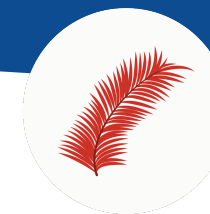




Medium Term Plan - Year 6 – Term 4



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: Macbeth by William Shakespeare						
English	<p>The opening of a story – to entertain/engage</p> <p>Lesson 1: LO: To engage with key characters, events and themes in <i>Macbeth</i>. EN SL 9, UKS2: EN RC1c, UKS2: EN RC2d, UKS2: EN RC2f.</p> <p>Lesson 2: LO: To engage with key themes in <i>Macbeth</i>. UKS2: EN RC1c, UKS2: EN RC2d, UKS2: EN RC1e.</p> <p>Lesson 3: LO: To understand the opening scene of <i>Macbeth</i>. EN SL 9, EN SL 2, EN SL 4, EN SL 7, UKS2: EN RC1g, UKS2: EN RC3,</p>	<p>Setting description of the heath – to entertain/engage.</p> <p>Lesson 1: LO: To analyse descriptive writing. UKS2: EN RC2a UKS2: EN RC2c UKS2: EN RC3, UKS2: EN W C2d.</p> <p>Lesson 2: LO: To analyse descriptive writing. UKS2: EN RC2a UKS2: EN RC2c UKS2: EN RC3, UKS2: EN W C2d.</p> <p>Lesson 3: LO: To plan, write and edit a description of the heath for Act 1, Scene 3. UKS2: EN RC3, UKS2: EN W VGP1b, UKS2: EN W C2d,</p>	<p>Lady Macbeth’s soliloquy – to develop understanding of character.</p> <p>Lesson 1: LO: To plan, write and edit a description of the heath for Act 1, Scene 3. UKS2: EN RC3, UKS2: EN W VGP1b, UKS2: EN W C2d, UKS2: EN W C1a, UKS2: EN W C1b, UKS2: EN W C1c, UKS2: EN W C2d, UKS2: EN W C2e, UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C3c, UKS2: EN W C3d, UKS2: EN W C4.</p> <p>Lesson 2: LO: To explore Macbeth’s inner thoughts in this scene.</p>	<p>Macbeth’s speech to Lady Macbeth – to persuade.</p> <p>Lesson 1: LO: To develop an understanding of Macbeth and Lady Macbeth and their relationship. UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC3, UKS2: EN W C1b.</p> <p>Lesson 2: LO: To explore the theme of deception/dissembling. EN SL 9, EN SL 2, EN SL 4, EN SL 7.</p> <p>Lesson 3: LO: To understand Macbeth’s reasons for not wanting to kill Duncan.</p>	<p>Defence or prosecution statements – to persuade.</p> <p>Lesson 1: LO: To identify Lady Macbeth’s use of persuasive techniques. UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2d, UKS2: EN RC3.</p> <p>Lesson 2: LO: To explore the themes of fate and the supernatural in Act 2, Scene 1. EN SL 9, EN SL 7, UKS2: EN RC2a, UKS2: EN RC2c, UKS2: EN RC3, UKS2: EN RC1e.</p>	<p>A closing statement for the defence – to persuade.</p> <p>Lesson 1: LO: To evaluate which characters have to take responsibility for Duncan’s murder. EN SL 9, EN SL 7, EN SL 8, UKS2: EN RC8.</p> <p>Lesson 2: LO: To use arguments to defend Macbeth. EN SL 4, EN SL 5, UKS2: EN RC8, UKS2: EN W VGP1a, UKS2: EN W C3d, UKS2: EN W VGP1b, UKS2: EN W C2d, UKS2: EN W C1a, UKS2: EN W C1b.</p>



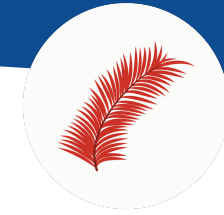
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	<p>Lesson 4: LO: To analyse how Macbeth is introduced and what his status is at the beginning of the play. EN SL 11, EN SL 7, UKS2: EN RC2a, UKS2: EN RC2c, UKS2: EN W VGP1b, UKS2: EN W VGP1a.</p> <p>Lesson 5: LO: To understand the plot and empathise with the main character. EN SL 7, UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN W C2a</p>	<p>UKS2: EN W C1a, UKS2: EN W C1b, UKS2: EN W C1c, UKS2: EN W C2d, UKS2: EN W C2e, UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C3c, UKS2: EN W C3d, UKS2: EN W C4.