



Medium Term Plan - Year 4 – Term 2



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: Phileas's Fortune by Agnes de Lestrade and Valeria Docampo						
English	<p>A narrative setting description – to describe and entertain.</p> <p>Lesson 1: LO: To infer meaning and build clues for predictions. LKS2: EN RC1a, LKS2: EN RC1b, LKS2: EN RC1e, LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2b LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2f LKS2: EN RC4.</p> <p>Lesson 2: LO: To infer meaning and build clues for predictions. LKS2: EN RC1a, LKS2: EN RC1b, LKS2: EN RC1e, LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2b LKS2: EN RC2c, LKS2: EN</p>	<p>Writing in role – to explain.</p> <p>Lesson 1: LO: To write descriptively to engage a reader. LKS2: EN W C6, LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C3a LKS2: EN W C4a, LKS2: EN W VGP1a, LKS2: EN W VGP1c, LKS2: EN W VGP1e, LKS2: EN W VGP2a, LKS2: EN W VGP3, EN SL 6.</p> <p>Lesson 2: LO: To discuss words and phrases that capture the reader's interest and imagination. LKS2: EN RC1b, LKS2: EN RC1c, LKS2: EN RC1g, LKS2: EN RC2a, EN SL 6, EN SL 11.</p>	<p>Lesson 1: LO: To clarify understanding of the text and analyse language. LKS2: EN RC2e, LKS2: EN RC2f, LKS2: EN RC2c.</p> <p>Lesson 2: LO: To develop understanding of the meaning and purpose of words. LKS2: EN RC1b, LKS2: EN RC1c, LKS2: EN RC2a, LKS2: EN RC2e LKS2: EN RC2f LKS2: EN RC2c.</p> <p>Lesson 3: LO: To analyse and clarify understanding of the text. LKS2: EN RC2e, LKS2: EN RC2f LKS2: EN RC2c LKS2: EN W C1b, EN SL 6, EN SL 11.</p>	<p>Writing in role – to describe.</p> <p>Lesson 1: LO: To explore character, drawing on evidence and inference. LKS2: EN RC2c, LKS2: EN RC2d LKS2: EN RC2e, EN SL 8, EN SL 12 EN SL 9, EN SL 10.</p> <p>Lesson 2: LO: To explore character, drawing on evidence and inference. LKS2: EN RC2c, LKS2: EN RC2d LKS2: EN RC2e, EN SL 8, EN SL 12 EN SL 9, EN SL 10.</p>	<p>A prediction – to explain and describe.</p> <p>Lesson 1: LO: To develop a stronger understanding of the characters' thoughts and feelings and how these link to themes. LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2d LKS2: EN RC2e, LKS2: EN RC4, LKS2: EN RC1e, EN SL 9.</p> <p>Lesson 2: LO: To develop a stronger understanding of the characters' thoughts and feelings and how these link to themes. LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2d LKS2: EN</p>	<p>Letter of complaint.</p> <p>Lesson 1: LO: To understand how to write a letter of complaint. LKS2: EN W C1, LKS2: EN W C1a, LKS2: EN W C1b LKS2: EN W C2, LKS2: EN W C2a.</p> <p>Lesson 2: LO: To draft, edit and publish a formal letter of complaint. LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C3b, LKS2: EN W VGP1e, LKS2: EN W C3 LKS2: EN W VGP1c, LKS2: EN W C4, LKS2: EN W C4a LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W C6.</p>



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	<p>RC2d, LKS2: EN RC2f LKS2: EN RC4.</p> <p>Lesson 3: LO: To discuss and compare words and phrases and to use well-chosen adjectives and descriptive phrases. LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN W VGP1c, LKS2: EN W VGP1e LKS2: EN W VGP2a, LKS2: EN RC1g, LKS2: EN RC2f.</p> <p>Lesson 4: LO: To write descriptively to engage a reader. LKS2: EN W C6, LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C3a LKS2: EN W C4a, LKS2: EN W VGP1a, LKS2: EN W VGP1c, LKS2: EN W VGP1e, LKS2: EN W VGP2a, LKS2: EN W VGP3, EN SL 6.</p> <p>Lesson 5: LO: To write descriptively to engage a reader. LKS2: EN W C6, LKS2: EN W C1a, LKS2: EN W C1b,</p>	<p>Lesson 3: LO: To discuss words and phrases that capture the reader's interest and imagination. LKS2: EN RC1b, LKS2: EN RC1c, LKS2: EN RC1g, LKS2: EN RC2a, EN SL 6, EN SL 11.