



Medium Term Plan - Year 3 – Term 1



Horton Kirby CE Primary School is incredibly passionate about ensuring that our children have **opportunities** to develop their **curiosity** through an **aspirational** and **diverse** curriculum which has been developed and adapted to meet the needs of all of our children and community. We provide a rich, broad and balanced curriculum that celebrates individuality, diversity and builds procedural knowledge to nurture talent and prepare children for the challenges and rewards of life and the wider world. Our school values of Respect, Responsibility, Resilience and Reflection are embedded into our curriculum.

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Class Text: The Iron Man by Ted Hughes						
English	<p>Internal monologue – write from a seagull’s perspective.</p> <p>Lesson 1: LO: To build an understanding of the context of the story. LKS2: EN RC1g, LKS2: EN RC2f, EN SL 2, EN SL 8.</p> <p>Lesson 2: LO: To analyse how the writer uses language to reveal character. LKS2: EN RC2f, LKS2: EN RC1g, LKS2: EN RC2d, LKS2: EN RC2a.</p> <p>Lesson 3: LO: To explore how the writer uses language.</p>	<p>Free writing – the Iron Man reflecting on his day.</p> <p>Hogarth’s diary – explore feelings.</p> <p>Lesson 1: LO: To develop understanding of character. LKS2: EN RC2e, LKS2: EN W C3a, EN SL 5, LKS2, EN RC2c, LKS2: EN RC2b, LKS2: EN W VGP1d.</p> <p>Lesson 2: LO: To understand what happens to Hogarth. EN SL 9, EN SL 8, EN SL 10, EN SL 11, LKS2: EN RC2c, LKS2: EN RC2d.</p>	<p>Formal speech – persuade adult.</p> <p>Poem – entertain other children.</p> <p>Lesson 1: LO: To understand a character’s feelings by writing a diary. LKS2: EN W C2a, LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C6, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1b, LKS2: EN W VGP2b.</p> <p>Lesson 2: LO: To explore dialogue in the story. EN SL 9, EN SL 8, EN SL 10, EN SL 11, LKS2: EN RC2c, LKS2: EN RC2d.</p>	<p>Speech Bubbles</p> <p>Lesson: 1 To understand the development of the story. LKS2: EN RC2a, LKS2: EN RC1g, LKS2: EN RC2e, LKS2: EN RC2b, LKS2: EN RC2c EN SL 11, LKS2: EN W VGP1d, LKS2: EN W VGP2c.</p> <p>Lesson 2: LO: To visualise what the space-bat-angel-dragon looked like. EN SL 7, EN SL 6, EN SL 8, EN SL 11, LKS2: EN RC2d,</p> <p>Lesson 3: LO: To understand and predict different people’s views.</p>	<p>Dialogue</p> <p>Informal letter</p> <p>Lesson 1: LO: To write to explain. LKS2: EN RC2d, LKS2: EN W C1b, LKS2: EN RC2e, LKS2: EN W C3, LKS2: EN W VGP1a, LKS2: EN W VGP1d,</p> <p>Lesson 2: LO: To develop an understanding of the plot – the challenge of fire. LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2c, LKS2: EN RC2b, LKS2: EN W C1b.</p> <p>Lesson 3: LO: To develop understanding of how</p>	<p>Newspaper report – inform a wide audience, including adults.</p> <p>Lesson 1: LO: To draw on their reading and understanding of the story to plan a newspaper article. LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C3b, LKS2: EN W C2a,</p> <p>Lesson 2: LO: To draft, edit and publish a newspaper article. LKS2: EN W C3b, EN SL 5, LKS2: EN W C4a, LKS2: EN W C5, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1e, LKS2: EN W VGP2a, LKS2: EN W</p>