</p> <p>Lesson 4: LO: To plan, write and edit a description of the heath for Act 1, Scene 3. UKS2: EN RC3, UKS2: EN W VGP1b, UKS2: EN W C2d, UKS2: EN W C1a, UKS2: EN W C1b, UKS2: EN W C1c, UKS2: EN W C2d, UKS2: EN W C2e, UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C3c, UKS2: EN W C3d, UKS2: EN W C4.</p> <p>Lesson 5: LO: To plan, write and edit a description of the heath for Act 1, Scene 3. UKS2: EN RC3, UKS2: EN W VGP1b, UKS2: EN W C2d, UKS2: EN W C1a, UKS2: EN W C1b, UKS2: EN W C1c, UKS2: EN W C2d, UKS2: EN W C2e, UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C3c, UKS2: EN W C3d, UKS2: EN W C4.</p>	<p>UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC3, UKS2: EN W C1b.</p> <p>Lesson 3: LO: To develop understanding of Lady Macbeth. UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC3, UKS2: EN W VGP1b UKS2: EN W C2d, UKS2: EN W C1a, UKS2: EN W C1b. UKS2: EN W C2c, UKS2: EN W C2d, UKS2: EN W C2e, UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C3c, UKS2: EN W C3d, UKS2: EN W C4.</p> <p>Lesson 4: LO: To develop understanding of Lady Macbeth. UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC3, UKS2: EN W VGP1b UKS2: EN W C2d, UKS2: EN W C1a, UKS2: EN W C1b. UKS2: EN W C2c, UKS2: EN W C2d, UKS2: EN W C2e, UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C3c, UKS2: EN W C3d, UKS2: EN W C4.</p>	<p>UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2d, UKS2: EN RC3, UKS2: EN W C3d, UKS2: EN W VGP1b, UKS2: EN W C2d, UKS2: EN W C1a, UKS2: EN W C1c, UKS2: EN W C2a, UKS2: EN W C2b, UKS2: EN W C2c, UKS2: EN W C2d, UKS2: EN W C2e, UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C3c, UKS2: EN W C3d, UKS2: EN W C4, UKS2: EN W C5.</p> <p>Lesson 4: LO: To understand Macbeth’s reasons for not wanting to kill Duncan. UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2d, UKS2: EN RC3, UKS2: EN W C3d, UKS2: EN W VGP1b, UKS2: EN W C2d, UKS2: EN W C1a, UKS2: EN W C1c, UKS2: EN W C2a, UKS2: EN W C2b, UKS2: EN W C2c, UKS2: EN W C2d, UKS2: EN W C2e, UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C3c, UKS2: EN W C3d, UKS2: EN W C4, UKS2: EN W C5.</p>	<p>Lesson 3: LO: To understand how Macbeth and Lady Macbeth respond to the murder. EN SL 9, EN SL 7, UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2d, UKS2: EN RC3.</p> <p>Lesson 4: LO: To explore who is responsible for Duncan’s death. EN SL 9, EN SL 7, UKS2: EN RC6, UKS2: EN RC7, UKS2: EN RC8.</p> <p>Lesson 5: LO: To evaluate which characters have to take responsibility for Duncan’s murder. EN SL 9, EN SL 7, EN SL 8, UKS2: EN RC8.</p>	<p>Lesson 3: LO: To write a formal closing speech defending Macbeth. UKS2: EN RC8, UKS2: EN W VGP1a, UKS2: EN W VGP1b, UKS2: EN W C2d, UKS2: EN W C2a, UKS2: EN W C2d, UKS2: EN W C2e, UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C3c, UKS2: EN W C3d UKS2: EN W C4.</p> <p>Lesson 4: LO: To complete a formal speech for the defence. UKS2: EN W VGP1a, UKS2: EN W VGP1b, UKS2: EN W C2d, UKS2: EN W C2a, UKS2: EN W C2d, UKS2: EN W C2e, UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C3c, UKS2: EN W C3d UKS2: EN W C4.</p>
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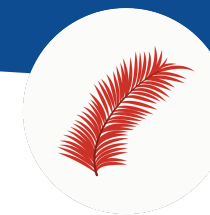
