



Medium Term Plan - Year 4 – 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 Wolves in the Walls by Neil Gaiman and Dave McKean						
English	<p>Internal monologues – to recount and reflect.</p> <p>Lesson 1: LO: To explore the effect of the writer’s choice of words. EN SL 2, LKS2: EN RC1g, LKS2: EN RC2d.</p> <p>Lesson 2: LO: To understand Lucy’s situation. EN SL 2, EN SL 7, LKS2: EN RC2c.</p> <p>Lesson 3: LO: To explore what a special toy means and to understand Lucy’s relationship with her pig-puppet doll. EN SL 4, LKS2: EN RC2c.</p>	<p>Poems – to entertain.</p> <p>Non-fiction fact cards – to describe and inform.</p> <p>Lesson 1: LO: To explore how dialogue is used to convey character. LKS2: EN W C2a, EN SL 11 LKS2: EN RC2c LKS2: EN RC4 EN SL 10 EN SL 12, LKS2: EN W VGP2c.</p> <p>Lesson 2: LO: To show understanding of Lucy’s situation and use figurative language techniques. LKS2: EN W C2, LKS2: EN W C2a, LKS2: EN RC1g LKS2: EN W C6, LKS2: EN W C4a, EN SL 10, LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p>	<p>Lesson 1: LO: To explore the question: ‘What is refuge?’ LKS2: EN RC2e, LKS2: EN RC1g LKS2: EN RC2b LKS2: EN RC2c.</p> <p>Lesson 2: LO: To understand how the plot impacts on different characters. LKS2: EN RC2c, LKS2: EN RC2e, EN SL 11, EN SL 4.</p> <p>Lesson 3: LO: To empathise with Lucy and explore the question: ‘What is bravery?’ LKS2: EN RC2b, EN SL 2, EN SL 4, EN SL 11, LKS2: EN RC2d.</p>	<p>Monologue – to reflect.</p> <p>Narrative – to entertain.</p> <p>Lesson 1: LO: To reflect on the family’s situation living in the garden. LKS2: EN RC2e, LKS2: EN W C1b, EN SL 5, EN SL 4, LKS2: EN W C4a, LKS2: EN W VGP1d, LKS2: EN W VGP1a LKS2: EN W VGP1c.</p> <p>Lesson 2: LO: To explore characters in role, using evidence from the text and illustrations. EN SL 9, EN SL 8, EN SL 10 EN SL 11, LKS2: EN RC2c, LKS2: EN RC2d.</p>	<p>Internal monologues - to explain and reflect.</p> <p>Lesson 1: LO: To develop an understanding of the plot and resolution to the wolf problem. LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2c, LKS2: EN W C1b, LKS2: EN RC2b.</p> <p>Lesson 2: LO: To reflect on the main character’s dilemma. LKS2: EN W C2a, LKS2: EN RC2e, LKS2: EN RC2a LKS2: EN W C4a, LKS2: EN W C6, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1c, LKS2: EN W C5.</p>	<p>A multi-modal ‘spooky’ story – to entertain.</p> <p>Lesson 1: LO: To draft, edit, improve and publish an original spooky animal story. LKS2: EN W C2, LKS2: EN W C2a, LKS2: EN W C3a, LKS2: EN RC1g, LKS2: EN W C3, LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C4b LKS2: EN W C5 LKS2: EN W C6 LKS2: EN W VGP1a LKS2: EN W VGP1d LKS2: EN W VGP1c LKS2: EN W VGP2b LKS2: EN W VGP2c.</p> <p>Lesson 2: LO: To draft, edit, improve and publish an original spooky animal story.</p>



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	<p>Lesson 4: LO: To write in character as Lucy. LKS2: EN W C2a, EN SL 5, LKS2: EN W C6, EN SL 10, LKS2: EN RC2d, LKS2: EN W VGP1a, m LKS2: EN W VGP1d, LKS2: EN W VGP1b, LKS2: EN W VGP1a.</p> <p>Lesson 5: LO: To write in character as Lucy. LKS2: EN W C2a, EN SL 5, LKS2: EN W C6, EN SL 10, LKS2: EN RC2d, LKS2: EN W VGP1a, m LKS2: EN W VGP1d, LKS2: EN W VGP1b, LKS2: EN W VGP1a.