



## Medium Term Plan - Year 4 – Term 6



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: The Miraculous Journey of Edward Tulane by Kate DiCamillo</b>						
<b>English</b>	<p><b>Biographical writing - 'Something precious to me' - reflect and recount.</b></p> <p><b>Diary entry of household – to write in character as Edward.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To build an understanding of the main character and the context of the story. EN SL 8, LKS2: EN RC2b, LKS2: EN RC1g.</p> <p><b>Lesson 2:</b> <b>LO:</b> To develop an understanding of the main character, Edward, and how precious he is to Abilene.</p>	<p><b>Non-fiction fact sheet or poster on the RMS Queen – to inform.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To develop an understanding of Pellegrina’s messages. EN SL 8, EN SL 11, LKS2: EN RC2c LKS2: EN RC2d.</p> <p><b>Lesson 2:</b> <b>LO:</b> To compose a fact sheet to build understanding of travelling by sea in the 1930s, and to inform others. LKS2: EN W C1b, LKS2: EN W C3, LKS2: EN RC2a, LKS2: EN RC1g, LKS2: EN W C2a, LKS2: EN W VGP1d.</p> <p><b>Lesson 3:</b></p>	<p><b>Free write Edward’s reflections.</b></p> <p><b>Internal monologue on Edward’s time at the dump – to explain and reflect.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To develop an understanding of how Edward feels about, and is treated by, his new owners. LKS2: EN RC2a, LKS2: EN RC1g, LKS2: EN RC2e LKS2: EN RC2c, EN SL 2, EN SL 11, LKS2: EN RC2b.</p> <p><b>Lesson 2:</b> <b>LO:</b> To explore the question ‘What does it mean to be kind’? LKS2: EN RC2e, LKS2: EN RC2b LKS2: EN RC1g, EN SL</p>	<p><b>Free write Edward’s reflections.</b></p> <p><b>Poem ‘A Travelling Life’ – to inform and entertain.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To explore the setting and context – a travelling hobo lifestyle on the road. LKS2: EN W C1b, LKS2: EN W C3, LKS2: EN RC1g, EN SL 2, LKS2: EN W C2a.</p> <p><b>Lesson 2:</b> <b>LO:</b> To develop an understanding of Edward’s time on the road with Bull and Lucy. LKS2: EN W C2 LKS2: EN W C2a, LKS2: EN W C4a, LKS2: EN RC2f, LKS2: EN RC1g, LKS2: EN W C6, LKS2: EN RC2d, LKS2: EN W VGP1a,</p>	<p><b>Narrative – Writing in role to inform from another character’s POV.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To develop an understanding of the plot and characters – Bryce and his sister. LKS2: EN RC3, LKS2: EN RC2e EN SL 11, LKS2: EN RC2d, EN SL 4.</p> <p><b>Lesson 2:</b> <b>LO:</b> To understand the plot (how Edward becomes broken) and to write about Edward from another perspective. LKS2: EN RC2d, LKS2: EN RC2e, LKS2: EN W C1b, LKS2: EN W C3, LKS2: EN</p>	<p><b>Final piece: a new chapter.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To draft, edit and publish a new chapter in the style of Kate DiCamillo – Edward’s adventure continues. LKS2: EN W C2, LKS2: EN W C3a, LKS2: EN W C2a, LKS2: EN W C3, EN SL 5, LKS2: EN W C4, 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, LKS2: EN W VGP1c, LKS2: EN W VGP2c.</p> <p><b>Lesson 2:</b> <b>LO:</b> To draft, edit and publish a new chapter in</p>