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		W C3c, UKS2: EN W C3d, UKS2: EN W C4.	W C2e, UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C3c, UKS2: EN W C3d, UKS2: EN W C4 Lesson 5: LO: To explore how Lady Macbeth is portrayed. EN SL 9, EN SL 2, EN SL 4, EN SL 7, UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC3.	Lesson 5: LO: To understand Macbeth’s reasons for not wanting to kill Duncan. UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2d, UKS2: EN RC3, UKS2: EN W C3d, UKS2: EN W VGP1b, UKS2: EN W C2d, UKS2: EN W C1a, UKS2: EN W C1c, UKS2: EN W C2a, UKS2: EN W C2b, UKS2: EN W C2c, UKS2: EN W C2d, UKS2: EN W C2e, UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C3c, UKS2: EN W C3d, UKS2: EN W C4, UKS2: EN W C5.		Lesson 5: LO: To perform closing statements in a persuasive way. EN SL 5, EN SL 6, EN SL 8, EN SL 9, EN SL 10, EN SL 11, UKS2: EN W C5.
SPAG (Revision)	Exclamations, commands, statements	Subject & Object Y6:G1.9	Active & Passive Voice Y6:G6.4	Progressive	Perfect Y5:G4.1	Subjunctive Form Y6:4.3
Maths	Know that even though shapes may have the same area, the perimeter may be different - or a shapes with the same perimeter may have a different areas. Y6:M4 To use a formulae for area and volume of shapes. Y6:M5	To calculate the area of parallelograms and triangles. Y6:M6 To work with the volume of cubes and cuboids using cubic centimetres (cm ³) and cubic metres (m ³), and other units too such as mm ³ and km ³ . Y6:M7	To convert between miles and kilometres. Y6:M3 I know how to use simple formulae such as $n - 10 = 2$. Y6:A1	To create a sequence of numbers that follow a rule. Y6:A2 To use a letter (such as n or x) to show a missing number - such as $10 - x = 5$. Y6:A3	To find pairs of numbers that satisfy an equation with two unknowns. Y6:A4 To list possible answers to missing numbers such as listing the possible answers of a and b in $a + 6 = b - 10$ Y6:A5	To classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. Y6:S3 To work with angles where they meet at a point, are on a straight line, or are vertically



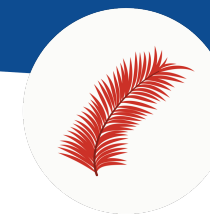
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						opposite, and find missing angles Y6:S5
Science	<p>Science: Electricity</p> <p>Lesson 1: It's Electrifying!</p> <p>L.O. To explain the importance of the major discoveries in electricity. Y5-6:Sc:WS6</p> <p>Big Idea (Aspect): Significance (Significant Events, Significant People) Investigation (Questioning)</p>	<p>Science: Electricity</p> <p>Lesson 2: Circuit Symbols</p> <p>L.O. To observe and explain the effects of differing volts in a circuit. Y6:Sc:E3</p> <p>Big Idea (Aspect): Processes (Forces, Modelling) Investigation (Questioning) Comparison(Phenomena)</p>	<p>Science: Electricity</p> <p>Lesson 3: Volts</p> <p>L.O. To observe and explain the effects of differing volts in a circuit. Y6:Sc:E1</p> <p>Big Idea (Aspect): Processes (Forces, Modelling) Investigation (Questioning) Comparison(Phenomena)</p>	<p>Science: Electricity</p> <p>Lesson 4: Electricity Investigation (Part 1)</p> <p>L.O. To plan an investigation and understand variations in how components function. Y6:Sc:E2, Y5-6:Sc:WS1</p> <p>Big Idea (Aspect): Processes (Forces, Modelling) Investigation (Investigation, Questioning) Comparison(Phenomena)</p>	<p>Science: Electricity</p> <p>Lesson 5: Electricity Investigation (Part 2)</p> <p>L.O. To conduct an investigation and record my data and report my findings. Y6:Sc:E2, Y5-6:Sc:WS3, Y5-6:Sc:WS5</p> <p>Big Idea (Aspect): Processes (Forces, Modelling) Investigation (Report & conclude, Gather & record data, Questioning) Creativity (Report & conclude, Gather & record data) Comparison(Phenomena)</p>	<p>Science: Electricity</p> <p>Lesson 6: Electricity Investigation (Part 3)</p> <p>L.O. To investigate my results further Y6:Sc:E2</p> <p>Big Idea (Aspect): Processes (Forces, Modelling) Investigation (Report & conclude, Gather & record data, Questioning) Creativity (Report & conclude, Gather & record data) Comparison(Phenomena)</p>