</p>	<p>Lesson 3: LO: To show understanding of Lucy’s situation and use figurative language techniques. LKS2: EN W C2, LKS2: EN W C2a, LKS2: EN RC1g LKS2: EN W C6, LKS2: EN W C4a, EN SL 10, LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p> <p>Lesson 4: LO: To describe a wolf’s action and explore shades of meaning. LKS2: EN RC1g, LKS2: EN W C1b, LKS2: EN W C3b, LKS2: EN W C4a LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p> <p>Lesson 5: LO: To describe a wolf’s action and explore shades of meaning. LKS2: EN RC1g, LKS2: EN W C1b, LKS2: EN W C3b, LKS2: EN W C4a LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p>	<p>Lesson 4: LO: To develop an understanding that bravery is a theme which is revisited throughout the story. LKS2: EN W C1b, EN SL 4, LKS2: EN RC2d, LKS2: EN RC2c.</p> <p>Lesson 5: LO: To explore how Lucy copes with her family. EN SL 9, LKS2: EN RC2d, EN SL 8, EN SL 12, EN SL 10.</p>	<p>Lesson 3: LO: To describe the wolves’ actions – the party in the house. LKS2: EN RC1g, LKS2: EN RC2f, EN SL 9, EN SL 11, EN SL 4.</p> <p>Lesson 4: LO: To make predictions and continue the narrative. LKS2: EN W C3a, LKS2: EN W C1b, EN SL 5, LKS2: EN W VGP1c LKS2: EN W VGP1d, LKS2: EN W C2a, LKS2: EN RC1g, LKS2: EN W C4a.</p> <p>Lesson 5: LO: To make predictions and continue the narrative. LKS2: EN W C3a, LKS2: EN W C1b, EN SL 5, LKS2: EN W VGP1c LKS2: EN W VGP1d, LKS2: EN W C2a, LKS2: EN RC1g, LKS2: EN W C4a.</p>	<p>Lesson 3: LO: To reflect on the main character’s dilemma. LKS2: EN W C2a, LKS2: EN RC2e, LKS2: EN RC2a LKS2: EN W C4a, LKS2: EN W C6, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1c, LKS2: EN W C5.</p> <p>Lesson 4: LO: To explore philosophical ideas about reality, honesty and belief. EN SL 9, EN SL 4, EN SL 8, EN SL 10, EN SL 11, LKS2: EN RC2c, LKS2: EN RC2d.</p> <p>Lesson 5: LO: To draw on understanding of the story to plan the main events for a new spooky narrative. LKS2: EN RC2f, LKS2: EN W C1a, LKS2: EN W C1b LKS2: EN W C3a, EN SL 7.</p>	<p>LKS2: EN W C2, LKS2: EN W C2a, LKS2: EN W C3a, LKS2: EN RC1g, LKS2: EN W C3, LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C4b LKS2: EN W C5 LKS2: EN W C6 LKS2: EN W VGP1a LKS2: EN W VGP1d LKS2: EN W VGP1c LKS2: EN W VGP2b LKS2: EN W VGP2c.</p> <p>Lesson 3: LO: To draft, edit, improve and publish an original spooky animal story. LKS2: EN W C2, LKS2: EN W C2a, LKS2: EN W C3a, LKS2: EN RC1g, LKS2: EN W C3, LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C4b LKS2: EN W C5 LKS2: EN W C6 LKS2: EN W VGP1a LKS2: EN W VGP1d LKS2: EN W VGP1c LKS2: EN W VGP2b LKS2: EN W VGP2c.</p>
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						<p>Lesson 4: LO: To draft, edit, improve and publish an original spooky animal story. LKS2: EN W C2, LKS2: EN W C2a, LKS2: EN W C3a, LKS2: EN RC1g, LKS2: EN W C3, LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C4b LKS2: EN W C5 LKS2: EN W C6 LKS2: EN W VGP1a LKS2: EN W VGP1d LKS2: EN W VGP1c LKS2: EN W VGP2b LKS2: EN W VGP2c.</p> <p>Lesson 5: LO: To draft, edit, improve and publish an original spooky animal story. LKS2: EN W C2, LKS2: EN W C2a, LKS2: EN W C3a, LKS2: EN RC1g, LKS2: EN W C3, LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C4b LKS2: EN W C5 LKS2: EN W C6 LKS2: EN W VGP1a LKS2: EN W VGP1d LKS2: EN W VGP1c LKS2: EN W VGP2b LKS2: EN W VGP2c.</p>
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	Ready to Write	Ready to Write	Ready to Write	Ready to Write	Ready to Write	Assessment and Revision