## Medium Term Plan - Year 4 – Term 6



	<p>EN SL 4, LKS2: EN RC2c, LKS2: EN W C1b, LKS2: EN W C3, LKS2: EN W C4a, LKS2: EN W VGP1a LKS2: EN W VGP1c, LKS2: EN W VGP1d.</p> <p><b>Lesson 3:</b> <b>LO:</b> To summarise incidents that happen to Edward in the Tulane house. LKS2: EN RC2b, LKS2: EN RC2c, EN SL 7, EN SL 11.</p> <p><b>Lesson 4:</b> <b>LO:</b> To write a diary entry in character as Edward. LKS2: EN W C2a, EN SL 5, EN SL 10, LKS2: EN W C6, LKS2: EN RC2d LKS2: EN W VGP1a, LKS2: EN W VGP1d LKS2: EN W VGP1b.</p> <p><b>Lesson 5:</b> <b>LO:</b> To write a diary entry in character as Edward. LKS2: EN W C2a, EN SL 5, EN SL 10, LKS2: EN W C6, LKS2: EN RC2d LKS2: EN W VGP1a, LKS2: EN W VGP1d LKS2: EN W VGP1b.</p>	<p><b>LO:</b> To make comparisons between clothing and personal items popular today with those from the 1930s. LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C4a.</p> <p><b>Lesson 4:</b> <b>LO:</b> To develop an understanding of the plot and characters – onboard the RMS <i>Queen Mary</i>. LKS2: EN RC3, LKS2: EN RC2d, EN SL 4, EN SL 11, LKS2: EN RC2b.</p> <p><b>Lesson 5:</b> <b>LO:</b> To develop an understanding of loss. LKS2: EN RC2e, LKS2: EN W C1b, LKS2: EN W C4a, EN SL 5, EN SL 4, LKS2: EN W VGP1d, LKS2: EN W VGP1a.</p>	<p>2, EN SL 8, EN SL 4, LKS2: EN W C1b, LKS2: EN RW1, LKS2: EN W TS1.</p> <p><b>Lesson 3:</b> <b>LO:</b> To write in role as Edward, reflecting on to his life and his friendships. LKS2: EN RC2e, LKS2: EN RC2a, LKS2: EN W C6, LKS2: EN W VGP1, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W TS4, LKS2: EN W TS1, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C4a, LKS2: EN W C5.</p> <p><b>Lesson 4:</b> <b>LO:</b> To write in role as Edward, reflecting on to his life and his friendships. KS2: EN RC2e, LKS2: EN RC2a, LKS2: EN W C6, LKS2: EN W VGP1, LKS2: EN W VGP1a, LKS2: EN W TS4, LKS2: EN W TS1, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C4a, LKS2: EN W C5.</p> <p><b>Lesson 5:</b></p>	<p>LKS2: EN W VGP1d, LKS2: EN W VGP1f.</p> <p><b>Lesson 3:</b> <b>LO:</b> To develop an understanding of Edward’s time on the road with Bull and Lucy. LKS2: EN W C2 LKS2: EN W C2a, LKS2: EN W C4a, LKS2: EN RC2f, LKS2: EN RC1g, LKS2: EN W C6, LKS2: EN RC2d, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1f.</p> <p><b>Lesson 4:</b> <b>LO:</b> To develop understanding of a character – Edward is alone again. EN SL 4, LKS2: EN W C3b, LKS2: EN W C4a, LKS2: EN W VGP1d.</p> <p><b>Lesson 5:</b> <b>LO:</b> To explore how the writer uses language – Edward as a scarecrow. LKS2: EN RC2f, LKS2: EN RC1g, LKS2: EN W C2, LKS2: EN W C2a.</p>	<p>W VGP1a, LKS2: EN W VGP1d.</p> <p><b>Lesson 3:</b> <b>LO:</b> To understand the plot (how Edward becomes broken) and to write about Edward from another perspective. LKS2: EN RC2d, LKS2: EN RC2e, LKS2: EN W C1b, LKS2: EN W C3, LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p> <p><b>Lesson 4:</b> <b>LO:</b> To understand Bryce’s decision to give up Edward. LKS2: EN RC2b, EN SL 9, EN SL 8, EN SL 10, EN SL 11, LKS2: EN RC2d.</p> <p><b>Lesson 5:</b> <b>LO:</b> To evaluate Edward’s journey up to where he is waiting for a happy ending. LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C3a, EN SL 7, LKS2: EN RC1e, LKS2: EN RC2d.</p>	<p>the style of Kate DiCamillo – Edward’s adventure continues. LKS2: EN W C2, LKS2: EN W C3a, LKS2: EN W C2a, LKS2: EN W C3, EN SL 5, LKS2: EN W C4, 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, LKS2: EN W VGP1c, LKS2: EN W VGP2c.</p> <p><b>Lesson 3:</b> <b>LO:</b> To draft, edit and publish a new chapter in the style of Kate DiCamillo – Edward’s adventure continues. LKS2: EN W C2, LKS2: EN W C3a, LKS2: EN W C2a, LKS2: EN W C3, EN SL 5, LKS2: EN W C4, 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, LKS2: EN W VGP1c, LKS2: EN W VGP2c.</p>
--	--	---	--	--	--	---





