



Medium Term Plan - Year 6 – Term 2

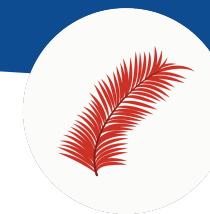


Horton Kirby CE Primary School is incredibly passionate about ensuring that our children have **opportunities** to develop their **curiosity** through an **aspirational** and **diverse** curriculum which has been developed and adapted to meet the needs of all of our children and community. We provide 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: The Skellig by David Almond						
English	<p>Internal monologue – to explore Michael’s feelings (he is problem solving and therefore the purpose for the reader is to empathise at this point – same with the other monologues and diaries).</p> <p>Lesson 1: LO: To understand theme. EN SL 8, EN SL 5, UKS2: EN W VGP1, UKS2: EN W VGP3.</p> <p>Lesson 2: LO: To understand the importance of quotations. EN SL 8, UKS2: EN RC1c, UKS2: EN RC1d, EN SL 5.</p>	<p>Personal narrative – to describe and entertain.</p> <p>Internal monologue – to explore Skellig’s feelings.</p> <p>Lesson 1: LO: To explore a personal experience and make links to the story. UKS2: EN RC2a, LKS2: EN RC1g, UKS2: EN RC2b, UKS2: EN RC2c.</p> <p>Lesson 2: LO: To understand different characters in the story. UKS2: EN RC2a, LKS2: EN RC1g, UKS2: EN RC2b, UKS2: EN RC2c.</p>	<p>Personal narrative – to describe and entertain.</p> <p>Internal monologue – to explore Skellig’s feelings</p> <p>An extra excerpt for the story – to entertain.</p> <p>Lesson 1: LO: To write in the style of the story. LKS2: EN W C2a, UKS2: EN W C1c, UKS2: EN RC2f, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b, UKS2: EN W VGP2b, LKS2: EN W VGP2c.</p>	<p>Poetry.</p> <p>Non-fiction writing – One-sided or balanced argument on the topic of home school vs state school.</p> <p>Lesson 1: LO: To write in the style of poetry. UKS2: EN RC2a, UKS2: EN W C1a, UKS2: EN W C1b, UKS2: EN RC2f.</p> <p>Lesson 2: LO: To understand theme ‘home schooling vs state school’ and how it impacts the main characters. EN SL 7, EN SL 6, EN SL 11, UKS2: EN RC1e, UKS2: EN RC5.</p>	<p>Diary Entries:</p> <p>Mina’s diary – to explore Mina’s feelings.</p> <p>Michael’s diary – to explore the change in Michael’s feelings.</p> <p>Lesson 1: LO: To develop a stronger understanding of Mina’s thoughts and feelings. UKS2: EN RC2c UKS2: EN RC2e LKS2: EN W C2a UKS2: EN W C3a, LKS2: EN W C6. LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1e, LKS2: EN W VGP2b.</p>	<p>Story – to entertain.</p> <p>Lesson 1: LO: Plan the main events of a story. UKS2: EN RC2c, UKS2: EN W C1a UKS2: EN W C1b UKS2: EN W C1c.</p> <p>Lesson 2: LO: Draft, edit and publish a story. UKS2: EN W C2a, UKS2: EN W C2b, UKS2: EN W C2c, UKS2: EN W C2d, UKS2: EN W C3a, UKS2: EN W C5, UKS2: EN W C3c, UKS2: EN W C3b, UKS2: EN W C3d, UKS2: EN W C4, UKS2: EN W VGP1c UKS2: EN W VGP1d, UKS2: EN W VGP1e, UKS2: EN W VGP1f, UKS2: EN W VGP2a, UKS2: EN W VGP2b, UKS2: EN W VGP2c, UKS2: EN W</p>



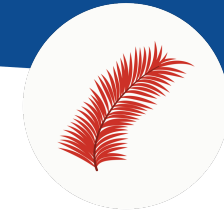