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	<p>LKS2: EN RC1g, LKS2: EN RC2f, EN SL 9, EN SL 11, LKS2: EN RC2b, EN SL 4.</p> <p>Lesson 4: LO: To develop understanding of character and plot. LKS2: EN W C1b, LKS2: EN W C3a, LKS2: EN W C3, LKS2: EN RC2a, LKS2: EN RC1g, LKS2: EN W C2a, LKS2: EN W VGP1a,</p> <p>Lesson 5: LO: To evaluate, edit and improve. LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W C6, LKS2: EN W VGP1d, LKS2: EN W VGP1b, LKS2: EN W VGP1a, LKS2: EN W VGP2b.</p>	<p>Lesson 3: LO: To explore the impending threat – the Iron Man in the village. LKS2: EN RC2d, LKS2: EN RC2a, LKS2: EN RC2c, LKS2: EN RC2b, LKS2: EN W C1b.</p> <p>Lesson 4: LO: To understand the plot – the Iron Man is trapped. LKS2: EN RC2e, LKS2: EN W C1b, EN SL 5, LKS2: EN W C6, EN SL 10, LKS2: EN W VGP1d.</p> <p>Lesson 5: LO: To understand a character's feelings by writing a diary. LKS2: EN W C2a, LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C6, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1b, LKS2: EN W VGP2b.</p>	<p>Lesson 3: LO: To persuade – Hogarth's speech to the farmers. LKS2: EN W C3, EN SL 5, EN SL 8, LKS2: EN W C6, EN SL 4, LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p> <p>Lesson 4: LO: To understand the characters and plot. LKS2: EN RC2f, LKS2: EN RC1g, LKS2: EN W C6, LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p> <p>Lesson 5: LO: To explore setting: the scrap metal yard. LKS2: EN W C4a, LKS2: EN W C6, EN SL 10, LKS2: EN RC2d, LKS2: EN W VGP1a, LKS2: EN W VGP1d,</p>	<p>LKS2: EN W C1b, LKS2: EN RC2d, EN SL 10, EN SL 8, LKS2: EN W C2a,</p> <p>Lesson 4: LO: To understand the outcome of the people's battle with the space-bat-angel-dragon. LKS2: EN RC3, EN SL 4, EN SL 11, LKS2: EN RC2d, LKS2: EN RC2b.</p> <p>Lesson 5: LO: To explore the concept of motivation. EN SL 5, EN SL 11, EN SL 8, EN SL 4,</p>	<p>dialogue is used to convey character – the Iron Man and the space-bat-angel-dragon. LKS2: EN W C2a, EN SL 3, EN SL 11, LKS2: EN RC2c, EN SL 9, EN SL 12, LKS2: EN W VGP2c.</p> <p>Lesson 4: LO: To evaluate the whole story. EN SL 7, EN SL 5, LKS2: EN RC1e, LKS2: EN RC2c, EN SL 6, EN SL 11, LKS2: EN RC2b, LKS2: EN RC2d.</p> <p>Lesson 5: LO: To draw on their reading and understanding of the story to plan a newspaper article. LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C3b, LKS2: EN W C2a,</p>	<p>VGP2b, LKS2: EN W C4b, LKS2: EN W C4b, LKS2: EN W VGP1c, LKS2: EN W VGP1b, LKS2: EN W VGP2c.</p> <p>Lesson 3: LO: To draft, edit and publish a newspaper article. LKS2: EN W C3b, EN SL 5, LKS2: EN W C4a, LKS2: EN W C5, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1e, LKS2: EN W VGP2a, LKS2: EN W VGP2b, LKS2: EN W C4b, LKS2: EN W C4b, LKS2: EN W VGP1c, LKS2: EN W VGP1b, LKS2: EN W VGP2c.</p> <p>Lesson 4: LO: To draft, edit and publish a newspaper article. LKS2: EN W C3b, EN SL 5, LKS2: EN W C4a, LKS2: EN W C5, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1e, LKS2: EN W VGP2a, LKS2: EN W VGP2b, LKS2: EN W C4b,</p>
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SPAG	<p>Ready to Write</p> <p>Expanded Noun Phrases Y2:G3.2</p>	<p>Ready to Write</p> <p>Capital letters Y2:G5.1 Full stops Y2:G5.2 Question Marks Y2:G5.3 Exclamation Marks Y2:G5.4</p>	<p>Ready to Write</p> <p>Co-ordination Y2:G3.3 Subordination Y2:G3.4 Commas in a list Y2:G5.5</p>	<p>Ready to Write</p> <p>Apostrophes for contractions and singular possession Y2:G5.8 Past, Present and the progression form (Tenses) s and singular possession Y2:G4.2</p>	<p>Determiners</p> <p>Consonant: a' and 'an' Y3:G1.8</p>	<p>Assessment and Revision</p>



