



Medium Term Plan - Year 6 – Term 3

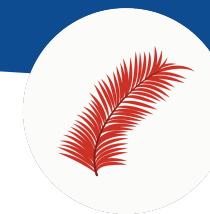


Horton Kirby CE Primary School is incredibly passionate about ensuring that our children have **opportunities** to develop their **curiosity** through an **aspirational** and **diverse** curriculum which has been developed and adapted to meet the needs of all of our children and community. We provide 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
Class Text: The Lost Magician by Piers Torday						
English	<p>Informational text, to inform.</p> <p>Letter or advice sheet to refugee/ evacuee, to inform</p> <p>Lesson 1: LO: To build knowledge of historical connections to the story. EN SL 8, EN SL 5, UKS2: EN W VGP1a, UKS2: EN W C2e, LKS2: EN W VGP1d, LKS2: EN W C4b, UKS2: EN W VGP1a, UKS2: EN W VGP1d.</p> <p>Lesson 2: LO: To understand the term ‘refuge’. EN SL 8, UKS2: EN W C1a, UKS2: EN W C2a, UKS2: EN W VGP1a, EN SL 5, UKS2:</p>	<p>Persuasive text to convince a non-reader to read, to persuade.</p> <p>Story in style of Torday (story continuation), to entertain.</p> <p>Internal monologue/diary from character’s POV, to recount.</p> <p>Lesson 1: LO: To understand theme ‘fiction and facts’ and how it impacts the main characters. LKS2: EN RC1g, UKS2: EN RC2d, EN SL 4, EN SL 9.</p> <p>Lesson 2: LO: To understand theme ‘power of reading’. UKS2: EN RC1b, EN SL 4, EN SL 9, EN SL 10, UKS2: EN W</p>	<p>Internal monologue/diary from character’s POV, to recount.</p> <p>Lesson 1: LO: To understand the theme ‘Actual War’ vs ‘Fantasy War’. EN SL 7, UKS2: EN RC1e, UKS2: EN RC2b, UKS2: EN RC2c.</p> <p>Lesson 2: LO: To develop an understanding of a recurring theme and how it relates to the story. EN SL 7, UKS2: EN RC1e, UKS2: EN RC2b, UKS2: EN RC2c.</p> <p>Lesson 3: LO: To build an understanding of shifts of narration.</p>	<p>Balanced argument (Reads vs Unreads), to discuss.</p> <p>Lesson 1: 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 2: LO: To write a balanced argument on the Reads vs Unreads. UKS2: EN RC1b, EN SL 4, EN SL 9, EN SL 10, UKS2: EN W C1a, UKS2: EN W C1b, UKS2: EN W C2a, UKS2: EN W VGP1a, UKS2: EN W C3a, UKS2: EN W C3c, UKS2: EN W C3b, UKS2: EN W C3d, UKS2: EN W C4 UKS2: EN W VGP1d, LKS2: EN W VGP1d,</p>	<p>Story in style of Torday (story continuation), to entertain.</p> <p>Lesson 1: LO: To build an understanding of theme ‘How different people deal with struggles’. EN SL 7, UKS2: EN RC1e, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2f, UKS2: EN RC2d,</p> <p>Lesson 2: LO: To develop an understanding of the theme ‘knowledge and imagination celebrates the power and love of reading’. EN SL 7, UKS2: EN RC1e, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2f, UKS2: EN RC2d.</p>	<p>Write a story from Nicholas Crowne’s POV or write their own story paying homage to their favourite book (like Torday), to entertain</p> <p>Lesson 1: LO: To 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: To draft, edit and publish a story. UKS2: EN W C2a, UKS2: EN W C1c, UKS2: EN W C2c, UKS2: EN W C2d, UKS2: EN W C3a, LKS2: EN W C6, UKS2: EN W C3b, UKS2: EN W C3c, UKS2: EN W C3d, UKS2: EN W C4,</p>



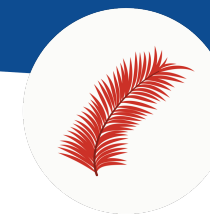