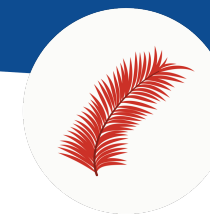
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<p>Geography</p>	<p>Geography: Where does our energy come from?</p> <p>Lesson 1: Why is energy important?</p> <p>L.O. To know why energy sources are important. KS2: Ge: LK1, HP2, SF1</p> <p>Big Idea (Aspect): Place (world) Nature (environment and sustainability) Significance (significant places) Humankind (settlement and land use)</p>	<p>Geography: Where does our energy come from?</p> <p>Lesson 2: What is renewable energy?</p> <p>L.O. To understand the benefits and drawbacks of different energy sources. KS2: Ge: HP2</p> <p>Big Idea (Aspect): Processes (physical processes) Nature (sustainability)</p>	<p>Geography: Where does our energy come from?</p> <p>Lesson 3: How does the United States generate energy?</p> <p>L.O. To understand how a settlement has grown around an energy source. KS2: Ge: LK1, and 3, HP2, SF1</p> <p>Big Idea (Aspect): Place (location and position) Humankind (settlement and land use) Change (geographical change)</p>	<p>Geography: Where does our energy come from?</p> <p>Lesson 4: How does the United Kingdom generate energy?</p> <p>L.O. To know how energy sources are distributed in an area. KS2: Ge: LK2, PK1, HP2, SF1 and 2</p> <p>Big Idea (Aspect): Place (map) Processes (physical processes) Nature (physical features and sustainability) Investigation (geographical resources) Significance (significant places)</p>	<p>Geography: Where does our energy come from?</p> <p>Lesson 5: What is the best way to generate energy?</p> <p>L.O. To explain reasons for choosing an energy source. KS2: Ge: HP2</p> <p>Big Idea (Aspect): Nature (physical features and sustainability) Humankind (human features) Investigation (geographical resources)</p>	<p>Geography: Where does our energy come from?</p> <p>Lesson 6: Where is the best place for a solar panel on the school grounds?</p> <p>L.O. To collect and present data on where to position a solar panel on the school grounds. KS2: Ge: SF3</p> <p>Big Idea (Aspect): Place (maps) Processes (physical processes) Investigation (fieldwork)</p>
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Medium Term Plan - Year 6 – Term 4



<p>DT</p>	<p>DT: Electrical systems – Steady hand game.</p> <p>Lesson 1: Developing through play.</p> <p>L.O. To research and analyse a range of children's toys</p> <p>KS2:DT E 3 KS2:DT E 1</p> <p>Big Idea (Aspect):</p> <p>Significance (Significant People)</p> <p>Comparison (Compare & Contrast)</p> <p>Humankind (Everyday Products)</p>	<p>DT: Electrical systems – Steady hand game.</p> <p>Lesson 2: Game plan</p> <p>L.O. To design a steady hand game</p> <p>KS2:DT D 1 KS2:DT D 2 KS2:DT E 2 KS2:DT TK 3</p> <p>Big Idea (Aspect):</p> <p>Processes (Electricity)</p> <p>Processes (Mechanisms and movement)</p> <p>Significance (Significant People)</p> <p>Humankind (Everyday Products)</p> <p>Materials (Materials for Purpose)</p> <p>Investigation (Investigation)</p> <p>Investigation (Evaluate)</p>	<p>DT: Electrical systems – Steady hand game.