## Medium Term Plan - Year 4 – Term 6



<p><b>Maths</b></p>	<p>Describe positions on a 2-d grid as coordinates in the first quadrant <b>Y4:PD1</b></p>	<p>Describe movements between positions as translations of a given unit to the left/right and up/down <b>Y4:PD2</b></p>	<p>Plot specified points and draw sides to complete a given polygon. <b>Y4:PD3</b></p>	<p>Teaching of any objectives not yet approached.</p> <p>Maths Investigations</p> <p>Problem Solving</p> <p>Consolidation through Active Maths</p>	<p>Teaching of any objectives not yet approached.</p> <p>Maths Investigations</p> <p>Problem Solving</p> <p>Consolidation through Active Maths</p>	<p>Teaching of any objectives not yet approached.</p> <p>Maths Investigations</p> <p>Problem Solving</p> <p>Consolidation through Active Maths</p>
<p><b>Science</b></p>	<p>Science: Scientists and inventors.</p> <p><b>Lesson 1: Madagascar in Danger</b></p> <p><b>LO:</b> To explore deforestation and conservation in Madagascar and set up an enquiry to find out about soil erosion.</p> <p><b>Sc:WS2, Sc:WS6, Y4:Sc: LT3</b></p> <p><b>Big Idea (Aspect): Nature</b> (Identification &amp; classification)</p> <p><b>Change</b> (Living things)</p> <p><b>Place</b> (Habitats)</p> <p><b>Processes</b> (Earth)</p> <p><b>Investigation</b> (Questioning,</p>	<p>Science: Scientists and inventors.</p> <p><b>Lesson 2: Alexander Graham Bell</b></p> <p><b>LO:</b> To describe Alexander Graham Bell and his inventions and present my findings.</p> <p><b>Sc:WS6, Y4:Sc: S2</b></p> <p><b>Big Idea (Aspect): Processes</b> (Phenomena)</p> <p><b>Significance</b> (Significant Events, Significant People)</p>	<p>Science: Scientists and inventors.</p> <p><b>Lesson 3: Maria Telkes</b></p> <p><b>LO:</b> To build a solar oven and explain how the temperature changes inside it.</p> <p><b>Sc:WS3</b></p> <p><b>Big Idea (Aspect): Processes</b> (Modelling)</p> <p><b>Investigation</b> (Questioning, Measurement, Investigation, Report &amp; conclude, Gather &amp; record data)</p> <p><b>Creativity</b> (Report &amp; conclude, Gather &amp; record data)</p>	<p>Science: Scientists and inventors.</p> <p><b>Lesson 4: Garrett Morgan</b></p> <p><b>LO:</b> To build a traffic light using series circuits.</p> <p><b>Y4:Sc: E2, Y4:Sc: E4</b></p> <p><b>Big Idea (Aspect): Humankind</b> (Staying safe)</p> <p><b>Processes</b> (Forces, Modelling, Modelling)</p>	<p>Science: Scientists and inventors.</p> <p><b>Lesson 5: Discovering Oxygen</b></p> <p><b>LO:</b> To describe the properties of oxygen gas and explain how oxygen was discovered.</p> <p><b>Sc:WS3, Sc:WS8, Y4:Sc: SM1</b></p> <p><b>Big Idea (Aspect): Processes</b> (Changes)</p> <p><b>Investigation</b> (Questioning, Measurement, Investigation, Observations, Report &amp; conclude)</p> <p><b>Creativity</b> (Report &amp; conclude)</p>	<p>Science: Scientists and inventors.</p> <p><b>Lesson 7: Thomas Edison and Lewis Latimer</b></p> <p><b>LO:</b> To explore the impact of electrical inventions by inventors such as Thomas Edison and Lewis Latimer.</p> <p><b>Sc:WS8, Y4:Sc: E1</b></p> <p><b>Big Idea (Aspect): Comparison</b> (Physical things)</p> <p><b>Significance</b> (Significant Events, Significant People)</p> <p><b>Lesson 8: Toothpaste</b></p>