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	<p>EN W VGP1, UKS2: EN W VGP1g.</p> <p>Lesson 3: LO: To form an interpretation of the story. EN SL 8, UKS2: EN RC1c, UKS2: EN RC1f, UKS2: EN RC2d.</p> <p>Lesson 4: LO: To analyse how the writer uses language to reveal character. UKS2: EN RC2c, UKS2: EN RC2f, EN SL 4, EN SL 9.</p> <p>Lesson 5: LO: To analyse how the writer uses language to reveal character. UKS2: EN RC2c, UKS2: EN RC2f, EN SL 4, EN SL 9.</p>	<p>C1a, UKS2: EN W C1b, UKS2: EN W C2a, UKS2: EN W VGP1a, UKS2: EN W VGP1d, LKS2: EN W VGP1d, LKS2: EN W VGP1b, UKS2: EN W VGP1e.</p> <p>Lesson 3: LO: To understand how the same event can impact people differently. UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c.</p> <p>Lesson 4: LO: To write in the style of the author. UKS2: EN W C1a, UKS2: EN W C1b, UKS2: EN W C1c, UKS2: EN W C2a, UKS2: EN W C2d, UKS2: EN W VGP1d, LKS2: EN W VGP1c, LKS2: EN W VGP1d, LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p>Lesson 5: LO: To explore a character's thoughts and feelings. UKS2: EN W C1a, UKS2: EN W C1b, UKS2: EN W C1c, UKS2: EN W C2a, UKS2: EN W C2d, UKS2: EN W VGP1d,</p>	<p>UKS2: EN RC1e, UKS2: EN RC2d, UKS2: EN RC2a, UKS2: EN RC3, UKS2: EN RC2c.</p> <p>Lesson 4: LO: To develop understanding of themes. UKS2: EN RC1e, UKS2: EN RC2d, UKS2: EN RC2a, UKS2: EN RC3, UKS2: EN RC2c.</p> <p>Lesson 5: LO: To explore theme 'fiction vs non-fiction'. EN SL 7, UKS2: EN RC1e, UKS2: EN RC2b, UKS2: EN RC2c.</p>	<p>LKS2: EN W VGP1b, UKS2: EN W VGP1e.</p> <p>Lesson 3: LO: To explore a character's thoughts and feelings. UKS2: EN RC2c, UKS2: EN RC2e.</p> <p>Lesson 4: LO: To write in the style of the author. 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, UKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p>Lesson 5: LO: To write in the style of the story. LKS2: EN W C2a, UKS2: EN W C1c, UKS2: EN RC2f, UKS2: EN W C3a, LKS2: EN W C6, UKS2: EN W C3c, UKS2: EN W C3d, UKS2: EN W C4 LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2:</p>	<p>Lesson 3: LO: To understand how the writer evokes emotions. UKS2: EN RC2c, UKS2: EN RC2e, LKS2: EN W C2a, UKS2: EN W C3a, LKS2: EN W C6, LKS2: EN RC1g, UKS2: EN RC2f, UKS2: EN W C1c, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b.</p> <p>Lesson 4: LO: To understand the theme 'goodness and kindness vs ignorance and selfishness'. EN SL 7, UKS2: EN RC1e, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2f, UKS2: EN RC2d, LKS2: EN W C2a, UKS2: EN W C3a.</p> <p>Lesson 5: LO: To evaluate the whole story. LKS2: EN RC1g, UKS2: EN RC2c, UKS2: EN RC2f, UKS2: EN RC2b, UKS2: EN RC2f, UKS2: EN RC6.</p>	<p>UKS2: EN W C5, UKS2: EN W VGP1c.</p> <p>Lesson 3: LO: To draft, edit and publish a story. UKS2: EN W C2a, UKS2: EN W C1c, UKS2: EN W C2c, UKS2: EN W C2d, UKS2: EN W C3a, LKS2: EN W C6, UKS2: EN W C3b, UKS2: EN W C3c, UKS2: EN W C3d, UKS2: EN W C4, UKS2: EN W C5, UKS2: EN W VGP1c.</p> <p>Lesson 4: LO: To draft, edit and publish a story. UKS2: EN W C2a, UKS2: EN W C1c, UKS2: EN W C2c, UKS2: EN W C2d, UKS2: EN W C3a, LKS2: EN W C6, UKS2: EN W C3b, UKS2: EN W C3c, UKS2: EN W C3d, UKS2: EN W C4, UKS2: EN W C5, UKS2: EN W VGP1c.</p> <p>Lesson 5: LO: To draft, edit and publish a story.</p>
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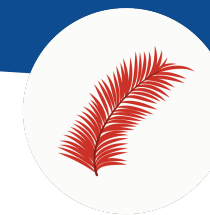
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		LKS2: EN W VGP1c, LKS2: EN W VGP1d, LKS2: EN W VGP2b, LKS2: EN W VGP2c.		EN W VGP2b, UKS2: EN W VGP2b LKS2: EN W VGP2c.		UKS2: EN W C2a, UKS2: EN W C1c, UKS2: EN W C2c, UKS2: EN W C2d, UKS2: EN W C3a, LKS2: EN W C6, UKS2: EN W C3b, UKS2: EN W C3c, UKS2: EN W C3d, UKS2: EN W C4, UKS2: EN W C5, UKS2: EN W VGP1c.
