



## Medium Term Plan - Year 4 – Term 3



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
<b>Class Text: How to Train your Dragon by Cressida Cowell</b>						
<b>English</b>	<p><b>Speech Bubbles</b></p> <p><b>Fact Files – to inform.</b></p> <p><b>Lesson 1:</b> LO: To understand personal challenge. EN SL 8, EN SL 11, EN SL 5.</p> <p><b>Lesson 2:</b> LO: To analyse how the writer uses language to reveal character. LKS2: EN RC1g, LKS2: EN RC2f EN SL 5, LKS2: EN RC2c, LKS2: EN RW1, LKS2: EN W TS1.</p> <p><b>Lesson 3:</b> LO: To develop an understanding of the boys’ challenging journey.</p>	<p><b>Written dialogue – to entertain.</b></p> <p><b>Hiccup’s monologue – to explore the character’s thoughts and feelings.</b></p> <p><b>Lesson 1:</b> LO: To evaluate, edit and improve fact file cards. LKS2: EN RC2a, LKS2: EN RC1g, LKS2: EN W C1b, LKS2: EN W C3b, LKS2: EN W C3, LKS2: EN W C4a, LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p> <p><b>Lesson 2:</b> LO: To explore how dialogue is used to convey character. LKS2: EN W C2, LKS2: EN W C2a, EN SL 3, EN SL 11 LKS2: EN RC2c, EN SL 9, EN</p>	<p><b>Formal persuasive letter – to persuade</b></p> <p><b>Lesson 1:</b> LO: To explore the concept of motivation. EN SL 5, EN SL 11, EN SL 8, EN SL 4.</p> <p><b>Lesson 2:</b> LO: To understand characters’ feelings. LKS2: EN RC1g, LKS2: EN RC2a LKS2: EN RC2c LKS2: EN RC2b, LKS2: EN W C1b.</p> <p><b>Lesson 3:</b> LO: To show understanding of Hiccup’s dilemma by writing a persuasive letter. EN SL 5, EN SL 8, LKS2: EN W C6, LKS2: EN W C3, EN SL 11, EN SL 4, EN SL 2.</p>	<p><b>Hiccup’s diary – to explore change in the character’s thoughts and feelings.</b></p> <p><b>Description of a sea dragon – to imagine</b></p> <p><b>Lesson 1:</b> LO: To develop an understanding of the predicament. LKS2: EN RC2a, LKS2: EN RC1g, LKS2: EN RC2e, LKS2: EN RC 2b, LKS2: EN RC2c, EN SL 11.</p> <p><b>Lesson 2:</b> LO: To understand characters’ feelings by writing a diary entry. LKS2: EN RC2c, LKS2: EN RC2e, LKS2: EN W C2a, LKS2: EN W C6 LKS2: EN W C4a, LKS2: EN W C4 LKS2:</p>	<p><b>Lesson 1:</b> LO: To explore the ways in which characters change their perceptions of Hiccup. LKS2: EN RC2a, LKS2: EN RC1g, LKS2: EN RC2b LKS2: EN RC2c.</p> <p><b>Lesson 2:</b> LO: To evaluate Hiccup’s plan and innovate new ideas. LKS2: EN RC2a, LKS2: EN W C1b EN SL 11 EN SL 4 LKS2: EN RC2b, LKS2: EN W VGP1d.</p> <p><b>Lesson 3:</b> LO: To visualise and reflect the dragons’ battle. EN SL 5, EN SL 11, EN SL 6, EN SL 8, EN SL 4.</p>	<p><b>First person narrative from Hiccup’s POV or continuing the story – to entertain.</b></p> <p><b>Lesson 1:</b> LO: Draft, edit and publish a 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 VGP2a, LKS2: EN W VGP1c LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p><b>Lesson2:</b> LO: Draft, edit and publish a story.</p>