SPAG	<p>Use the forms of 'a' or 'an' according the next word. Y3:G1.8</p> <p>Extend sentences with more than one clause by using a wider range of conjunctions (e.g. when, if, because, although). Y3:G3.4</p>	<p>Express time, place and cause using conjunctions (e.g. when, before, while, after, so, because). Y3:G1.4</p> <p>Express time, place and cause using adverbs (e.g. then, next, soon, therefore). Y3:G1.6</p>	<p>Express time, place and cause using prepositions (e.g. before, after, during, because of). Y3:G17</p>	<p>Inverted commas to punctuate direct speech. Y3:G5.7</p>	<p>Use present perfect form of verbs instead of simple past. Y3:G4.1</p>	
Maths	<p>To count in multiples of 6,7,9, 25 and 1000 Y4:NP1</p> <p>To find 1000 more or less than a given number Y4:NP2</p>	<p>To count backward through zero to include negative numbers Y4:NP3</p> <p>To recognise the place value of each digit in a four digit number (thousands, hundreds, tens, and ones) Y4:NP4</p>	<p>To order and compare numbers beyond 1000 Y4:NP5</p> <p>To identify, represent and estimate numbers using different representations Y4:NP6</p>	<p>To round any number to the nearest 10, 100 or 1000 Y4:NP7</p> <p>To solve number and practical problems that involve all of the above and with increasingly large positive numbers Y4:NP8</p>	<p>To read roman numerals to 100 (i to c) and know that over time, the numeral system changed to include the concept of zero and place value. Y4:NP9</p>	<p>To add and subtract Numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Y4:AS1</p>
Science	<p>Sound</p> <p>Lesson 1: Good Vibrations</p> <p>LO: To describe and explain sound sources. Y4:Sc: S1, Y4:Sc: S4</p>	<p>Sound</p> <p>Lesson 2: Hearing Sounds</p> <p>LO: To explain how different sounds travel. Y4:Sc: S3, Y4:Sc: S1, Y4:Sc: S2</p>	<p>Sound</p> <p>Lesson 3: Higher and Lower</p> <p>LO: To explore ways to change the pitch of a sound. Y4:Sc: S1, Sc:WS3, Sc:WS4</p>	<p>Sound</p> <p>Lesson 4: String Telephone</p> <p>LO: To investigate ways to absorb sound. Y4:Sc: S5, Y4:Sc: S1, Y4:Sc: S2, Sc:WS5</p>	<p>Sound</p> <p>Lesson 5: Soundproofing</p> <p>LO: To investigate ways to absorb sound. Y4:Sc: S2, Sc:WS1, Sc:WS2, Sc:WS3, Sc:WS4, Sc:WS6, Sc:WS7, Sc:WS9</p>	<p>Sound</p> <p>Lesson 6: Making Music</p> <p>LO: To make a musical instrument to play different sounds Y4:Sc: S1, Y4:Sc: S2, Sc:WS5</p>



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	<p>Big Idea (Aspect): Processes (Pattern seeking, Phenomena) Investigation (Questioning, Measurement, Investigation, Observations, Report & conclude, Gather & record data) Creativity (Report & conclude, Gather & record data)</p>	<p>Big Idea (Aspect): Processes (Pattern seeking, Phenomena) Comparison (Phenomena)</p>	<p>Big Idea (Aspect): Processes (Pattern seeking, Phenomena) Investigation (Questioning, Measurement, Observations, Report & conclude, Gather & record data) Creativity (Report & conclude, Gather & record data) Comparison (Phenomena)</p>	<p>Big Idea (Aspect): Processes (Pattern seeking, Phenomena, Modelling) Investigation (Questioning, Report & conclude) Creativity (Report & conclude) Comparison (Phenomena)</p>	<p>Big Idea (Aspect): Processes (Phenomena) Investigation (Questioning, Measurement, Investigation, Observations, Report & conclude, Gather & record data) Creativity (Report & conclude, Gather & record data) Comparison (Phenomena)</p>	<p>Big Idea (Aspect): Processes (Phenomena, Pattern seeking) Comparison (Phenomena)</p>