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	<p>Lesson 3: LO: To form an interpretation of some characters in <i>Skellig</i>. LKS2: EN RC1g, UKS2: EN RC2d.</p> <p>Lesson 4: LO: To analyse how the writer uses language to reveal character. UKS2: EN RC2c, UKS2: EN RC2f, EN SL 4, EN SL 9, EN SL 10, UKS2: EN W VGP1d, UKS2: EN W VGP1d, LKS2: EN W VGP1d, LKS2: EN W VGP2b, UKS2: EN W VGP2b, UKS2: EN W VGP2f.</p> <p>Lesson 5: LO: To explore Michael's thoughts and feelings. UKS2: EN RC2c, UKS2: EN RC2f, EN SL 4, EN SL 9, EN SL 10, UKS2: EN W VGP1d, UKS2: EN W VGP1d, LKS2: EN W VGP1d, LKS2: EN W VGP2b, UKS2: EN W VGP2b, UKS2: EN W VGP2f.</p>	<p>Lesson 3: LO: To develop an understanding of a reoccurring theme and how it relates to the story. EN SL 7, UKS2: EN RC1e, UKS2: EN RC2b, UKS2: EN RC2c.</p> <p>Lesson 4: LO: To develop understanding of the theme of 'Relationship' in the story. UKS2: EN RC2c, UKS2: EN RC2f, UKS2: EN RC2d.</p> <p>Lesson 5: LO: To understand the implications of Michael's predicament. UKS2: EN RC2d UKS2: EN RC2f, UKS2: EN W C1a, UKS2: EN W C1b, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b, UKS2: EN W VGP2b, LKS2: EN W VGP2c.</p>	<p>Lesson 2: LO: To write in the style of the story. LKS2: EN W C2a, UKS2: EN W C1c, UKS2: EN RC2f, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b, UKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p>Lesson 3: LO: To build on understanding of the theme 'Relationship'. UKS2: EN RC2d, EN SL 7, UKS2: EN RC1e, UKS2: EN RC2b, UKS2: EN RC2c, LKS2: EN W C2a, UKS2: EN W C1c, UKS2: EN RC2f, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1e LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p>Lesson 4: LO: To understand themes in <i>Skellig</i>. UKS2: EN RC2d, UKS2: EN RC2c, UKS2: EN RC1e, UKS2: EN RC2b.</p>	<p>Lesson 3: LO: To investigate language used and its effect. UKS2: EN RC1e, UKS2: EN RC2d, UKS2: EN RC2a, UKS2: EN RC3, UKS2: EN RC2c.</p> <p>Lesson 4: LO: To explore Mina's character and her relationship with Michael and Skellig. UKS2: EN RC2c, UKS2: EN RC2e, LKS2: EN W C2a.</p> <p>Lesson 5: LO: To explore Mina's thoughts and feelings. UKS2: EN RC2c, UKS2: EN RC2e, LKS2: EN W C2a, UKS2: EN W C3a, LKS2: EN W C6, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1e LKS2: EN W VGP2b.</p>	<p>Lesson 2: LO: To develop a stronger understanding Michael's internal thoughts and feelings. UKS2: EN RC2c UKS2: EN RC2e LKS2: EN W C2a UKS2: EN W C3a, LKS2: EN W C6. LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1e, LKS2: EN W VGP2b.</p> <p>Lesson 3: LO: Understand how the writer evokes emotions. LKS2: EN RC1g, UKS2: EN RC2f, UKS2: EN RC2d UKS2: EN W C1c, LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p> <p>Lesson 4: LO: To understand the theme life vs death. LKS2: EN RC1g, UKS2: EN RC2c, UKS2: EN RC2f, UKS2: EN RC2d UKS2: EN W C1c.</p>	<p>VGP2d, LKS2: EN W VGP1a LKS2: EN W VGP1d LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p>Lesson 3: LO: Draft, edit and publish a story. UKS2: EN W C2a, UKS2: EN W C2b, UKS2: EN W C2c, UKS2: EN W C2d, UKS2: EN W C3a, UKS2: EN W C5, UKS2: EN W C3c, UKS2: EN W C3b, UKS2: EN W C3d, UKS2: EN W C4, UKS2: EN W VGP1c UKS2: EN W VGP1d, UKS2: EN W VGP1e, UKS2: EN W VGP1f, UKS2: EN W VGP2a, UKS2: EN W VGP2b, UKS2: EN W VGP2c, UKS2: EN W VGP2d, LKS2: EN W VGP1a LKS2: EN W VGP1d LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p>Lesson 4: LO: Draft, edit and publish a story. UKS2: EN W C2a, UKS2: EN W C2b, UKS2: EN W C2c, UKS2: EN W C2d, UKS2: EN W C3a, UKS2: EN W C5,</p>
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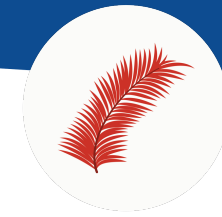