</p> <p>Lesson 4: LO: To empathise with characters, understanding how not being able to speak freely feels. LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2e, LKS2: EN RC2f.</p> <p>Lesson 5: LO: To empathise with characters. LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2e, LKS2: EN RC2f.</p>	<p>Lesson 4: LO: To develop understanding of a character. LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c LKS2: EN RC2d, LKS2: EN RC2, EN SL 8, EN SL 12, EN SL 9, EN SL 10.</p> <p>Lesson 5: LO: To develop understanding of character. LKS2: EN RC2c, LKS2: EN RC2d LKS2: EN RC2e, EN SL 8, EN SL 12 EN SL 9, EN SL 10.</p>	<p>Lesson 3: LO: To plan an internal monologue. LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C3 LKS2: EN W VGP1e LKS2: EN W VGP2a, EN SL 12 EN SL 9, EN SL 10.</p> <p>Lesson 4: LO: To write in role as a character. LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C3 LKS2: EN W VGP1e LKS2: EN W VGP2a, EN SL 12 EN SL 9, EN SL 10.</p> <p>Lesson 5: LO: To make predictions and justify them with evidence. LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2e LKS2: EN RC2f.</p>	<p>RC2e, LKS2: EN RC4, LKS2: EN RC1e.</p> <p>Lesson 3: LO: To explore the idea of freedom of speech/expression, linking to real life situations. LKS2: EN RC1e, LKS2: EN RC4, EN SL 2 EN SL 6, EN SL 7, EN SL 8, EN SL 11.</p> <p>Lesson 4: LO: To recognise the difference between fact and opinion. LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2e, LKS2: EN RC3.</p> <p>Lesson 5: LO: To plan a formal letter of complaint. LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a.</p>	<p>Lesson 3: LO: To draft, edit and publish a formal letter of complaint. LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C3b, LKS2: EN W VGP1e, LKS2: EN W C3 LKS2: EN W VGP1c, LKS2: EN W C4, LKS2: EN W C4a LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W C6.</p> <p>Lesson 4: LO: To draft, edit and publish a formal letter of complaint. LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C3b, LKS2: EN W VGP1e, LKS2: EN W C3 LKS2: EN W VGP1c, LKS2: EN W C4, LKS2: EN W C4a LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W C6.</p> <p>Lesson 5: LO: To draft, edit and publish a formal letter of complaint. LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C3b, LKS2: EN W VGP1e, LKS2:</p>
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	LKS2: EN W C2a, LKS2: EN W C3a LKS2: EN W C4a, LKS2: EN W VGP1a, LKS2: EN W VGP1c, LKS2: EN W VGP1e, LKS2: EN W VGP2a, LKS2: EN W VGP3, EN SL 6.					EN W C3 LKS2: EN W VGP1c, LKS2: EN W C4, LKS2: EN W C4a LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W C6.
SPAG	<p>Pronouns</p> <p>Choosing nouns or pronouns for clarify and cohesion to avoid repetition. Y4:G1.5</p>	<p>Pronouns</p> <p>Appropriate choice of pronoun or noun within and across sentences to avoid repetition. Y4:G1.5</p>	<p>Fronted Adverbials</p> <p>Using fronted adverbials. Y4:5.6</p> <p>Fronted adverbials (e.g. Later that day, I heard the bad news). Y4:5.6</p>	<p>Fronted Adverbials</p> <p>Using commas after fronted adverbials. Y4:5.6</p> <p>Use commas after fronted adverbials. Y4:5.6</p>	<p>Fronted Adverbials</p> <p>Using commas after fronted adverbials. Y4:5.6</p> <p>Use commas after fronted adverbials. Y4:5.6</p>	<p>Assessment and Revision</p>
Maths	<p>Estimate and use inverse operations to check answers to a calculation Y4:AS2</p> <p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Y4:AS3</p>	<p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Y4:M2</p>	<p>Recall multiplication and division facts for multiplication tables up to 12×12 Y4:MD1</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers Y4:MD2</p>	<p>Recognise and use factor pairs and commutativity in mental calculations Y4:MD3</p> <p>Multiply two-digit and three digit numbers by a one-digit number using formal written layout Y4:MD4</p>	<p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. Y4:MD5</p>	<p>Find the area of rectilinear shapes by counting squares Y4:M3</p>