<p>History</p>	<p>History: British History 3: How hard was it to invade and settle in Britain?</p> <p>Lesson 1: Who were the Anglo-Saxons?</p> <p>LO: To understand why the Anglo-Saxons invaded Britain. KS2: Hi 3 & 4</p>	<p>History: British History 3: How hard was it to invade and settle in Britain?</p> <p>Lesson 2: How did the Anglo-Saxons settle in Britain?</p> <p>LO: To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times. Hi 3 & 4</p>	<p>History: British History 3: How hard was it to invade and settle in Britain?</p> <p>Lesson 3: What does Sutton Hoo tell us about Anglo-Saxon life?</p> <p>LO: To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life. Hi 3 & 4</p>	<p>History: British History 3: How hard was it to invade and settle in Britain?</p> <p>Lesson 4: How did Christianity arrive in Anglo-Saxon England?</p> <p>LO: To understand how Anglo-Saxons converted to Christianity. Hi 3 & 4</p>	<p>History: British History 3: How hard was it to invade and settle in Britain?</p> <p>Lesson 5: Was King Alfred really great?</p> <p>LO: To create an interpretation of Alfred the Great. Hi 3 & 4</p>	<p>History: British History 3: How hard was it to invade and settle in Britain?</p> <p>Lesson 6: How did Anglo-Saxon rule end?</p> <p>LO: To understand how Anglo-Saxon rule ended. Hi 3 & 4</p>



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	Big Idea (Aspect): Significance (Significant Event) Change (British History) Humankind (Everyday life, Civilisation) Place (Local history)	Big Idea (Aspect): Change (British History) Humankind (Everyday life, Civilisation) Place (Local history)	Big Idea (Aspect): Investigation (Investigate and interpret evidence) Humankind (Everyday life, Civilisation) Place (Local history)	Big Idea (Aspect): Significance (Significant Event) Change (Changes over time, Chronology) Humankind (Everyday life, Civilisation) Place (Local history)	Big Idea (Aspect): Significance (Significant People) Creativity (Report and conclude) Investigation (Investigate and interpret evidence) Humankind (Everyday life, Civilisation) Place (Local history)	Big Idea (Aspect): Significance (Significant Event) Investigation (Investigate and interpret evidence) Humankind (Everyday life, Civilisation) Place (Local history)
Art	Art: Drawing – Power Prints Lesson 1: 3D Pencil drawings LO: To draw using tone to create a 3D effect KS2:AD2 KS2:AD3 Big Idea (Aspect): Significance (significant people, artwork and movements) Materials (pencil, ink, charcoal and pen) Creativity (Creation) Creativity (Generation of ideas)	Art: Drawing – Power Prints Lesson 2: Sense of proportion LO: To explore proportion and tone when drawing KS2:AD1 KS2:AD2 Big Idea (Aspect): Significance (significant people, artwork and movements) Materials (pencil, ink, charcoal and pen) Creativity (Generation of ideas)	Art: Drawing – Power Prints Lesson 3: Drawing with scissors LO: To plan a composition for a mixed-media drawing KS2:AD1 KS2:AD2 KS2:AD3 Big Idea (Aspect): Significance (significant people, artwork and movements) Materials (paint) Creativity (Creation)	Art: Drawing – Power Prints Lesson 4: Wax resist LO: To use shading techniques to create pattern and contrast KS2:AD1 KS2:AD3 Big Idea (Aspect): Significance (significant people, artwork and movements) Creativity (Generation of ideas)	Art: Drawing – Power Prints Lesson 5: Power prints LO: To work collaboratively to develop drawings into prints KS2:AD1 KS2:AD2 KS2:AD3 Big Idea (Aspect) Significance (significant people, artwork and movements) Materials (print) Materials (pencil, ink, charcoal and pen) Materials (paint) Creativity (Creation) Creativity (Generation of ideas) Creativity (Evaluation)	