SPAG (Revision)	Conjunctions	Inverted Commas Y4:G5.7	Main clauses & subordinate clauses Y6:G1	Relative clauses Y6:G1.6	Contractions Y4:G5.8	Formal & Informal / Standard & non-standard Y6:G7.4
Maths	To change a fraction into a decimal - for example, To change $\frac{3}{8}$ to 0.375 by dividing 1 by 8 and multiplying by 3. Y6:FD6 Know the decimal value, percentage and fraction of a range of values - such as 0.5, 50 per cent and $\frac{1}{2}$. Y6:FD11	To solve problems which include rounding to a required accuracy such as the nearest 10, 100 or 10000. Y6:FD10 To multiply and divide numbers by 10, 100 and 1000 and know what each digit means up to three decimal places. Y6:FD7	To find the percentage of an amount - such as finding 15 per cent of 360. Y6:R2 To multiply numbers such as 1.45 by a one digit number - for example 1.45×7 . Y6:FD8	Use written division methods in cases where the answer has up to two decimal places. Y6:FD9	Solve problems about different units of measures with three decimal places. Y6:M1	To convert measurements of length, weight, volume and time up to three decimal places in length (for example $0.345\text{kg} = 345\text{g}$). Y6:M2



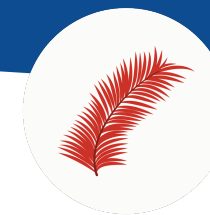
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Science	Science: Animals including humans	Science: Animals including humans	Science: Animals including humans	Science: Animals including humans	Science: Animals including humans	Science: Animals including humans
	<p>Lesson 1: The Heart</p> <p>L.O. To know the three main parts of the circulatory system and describe the job of the heart.</p> <p>Y6:Sc:A1</p> <p>Big Idea (Aspect): Humankind (Human body)</p>	<p>Lesson 2: Blood</p> <p>L.O. To describe the important jobs of the blood vessels and blood.</p> <p>Y6:Sc:A1</p> <p>Big Idea (Aspect): Humankind (Human body)</p>	<p>Lesson 3: Investigating Heart Rate</p> <p>L.O. To be able to describe the importance of exercise and how it affects the heart and plan a scientific enquiry.</p> <p>Y6:Sc:A3</p> <p>Big Idea (Aspect): Nature (Nutrition) Creativity (Gather & record data, Report & conclude) Investigation (Questioning, Measurement, Investigation, Observations, Report & conclude, Gather & record data)</p>	<p>Lesson 4: The Benefits of Exercise</p> <p>L.O. To understand that regular exercise is important for a healthy body</p> <p>Y6:Sc:A2</p> <p>Big Idea (Aspect): Humankind (Healthy lifestyle)</p>	<p>Lesson 5: Diet and Exercise</p> <p>L.O. To be able to explain how diet and exercise affect the body</p> <p>Y5-6:Sc:WS1, Y5-6:Sc:WS2, Y5-6:Sc:WS3, Y5-6:Sc:WS5</p> <p>Big Idea (Aspect): Investigation (Investigation, Measurement, Gather & record data, Report & conclude) Creativity (Gather & record data, Report & conclude)</p>	<p>Lesson 6: Drugs and Alcohol</p> <p>L.O. To be able to recognise the impact of drugs and alcohol on the way bodies function.</p> <p>Y6:Sc:A2, Y5-6:Sc:WS6</p> <p>Big Idea (Aspect): Humankind (Healthy lifestyle)</p>



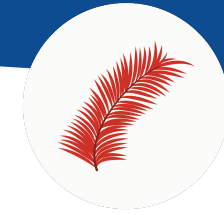
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<p>History</p> <p>HK WW2 Trip KS2: Hi 5</p>	<p>British History 6: What was the impact of WW2 on the people of Britain?</p> <p>Lesson 1: Why did Britain go to war in 1939?</p> <p>L.O. To understand the causes of World War 2. KS2: Hi 6</p> <p>Big Idea (Aspect): Significance (significant events) Change (changes over time, British History and chronology) Investigation (investigate and interpret evidence)</p>	<p>British History 6: What was the impact of WW2 on the people of Britain?</p> <p>Lesson 2: Who won the Battle of Britain?