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	<p>LKS2: EN W C2a, EN SL 5, LKS2: EN W VGP1d, EN SL 8.</p> <p><b>Lesson 4:</b> <b>LO:</b> To explore how the boys are challenged – the first initiation task. LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2c, LKS2: EN RC2b LKS2: EN W C1b.</p> <p><b>Lesson 5:</b> <b>LO:</b> To compile a fact file card. LKS2: EN RC2a, LKS2: EN RC1g, LKS2: EN W C1b LKS2: EN W C3b, LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p>	<p>SL 10, EN SL 12, LKS2: EN W VGP3, LKS2: EN W VGP2c.</p> <p><b>Lesson 3:</b> <b>LO:</b> To explore the question ‘What is a hero?’ EN SL 5, EN SL 8, EN SL 11, EN SL 4 EN SL 2, LKS2: EN RC3.</p> <p><b>Lesson 4:</b> <b>LO:</b> To develop understanding of character and plot (focus on the dragon training). LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c.</p> <p><b>Lesson 5:</b> <b>LO:</b> To reflect on the main character’s dilemma and write a monologue. LKS2: EN W C2, 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 VGP2a LKS2: EN W VGP2b.</p>	<p><b>Lesson 4:</b> <b>LO:</b> To show understanding of Hiccup’s dilemma by writing a persuasive letter. EN SL 5, EN SL 8, LKS2: EN W C6, LKS2: EN W C3, EN SL 11, EN SL 4, EN SL 2.</p> <p><b>Lesson 5:</b> <b>LO:</b> To redraft writing to improve persuasive language and formality. LKS2: EN RC2a, LKS2: EN RC1g, 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 VGP2a.</p>	<p>EN W C4b LKS2: EN W C5 LKS2: EN W VGP1a, LKS2: EN W VGP1d LKS2: EN W VGP2a LKS2: EN W VGP2b.</p> <p><b>Lesson 3:</b> <b>LO:</b> To understand characters’ feelings by writing a diary entry. LKS2: EN RC2c, LKS2: EN RC2e, LKS2: EN W C2a, LKS2: EN W C6 LKS2: EN W C4a, LKS2: EN W C4b LKS2: EN W C5 LKS2: EN W VGP1a, LKS2: EN W VGP1d LKS2: EN W VGP2a LKS2: EN W VGP2b.</p> <p><b>Lesson 4:</b> <b>LO:</b> To explore the impending threat of the sea dragons. LKS2: EN RC1g, LKS2: EN W C1b LKS2: EN W C3, LKS2: EN W C4a, LKS2: EN W VGP1a, LKS2: EN W VGP2a, LKS2: EN W VGP1c.</p> <p><b>Lesson 5:</b> <b>LO:</b> To explore what could happen next when Hiccup visits the sea dragon.</p>	<p><b>Lesson 4:</b> <b>LO:</b> To evaluate Hiccup’s character in the face of challenge. EN SL 7, EN SL 6, EN SL 5, EN SL 11, LKS2: EN RC1e, LKS2: EN RC2b.</p> <p><b>Lesson 5:</b> <b>LO:</b> Draw on your understanding of the story to plan the main events of a narrative. 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 VGP2a, LKS2: EN W VGP1c LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p><b>Lesson 3:</b> <b>LO:</b> Draft, edit and publish a 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 VGP2a, LKS2: EN W VGP1c LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p><b>Lesson 4:</b> <b>LO:</b> Draft, edit and publish a story. LKS2: EN W C2 LKS2: EN W C2a LKS2: EN W C3a LKS2: EN RC1g, LKS2: EN W C3,</p>
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				LKS2: EN RC2a LKS2: EN RC1g, LKS2: EN W C1b LKS2: EN RC2d, LKS2: EN RC2f, LKS2: EN RC2c.		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 VGP2a, LKS2: EN W VGP1c LKS2: EN W VGP2b, LKS2: EN W VGP2c.  <b>Lesson 5:</b> <b>LO:</b> Draft, edit and publish a 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 VGP2a, LKS2: EN W VGP1c LKS2: EN W VGP2b, LKS2: EN W VGP2c.