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<p>Music</p>	<p>Music: Learn the Ukulele (Music Digital Plus Scheme)</p> <p>Lesson 1: Introduction to the Ukulele</p> <p>LO: To understand how to strum. KS2:MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspect): Creativity (Performance, Pulse and rhythm, Notation)</p>	<p>Music: Learn the Ukulele (Music Digital Plus Scheme)</p> <p>Lesson 2: Learn about the strings on the Ukulele</p> <p>LO: To understand the strings GCEA. KS2:MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspect): Creativity (Performance, Pulse and rhythm, Notation)</p>	<p>Music: Learn the Ukulele (Music Digital Plus Scheme)</p> <p>Lesson 3: Learn how to play banjo style</p> <p>LO: To sing and play along to a new song. KS2:MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspect): Creativity (Performance, Pulse and rhythm, Notation)</p>	<p>Music: Learn the Ukulele (Music Digital Plus Scheme)</p> <p>Lesson 4: Learn how to strum a chord.</p> <p>LO: To understand and play the C chord. KS2:MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspect): Creativity (Performance, Pulse and rhythm, Notation)</p>	<p>Music: Learn the Ukulele (Music Digital Plus Scheme)</p> <p>Lesson 5: Learn about the minor chords</p> <p>LO: To understand how to recognise a minor chord and perform a song. KS2:MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspect): Creativity (Performance, Pulse and rhythm, Notation)</p>	<p>Music: Learn the Ukulele (Music Digital Plus Scheme)</p> <p>Lesson 6: Meet Giuseppe</p> <p>LO: To switch between three chords to a song KS2:MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspect): Creativity (Performance, Pulse and rhythm, Notation)</p>
<p>PE</p>	<p>Netball Lesson 1: Passing gates</p> <p>LO: To understand why they need to accurately pass the ball through the gate. KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Netball Lesson 2: Shooting Technique</p> <p>LO: To understand why they need to apply the correct technique when shooting. KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Netball Lesson 3: Netball Tournament</p> <p>LO: To combine passing, dribbling and moving to create a shooting opportunity. KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Dodgeball Lesson 1: Dodge It, Again</p> <p>LO: To avoid (dodge) being hit by the ball. KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Dodgeball Lesson 2: In the box</p> <p>LO: To catch the ball from the opposition. KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Dodgeball Lesson 3: Elimination Dodgeball Tournament</p> <p>LO: To collaborate as a team. KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>