## Medium Term Plan - Year 4 – Term 6



	<p>Investigation, Report &amp; conclude)  <b>Creativity</b> (Report &amp; conclude)  <b>Significance</b> (Significant People)</p>		<p><b>Comparison</b> (Physical things)  <b>Significance</b> (Significant Events, Significant People)</p>		<p><b>Materials</b> (Identification and Classification)  <b>Significance</b> (Significant Events, Significant People)   <b>Lesson 6: Absolute Zero</b>   <b>LO:</b> To explain what Lord Kelvin called ‘absolute zero’ and accurately use a thermometer.  <b>Y4:Sc: SM2</b>   <b>Big Idea (Aspect):</b>  <b>Processes</b> (Changes)  <b>Significance</b> (Significant Events, Significant People)</p>	<p><b>LO:</b> To identify ways to look after our teeth and investigate the invention of toothpaste.  <b>Sc:WS9, Y4:Sc: A2</b>   <b>Big Idea (Aspect):</b>  <b>Humankind</b> (Healthy lifestyle, Healthy lifestyle)  <b>Investigation</b> (Questioning, Measurement, Investigation, Observations, Report &amp; conclude, Gather &amp; record data)  <b>Creativity</b> (Report &amp; conclude, Gather &amp; record data)  <b>Significance</b> (Significant Events, Significant People)</p>
<p><b>Geog.</b></p>	<p>Geography: What are rivers and how are they formed?   <b>Lesson 1:</b> What is the water cycle?  <b>LO: to describe how the water cycle works</b>  <b>KS2: Ge: HP1</b></p>	<p>Geography: What are rivers and how are they formed?   <b>Lesson 2:</b> How is the river formed?  <b>LO: to recognise the features and courses of a river.</b>  <b>KS2: Ge: LK2; KS2: Ge: HP1</b></p>	<p>Geography: What are rivers and how are they formed?   <b>Lesson 3:</b> Where can we find rivers?  <b>LO: to name and locate some of the world’s longest rivers.</b>  <b>KS2: Ge: LK1; KS2: Ge: LK2; KS2: Ge: HP1; KS2: Ge: SF1</b></p>	<p>Geography: What are rivers and how are they formed?   <b>Lesson 4:</b> How are rivers used?  <b>LO: to describe how rivers are used.</b>  <b>KS2: Ge: LK2; KS2: Ge: HP1; KS2: Ge: HP2</b></p>	<p>Geography: What are rivers and how are they formed?   <b>Lesson 5:</b> What can we find out about our local river?  <b>LO: to identify and locate human and physical features on a map.</b></p>	<p>Geography: What are rivers and how are they formed?   <b>Lesson 6: What features does our local river have? LO: to collect data about the features of a local river.</b>  <b>KS2: Ge: LK2; KS2: Ge: HP1 KS2: Ge: HP2; KS2:</b></p>



## Medium Term Plan - Year 4 – Term 6



	<p><b>Big Idea (Aspect):</b></p> <p><b>Place (UK)</b></p> <p><b>Comparison</b> (compare and contrast)</p> <p><b>Processes</b> (Physical process)</p> <p><b>Change</b> (Geographical change)</p>	<p><b>Big Idea (Aspect):</b></p> <p><b>Place (UK)</b></p> <p><b>Comparison</b> (compare and contrast)</p> <p><b>Processes</b> (Physical process) <b>Change</b> (Geographical change)</p>	<p><b>Big Idea (Aspect):</b></p> <p><b>Investigation</b> (Geographical resources)</p> <p><b>Significance</b> (significant places)</p> <p><b>Humankind</b> (settlement and land use)</p>	<p><b>Big Idea (Aspect):</b></p> <p><b>Place (UK)</b></p> <p><b>Comparison</b> (compare and contrast)</p> <p><b>Investigation</b> (Geographical resources)</p> <p><b>Significance</b> (significant places)</p> <p><b>Humankind</b> (settlement and land use)</p> <p><b>Change</b> (Geographical change)</p>	<p><b>KS2: Ge: LK2; KS2: Ge: HP1 KS2: Ge: HP2; KS2: Ge: SF1 KS2: Ge: SF2</b></p> <p><b>Big Idea (Aspect):</b></p> <p><b>Place (position)</b></p> <p><b>Comparison</b> (compare and contrast)</p> <p><b>Investigation</b> (Geographical resources)</p> <p><b>Significance</b> (significant places) <b>Humankind</b> (settlement and land use)</p> <p><b>Change</b> (Geographical change)</p>	<p><b>Ge: SF1 KS2: Ge: SF2 KS2: Ge: SF3</b></p> <p><b>Big Idea (Aspect):</b></p> <p><b>Place (UK and position)</b></p> <p><b>Comparison</b> (compare and contrast)</p> <p><b>Nature (Sustainability)</b></p> <p><b>Investigation</b> (Fieldwork)</p> <p><b>Significance</b> (significant places)</p> <p><b>Humankind</b> (settlement and land use)</p> <p><b>Materials</b> (Natural and Man-made materials)</p> <p><b>Change</b> (Geographical change)</p>
<b>DT</b>	<p>DT: Textiles – Fastenings</p> <p><b>Lesson 1: Evaluating fastenings</b></p> <p><b>LO:</b> To identify and evaluate different types of fastenings</p> <p><b>KS2:DT E 1</b></p>	<p>DT: Textiles – Fastenings</p> <p><b>Lesson 2: Designing my book sleeve</b></p> <p><b>LO:</b> To design a product to meet design criteria</p> <p><b>KS2:DT D 1 KS2:DT E 2</b></p>	<p>DT: Textiles – Fastenings</p> <p><b>Lesson 3: Paper mock-up and preparing fabric</b></p> <p><b>LO:</b> To make and test a paper template</p> <p><b>KS2:DT TK 1 KS2:DT M 2</b></p>	<p>DT: Textiles – Fastenings</p> <p><b>Lesson 4: Assembling my book sleeve</b></p> <p><b>LO:</b> To assemble a book jacket</p> <p><b>KS2:DT M 1 KS2:DT D 1 KS2:DT E 2</b></p>		