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<p>Science</p>	<p>Science: Animals including humans.</p> <p>Lesson 1: Tooth Decay</p> <p>LO: To discuss how to keep teeth healthy; plan and set up an investigation into tooth decay Y4:Sc: A1, Sc:WS3</p> <p>Big Idea (Aspect): Nature (Parts & function) Humankind (Human Body, Healthy lifestyle, Healthy lifestyle) Investigation (Questioning, Measurement, Investigation, Observations, Gather & record data) Creativity (Gather & record data)</p>	<p>Science: Animals including humans.</p> <p>Lesson 2: Types of Teeth</p> <p>LO: To draw conclusions from an investigation about keeping teeth healthy and to identify and examine different types of teeth. Y4:Sc: A1, Sc:WS9</p> <p>Big Idea (Aspect): Nature (Parts & function) Humankind (Human Body, Healthy lifestyle, Healthy lifestyle) Investigation (Questioning, Measurement, Investigation, Observations, Report & conclude, Gather & record data) Creativity (Report & conclude, Gather & record data)</p>	<p>Science: Animals including humans.</p> <p>Lesson 3: Parts of the Digestive System</p> <p>LO: To identify the parts of the digestive system and their function. Y4:Sc: A2, Sc:WS8</p> <p>Big Idea (Aspect): Nature (Parts & function) Humankind (Human Body, Healthy lifestyle)</p>	<p>Science: Animals including humans.</p> <p>Lesson 4: The Digestion Process</p> <p>LO: To demonstrate and explain the process of digestion. Sc:WS1, Sc:WS2</p> <p>Big Idea (Aspect): Humankind (Human Body) Creativity (Report & conclude)</p>	<p>Science: Animals including humans.</p> <p>Lesson 5: Food Chains</p> <p>LO: To construct food chains for different habitats and explain findings using the correct scientific language. Y4:Sc: A3, Sc:WS3, Sc:WS5, Sc:WS7</p> <p>Big Idea (Aspect): Nature (Identification & classification, Nutrition, Survival) Humankind (Human Body) Place (Habitats) Investigation (Questioning)</p>	<p>Science: Animals including humans.</p> <p>Lesson 6: Animal Teeth</p> <p>LO: To compare the teeth of different animals and link this with their roll in a food chain. Y4:Sc: A3</p> <p>Big Idea (Aspect): Nature (Identification & classification, Parts & function, Nutrition, Survival) Humankind (Human Body)</p>
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<p>Geog.</p>	<p>Geography: Where does our food come from?</p> <p>Lesson 1: How can our food choices impact the environment?</p> <p>LO: To explain the impact of food choices on the environment.</p> <p>KS2: Ge: LK3; KS2: Ge: PK1;</p> <p>KS2: Ge: HP1, KS2: Ge: HP2</p> <p>Big Idea (Aspect): Place (world, location) Nature (environment, sustainability) Investigation (data analysis) Humankind (settlements and land use)</p>	<p>Geography: Where does our food come from?</p> <p>Lesson 2: What does it mean to trade responsibly?</p> <p>LO: To understand the importance of trading responsibly.</p> <p>KS2: Ge: LK2 ; KS2: Ge: LK3; KS2: Ge: HP1, KS2: Ge: HP2; KS2: Ge: SF1</p> <p>Big Idea (Aspect): Place (world, location) Processes (climate and weather) Nature (environment, sustainability) Significance (significant places) Humankind (settlements and land use)</p>	<p>Geography: Where does our food come from?</p> <p>Lesson 3: How do we get our chocolate?</p> <p>LO: To describe the journey of a cocoa bean.</p> <p>KS2: Ge: HP2</p> <p>Big Idea (Aspect): Place (world, location) Nature (environment, sustainability) Significance (significant places) Materials (natural and man-made materials)</p>	<p>Geography: Where does our food come from?</p> <p>Lesson 4: Where does our food come from?</p> <p>LO: To map and calculate the distance food has travelled.