

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>
<p>Topic –</p> <p>Identification and properties of 2D / 3D shape</p> <p>Nets of 2D shapes</p> <p>Angles</p>	<p>Topic –</p> <p>Calculate missing angles in a quadrilateral</p> <p>Name and calculate the parts of a circle</p> <p>Identify the nets of 3D shapes</p> <p>Draw 2D shapes accurately</p>	<p>Topic –</p> <p>Coordinates</p> <p>Plot points in all four coordinates</p> <p>Solve problems using coordinates</p> <p>Translation of 2D shapes</p> <p>Reflections of 2D shapes - symmetry</p>	<p>SATs Week</p>	<p>Topic -</p> <p>Mathematical puzzles and investigations – finding multiple solutions</p>	<p>Topic –</p> <p>Mathematical puzzles and investigations –</p>	<p>Topic -</p> <p>Word problems and investigations – developing problems solving skills and strategies</p>	<p>Topic -</p> <p>Word problems and investigations – developing problems solving skills and strategies</p>	<p>Topic -</p> <p>Theme Park Project</p> <p>Space and area</p> <p>Perimeter</p> <p>Money – working to a budget</p>	<p>Topic -</p> <p>Mathematical puzzles and investigations – linked to Music</p> <p>Beatles in numbers</p> <p>Time – album lengths / song lengths</p>	<p>Topic -</p> <p>Music Festival project</p> <p>Money – costings income and expenditure</p> <p>Design and layout</p> <p>Solving mathematical difficulties</p>	<p>Topic -</p> <p>Maths in Art</p>
<p>Key Knowledge –</p> <p>How to measure an angle using a protractor</p> <p>How to draw an angle using a protractor</p> <p>Calculating missing angles on a straight line / full rotation / in a triangle / quadrilateral / opposite angles</p>	<p>Key knowledge -</p> <p>Strategies to visualise the folding up of nets / draw nets accurately for 3D shapes</p> <p>Name and identify the properties of 2D and 3D hapes</p> <p>Name a calculate radius and diameter – segments of a circle.</p>	<p>Key knowledge</p> <p>Recognise all four quadrants and how axes work</p> <p>How to solve problems when the axes are not labelled</p> <p>That a translation of a shape is to slide it</p> <p>That shapes can be reflected across one or two axes and strategies to do this.</p>	<p>SATs Week</p>	<p>Key Knowledge -</p> <p>Develop strategies to solve a range of practical puzzles and investigations – looking at forming and amending methods to reach a conclusion.</p>	<p>Key Knowledge -</p> <p>Apply range of techniques and methods to find a solution.</p> <p>To recognise that if a method doesn't work then to go back a number of steps and try and alternative.</p> <p>To have resilience in solving questions that cannot be completed first time</p>	<p>Key Knowledge -</p> <p>Solve problems about number including fractions and ratio</p> <p>Use representations to make sense of problems</p> <p>Use the four rules of number flexibly</p>	<p>Key Knowledge -</p> <p>Reason about problems with and without a contextSA</p> <p>Apply understanding of measurement and geometry to solve problems</p>	<p>Key Knowledge –</p> <p>Develop problem solving and thinking skills</p> <p>Make wise decisions and choices</p> <p>Strengthen ability to work collaboratively as a team</p> <p>How to allocate activity within a budget to a area of 1km<sup>2</sup></p>	<p>Key Knowledge –</p> <p>How an album of music is put together with track lengths.</p> <p>How artists try to keep tracks are roughly the same length.</p> <p>Children to explore rhythmic patterns in music. The number of beats in music and the links between maths and music</p>	<p>Key Knowledge -</p> <p>Develop problem solving and thinking skills</p> <p>Make wise decisions and choices</p> <p>Strengthen ability to work collaboratively as a team</p> <p>How to allocate activity within a budget to a area of 1km<sup>2</sup></p>	<p>Key Knowledge –</p> <p>Artists use shape to create images in their work.</p> <p>Children to recognise how art and maths work together.</p> <p>Henri Matisse. Kara Walker, Pablo Picasso, Kandinsky.</p>