## Medium Term Plan - Year 4 – Term 6



	<b>Big Idea (Aspect):</b> Creativity (Generation of ideas) Investigation (Evaluate)	<b>Big Idea (Aspect):</b> Creativity (Generation of ideas) Investigation (Evaluate)	<b>Big Idea (Aspect):</b> Creativity (Generation of ideas) Investigation (Investigation) Materials (Cutting and joining textiles)	<b>Big Idea (Aspect):</b> Investigation (Investigation) Investigation (Evaluate) Materials (Cutting and joining textiles) Materials (Decorating and embellishing textiles)		
<b>MFL</b>	MFL (French): Weather and the water cycle  <b>Lesson 1: French weather phrases</b>  <b>LO:</b> To learn weather phrases. <b>LKS2:MFL1, LKS2:MFL2</b>	MFL (French): Weather and the water cycle  <b>Lesson 2: French weather rap</b>  <b>LO:</b> To learn a weather rap. <b>LKS2:MFL6, LKS2:MFL4, LKS2:MFL2</b>	MFL (French): Weather and the water cycle  <b>Lesson 3: Compass points in French</b>  <b>LO:</b> To make statements about the weather and points of the compass. <b>LKS2:MFL1, LKS2:MFL3, LKS2:MFL4</b>	MFL (French): Weather and the water cycle  <b>Lesson 4: The temperature in France</b>  <b>LO:</b> To recognise written words of multiples of ten to 100 in French. <b>LKS2:MFL2, LKS2:MFL4, LKS2:MFL7</b>	MFL (French): Weather and the water cycle  <b>Lesson 5: The water cycle in French</b>  <b>LO:</b> To understand the water cycle in French. <b>LKS2:MFL9</b>	
<b>PE</b>	<b>Athletics</b> <b>Lesson 1: Team Race: 12 laps.</b>  <b>LO:</b> To understand why they need to pace themselves when running over a longer distance. <b>KS2:PE1</b>	<b>Athletics</b> <b>Lesson 2: Standing Triple Jump Competition</b>  <b>LO:</b> To jump applying the correct technique; hop, skip and jump. <b>KS2:PE1</b> <b>KS2:PE3</b>	<b>Athletics</b> <b>Lesson 3: Throwing for distance competition: Javelin</b>  <b>LO:</b> To understand why we need to throw overarm with power and accuracy. <b>KS2:PE1</b>	<b>Sports Week including Sports Day</b>	<b>Outdoor Adventurous Activities</b> <b>Lesson 1:</b> North, South, East, West  <b>LO:</b> To understand how to navigate to different points of the compass. <b>KS2:PE5</b>	<b>Outdoor Adventurous Activities</b> <b>Lesson 2:</b> Point to Point  <b>LO:</b> To orientate a map, locate points on the map, then travel to them in a set order. <b>KS2:PE5</b>