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Maths	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Y3:NP1	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Y3:NP2	Compare and order numbers up to 1000 Y3:NP3 Identify, represent and estimate numbers using different representations Y3:NP4	Read and write numbers up to 1000 in numerals and in words Y3:NP5	Solve number problems and practical problems involving these ideas. Y3:NP6	Add and subtract three-digit number and ones Y3:AS1
Science	<p>Science: Forces and Magnets</p> <p>Lesson 1: Pushes and Pulls</p> <p>L.O. To identify the forces acting on objects. Y3:Sc: FM2</p> <p>Big Idea (Aspect) Creativity (Report & conclude) Processes (Forces) Investigation (Questioning)</p>	<p>Science: Forces and Magnets</p> <p>Lesson 2: Faster and Slower</p> <p>L.O. To investigate how a toy car moves over different surfaces. Y3:Sc: FM1, Sc:WS2, Sc:WS4, Sc:WS5, Sc:WS7</p> <p>Big Idea (Aspect) Comparison (Phenomena) Processes (Forces) Investigation (Questioning, Measurement, Investigation, Report & conclude, Gather & record data)</p>	<p>Science: Forces and Magnets</p> <p>Lesson 3: Scrapyard Challenge</p> <p>L.O. To sort magnetic and non-magnetic materials Y3:Sc: FM2, Y3:Sc: FM3, Y3:Sc: FM4</p> <p>Big Idea (Aspect) Processes (Forces) Comparison (Physical Things) Investigation (Report & conclude, Questioning, Gather & record data, Questioning,) Creativity (Report & conclude, Gather & record data)</p>	<p>Science: Forces and Magnets</p> <p>Lesson 4: Magnet Strength</p> <p>L.O. To investigate the strength of magnets. Y3:Sc: FM6 Sc:WS2, Sc:WS4, Sc:WS5 Sc:WS7</p> <p>Big Idea (Aspect) Processes (Forces) Investigation (Questioning, Measurement, Investigation, Report & conclude, Gather & record data, Observations)</p>	<p>Science: Forces and Magnets</p> <p>Lesson 5: Magnetic Poles</p> <p>L.O. To explore magnetic poles Y3:Sc: FM5 Y3:Sc: FM3, Y3:Sc: FM5, Y3:Sc: FM6</p> <p>Big Idea (Aspect) Processes (Forces, Modelling) Comparison (Physical Things) Investigation (Questioning, Investigation, Report & conclude) Creativity (Report & conclude)</p>	<p>Science: Forces and Magnets</p> <p>Lesson 6: Marvellous Magnets</p> <p>L.O. To observe how magnets attract some materials. Y3:Sc: FM3, Y3:Sc: FM5, Y3:Sc: FM6</p> <p>Big Idea (Aspect) Processes (Forces, Modelling) Comparison (Physical Things)</p>



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		Creativity (Report & conclude, Gather & record data)		Comparison (Physical Things) Creativity (Report & conclude, Gather & record data)		
History	<p>History: British History 1: Would you prefer to live in the Stone Age, Iron Age, or Bronze Age?</p> <p>Lesson 1: How long ago did prehistoric man live?</p> <p>L.O. To recognise that prehistory was a long time ago and was the beginning of the history of mankind. KS2:Hi 1 Big Idea (Aspect): Change (chronology) Creativity (communication)</p>	<p>History: British History 1: Would you prefer to live in the Stone Age, Iron Age, or Bronze Age?</p> <p>Lesson 2: What does Skara Brae tell us about life in the Stone Age?</p> <p>L.O. To use archaeological evidence to learn about prehistoric houses. KS2:Hi 1; KS2:Hi 4 Big Idea (Aspect): Humankind (civilisations) Place (local history) Materials (artefacts and sources)</p>	<p>History: British History 1: Would you prefer to live in the Stone Age, Iron Age, or Bronze Age?</p> <p>Lesson 3: Who was the Amesbury Archer?</p> <p>L.O. To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence. KS2:Hi 1; KS2:Hi 4 Big Idea (Aspect): Significance (significant people) Humankind (civilisations) Creativity (report and conclude) Materials (artefacts and sources)</p>	<p>History: British History 1: Would you prefer to live in the Stone Age, Iron Age, or Bronze Age?</p> <p>Lesson 4: How did bronze change life in the Stone Age?</p> <p>L.O. To explain how bronze transformed prehistoric life. KS2:Hi 1; KS2:Hi 4 Big Idea (Aspect): Change (changes over time, British History, chronology) Humankind (everyday life and civilisations) Materials (artefacts and sources)</p>	<p>History: British History 1: Would you prefer to live in the Stone Age, Iron Age, or Bronze Age?</p> <p>Lesson 5: How did trade change the Iron Age?</p> <p>L.O. To understand the importance of trade during the Iron Age. KS2:Hi 1; KS2:Hi 4 Big Idea (Aspect): Significance (significant events) Comparison (compare and contrast) Change (changes over time, British History, chronology) Humankind (civilisations) Creativity (report and conclude)</p>	<p>History: British History 1: Would you prefer to live in the Stone Age, Iron Age, or Bronze Age?</p> <p>Lesson 6: What changed between the Stone Age and the Iron Age?</p> <p>L.O. To compare settlements in the Neolithic and Iron Age. KS2:Hi 1; KS2:Hi 4 KS2:Hi 5 Big Idea (Aspect): Change (changes over time, British History, chronology) Humankind (everyday life and civilisations) Materials (artefacts and sources)</p>