<p><b>Vocabulary –</b>                  (Revisited), angle, protractor, vertex, edge, face, difference, compare, opinion, explanation.                  (New) Degree, obtuse, acute, reflex, right angle, isosceles, equilateral, scalene, regular, radius, diameter, circumference, perimeter, data, statistics, validate, translate, reflect</p>				<p><b>Vocabulary –</b>                  (Revisited) Investigate, multiple solutions, consider, options, review, resilience, review, challenge, variance, Partition, estimate, round, compare, equivalent, percentage, ratio, proportion, convert, common denominator, coordinates, translation, reflection, vertex, scaling, isosceles triangle, area, perimeter, hour, minute, second, options                  (New) Multiple solutions, resilience, variance, pattern, method, budget, prioritise, income, expenditure, play length, costing, design, allocate.</p>				<p><b>Vocabulary –</b>                  Concentric, congruent, parallel, regular, irregular,</p>			
<b>Literacy – The London Eye Mystery</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>
<p>Topic -                      Comprehension,                      Writing SATs pieces                      GPS</p>	<p>Topic -                      Comprehension,                      Writing SATs pieces                      GPS</p>	<p>Topic -                      Comprehension,                      Writing SATs pieces                      GPS</p>	<p>Topic –                      Comprehension,                      Writing SATs pieces                      GPS</p>	<p>Topic -                      Book intro, predictions, biography of author, GPS</p>	<p>Topic -                      Instructions</p>	<p>Topic -                      Persuasive letter</p>	<p>Topic -                      Poetry</p>	<p>Topic -                      Play script</p>	<p>Topic -                      Practising play script for Year 6 play.                      Working on leavers’ service.</p>	<p>Topic -                      Practising play script for Year 6 play.                      Working on leavers’ service.</p>	<p>Topic -                      c</p>
<p>Key Knowledge -                      How to answer a range of comprehension-type questions                      Specific writing skills needed for genre</p>	<p>Key Knowledge -                      How to answer a range of comprehension-type questions                      Specific writing skills needed for genre</p>	<p>Key Knowledge -                      How to answer a range of comprehension-type questions                      Specific writing skills needed for genre</p>	<p>Key Knowledge -                      How to answer a range of comprehension-type questions                      Specific writing skills needed for genre</p>	<p>Key Knowledge -                      Discussions for predictions, biographies</p>	<p>Key Knowledge -                      To understand the layout of instructions.                      To demonstrate the key features of instructions within writing.</p>	<p>Key Knowledge -                      To demonstrate the key features of persuasive language within writing.</p>	<p>Key Knowledge -                      To understand the structure of different poems.</p>	<p>Key Knowledge -                      To be able to write a play script based on a chapter within the novel - using inverted commas accurately and portraying the actions/emotions of the speakers through use of brackets.</p>	<p>Key Knowledge -                      Practising play script for Year 6 play.                      Working on leavers’ service.</p>	<p>Key Knowledge -                      Practising play script for Year 6 play.                      Working on leavers’ service.</p>	<p>Key Knowledge -                      Practising play script for Year 6 play.                      Working on leavers’ service.</p>
<p><b>Vocabulary -</b>                  (Revisited) Predict, infer, retrieval, skim, scan, relevant, specific writing genre vocabulary, blurb, biography, autobiography, modal verbs, time connectives, strong adjectives, rhetorical questions, powerful verbs, repetition, free-verse, stanza, bullet points,                  (New) Imperative verbs, persuasive language, cohesive devices, action, facial-expressions, freeze frames, scenes.</p>									<p><b>Vocabulary –</b>                      Practising play script for Year 6 play.</p>	<p><b>Vocabulary –</b>                      Practising play script for Year 6 play.</p>	<p><b>Vocabulary –</b>                      Practising play script for Year 6 play.</p>

	Working on leavers' service.	Working on leavers' service.	Working on leavers' service.