</p> <p>L.O. To understand how the Battle of Britain was won. KS2: Hi 6</p> <p>Big Idea (Aspect): Significance (significant events) Change (British history) Creativity (report and conclude) Investigation (investigate and interpret evidence)</p>	<p>British History 6: What was the impact of WW2 on the people of Britain?</p> <p>Lesson 3: What do sources tell us about the Blitz?</p> <p>L.O. To make inferences about the Blitz using images.KS2: Hi 6</p> <p>Big Idea (Aspect): Significance (significant events) Change (British history) Humankind (everyday life) Creativity (report and conclude) Materials (artefacts and sources)</p>	<p>British History 6: What was the impact of WW2 on the people of Britain?</p> <p>Lesson 4: What was evacuation like for children? (Part 1)</p> <p>L.O. To understand the emotions and experiences of children during the evacuation.KS2: Hi 6</p> <p>Big Idea (Aspect): Significance (significant people and events) Humankind (everyday life) Place (local history) Materials (artefacts and sources) Investigation (investigate and interpret evidence)</p>	<p>British History 6: What was the impact of WW2 on the people of Britain?</p> <p>Lesson 5: What was evacuation like for children? (Part 2)</p> <p>L.O. To evaluate the accuracy and reliability of sources. KS2: Hi 6</p> <p>Big Idea (Aspect): Significance (significant people and events) Humankind (everyday life) Place (local history) Materials (artefacts and sources) Investigation (investigate and interpret evidence)</p>	<p>British History 6: What was the impact of WW2 on the people of Britain?</p> <p>Lesson 6: What impact did WW2 have on women's lives?</p> <p>L.O. To identify the impact of WW2 on women's lives. KS2: Hi 6</p> <p>Big Idea (Aspect): Change (changes over time and British History) Humankind (everyday life) Creativity (report and conclude) Investigation (investigate and interpret evidence)</p>
<p>Art</p>	<p>Art: Painting and mixed media – Artist study.</p> <p>Lesson 1: David Hockney (Option 1) or Richard Brakenburg (Option 2)</p>	<p>Art: Painting and mixed media – Artist study.</p> <p>Lesson 2: Paula Rego – The Dance</p> <p>L.O. To understand how to find meaning in painting KS2:AD3</p>	<p>Art: Painting and mixed media – Artist study.</p> <p>Lesson 3: John Singer Sargent – The Front Line</p> <p>L.O. To apply drama techniques to explore the meaning of a painting</p>	<p>Art: Painting and mixed media – Artist study.</p> <p>Lesson 4: Fiona Rae (Option 1) or Frank Bowling (Option 2)</p> <p>L.O. To apply interpretation skills to</p>	<p>Art: Painting and mixed media – Artist study.</p> <p>Lesson 5: Lubaina Himid</p> <p>L.O. To understand how art can tell stories or portray messages KS2:AD2 KS2:AD3</p>	<p>Art: Painting and mixed media – Artist study.</p> <p>Lesson 6: Research and planning</p> <p>L.O. To develop starting points for creative outcomes</p>



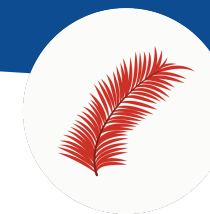
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	<p>L.O. To understand how to analyse a famous painting.</p> <p>KS2:AD3</p> <p>Big Idea (Aspect): Option 1 + Option 2 Significance (Significant people, artwork and movements) Materials (Pencil, Ink, Charcoal and Pen) Humankind (Human Form) Creativity (Generation of ideas) Comparison (Compare & Contrast)</p>	<p>Big Idea (Aspect): Significance (Significant people, artwork and movements) Materials (Pencil, Ink, Charcoal and Pen) Creativity (Generation of ideas) Humankind (Human Form) Optional Materials (Paint)</p>	<p>KS2:AD3</p> <p>Big Idea (Aspect): Significance (Significant people, artwork and movements) Humankind (Human Form) Comparison (Compare & Contrast)</p>	<p>analyse and respond to an abstract painting KS2:AD2 KS2:AD3</p> <p>Big Idea (Aspect): Option 1 + Option 2 Significance (Significant people, artwork and movements) Materials (Pencil, Ink, Charcoal and Pen) Materials (Paint) Creativity (Creation)</p>	<p>Big Idea (Aspect): Significance (Significant people, artwork and movements) Humankind (Human Form) Materials (Pencil, Ink, Charcoal and Pen) Materials (Paint) Creativity (Generation of ideas)</p>	<p>KS2:AD1 KS2:AD2 KS2:AD3</p> <p>Big Idea (Aspect): Significance (Significant people, artwork and movements) Materials (Pencil, Ink, Charcoal and Pen) Creativity (Generation of ideas)</p> <p>Lesson 7: Making art!