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<p>Art</p>	<p>▪ Art: Drawing – Growing Artists</p> <p>Lesson 1: See like an artist</p> <p>LO: To recognise how artists use shape in drawing</p> <p>KS2:AD1 KS2:AD2</p> <p>▪ Big Idea (Aspect): Materials (Pencil, ink, charcoal and pen)</p> <p>Significance (significant people, artwork and movement)</p> <p>Creativity (Generation of ideas)</p>	<p>▪ Art: Drawing – Growing Artists</p> <p>Lesson 2: Shading</p> <p>LO: To understand how to create tone in drawing by shading</p> <p>KS2:AD1 KS2:AD2</p> <p>▪ Big Idea (Aspect): Materials (Pencil, ink, charcoal and pen)</p> <p>Significance (significant people, artwork and movement)</p> <p>Creativity (Generation of ideas)</p>	<p>▪ Art: Drawing – Growing Artists</p> <p>Lesson 3: Texture pictures</p> <p>LO: To understand how texture can be created and used to make art</p> <p>KS2:AD1 KS2:AD2 KS2:AD3</p> <p>▪ Big Idea (Aspect): Significance (significant people, artwork and movement)</p>	<p>▪ Art: Drawing – Growing Artists</p> <p>Lesson 4: Botanical drawing</p> <p>LO: To apply observational drawing skills to create detailed studies</p> <p>KS2:AD1 KS2:AD2 KS2:AD3</p> <p>▪ Big Idea (Aspect): Materials (Pencil, ink, charcoal and pen)</p> <p>Materials (paint)</p> <p>Significance (significant people, artwork and movement)</p> <p>Creativity (Creation)</p>	<p>▪ Art: Drawing – Growing Artists</p> <p>Lesson 5: Abstract flowers</p> <p>LO: To apply an understanding of composition to create abstract drawings</p> <p>KS2:AD1 KS2:AD2 KS2:AD3</p> <p>▪ Big Idea (Aspect): Materials (Pencil, ink, charcoal and pen)</p> <p>Significance (significant people, artwork and movement)</p> <p>Creativity (Creation)</p>	
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Music	<p>Music: Ballads</p> <p>Lesson 1: What is a ballad?</p> <p>LO: To sing a ballad and explain what it is.</p> <p>KS2:MU1, MU2, MU3, MU5</p> <p>Big Idea (Aspect):</p> <p>Investigation (Listening, Music appreciation)</p>	<p>Music: Ballads</p> <p>Lesson 2: Performing a ballad</p> <p>LO: To be able to perform a ballad with an understanding of style.</p> <p>KS2:MU1, MU2, MU3, MU5</p> <p>Big Idea (Aspect):</p> <p>Creativity (Performance, Singing)</p>	<p>Music: Ballads</p> <p>Lesson 3: The story behind the song</p> <p>LO: To understand that ballads tell a story.</p> <p>KS2:MU1, MU2, MU3, MU5</p> <p>Big Idea (Aspect):</p> <p>Creativity (Composition)</p>	<p>Music: Ballads</p> <p>Lesson 4: Writing lyrics</p> <p>LO: To be able to write lyrics for a ballad.</p> <p>KS2:MU1, MU2, MU3, MU5</p> <p>Big Idea (Aspect):</p> <p>Creativity (Composition)</p>	<p>Music: Ballads</p> <p>Lesson 5: Singing my ballad</p> <p>LO: To take part in a group performance.</p> <p>KS2:MU1, MU2, MU3, MU5</p> <p>Big Idea (Aspect):</p> <p>Creativity (Performance, Singing)</p>	
PE	<p>Netball</p> <p>Lesson 1: 5v1 / 4v2</p> <p>LO: To keep possession of the ball and score a point against a defender.</p> <p>KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect):</p> <p>Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Netball</p> <p>Lesson 2: Shooting Technique</p> <p>LO: To understand why they need to apply the correct technique when shooting.</p> <p>KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect):</p> <p>Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Netball</p> <p>Lesson 3: Netball tournament</p> <p>LO: To combine passing, dribbling, and moving to create a shooting opportunity.</p> <p>KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect):</p> <p>Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Dodgeball</p> <p>Lesson 1: Danger Dodgeball Extreme / Protect the King or Queen</p> <p>LO: To avoid (dodge) being hit by the ball & combine their understanding of throwing and dodging.</p> <p>KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect):</p> <p>Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Dodgeball</p> <p>Lesson 2: Throwing without Fear</p> <p>LO: To throw their ball with accuracy towards their opponent.</p> <p>KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect):</p> <p>Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Dodgeball</p> <p>Lesson 3: Superhero Tag</p> <p>LO: To have their hands ready creating a target and successfully catch the ball.</p> <p>KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect):</p> <p>Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>