<b>SPAG</b>	<b>Apostrophes</b> Possessive apostrophe for plural nouns. <b>Y4:G5.8</b>	<b>Apostrophes</b> Grammatical difference between plural and possessive –s. <b>Y4:G5.8</b>	<b>Apostrophes</b> Apostrophes to mark plural possession. <b>Y4:G5.8</b>	<b>Speech</b> <b>Using and punctuating speech. Y4:G5.7</b>	<b>Speech</b> Use of inverted commas and other punctuation to indicate direct speech (e.g. comma). <b>Y4:G5.7</b>	<b>Assessment and Revision</b>



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<p><b>Maths</b></p>	<p>To recognise and show, using diagrams, families of common equivalent fractions <b>Y4:FD1</b></p> <p>To count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. <b>Y4:FD2</b></p>	<p>To Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non unit fractions where the answer is a whole number <b>Y4:FD3</b></p>	<p>To add and subtract fractions with the same denominator <b>Y4:FD4</b></p>	<p>Recognise and write decimal equivalents of any number of tenths or hundredths <b>Y4:FD5</b></p> <p>Recognise and write decimal equivalents to:  <math>\frac{1}{4}, \frac{1}{2}, \frac{3}{4}</math> <b>Y4:FD6</b></p>	<p>To Find the effect of dividing a one- or two digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths <b>Y4:FD7</b></p>	<p>Round decimals with one decimal place to the nearest whole number <b>Y4:FD8</b></p>
<p><b>Science</b></p>	<p>Science: States of Matter</p> <p><b>Lesson 1: Solid, Liquid or Gas?</b></p> <p><b>LO: To</b> sort and describe materials. <b>Y4:Sc: SM1</b></p> <p><b>Big Idea (Aspect):</b> <b>Materials</b> (Identification and Classification)</p>	<p>Science: States of Matter</p> <p><b>Lesson 2: Investigating Gases</b></p> <p><b>LO: To</b> investigate gases and explain their properties <b>Y4:Sc: SM1</b></p> <p><b>Big Idea (Aspect):</b> <b>Materials</b> (Identification and Classification)</p>	<p>Science: States of Matter</p> <p><b>Lesson 3: Heating and Cooling</b></p> <p><b>LO: To</b> investigate materials as they change state. <b>Y4:Sc: SM2, Sc:WS2, Sc:WS3, Sc:WS4, Sc:WS5, Sc:WS6, Sc:WS9</b></p> <p><b>Big Idea (Aspect):</b> <b>Materials</b> (Identification and Classification) <b>Processes</b> (Changes) <b>Investigation</b> (Investigation, Gather &amp; record data, Report &amp; conclude, Observations)</p>	<p>Science: States of Matter</p> <p><b>Lesson 4: Wonderful Water</b></p> <p><b>LO: To</b> explore how water changes state. <b>Y4:Sc: SM2</b></p> <p><b>Big Idea (Aspect):</b> <b>Materials</b> (Identification and Classification) <b>Processes</b> (Changes)</p>	<p>Science: States of Matter</p> <p><b>Lesson 5: Evaporation Investigation</b></p> <p><b>LO: To</b> investigate how water evaporates. <b>Y4:Sc: SM2, Y4:Sc: SM3, Sc:WS2, Sc:WS3, Sc:WS6, Sc:WS9</b></p> <p><b>Big Idea (Aspect):</b> <b>Materials</b> (Identification and Classification) <b>Processes</b> (Changes, Earth)</p>	<p>Science: States of Matter</p> <p><b>Lesson 6: The Water Cycle</b></p> <p><b>LO: To</b> identify and describe the different stages of the water cycle. <b>Y4:Sc: SM3</b></p> <p><b>Big Idea (Aspect):</b> <b>Materials</b> (Identification and Classification) <b>Processes</b> (Changes, Earth) <b>Investigation</b> (Investigation, Report &amp; conclude, Observations) <b>Creativity</b> (Report &amp; conclude)</p>



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			<b>Creativity</b> (Report & conclude, Gather & record data)			