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<p>PSHE</p>	<p>Being me in my World</p> <p>Lesson 1: Becoming a class team</p> <p>LO: To know my attitudes and actions make a difference to the class team.</p> <p>Big Idea (Aspect): Creativity (Speaking, listening and sharing) Investigation (Issues, evidence and ideas)</p>	<p>Being me in my World</p> <p>Lesson 2: Being a school citizen.</p> <p>LO: To understand who is in my school community, the roles they play and how I fit in.</p> <p>Big Idea (Aspect): Creativity (Speaking, listening and sharing) Investigation (Issues, evidence and ideas)</p>	<p>Being me in my World</p> <p>Lesson 3: Rights, Responsibilities and Democracy</p> <p>LO: To understand how democracy works through the School Council.</p> <p>Big Idea (Aspect): Creativity (Speaking, listening and sharing) Investigation (Issues, evidence and ideas)</p>	<p>Being me in my World</p> <p>Lesson 4: Rewards and consequences</p> <p>LO: To understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them.</p> <p>Big Idea (Aspect): Creativity (Speaking, listening and sharing) Investigation (Issues, evidence and ideas) Nature (Rights of others)</p>	<p>Being me in my World</p> <p>Lesson 5: Our Learning Charter</p> <p>LO: To understand how groups come together to make decisions.</p> <p>Big Idea (Aspect): Creativity (Speaking, listening and sharing) Investigation (Issues, evidence and ideas)</p>	<p>Being me in my World</p> <p>Lesson 6: Owning our Learning Charter</p> <p>LO: To understand how democracy and having a voice benefits the school community.</p> <p>Big Idea (Aspect): Creativity (Speaking, listening and sharing) Investigation (Issues, evidence and ideas)</p>
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<p>Computing</p>	<p>Computing systems and networks – The Internet</p> <p>Lesson 1: LO: To describe how networks physically connect to other networks. KS2: CO 4, 5, 6, 7</p> <p>Big Idea (Aspect):</p> <p>Humankind (Communication and Staying safe) Investigation (Networks) Comparison (Digital searching)</p>	<p>Computing systems and networks – The Internet</p> <p>Lesson 2: LO: To recognise how networked devices make up the internet KS2: CO 4, 5, 6, 7</p> <p>Big Idea (Aspect):</p> <p>Humankind (Communication and Staying safe) Investigation (Networks) Comparison (Digital searching)</p>	<p>Computing systems and networks – The Internet</p> <p>Lesson 3: LO: To outline how websites can be shared via the World Wide Web (www.) KS2: CO 4, 5, 6, 7</p> <p>Big Idea (Aspect):</p> <p>Humankind (Communication and Staying safe) Investigation (Networks) Comparison (Digital searching)</p>	<p>Computing systems and networks – The Internet</p> <p>Lesson 4: LO: To describe how content can be added and accessed on the World Wide Web. KS2: CO 4, 5, 6, 7</p> <p>Big Idea (Aspect):</p> <p>Humankind (Communication and Staying safe) Investigation (Networks) Comparison (Digital searching)</p>	<p>Computing systems and networks – The Internet</p> <p>Lesson 5: LO: Recognise how the content of the WWW is created by people. KS2: CO 4, 5, 6, 7</p> <p>Big Idea (Aspect):</p> <p>Humankind (Communication and Staying safe) Investigation (Networks) Comparison (Digital searching)</p>	<p>Computing systems and networks – The Internet</p> <p>Lesson 6: LO: To evaluate the consequences of unreliable content KS2: CO 4, 5, 6, 7</p> <p>Big Idea (Aspect):</p> <p>Humankind (Communication and Staying safe) Investigation (Networks) Comparison (Digital searching)</p>
<p>RE</p>	<p>?</p> <p>Lesson 1:</p> <p>LO: ?</p> <p>Y5: ? Lesson 1</p>	<p>?</p> <p>Lesson 2:</p> <p>LO: ?</p> <p>Y5: ? Lesson 2</p>	<p>?</p> <p>Lesson 3:</p> <p>LO: ?</p> <p>Y5: ? Lesson 3</p>	<p>?</p> <p>Lesson 4:</p> <p>LO: ?</p> <p>Y5: ? Lesson 4</p>	<p>?</p> <p>Lesson 5:</p> <p>LO: ?</p> <p>Y5: ? Lesson 5</p>	<p>?</p> <p>Lesson 6:</p> <p>LO: ?</p> <p>Y5: ? Lesson 6</p>