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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 – Electricity  Scientists and Inventors	NC Objective -  Identifying scientific evidence that has been used to support or refute ideas or arguments.	NC Objective -  Use recognised symbols when representing a simple circuit in a diagram.	NC Objective -  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.	NC Objective -  Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	NC Objective -  Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.  Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	NC Objective -  Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Using test results to make predictions to set up further comparative and fair tests.	NC Objective -  To report and present findings from enquiries, including causal relationships, in oral and written forms such as displays and other presentations.	NC Objective -  To give reasons for classifying plants and animals based on specific characteristics.	NC Objective -  To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	NC Objective -  To record data using scatter graphs.	NC Objective -  To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	NC Objective -  To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

	Key Knowledge - To develop an understanding of some major scientific discoveries in electricity.	Key Knowledge - To have an understanding of the symbols used within a circuit diagram.	Key Knowledge - To understand how the different components of a circuit work.	Key Knowledge - To be able to plan and carry out a fair test.	Key Knowledge - To be able to observe and record scientific results.	Key Knowledge - To use predictions and conclusions to plan further tests that could be carried out.	Key Knowledge - To learn about Stephen Hawkings.	Key Knowledge - To learn about Libbie Hyman.	Key Knowledge - To learn about Marie Maynard Daly.	Key Knowledge - To learn about Alexander Fleming.	Key Knowledge - To learn about Mary Leaky.	Key Knowledge - To learn about Dr Daniel Hale Williams.
<p><b>Topic Vocabulary –</b></p> <p>(Revisited) battery, cell, bulb, switch, motor, wires, scientific, practical enquiry, fair test, arteries, veins, capillaries, evolution, ancestor, species, excavation, red blood cells, white blood cells.</p> <p>(New) Thomas Edison, Nikola Tesla, Alessandro Volta, Michael Faraday, alternating current, direct current, informal circuit diagram, brightness, loudness, increase, decrease, comparative test, Stephen Hawking, astrophysicist, black hole, gravity, density, motor neurone disease (MND), Libbie Hyman, classification, taxonomy, zoologist, vertebrate, invertebrate, characteristics, Marie Maynard Daly, cholesterol, carbohydrate, protein, saturated, unsalted, dairy, Alexander Fleming, penicillin, antibiotic, microorganism, bacteria, correlations, colons/ies, diameter, exposed, Mary Leakey, fossil, Daniel Hale Williams, transport, oxygen, carbon dioxide, nutrients, antiseptic, anaesthetic, transfusion, chambers, multiracial and segregation.</p>												
<b>Physical Education</b>	NC Objective - Use different movements and techniques to perform different forms of athletic events.  Develop flexibility, strength, technique, control and balance	NC Objective - Use different movements and techniques to perform different forms of athletic events.  Develop flexibility, strength, technique, control and balance	NC Objective - Use different movements and techniques to perform different forms of athletic events.  Develop flexibility, strength, technique, control and balance	NC Objective - Use different movements and techniques to perform different forms of athletic events.  Develop flexibility, strength, technique, control and balance	NC Objective - Use different movements and techniques to perform different forms of athletic events.  Develop flexibility, strength, technique, control and balance	NC Objective - Use different movements and techniques to perform different forms of athletic events.  Develop flexibility, strength, technique, control and balance	NC Objective - Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  Use running, jumping, throwing and catching in isolation and in combination	NC Objective - Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  Use running, jumping, throwing and catching in isolation and in combination	NC Objective - Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  Use running, jumping, throwing and catching in isolation and in combination	NC Objective - Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  Use running, jumping, throwing and catching in isolation and in combination	NC Objective - Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  Use running, jumping, throwing and catching in isolation and in combination	NC Objective - Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  Use running, jumping, throwing and catching in isolation and in combination