<b>History</b>	<p>History: British History 4: Were the Vikings raiders, traders or settlers?</p> <p><b>Lesson 1: Why did the Vikings come to Britain?</b></p> <p><b>LO:</b> To explain when and why the Vikings came to Britain. <b>KS2: Hi 4</b></p> <p><b>Big Idea (Aspect):</b>  <b>Significance (significant events)</b>  <b>Change (British History, Chronology)</b></p>	<p>History: British History 4: Were the Vikings raiders, traders or settlers?</p> <p><b>Lesson 2: What do we know about the Vikings?</b></p> <p><b>LO:</b> To evaluate the validity of a source. <b>KS2: Hi 4</b></p> <p><b>Big Idea (Aspect):</b>  <b>Humankind (Hierarchy and power)</b>  <b>Place (Local History)</b>  <b>Creativity (Communication)</b>  <b>Investigation (investigate and interpret evidence)</b></p>	<p>History: British History 4: Were the Vikings raiders, traders or settlers?</p> <p><b>Lesson 3: How did the Vikings travel?</b></p> <p><b>LO:</b> To explore the features of Viking longboats. <b>KS2: Hi 4</b></p> <p><b>Big Idea (Aspect):</b>  <b>Humankind (civilisations)</b>  <b>Creativity (Communication)</b>  <b>Materials (artefacts and sources)</b></p>	<p>History: British History 4: Were the Vikings raiders, traders or settlers?</p> <p><b>Lesson 4: Were the Vikings raiders or traders?</b></p> <p><b>LO:</b> To examine why trading was important to the Vikings. <b>KS2: Hi 4</b></p> <p><b>Big Idea (Aspect):</b>  <b>Significance (significant events)</b>  <b>Humankind (civilisations)</b>  <b>Creativity (Report and conclude)</b>  <b>Investigation (investigate and interpret evidence)</b></p>	<p>History: British History 4: Were the Vikings raiders, traders or settlers?</p> <p><b>Lesson 5: What were the consequences of the Anglo-Saxon and Vikings' struggle for Britain?</b></p> <p><b>LO:</b> To extract and interpret information from many sources. <b>KS2: Hi 4</b></p> <p><b>Big Idea (Aspect):</b>  <b>Significance (significant events)</b>  <b>Change (British History, Chronology)</b>  <b>Humankind (civilisations)</b>  <b>Place (Local History)</b>  <b>Creativity (Communication)</b></p>	<p>History: British History 4: Were the Vikings raiders, traders or settlers?</p> <p><b>Lesson 6: What was Viking life in Britain like?</b></p> <p><b>LO:</b> To extract and interpret information from many sources. <b>KS2: Hi 4</b></p> <p><b>Big Idea (Aspect):</b>  <b>Change (British History)</b>  <b>Humankind (Civilisations, Hierarchy and power, everyday life)</b>  <b>Materials (artefacts and sources)</b>  <b>Investigation (investigate and interpret evidence)</b></p>



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					Investigation (investigate and interpret evidence)	
<b>Art</b>	<p>Art: Painting and Mixed Media – Light and Dark</p> <p><b>Lesson 1:</b> Tints and shades</p> <p><b>LO:</b> To investigate different ways of applying paint. To mix tints and shades of a colour.</p> <p><b>KS2:AD2</b></p> <p><b>Big Idea (Aspect):</b> Significance (significant people, artwork and movements) Materials (Paint)</p>	<p>Art: Painting and Mixed Media – Light and Dark</p> <p><b>Lesson 2:</b> Three dimensions</p> <p><b>LO:</b> To use tints and shades to give a three-dimensional effect when painting</p> <p><b>KS2:AD1 KS2:AD2</b></p> <p><b>Big Idea (Aspect):</b> Significance (significant people, artwork and movements) Materials (pencil, ink, charcoal and pen) Materials (Paint)</p>	<p>Art: Painting and Mixed Media – Light and Dark</p> <p><b>Lesson 3:</b> Painting techniques</p> <p><b>LO:</b> To explore how paint can create very different effects</p> <p><b>KS2:AD1 KS2:AD2</b></p> <p><b>Big Idea (Aspect):</b> Materials (Paint) Creativity (Evaluation)</p>	<p>Art: Painting and Mixed Media – Light and Dark</p> <p><b>Lesson 4:</b> Composition</p> <p><b>LO:</b> To consider proportion and composition when planning a still-life painting</p> <p><b>KS2:AD1 KS2:AD2 KS2:AD3</b></p> <p><b>Big Idea (Aspect):</b> Significance (significant people, artwork and movements) Materials (pencil, ink, charcoal and pen) Creativity (Generation of ideas) Creativity (Evaluation)</p>	<p>Art: Painting and Mixed Media – Light and Dark</p> <p><b>Lesson 5:</b> Still life</p> <p><b>LO:</b> To apply knowledge of colour mixing and painting techniques to create a finished piece</p> <p><b>KS2:AD2 KS2:AD3</b></p> <p><b>Big Idea (Aspect):</b> Significance (significant people, artwork and movements) Materials (Paint) Creativity (Creation) Creativity (Evaluation)</p>	