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			<p>Lesson 5: LO: To analyse poetry. UKS2: EN RC1e, UKS2: EN RC2a, UKS2: EN RC3, UKS2: EN RC1c, UKS2: EN RC1a, UKS2: EN RC2c.</p>		<p>Lesson 5: LO: To evaluate the whole story. LKS2: EN RC1g, UKS2: EN RC2c, UKS2: EN RC2f, UKS2: EN RC2d, UKS2: EN RC2b, UKS2: EN RC1e, EN SL 9.</p>	<p>UKS2: EN W C3c, UKS2: EN W C3b, UKS2: EN W C3d, UKS2: EN W C4, UKS2: EN W VGP1c UKS2: EN W VGP1d, UKS2: EN W VGP1e, UKS2: EN W VGP1f, UKS2: EN W VGP2a, UKS2: EN W VGP2b, UKS2: EN W VGP2c, UKS2: EN W VGP2d, LKS2: EN W VGP1a LKS2: EN W VGP1d LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p>Lesson 5: LO: Draft, edit and publish a story. UKS2: EN W C2a, UKS2: EN W C2b, UKS2: EN W C2c, UKS2: EN W C2d, UKS2: EN W C3a, UKS2: EN W C5, UKS2: EN W C3c, UKS2: EN W C3b, UKS2: EN W C3d, UKS2: EN W C4, UKS2: EN W VGP1c UKS2: EN W VGP1d, UKS2: EN W VGP1e, UKS2: EN W VGP1f, UKS2: EN W VGP2a, UKS2: EN W VGP2b, UKS2: EN W VGP2c, UKS2: EN W VGP2d, LKS2: EN W VGP1a LKS2: EN W VGP1d LKS2:</p>
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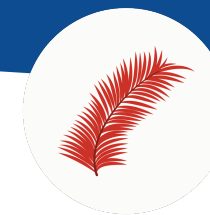
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						EN W VGP2b, LKS2: EN W VGP2c.
SPAG (Revision)	Semi-colons Y6:G5.11	Colons Y6:G5.10	Determiners & Articles Y3:G1.8	Pronouns Y4:G1.6 Apostrophes Y4:G5.8	Prepositions Y3:G1.7	Interjections
Maths	To know that addition, subtraction, multiplication and division should be carried out in a specific order when looking at problems. Y6:ASMD6	To solve addition and subtraction multi-step problems, deciding where to add or subtract. Y6:ASMD7 To solve problems involving addition, subtraction, multiplication and division. Y6:ASMD8	To estimate my answer before I begin calculating. Y6:ASMD9 To use common factors to simplify fractions and use common multiples to express fractions in the same denomination. Y6:FD1	To add fractions with different denominators and mixed numbers. Y6:FD3	To subtract fractions with different denominators and mixed numbers. Y6:FD3 To multiply fractions. Y6:FD4	To divide proper fractions by whole numbers. Y6:FD5 To compare and order fractions, including fractions greater than 1. Y6:FD2
Science	Science: Evolution and inheritance Lesson 1: Inheritance LO: To explain the scientific concept of inheritance. Y6:Sc:EL2 Big Idea (Aspect): Nature (Identification & classification,	Science: Evolution and inheritance Lesson 2: Adaptation LO: To demonstrate understanding of the scientific meaning of adaptation. Y6:Sc:EL3 Big Idea (Aspect): Nature (parts & functions, Survival)	Science: Evolution and inheritance Lesson 3: Theory of Evolution LO: To identify the key ideas of the theory of evolution. Y5-6:Sc:WS6, Y6:Sc:EL3 Big Idea (Aspect): Change (Living things) Nature (parts & functions)	Science: Evolution and inheritance Lesson 4: Evidence for Evolution LO: To identify evidence for evolution from fossil records. Y5-6:Sc:WS6, Y6:Sc:EL1 Big Idea (Aspect): Change (Living things) Nature (parts & functions)	Science: Evolution and inheritance Lesson 5: Evidence for Evolution: Humans LO: To understand how human beings have evolved. Y5-6:Sc:WS6, Y6:Sc:EL1 Big Idea (Aspect): Change (Living things) Nature (parts & functions)	Science: Evolution and inheritance Lesson 6: Adaptation, Evolution and Human Intervention LO: To explain how adaptations can result in both advantages and disadvantages and explain how human intervention affects evolution.