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	<p><b>Key Knowledge</b></p> <p>I can run over hurdles with fluency, focusing on lead leg technique.</p> <p>I can continue to practise and refine techniques for running and sprinting.</p>	<p><b>Key Knowledge</b></p> <p>I can develop technique for the standing vertical jump</p> <p>I can continue to practise and refine techniques for running and sprinting.</p>	<p><b>Key Knowledge</b></p> <p>I can continue to develop techniques to throw for increased distance and accuracy.</p>	<p><b>Key Knowledge</b></p> <p>I can maintain control throughout each stage of the triple jump.</p> <p>I can continue to practise and refine techniques for running and sprinting.</p>	<p><b>Key Knowledge</b></p> <p>I can perform a heave throw.</p>	<p><b>Key Knowledge</b></p> <p>I can measure the distance of throws and jumps to check personal bests.</p> <p>I can choose and use criteria that helps me evaluate my own and others performance.</p>	<p><b>Key Knowledge</b></p> <p>I can hit a ball that is bowled at me with increased consistency and over longer distances.</p>	<p><b>Key Knowledge</b></p> <p>I can explore when different shots are best used and apply them in game situations.</p>	<p><b>Key Knowledge</b></p> <p>I can improve techniques for a variety of shots.</p>	<p><b>Key Knowledge</b></p> <p>I can consolidate different ways to throw and catch a cricket ball whilst under pressure.</p>	<p><b>Key Knowledge</b></p> <p>I can refine and improve a safe and effective overarm bowl whilst under pressure.</p> <p>I can refine and improve fielding skills to stop opposing teams from scoring.</p>	<p><b>Key Knowledge</b></p> <p>I can take part in game situations, showing a clear understanding of rules, including how to score.</p>
<p><b>Topic Vocabulary –</b></p> <p>(Revisited) Flexibility, strength, technique, control, balance, batting, bowling, fielding, athletics, competition, game situation, tactics, attacking, defending.</p> <p>(New) track, field, sprinting, starting blocks, technique, triple jump, long jump, record, relay, middle-distance, lap, relay, lane, hurdles, false start, athlete, backstop, batting area, wickets, runs, outfielders, shots, strokes and fielders.</p>												
<p><b>Religious Education</b></p> <p>Topic Focus –</p> <p>Ascension and Pentecost</p>	<p>NC Objective - (From Liverpool Diocese Planning – Ascension and Pentecost)</p>	<p>NC Objective - (From Liverpool Diocese Planning – Ascension and Pentecost)</p>	<p>NC Objective - (From Liverpool Diocese Planning – Ascension and Pentecost)</p>	<p>NC Objective - (From Liverpool Diocese Planning – Ascension and Pentecost)</p>	<p>NC Objective - (From Liverpool Diocese Planning – Ascension and Pentecost)</p>	<p>NC Objective - (From Liverpool Diocese Planning – Ascension and Pentecost)</p>	<p>NC Objective - (From Liverpool Diocese Planning – Ascension and Pentecost)</p>	<p>NC Objective - (From Liverpool Diocese Planning – Ascension and Pentecost)</p>	<p>NC Objective - (From Liverpool Diocese Planning – Ascension and Pentecost)</p>	<p>NC Objective - (From Liverpool Diocese Planning – Ascension and Pentecost)</p>	<p>NC Objective - (From Liverpool Diocese Planning – Ascension and Pentecost)</p>	
	<p><b>Multicultural Christianity</b></p>	<p><b>Key Knowledge -</b></p> <p>To understand the story of ascension.</p>	<p><b>Key Knowledge -</b></p> <p>To understand the story of Pentecost.</p>	<p><b>Key Knowledge -</b></p> <p>To be able to explain the meaning of the symbols of the Holy Spirit</p>	<p><b>Key Knowledge -</b></p> <p>To understand that the Holy Spirit is mentioned in a range of special sacraments – marriage, holy communion etc</p>	<p><b>Key Knowledge -</b></p> <p>To understand that the disciples were able to speak in a range of different languages.</p>	<p><b>Key Knowledge -</b></p> <p>To understand that Pentecost is about inspiration.</p>	<p><b>Key Knowledge -</b></p> <p>To understand that Jesus told his disciples to go and tell everyone in the whole world about him and his teaching. (Matt 28) Today almost one third of the</p>	<p><b>Key Knowledge –</b></p> <p>To understand that the early work of the disciples is recorded in the Book of Acts.</p>	<p><b>Key Knowledge -</b></p> <p>To understand how hard early Christians worked in order to keep the message of Jesus alive.</p> <p>To know that it wasn't until 4<sup>th</sup> Century AD that</p>	<p><b>Key Knowledge -</b></p> <p>To understand that although the churches might look different in different countries, the religion of Christianity does not differ.</p>	<p><b>Key Knowledge -</b></p> <p>To understand that although Jesus might look different in the various pictures, the stories from Christianity remain the same.</p>

								world's population is Christian.		Christianity began to spread across Britain with the work of Columba in Iona and Aidan in Lindisfarne and that now it is a world-wide faith.			
<b>Topic Vocabulary –</b> <b>(Revisited) Old Testament, New Testament, Gospel, Word of God.</b> <b>(New) Ascension, Pentecost, Trinity, Holy Spirit and inspiration, Multicultural, creativity, worldwide faith, congregation, missionary and culture.</b>													