</p> <p>Lesson 3: Base building</p> <p>L.O. To construct a stable base</p> <p>KS2:DT D 2 KS2:DT M 1 KS2:DT E 2</p> <p>Big Idea (Aspect):</p> <p>Humankind (Everyday Products)</p> <p>Materials (Materials for Purpose)</p>	<p>DT: Electrical systems – Steady hand game.</p> <p>Lesson 4: Electronics and assembly</p> <p>L.O. To assemble electronics and complete an electronic game</p> <p>KS2:DT D 2 KS2:DT M 1 KS2:DT TK 3 KS2:DT E 2</p> <p>Big Idea (Aspect):</p> <p>Processes (Electricity)</p> <p>Processes (Mechanisms and movement)</p> <p>Humankind (Everyday Products)</p> <p>Humankind (Staying Safe)</p> <p>Investigation (Evaluate)</p>		
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Medium Term Plan - Year 6 – Term 4



<p>MFL</p>	<p>MFL (French): French football champions.</p> <p>Lesson 1: Football vocabulary in French</p> <p>L.O. To learn and explore vocabulary using different techniques.</p> <p>UKS2:MFL2, UKS2:MFL5, UKS2:MFL9</p>	<p>MFL (French): French football champions.</p> <p>Lesson 2: Footballer profiles in French</p> <p>L.O. To read and de-code French football player profiles.</p> <p>UKS2:MFL2, UKS2:MFL5, UKS2:MFL9</p>	<p>MFL (French): French football champions.</p> <p>Lesson 3: French footballers – where do they come from?</p> <p>L.O. To use words and phrases to say from which place or country a person comes from.</p> <p>UKS2:MFL2, UKS2:MFL5, UKS2:MFL9</p>	<p>MFL (French): French football champions.</p> <p>Lesson 4: French football vocabulary tournament</p> <p>L.O. To revise all vocabulary to compete in a vocabulary tournament.</p> <p>UKS2:MFL2, UKS2:MFL5, UKS2:MFL9</p>	<p>MFL (French): French football champions.</p> <p>Lesson 5: Creating a footballer profile in French</p> <p>L.O. To use my knowledge of football related vocabulary to create a football player profile.</p> <p>UKS2:MFL2, UKS2:MFL5, UKS2:MFL9</p>	
<p>PE</p>	<p>Gymnastics Lesson 1: Introduce Matching</p> <p>LO: To create matching movements with a partner.</p> <p>Big Idea (Aspect): Processes (Gymnastics) Processes (Dance)</p>	<p>Gymnastics Lesson 2: Creating a matching mini sequence</p> <p>LO: To create a mini sequence of matching movements with a partner.</p> <p>Big Idea (Aspect): Processes (Gymnastics) Processes (Dance) Creativity (Evaluation)</p>	<p>Gymnastics Lesson 3: Creating a matching mini sequence on apparatus</p> <p>LO: To create a mini sequence of matching movements with a partner on apparatus.</p> <p>Big Idea (Aspect): Processes (Gymnastics) Processes (Dance) Creativity (Evaluation)</p>	<p>Tennis Lesson 1: Cone Tennis / King or Queen of the court</p> <p>LO: To hit the ball into open spaces / their opponents court to win a point.</p> <p>Big Idea (Aspect): Processes (Sending and Striking)</p>	<p>Tennis Lesson 2: Singles Round Robin Competition</p> <p>LO: To apply their understanding of hitting the ball to beat their opponent</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Tennis Lesson 3: 2v2 ladder tournament</p> <p>LO: To collaborate with their doubles partner to beat their opponents.</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>



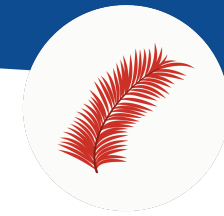