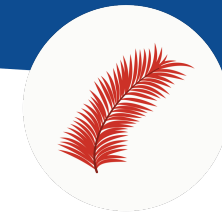
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	<p>parts & functions, Survival)</p> <p>Investigation (Questioning)</p>	<p>Investigation (Questioning)</p>	<p>Investigation (Questioning)</p>	<p>Processes (Changes)</p> <p>Investigation (Questioning)</p>	<p>Investigation (Questioning)</p>	<p>Y6:Sc:EL3</p> <p>Big Idea (Aspect): Change (Living things) Nature (parts & functions, Survival) Investigation (Questioning)</p>
Geog.	<p>Geography: Why does population change?</p> <p>Lesson 1: How is the global population changing?</p> <p>LO: To understand the change and distribution of the global population</p> <p>KS2: Ge: LK1 and 3, HP2, SF1</p> <p>Big Idea (Aspect): Place (world and map) Comparison (compare and contrast) Investigation (geographical resources)</p>	<p>Geography: Why does population change?</p> <p>Lesson 2: What are birth and death rates?</p> <p>LO: To define birth and death rates and describe why they change. KS2: Ge: LK1, PK1, HP2</p> <p>Big Idea (Aspect): Comparison (compare and contrast) Investigation (geographical resources and data analysis) Change (geographical change)</p>	<p>Geography: Why does population change?</p> <p>Lesson 3: Why do people migrate?</p> <p>LO: To recognise the push and pull factors influencing migration. KS2: Ge: LK1, PK1, HP2</p> <p>Big Idea (Aspect): Place (world) Processes (physical processes) Nature (environment) Investigation (data analysis) Humankind (settlements)</p>	<p>Geography: Why does population change?</p> <p>Lesson 4: How is climate change impacting the population?</p> <p>LO: To begin to understand the impact climate change can have on the global population KS2: Ge: LK2, HP1 and 2</p> <p>Big Idea (Aspect): Processes (climate and weather) Nature (environment and sustainability) Materials (natural and man-made materials)</p>	<p>Geography: Why does population change?</p> <p>Lesson 5: How is population impacting our environment? Data collection.</p> <p>LO: To collect data showing how population impacts the amount of traffic and litter in an area.</p> <p>KS2: Ge: LK2, HP2, SF1,2 and 3</p> <p>Big Idea (Aspect): Place (map) Investigation (data analysis and fieldwork)</p>	<p>Geography: Why does population change?</p> <p>Lesson 6: How is population impacting our environment? Findings.</p> <p>LO: To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation. KS2: Ge: HP2, SF1,2 and 3</p> <p>Big Idea (Aspect): Place (map) Investigation (data analysis and fieldwork)</p>



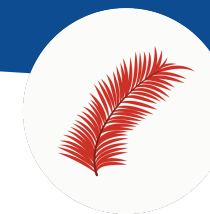
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<p>DT</p>	<p>Structures - Playgrounds</p> <p>Lesson 1: Design a new playground</p> <p>LO: To design a playground with a variety of structures.</p> <p>KS2:DT D 1 KS2:DT D 2 KS2:DT E 1 KS2:DT E 2</p> <p>Big Idea (Aspect): Humankind (Everyday Products) Investigation (Evaluate)</p> <p>Comparison (Compare & Contrast)</p>	<p>Structures - Playgrounds</p> <p>Lesson 2: Building structures</p> <p>LO: To build a range of structures.