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<p><b>Music</b></p>	<p>Music: Body and tuned percussion.</p> <p><b>Lesson 1: Pitter patter raindrops</b></p> <p><b>LO:</b> To identify structure and texture in music.</p> <p><b>KS2:MU1, MU2 MU3, MU5</b></p> <p><b>Big Idea (Aspect):</b> <b>Investigation (Listening)</b></p>	<p>Music: Body and tuned percussion.</p> <p><b>Lesson 2: Rainforest body percussion</b></p> <p><b>LO:</b> To use body percussion.</p> <p><b>KS2:MU1, MU2 MU3, MU5</b></p> <p><b>Big Idea (Aspect):</b> <b>Creativity (Pulse and rhythm)</b></p>	<p>Music: Body and tuned percussion.</p> <p><b>Lesson 3: The rhythm of the forest floor</b></p> <p><b>LO:</b> To create musical rhythms using body percussion.</p> <p><b>KS2:MU1, MU2 MU3, MU5</b></p> <p><b>Big Idea (Aspect):</b> <b>Creativity (Performance, Pulse and rhythm, Composition)</b></p>	<p>Music: Body and tuned percussion.</p> <p><b>Lesson 4: The loopy rainforest</b></p> <p><b>LO:</b> To create simple tunes.</p> <p><b>KS2:MU1, MU2 MU3, MU5</b></p> <p><b>Big Idea (Aspect):</b> <b>Creativity (Performance, Pulse and rhythm, Composition)</b></p>	<p>Music: Body and tuned percussion.</p> <p><b>Lesson 5: Sounds of the rainforest</b></p> <p><b>LO:</b> To build and improve a composition.</p> <p><b>KS2:MU1, MU2 MU3, MU5</b></p> <p><b>Big Idea (Aspect):</b> <b>Creativity (Performance, Pulse and rhythm, Composition)</b></p>	
<p><b>PE</b></p>	<p><b>Rugby</b> <b>Lesson 1: Break Out</b></p> <p><b>LO:</b> To understand the consequence of not tagging an attacker.</p> <p><b>KS2:PE1</b> <b>KS2:PE2</b></p> <p><b>Big Idea (Aspect):</b> <b>Processes (Sending and Striking)</b> <b>Processes (Team Games)</b> <b>Creativity (Evaluation)</b></p>	<p><b>Rugby</b> <b>Lesson 2: 3v3: Focus on defending</b></p> <p><b>LO:</b> To prevent the attackers from scoring a try.</p> <p><b>KS2:PE1</b> <b>KS2:PE2</b></p> <p><b>Big Idea (Aspect):</b> <b>Processes (Sending and Striking)</b> <b>Processes (Team Games)</b> <b>Creativity (Evaluation)</b></p>	<p><b>Rugby</b> <b>Lesson 3: 4v4 Mini Games</b></p> <p><b>LO:</b> To work as a team to team apply their understanding of passing and moving to score a try.</p> <p><b>KS2:PE1</b> <b>KS2:PE2</b></p> <p><b>Big Idea (Aspect):</b> <b>Processes (Sending and Striking)</b> <b>Processes (Team Games)</b> <b>Creativity (Evaluation)</b></p>	<p><b>Dance</b> <b>Lesson 1: Exploring planets</b></p> <p><b>LO:</b> To create a sequence with a partner to portray astronauts exploring a new planet.</p> <p><b>KS2:PE4</b></p> <p><b>Big Idea (Aspect):</b> <b>Processes (Dance)</b> <b>Creativity (Evaluation)</b></p>	<p><b>Dance</b> <b>Lesson 2: Developing the roles of astronauts and aliens</b></p> <p><b>LO:</b> To use characterisation to create movements as two contrasting characters.</p> <p><b>KS2:PE4</b></p> <p><b>Big Idea (Aspect):</b> <b>Processes (Dance)</b> <b>Creativity (Evaluation)</b></p>	<p><b>Dance</b> <b>Lesson 3: Exploring the story of the astronaut and the alien</b></p> <p><b>LO:</b> To create a sequence that explores the relationship between an alien and an astronaut.</p> <p><b>KS2:PE4</b></p> <p><b>Big Idea (Aspect):</b> <b>Processes (Dance)</b> <b>Creativity (Evaluation)</b></p>