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PSHE	<ul style="list-style-type: none"> Being me in my World <p>Lesson 1: Getting to Know Each Other</p> <p>LO: To recognise my worth and can identify positive things about myself and my achievements.</p> <ul style="list-style-type: none"> Big Idea (Aspect): Humankind (Setting goals) 	<ul style="list-style-type: none"> Being me in my World <p>Lesson 2: Our Nightmare School</p> <p>LO: To face new challenges positively, make responsible choices and ask for help when I need it</p> <ul style="list-style-type: none"> Big Idea (Aspect): Humankind (Setting goals) 	<ul style="list-style-type: none"> Being me in my World <p>Lesson 3: Our Dream School</p> <p>LO: To understand why rules are needed and how they relate to rights and responsibilities</p> <ul style="list-style-type: none"> Big Idea (Aspect): Investigation (Issues, evidence and ideas) 	<ul style="list-style-type: none"> Being me in my World <p>Lesson 4: Rewards and Consequences</p> <p>LO: understand that my actions affect myself and others and I care about other people's feelings</p> <ul style="list-style-type: none"> Big Idea (Aspect): Investigation (Issues, evidence and ideas) Nature (Rights of others) 	<ul style="list-style-type: none"> Being me in my World <p>Lesson 5: Our Learning Charter</p> <p>LO: make responsible choices and take action</p> <ul style="list-style-type: none"> Big Idea (Aspect): Change (Physical Development) 	<ul style="list-style-type: none"> Being me in my World <p>Lesson 6: Owning our Learning Charter</p> <p>LO: understand my actions affect others and try to see things from their points of view</p> <ul style="list-style-type: none"> Big Idea (Aspect): Investigation (Issues, evidence and ideas) Nature (Rights of others)
Computing	<p>Computing systems and networks – Connecting Computers</p> <p>Lesson 1:</p> <p>LO: To explain how digital devices function KS2: CO 2, 4, 6</p> <p>Big Idea (Aspect): Materials (Hardware)</p>	<p>Computing systems and networks – Connecting Computers</p> <p>Lesson 2:</p> <p>LO: To identify input and output devices KS2: CO 2, 4, 6</p> <p>Big Idea (Aspect): Materials (Hardware)</p>	<p>Computing systems and networks – Connecting Computers</p> <p>Lesson 3:</p> <p>LO: To recognise how digital devices can change the way we work KS2: CO 2, 4, 6</p> <p>Big Idea (Aspect): Materials (Hardware)</p>	<p>Computing systems and networks – Connecting Computers</p> <p>Lesson 4:</p> <p>LO: To explain how a computer network can be used to share information KS2: CO 2, 4, 6</p> <p>Big Idea (Aspect): Materials (Hardware) Investigation (Networks)</p>	<p>Computing systems and networks – Connecting Computers</p> <p>Lesson 5:</p> <p>LO: To explore how digital devices can be connected KS2: CO 2, 4, 6</p> <p>Big Idea (Aspect): Materials (Hardware) Investigation (Networks)</p>	<p>Computing systems and networks – Connecting Computers</p> <p>Lesson 6:</p> <p>LO: To recognise the physical components of a network KS2: CO 2, 4, 6</p> <p>Big Idea (Aspect): Materials (Hardware) Investigation (Networks)</p>



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RE	People of God – What is it like to follow God?	People of God – What is it like to follow God?	People of God – What is it like to follow God?	People of God – What is it like to follow God?	People of God – What is it like to follow God?	People of God – What is it like to follow God?
	Lesson 1:	Lesson 2:	Lesson 3:	Lesson 4:	Lesson 5:	Lesson 6:
	LO: ?	LO: ?	LO: ?	LO: ?	LO: ?	LO: ?
	Y5: ? Lesson 1	Y5: ? Lesson 2	Y5: ? Lesson 3	Y5: ? Lesson 4	Y5: ? Lesson 5	Y5: ? Lesson 6