</p> <p>KS2:DT D 2 KS2:DT E 1 KS2:DT M 1 KS2:DT M 2 KS2:DT E 2 KS2:DT TK 1</p> <p>Big Idea (Aspect): Humankind (Everyday Products) Significance (Significant People) Materials (Materials for Purpose) Creativity (Structures)</p> <p>Investigation (Investigation) Investigation (Evaluate)</p>	<p>Structures - Playgrounds</p> <p>Lesson 3: Perfecting structures</p> <p>LO: To improve and add detail to structures</p> <p>KS2:DT D 2 KS2:DT M 1 KS2:DT M 2 KS2:DT E 2 KS2:DT TK 1</p> <p>Big Idea (Aspect): Humankind (Everyday Products) Materials (Materials for Purpose) Creativity (Structures)</p> <p>Investigation (Investigation)</p>	<p>Structures - Playgrounds</p> <p>Lesson 4: Playground landscapes</p> <p>LO: To create the surrounding landscape.</p> <p>KS2:DT D 1 KS2:DT D 2 KS2:DT M 1 KS2:DT M 2</p> <p>Big Idea (Aspect): Humankind (Everyday Products) Materials (Materials for Purpose) Creativity (Structures)</p> <p>Investigation (Investigation)</p> <p>Investigation (Evaluate)</p>		
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<p>MFL</p>	<p>MFL (French): French sport and the Olympics.</p> <p>Lesson 1: Sports in French</p> <p>LO: To express an opinion about sports and say which sports you play. UKS2:MFL3, UKS2:MF5L</p>	<p>MFL (French): French sport and the Olympics.</p> <p>Lesson 2: France and around the world</p> <p>LO: To learn the words in French for countries around the world. UKS2:MFL9, UKS2:MFL12</p>	<p>MFL (French): French sport and the Olympics.</p> <p>Lesson 3: France – Ready to go!</p> <p>LO: To conjugate the verb ‘to go’ and say I or someone else is going to a country. UKS2:MFL9, UKS2:MFL12</p>	<p>MFL (French): French sport and the Olympics.</p> <p>Lesson 4: La compétition – Le Tour de France</p> <p>LO: To rehearse orally new vocabulary. UKS2:MFL1, UKS2:MFL3, UKS2:MFL9</p>	<p>MFL (French): French sport and the Olympics.</p> <p>Lesson 5: French boules – pétanque</p> <p>LO: To learn about the French game of pétanque and to rehearse new vocabulary. UKS2:MFL1, UKS2:MFL3, UKS2:MFL9</p>	<p>MFL (French): French sport and the Olympics.</p> <p>Lesson 6: The French go to the Olympic Games</p> <p>LO: To write an interview article about the Olympic Games. UKS2:MFL1, UKS2:MFL3, UKS2:MFL9</p>
<p>PE</p>	<p>Football</p> <p>Lesson 1: Football games 4v4</p> <p>LO: To combine passing, dribbling and moving to create a shooting opportunity.</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Football</p> <p>Lesson 2: 5v4 overload defending with referee.</p> <p>LO: To collaborate as a team to prevent the attackers from scoring.</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Football</p> <p>Lesson 3: Football Games (6v6) with referees and a manager.</p> <p>LO: To manage teams selecting who is best suited to certain roles.</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Hockey</p> <p>Lesson 1: 3v3 Endzone Hockey</p> <p>LO: To combine passing, dribbling and moving to create a shooting opportunity</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Hockey</p> <p>Lesson 2: 4v4 Hockey with referees.</p> <p>LO: To officiate the games applying the rules fairly.</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Hockey</p> <p>Lesson 3: Zone Hockey 4v4 (2v2).</p> <p>LO: To learn how defenders can prevent the attackers from scoring.</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>



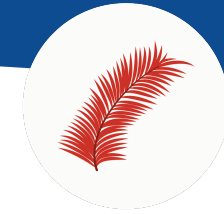