## Medium Term Plan - Year 4 – Term 3



<p><b>PSHE</b></p>	<p>Dreams &amp; Goals</p> <p><b>Lesson 1: Hopes and dreams</b></p> <p><b>LO:</b> To tell you about some of my hopes and dreams.</p> <p><b>Big Idea (Aspect):</b> Humankind (Setting goals)</p>	<p>Dreams &amp; Goals</p> <p><b>Lesson 2: Broken dreams</b></p> <p><b>LO:</b> To understand that sometimes hopes and dreams do not come true and that this can hurt.</p> <p><b>Big Idea (Aspect):</b> Humankind (Setting goals) Creativity (Vocabulary) Place (Place in world)</p>	<p>Dreams &amp; Goals</p> <p><b>Lesson 3: Overcoming disappointment</b></p> <p><b>LO:</b> To know that reflecting on positive and happy experiences can help me to counteract disappointment.</p> <p><b>Big Idea (Aspect):</b> Humankind (Setting goals) Creativity (Vocabulary) Place (Place in world)</p>	<p>Dreams &amp; Goals</p> <p><b>Lesson 4: Creating new dreams</b></p> <p><b>LO:</b> To know how to make a new plan and set new goals even if I have been disappointed.</p> <p><b>Big Idea (Aspect):</b> Humankind (Setting goals) Creativity (Vocabulary) Place (Place in world)</p>	<p>Dreams &amp; Goals</p> <p><b>Lesson 5: Achieving goals</b></p> <p><b>LO:</b> To know how to work out the steps to take to achieve a goal and can do this successfully as part of a group.</p> <p><b>Big Idea (Aspect):</b> Humankind (Setting goals) Creativity (Speaking, listening, sharing)</p>	<p>Dreams &amp; Goals</p> <p><b>Lesson 6: We did it!</b></p> <p><b>LO:</b> To identify the contributions made by myself and others to the group's achievement.</p> <p><b>Big Idea (Aspect):</b> Humankind (Setting goals) Creativity (Speaking, listening, sharing)</p>
<p><b>Computing</b></p>	<p>Programming A – Repetition in Shapes</p> <p><b>Lesson 1:</b> <b>LO:</b> To identify that accuracy in programming is important. <b>KS2: CO 1, 2, 3, 6</b></p> <p><b>Big Idea (Aspect):</b> Investigation (Data and Computational Thinking) Materials (Software)</p>	<p>Programming A – Repetition in Shapes</p> <p><b>Lesson 2:</b> <b>LO:</b> To create a program in a text-based language. <b>KS2: CO 1, 2, 3, 6</b></p> <p><b>Big Idea (Aspect):</b> Investigation (Data and Computational Thinking) Materials (Software)</p>	<p>Programming A – Repetition in Shapes</p> <p><b>Lesson 3:</b> <b>LO:</b> To explain what 'repeat' means. <b>KS2: CO 1, 2, 3, 6</b></p> <p><b>Big Idea (Aspect):</b> Investigation (Data and Computational Thinking) Materials (Software)</p>	<p>Programming A – Repetition in Shapes</p> <p><b>Lesson 4:</b> <b>LO:</b> To modify a count-controlled loop to produce a given outcome. <b>KS2: CO 1, 2, 3, 6</b></p> <p><b>Big Idea (Aspect):</b> Investigation (Data and Computational Thinking) Materials (Software)</p>	<p>Programming A – Repetition in Shapes</p> <p><b>Lesson 5:</b> <b>LO:</b> To decompose a task into small steps. <b>KS2: CO 1, 2, 3, 6</b></p> <p><b>Big Idea (Aspect):</b> Investigation (Data and Computational Thinking) Materials (Software)</p>	<p>Programming A – Repetition in Shapes</p> <p><b>Lesson 6:</b> <b>LO:</b> To create a program that uses count-controlled loops to produce a given outcome. <b>KS2: CO 1, 2, 3, 6</b></p> <p><b>Big Idea (Aspect):</b> Investigation (Data and Computational Thinking)</p>





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	Processes (Physical Interaction)	Processes (Physical Interaction)	Processes (Physical Interaction)	Processes (Physical Interaction)	Processes (Physical Interaction)	Materials (Software) Processes (Physical Interaction)
<b>RE</b>	<p>?</p> <p><b>Lesson 1:</b></p> <p><b>LO: ?</b></p> <p><b>Y5: ? Lesson 1</b></p>	<p>?</p> <p><b>Lesson 2:</b></p> <p><b>LO: ?</b></p> <p><b>Y5: ? Lesson 2</b></p>	<p>?</p> <p><b>Lesson 3:</b></p> <p><b>LO: ?</b></p> <p><b>Y5: ? Lesson 3</b></p>	<p>?</p> <p><b>Lesson 4:</b></p> <p><b>LO: ?</b></p> <p><b>Y5: ? Lesson 4</b></p>	<p>?</p> <p><b>Lesson 5:</b></p> <p><b>LO: ?</b></p> <p><b>Y5: ? Lesson 5</b></p>	<p>?</p> <p><b>Lesson 6:</b></p> <p><b>LO: ?</b></p> <p><b>Y5: ? Lesson 6</b></p>