</p> <p>L.O. To demonstrate an understanding of painting techniques to make personal choices. KS2:AD1 KS2:AD2 KS2:AD3</p> <p>Significance (Significant people, artwork and movements) Materials (Pencil, Ink, Charcoal and Pen) Materials (Paint) Creativity (Creation) Creativity (Evaluation)</p>
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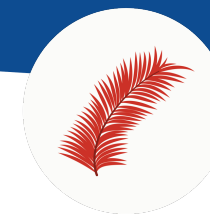
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<p>Music</p>	<p>Music: Theme and Variations (Pop Art)</p> <p>Lesson 1: Pop Art and music</p> <p>L.O. To explore the musical concept of theme and variations. KS2: MU1, MU2, MU3, MU4, MU5, MU6</p> <p>Big Idea (Aspect): Creativity (Performance, Pulse and rhythm) Investigation (Listening, Music appreciation)</p>	<p>Music: Theme and Variations (Pop Art)</p> <p>Lesson 2: The Young Person’s Guide to the Orchestra</p> <p>L.O. To compare and contrast different variations in the piece ‘The Young Person’s Guide to the Orchestra’. KS2: MU1, MU2, MU3, MU4, MU5, MU6</p> <p>Big Idea (Aspect): Investigation (Listening, Music appreciation)</p>	<p>Music: Theme and Variations (Pop Art)</p> <p>Lesson 3: Learning the theme</p> <p>L.O. To use complex rhythms to be able to perform a theme. KS2: MU1, MU2, MU3, MU4, MU5, MU6</p> <p>Big Idea (Aspect): Creativity (Performance, Pulse and rhythm, Notation)</p>	<p>Music: Theme and Variations (Pop Art)</p> <p>Lesson 4: Exploring rhythms</p> <p>L.O. To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time. KS2: MU1, MU2, MU3, MU4, MU5, MU6</p> <p>Big Idea (Aspect): Creativity (Performance, Pulse and rhythm, Notation)</p>	<p>Music: Theme and Variations (Pop Art)</p> <p>Lesson 5: Picturing Pop Art</p> <p>L.O. To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms. KS2: MU1, MU2, MU3, MU4, MU5, MU6</p> <p>Big Idea (Aspect): Creativity (Pulse and rhythm, Notation)</p>	
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<p>PE</p>	<p>Rugby Lesson 1: Break Out (6v4) & cross the river</p> <p>LO: To collaborate to create and apply effective defending tactics in their teams & work together to tag the attackers.</p> <p>Big Idea (Aspect): Processes (Team Games) Creativity (Evaluation)</p>	<p>Rugby Lesson 2: Crossways rugby</p> <p>LO: To collaborate to create effective attacking tactics in teams.</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Rugby Lesson 3: 7v7 Mini Games</p> <p>LO: To collaborate to create effective attacking and defending tactics in their teams.</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Dance Lesson 1: Introducing ‘Samba Schools’</p> <p>LO: To work in groups to create a short movement sequence to introduce their Samba school.</p> <p>Big Idea (Aspect): Processes (Dance) Creativity (Evaluation)</p>	<p>Dance Lesson 2: Learning the Samba steps</p> <p>LO: To learn the basic Samba steps and perform focusing on the rhythm.</p> <p>Big Idea (Aspect): Processes (Dance) Creativity (Evaluation)</p>	<p>Dance Lesson 3: Samba choreography</p> <p>LO: To work in groups to bring together their Samba dances</p> <p>Big Idea (Aspect): Processes (Dance) Creativity (Evaluation)</p>