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<p>PSHE</p>	<p>Celebrating Difference: Lesson 1: Am I normal? LO: To understand there are different perceptions about what normal means.</p> <p>Big Idea (Aspect): Humankind (Unacceptable behaviour) Place (Diversity) Comparison (Compare and contrast) Creativity (Vocabulary)</p>	<p>Celebrating Difference: Lesson 2: Understanding difference LO: To understand that everyone has a right to be who they are.</p> <p>Big Idea (Aspect): Humankind (Unacceptable behaviour) Place (Diversity) Comparison (Compare and contrast) Creativity (Vocabulary)</p>	<p>Celebrating Difference: Lesson 3: Power struggles LO: To explain some of the ways in which one person or a group can have power over another.</p> <p>Big Idea (Aspect): Humankind (Unacceptable behaviour) Place (Diversity)</p>	<p>Celebrating Difference: Lesson 4: Why Bully? LO: To know some of the reasons why people use bullying behaviours.</p> <p>Big Idea (Aspect): Humankind (Unacceptable behaviour)</p>	<p>Celebrating Difference: Lesson 5: Celebrating difference LO: To give examples of people with disabilities who lead amazing lives.</p> <p>Big Idea (Aspect): Humankind (Unacceptable behaviour) Comparison (Compare and contrast)</p> <p>Investigation (Issues, Evidence, ideas)</p>	<p>Celebrating Difference: Lesson 6: Celebrating difference LO: To explain ways in which difference can be a source of conflict and a cause for celebration.</p> <p>Big Idea (Aspect): Humankind (Unacceptable behaviour) Place (Place in the world) Comparison (Compare and contrast) Investigation (Issues, Evidence, ideas)</p>
<p>Computing</p>	<p>Creating Media – Web page creation Lesson 1: LO: To review an existing website and consider its structure. KS2: CO 5, 6, 7</p> <p>Big Idea (Aspect): Comparison (Digital searching)</p>	<p>Creating Media – Web page creation Lesson 2: LO: To plan the features of a web page. KS2: CO 5, 6, 7</p> <p>Big Idea (Aspect): Place (Digital world) Creativity (Creation)</p>	<p>Creating Media – Web page creation Lesson 3: LO: To consider the ownership and use of images (copyright). KS2: CO 5, 6, 7</p> <p>Big Idea (Aspect): Place (Digital world) Creativity (Creation)</p>	<p>Creating Media – Web page creation Lesson 4: LO: To recognise the need to preview pages. KS2: CO 5, 6, 7</p> <p>Big Idea (Aspect): Place (Digital world) Creativity (Creation)</p>	<p>Creating Media – Web page creation Lesson 5: LO: To outline the need for a navigation path. KS2: CO 5, 6, 7</p> <p>Big Idea (Aspect): Place (Digital world) Creativity (Creation)</p>	<p>Creating Media – Web page creation Lesson 6: LO: To recognise the implications of linking to content owned by other people. KS2: CO 5, 6, 7</p> <p>Big Idea (Aspect): Place (Digital world) Creativity (Creation)</p>



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			Humankind (Digital Citizenship)			Humankind (Digital Citizenship)
RE	Gospel - What would Jesus do? Lesson 1: LO: What messages did Jesus give in the Sermon on the Mount? Y6: Gospel Lesson 1	Gospel - What would Jesus do? Lesson 2: LO: What do the Gospels teach Christians? Y6: Gospel Lesson 2	Gospel - What would Jesus do? Lesson 3: LO: What does Jesus say the foundations of life are? Y6: Gospel Lesson 3	Gospel - What would Jesus do? Lesson 4: LO: How might Christians respond to Jesus' healing stories? Y6: Gospel Lesson 4	Gospel - What would Jesus do? Lesson 5: LO: What would Jesus do about prayer today? Y6: Gospel Lesson 5	Gospel - What would Jesus do? Lesson 6: LO: What would Jesus do to make a better world? Y6: Gospel Lesson 6