</p> <p>KS2: Ge: LK1; KS2: Ge: HP2; KS2: Ge: SF1 KS2: Ge: SF2 KS2: Ge: SF3</p> <p>Big Idea (Aspect): Place (world, location) Processes (climate and weather) Investigation (geographical resources)</p>	<p>Geography: Where does our food come from?</p> <p>Lesson 5: Are our school dinners locally sourced?</p> <p>LO: To design and use data collection methods to find where our food comes from.</p> <p>KS2: Ge: HP2; KS2: Ge: SF3</p> <p>Big Idea (Aspect): Investigation (geographical resources and data analysis)</p>	<p>Geography: Where does our food come from?</p> <p>Lesson 6: Is it better to buy local or imported food?</p> <p>LO: To discuss the advantages and disadvantages of buying both locally and imported food.</p> <p>KS2: Ge: HP2; KS2: Ge: SF3</p> <p>Big Idea (Aspect): Nature (environment, sustainability) Investigation (geographical resources and data analysis)</p>
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<p>DT</p>	<p>DT: Mechanical Systems – Making a slingshot car.</p> <p>Lesson 1: Chassis and launch mechanism</p> <p>LO: To build a car chassis</p> <p>KS2:DT E 2 KS2:DT M 2 KS2:DT E 1 KS2:DT E 3 KS2:DT TK 1 KS2:DT TK 2</p> <p>Big Idea (Aspect): Comparison (compare & contrast) Humankind (everyday products) Investigation (Investigation) Materials (Materials for Purpose) Processes (mechanisms and movement) Significance (Significant people – Carl Benz)</p>	<p>DT: Mechanical Systems – Making a slingshot car.</p> <p>Lesson 2: Designing the car body</p> <p>LO: To design a shape that reduces air resistance</p> <p>KS2:DT D 1 KS2:DT D 2 KS2:DT E 1 KS2:DT E 2</p> <p>Big Idea (Aspect): Humankind (everyday products) Investigation (Investigation) Investigation (Evaluate) Materials (Materials for Purpose) Creativity (Generation of ideas)</p>	<p>DT: Mechanical Systems – Making a slingshot car</p> <p>Lesson 3: Making the car body</p> <p>LO: To make a model based on a chosen design</p> <p>KS2:DT D 2 KS2:DT M 1 KS2:DT D 2 KS2:DT TK 1</p> <p>Big Idea (Aspect): Humankind (everyday products) Investigation (Investigation) Materials (Materials for Purpose)</p>	<p>DT: Mechanical Systems – Making a slingshot car.</p> <p>Lesson 4: Assembly and testing</p> <p>LO: To assemble and test my completed product</p> <p>KS2:DT M 1 KS2:DT M 2 KS2:DT E 2 KS2:DT TK 1 KS2:DT TK 2</p> <p>Big Idea (Aspect): Humankind (everyday products) Investigation (Evaluate) Processes (mechanisms and movement)</p>		
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<p>MFL</p>	<p>MFL (French): Clothes</p> <p>Lesson 1: Clothes</p> <p>LO: To recognise and use vocabulary relating to clothing. LKS2:MFL1, LKS2:MFL8, LKS2:MFL9, LKS2:MFL12</p>	<p>MFL (French): Clothes</p> <p>Lesson 2: Clothes and colours</p> <p>LO: To add colour adjectives, adapting the suffix in accordance with gender. LKS2:MFL9, LKS2:MFL10</p>	<p>MFL (French): Clothes</p> <p>Lesson 3: Where do adjectives go?</p> <p>LO: To understand adjectival position and agreement for gender and number. LKS2:MFL1, LKS2:MFL7, LKS2:MFL12</p>	<p>MFL (French): Clothes</p> <p>Lesson 4: A clothes catalogue</p> <p>LO: To express an opinion (like/dislike). LKS2:MFL3, LKS2:MFL9, LKS2:MFL11</p>	<p>MFL (French): Clothes</p> <p>Lesson 5: What is our French model wearing?</p> <p>LO: To describe an outfit using adjectives correctly. LKS2:MFL11, LKS2:MFL12</p>	
<p>PE</p>	<p>Football Lesson 1: Knockout / endzone football</p> <p>LO: To dribble keeping control and possession of the ball to score a point. KS2:PE2</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Football Lesson 2: Golden boot games</p> <p>LO: To understand why we need to apply the correct technique when shooting. KS2:PE2</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Football Lesson 3: 2v1 dribbling against a defender</p> <p>LO: To combine passing, moving, and dribbling to keep the ball away from the defenders. KS2:PE2</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Hockey Lesson 1: Endzone Hockey with tackling</p> <p>LO: To prevent the attacker from scoring. KS2:PE2</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Hockey Lesson 2: Treasure Chest</p> <p>LO: To dribble keeping control and possession of the ball. KS2:PE2</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Hockey Lesson 3: 3v3 with Shooting</p> <p>LO: To combine passing, dribbling and moving to create a space to score a goal. 