<p>PSHE</p>	<p>Dreams & Goals: Lesson 1: Personal Learning Goals</p> <p>LO: To know my learning strengths and can set challenging but realistic goals for myself</p> <p>Big Idea (Aspect): Humankind (Setting Goals)</p>	<p>Dreams & Goals: Lesson 2: Steps to Success</p> <p>LO: To work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</p> <p>Big Idea (Aspect): Humankind (Setting Goals)</p>	<p>Dreams & Goals: Lesson 3: My Dream For the World</p> <p>LO: To identify problems in the world that concern me and talk to other people about them</p> <p>Big Idea (Aspect): Place (Place in the world) Processes (Environment)</p>	<p>Dreams & Goals: Lesson 4: Helping to Make a Difference</p> <p>LO: To work with other people to help make the world a better place</p> <p>Big Idea (Aspect): Place (Place in the world)</p>	<p>Dreams & Goals: Lesson 5: Helping to Make a Difference</p> <p>LO: To describe some ways in which I can work with other people to help make the world a better place</p> <p>Big Idea (Aspect): Place (Place in the world)</p>	<p>Dreams & Goals: Lesson 6: Recognising Our Achievements</p> <p>LO: To know what some people in my class like or admire about me and can accept their praise</p> <p>Big Idea (Aspect): Creativity (Speaking, Listening, Sharing)</p>



Medium Term Plan - Year 6 – Term 3



<p>Computing</p>	<p>Programming A – Variables in games</p> <p>Lesson 1: LO: To define a ‘variable’ as something that is changeable. KS2: CO 1, 2, 3, 6</p> <p>Big Idea (Aspect):</p> <p>Place (Digital World) Materials (Software) Creativity (Creation) Investigation (Data and Computational Thinking)</p>	<p>Programming A – Variables in games</p> <p>Lesson 2: LO: To explain why a variable is used in a program. KS2: CO 1, 2, 3, 6</p> <p>Big Idea (Aspect):</p> <p>Place (Digital World) Materials (Software) Creativity (Creation) Investigation (Data and Computational Thinking)</p>	<p>Programming A – Variables in games</p> <p>Lesson 3: LO: To choose how to improve a game by using variables. KS2: CO 1, 2, 3, 6</p> <p>Big Idea (Aspect):</p> <p>Place (Digital World) Materials (Software) Creativity (Creation) Investigation (Data and Computational Thinking)</p>	<p>Programming A – Variables in games</p> <p>Lesson 4: LO: To design a project that builds on a given example. KS2: CO 1, 2, 3, 6</p> <p>Big Idea (Aspect):</p> <p>Place (Digital World) Materials (Software) Creativity (Creation) Investigation (Data and Computational Thinking)</p>	<p>Programming A – Variables in games</p> <p>Lesson 5: LO: To use my design to create a project. KS2: CO 1, 2, 3, 6</p> <p>Big Idea (Aspect):</p> <p>Place (Digital World) Materials (Software) Creativity (Creation) Investigation (Data and Computational Thinking)</p>	<p>Programming A – Variables in games</p> <p>Lesson 6: LO: To evaluate my project. KS2: CO 1, 2, 3, 6</p> <p>Big Idea (Aspect):</p> <p>Place (Digital World) Materials (Software) Creativity (Creation) Investigation (Data and Computational Thinking)</p>
<p>RE</p>	<p>People of God - How can following God bring freedom and justice?</p> <p>Lesson 1: LO: What does the Bible say about the People of God?</p> <p>Y6: People of God Lesson 1</p>	<p>People of God - How can following God bring freedom and justice?</p> <p>Lesson 2: LO: What was Moses’ story?</p> <p>Y6: People of God Lesson 2</p>	<p>People of God - How can following God bring freedom and justice?</p> <p>Lesson 3: LO: How did God rescue his people from slavery?</p> <p>Y6: People of God Lesson 3</p>	<p>People of God - How can following God bring freedom and justice?</p> <p>Lesson 4: LO: How did Moses bring freedom by following God?</p> <p>Y6: People of God Lesson 4</p>	<p>People of God - How can following God bring freedom and justice?</p> <p>Lesson 5: LO: Why were the Ten Commandments needed?</p> <p>Y6: People of God Lesson 5</p>	<p>People of God - How can following God bring freedom and justice?</p> <p>Lesson 6: LO: How is the story of Moses relevant to today’s world?</p> <p>Y6: People of God Lesson 6</p>