## Medium Term Plan - Year 4 – Term 6



	KS2:PE3 KS2:PE6	KS2:PE6	KS2:PE3 KS2:PE6		Big Idea (Aspect): Nature (Outdoor Adventurous Activities)	Big Idea (Aspect): Nature (Outdoor Adventurous Activities)
	<b>Big Idea (Aspect):</b> Processes (Athletics) Creativity (Evaluation)	<b>Big Idea (Aspect):</b> Processes (Athletics) Investigation (Data Analysis) Creativity (Evaluation)	<b>Big Idea (Aspect):</b> Processes (Sending and Striking) Investigation (Data Analysis) Creativity (Evaluation)			
<b>PSHE</b>	Changing Me  <b>Lesson 1: Unique Me</b>  <b>LO:</b> To understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm  <b>Big Idea (Aspect):</b> Change (Physical development) Creativity (Speaking, listening, sharing)	Changing Me  <b>Lesson 2: Having a Baby</b>  <b>LO:</b> To correctly label the internal and external parts of male and female bodies that are necessary for making a baby  <b>Big Idea (Aspect):</b> Change (Physical development) Creativity (Speaking, listening, sharing)	Changing Me  <b>Lesson 3: Puberty and Menstruation</b>  <b>LO:</b> To describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this  <b>Big Idea (Aspect):</b> Change (Physical development) Creativity (Speaking, listening, sharing) Humankind (Personal hygiene) Humankind (Physical development)	Changing Me  <b>Lesson 4: Circles of change</b>  <b>LO:</b> To know how the circle of change works and can apply it to changes I want to make in my life  <b>Big Idea (Aspect):</b> Change (Physical development) Creativity (Speaking, listening, sharing)	Changing Me  <b>Lesson 5: Accepting change</b>  <b>LO:</b> To identify changes that have been and may continue to be outside of my control that I learnt to accept  <b>Big Idea (Aspect):</b> Change (Physical development) Creativity (Speaking, listening, sharing)	Changing Me  <b>Lesson 6: Looking ahead</b>  <b>LO:</b> To identify what I am looking forward to when I move to a new class  <b>Big Idea (Aspect):</b> Change (Physical development) Creativity (Speaking, listening, sharing) Humankind (Setting goals)





## Medium Term Plan - Year 4 – Term 6



<p><b>Computing</b></p>	<p>Programming B – Repetition in games</p> <p><b>Lesson 1:</b></p> <p><b>LO:</b> To develop the use of count-controlled loops in a different programming environment <b>KS2: CO 1, 2, 3</b></p> <p><b>Big Idea (Aspect):</b></p> <p><b>Investigation</b> (Data and computational thinking) <b>Processes</b> (Physical Interaction)</p>	<p>Programming B – Repetition in games</p> <p><b>Lesson 2:</b></p> <p><b>LO:</b> To explain that in programming there are infinite loops and count controlled loops <b>KS2: CO 1, 2, 3</b></p> <p><b>Big Idea (Aspect):</b></p> <p><b>Investigation</b> (Data and computational thinking) <b>Processes</b> (Physical Interaction)</p>	<p>Programming B – Repetition in games</p> <p><b>Lesson 3:</b></p> <p><b>LO:</b> To develop a design that includes two or more loops which run at the same time <b>KS2: CO 1, 2, 3</b></p> <p><b>Big Idea (Aspect):</b></p> <p><b>Investigation</b> (Data and computational thinking) <b>Processes</b> (Physical Interaction)</p>	<p>Programming B – Repetition in games</p> <p><b>Lesson 4:</b></p> <p><b>LO:</b> To modify an infinite loop in a given program <b>KS2: CO 1, 2, 3</b></p> <p><b>Big Idea (Aspect):</b></p> <p><b>Investigation</b> (Data and computational thinking) <b>Processes</b> (Physical Interaction)</p>	<p>Programming B – Repetition in games</p> <p><b>Lesson 5:</b></p> <p><b>LO:</b> To design a project that includes repetition <b>KS2: CO 1, 2, 3</b></p> <p><b>Big Idea (Aspect):</b></p> <p><b>Investigation</b> (Data and computational thinking) <b>Processes</b> (Physical Interaction)</p>	<p>Programming B – Repetition in games</p> <p><b>Lesson 6:</b></p> <p><b>LO:</b> To create a project that includes repetition <b>KS2: CO 1, 2, 3</b></p> <p><b>Big Idea (Aspect):</b></p> <p><b>Investigation</b> (Data and computational thinking) <b>Processes</b> (Physical Interaction)</p>
<p><b>RE</b></p>	<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>