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>Celebrating Difference</p> <p>Lesson 1: Judging by Appearances</p> <p>LO: To understand that, sometimes, we make assumptions based on what people look like</p> <p>Big Idea (Aspect): Creativity (Speaking, listening, sharing) Comparison (Compare and contrast) Place (Diversity)</p>	<p>Celebrating Difference</p> <p>Lesson 2: Understanding influences</p> <p>LO: To understand what influences me to make assumptions based on how people look</p> <p>Big Idea (Aspect): Creativity (Speaking, listening, sharing) Comparison (Compare and contrast) Place (Diversity) Investigation (Media)</p>	<p>Celebrating Difference</p> <p>Lesson 3: Understanding Bullying</p> <p>LO: To know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</p> <p>Big Idea (Aspect): Creativity (Speaking, listening, sharing) Comparison (Compare and contrast) Humankind (Unacceptable behaviour)</p>	<p>Celebrating Difference</p> <p>Lesson 4: Problem-solving</p> <p>LO: To tell you why witnesses sometimes join in with bullying and sometimes don't tell</p> <p>Big Idea (Aspect): Creativity (Speaking, listening, sharing) Comparison (Compare and contrast) Humankind (Unacceptable behaviour)</p>	<p>Celebrating Difference</p> <p>Lesson 5: Special Me</p> <p>LO: To identify what is special about me and value the ways in which I am unique</p> <p>Big Idea (Aspect): Creativity (Speaking, listening, sharing) Comparison (Compare and contrast) Humankind (Wellbeing)</p>	<p>Celebrating Difference</p> <p>Lesson 6: Celebrating Difference: how we look</p> <p>LO: To tell you a time when my first impression of someone changed when I got to know them</p> <p>Big Idea (Aspect): Creativity (Speaking, listening, sharing) Comparison (Compare and contrast) Investigation (Media)</p>
<p>Computing</p>	<p>Creating media - Audio production</p> <p>Lesson 1:</p> <p>LO: To identify that sound can be recorded KS2: CO 5, 6, 7</p> <p>Big Idea (Aspect): Place (Real world)</p>	<p>Creating media - Audio production</p> <p>Lesson 2:</p> <p>LO: To explain that audio recordings can be edited KS2: CO 5, 6, 7</p> <p>Big Idea (Aspect): Place (Real world)</p>	<p>Creating media - Audio production</p> <p>Lesson 3:</p> <p>LO: To recognise the different parts of creating a podcast project KS2: CO 5, 6, 7</p> <p>Big Idea (Aspect): Place (Real world)</p>	<p>Creating media - Audio production</p> <p>Lesson 4:</p> <p>LO: To apply audio editing skills independently KS2: CO 5, 6, 7</p> <p>Big Idea (Aspect): Place (Real world) Materials (Software and Hardware)</p>	<p>Creating media - Audio production</p> <p>Lesson 5:</p> <p>LO: To combine audio to enhance my podcast project KS2: CO 5, 6, 7</p> <p>Big Idea (Aspect): Place (Real world)</p>	<p>Creating media - Audio production</p> <p>Lesson 6:</p> <p>LO: To evaluate the effective use of audio KS2: CO 5, 6, 7</p> <p>Big Idea (Aspect): Place (Real world) Materials (Software and Hardware)</p>



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	Materials (Software and Hardware) Creativity (Creation)	Materials (Software and Hardware) Creativity (Creation)	Materials (Software and Hardware) Creativity (Creation)	Creativity (Creation)	Materials (Software and Hardware) Creativity (Creation)	Creativity (Creation)
RE	? Lesson 1: LO: ? Y5: ? Lesson 1	? Lesson 2: LO: ? Y5: ? Lesson 2	? Lesson 3: LO: ? Y5: ? Lesson 3	? Lesson 4: LO: ? Y5: ? Lesson 4	? Lesson 5: LO: ? Y5: ? Lesson 5	? Lesson 6: LO: ? Y5: ? Lesson 6