> <p>With growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences</p>	<p>NC Objective -</p> <p>To identify the effects of friction.</p> <p>To plan, set up and carry out comparative and fair tests to answer questions, including recognising and controlling variables where necessary</p>	<p>NC Objective -</p> <p>To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p> <p>Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions</p>

Cricket	control and balance.	control and balance.	control and balance.	control and balance.	control and balance.							
	Key Knowledge I can develop a starting position for sprinting. I can continue to practise and refine techniques for running and sprinting.	Key Knowledge I can continue to practise and refine techniques for running and sprinting. I can perform an effective standing long jump.	Key Knowledge I can perform a standing triple jump with increasing control and confidence.	Key Knowledge I can perform a fling throw.	Key Knowledge I can measure the distance of throws and jumps to check personal bests.	Key Knowledge I can measure the distance of throws and jumps to check personal bests. I can choose and use criteria that helps me evaluate my own and others performance.	Key Knowledge I can hit a ball that is bowled at me. I can explore when different shots are best used.	Key Knowledge I can practise techniques for a variety of shots.	Key Knowledge I can consolidate different ways to throw and catch a cricket ball.	Key Knowledge I can develop a safe and effective overarm bowl. I can develop fielding skills to stop opposing teams from scoring.	Key Knowledge I can take part in game situations, showing a clear understanding of rules, including how to score. I can consolidate my skills and apply them in a game situation.	Key Knowledge I can take part in game situations, showing a clear understanding of rules, including how to score. I can consolidate my skills and apply them in a game situation.
<p>Revisited Vocabulary - Track and field, sprinting, starting blocks, technique, long jump, record, relay, middle-distance, lap, relay, lane, hurdles, false start, athlete.</p> <p>New Vocabulary – Triple jump, middle-distance.</p> <p>Revisited Vocabulary - Backstop, bases, runs, outfielders, batting square.</p> <p>New Vocabulary - Batting area, batting square.</p>												
Religious Education	NC Objective - To know and can discuss confidently the story of Daniel	NC Objective - To explore how Daniel’s faith impacts on his life.	NC Objective - To ask and answer questions on religion, beliefs, identity and belonging.	NC Objective - To ask and answer questions on religion, beliefs, identity and belonging.	NC Objective - To explore inspiration and link it to the story of Daniel.	NC Objective - To answer some key questions about what Daniel’s story has taught us.	NC Objective - To retell the stories from the ‘Book of Acts’.	NC Objective - To retell the story of the conversion of Paul.	NC Objective - To discuss the links between Christians beliefs and describe the impact of faith on a person’s life.	NC Objective - To respond to and ask appropriate questions.	NC Objective What happened next in Paul’s life?	NC Objective How does this story effect people today?
Topic Focus – Daniel												
Pentecost												
	Key Knowledge	Key Knowledge – Daniel and his friends were	Key Knowledge – The men were given	Key Knowledge – Discuss what it means to	Key Knowledge - Use the stories to	Key Knowledge – Talk about persecuted	Key Knowledge – An exploration of	Key Knowledge - The story of the conversion	Key Knowledge – Consideration	Key Knowledge - Discussion about Paul’s	Key Knowledge - Thought given to the task of	Key Knowledge

	- The Book of Daniel Chapters 1 – 7.	strangers in a foreign land and they had their names changed.	gifts and talents by God and so are we.	stand firm in your beliefs and what it means to have faith.	explore the nature and characteristics of God	Christians in the world today and about the charities supporting them.	the stories in the early chapters of the Book of Acts.	of Saul/Paul, his life and teaching.	of what message Paul may give to the church today.	description of love in 1 Corinthians 13.	mission and stories of Christian missionaries today and in the past.	- Peter's vision in Acts chapter 10 The arrival of Christianity in Britain; Columba, Aidan and Augustine
<p>Revisited Vocabulary – David, Old Testament, Saul, Paul, New Testament, letter, mission, Pentecost.</p> <p>New Vocabulary - Shadrach, Meshach, Abednego, Nebuchanezzar, Darius, Columba, Aidan.</p>												