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<p>PSHE</p>	<p>Healthy Me: Lesson 1: Taking responsibility for my health and well-being.</p> <p>LO: To take responsibility for my health and make choices that benefit my health and well-being.</p> <p>Big Idea (Aspect): Humankind (Wellbeing)</p>	<p>Healthy Me: Lesson 2: Drugs</p> <p>LO: To know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</p> <p>Big Idea (Aspect): Humankind (Wellbeing) Humankind (Healthy Lifestyles) Materials (Consumers)</p>	<p>Healthy Me: Lesson 3: Exploitation</p> <p>LO: To understand that some people can be exploited and made to do things that are against the law.</p> <p>Big Idea (Aspect): Humankind (Wellbeing) Humankind (Staying safe) Investigation (Media)</p>	<p>Healthy Me: Lesson 4: Gangs</p> <p>LO: To know why some people join gangs and the risks this involves.</p> <p>Big Idea (Aspect): Humankind (Wellbeing) Humankind (Staying safe) Significance (Relationships) Investigation (Media)</p>	<p>Healthy Me: Lesson 5: Emotional and Mental Health</p> <p>LO: To understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.</p> <p>Big Idea (Aspect): Humankind (Wellbeing)</p>	<p>Healthy Me: Lesson 6: Managing Stress and Pressure</p> <p>LO: To recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p> <p>Big Idea (Aspect): Humankind (Wellbeing)</p>
<p>Computing</p>	<p>Data and information – Introduction to Spreadsheets Lesson 1: LO: To create a data set in a spreadsheet. KS2: CO 6</p> <p>Big Idea (Aspect): Nature (Real world) Creativity (Creation) Place (Real world) Materials (Software)</p>	<p>Data and information – Introduction to Spreadsheets Lesson 2: LO: To build a data set in a spreadsheet. KS2: CO 6</p> <p>Big Idea (Aspect): Nature (Real world) Creativity (Creation) Place (Real world) Materials (Software)</p>	<p>Data and information – Introduction to Spreadsheets Lesson 3: LO: To explain that formulas can be used to produce calculated data. KS2: CO 6</p> <p>Big Idea (Aspect): Nature (Real world) Creativity (Creation) Place (Real world) Materials (Software)</p>	<p>Data and information – Introduction to Spreadsheets Lesson 4: LO: To apply formulas to data. KS2: CO 6</p> <p>Big Idea (Aspect): Nature (Real world) Creativity (Creation) Place (Real world) Materials (Software)</p>	<p>Data and information – Introduction to Spreadsheets Lesson 5: LO: To create a spreadsheet to plan an event. KS2: CO 6</p> <p>Big Idea (Aspect): Nature (Real world) Creativity (Creation) Place (Real world) Materials (Software)</p>	<p>Data and information – Introduction to Spreadsheets Lesson 6: LO: To choose suitable ways to present data. KS2: CO 6</p> <p>Big Idea (Aspect): Nature (Real world) Creativity (Creation) Place (Real world) Materials (Software)</p>



Medium Term Plan - Year 6 – Term 4



<p>RE</p>	<p>Salvation - What did Jesus do to save human beings? Lesson 1: LO: What does sacrifice mean? Y6: Salvation Lesson 1</p>	<p>Salvation - What did Jesus do to save human beings? Lesson 2: LO: How does the Gospel of Mark describe Holy Week? Y6: Salvation Lesson 2</p>	<p>Salvation - What did Jesus do to save human beings? Lesson 3: LO: What are the Stations of the Cross? Y6: Salvation Lesson 3</p>	<p>Salvation - What did Jesus do to save human beings? Lesson 4: LO: Who was to blame for Jesus' death? Y6: Salvation Lesson 4</p>	<p>Salvation - What did Jesus do to save human beings? Lesson 5: LO: Why is Jesus' sacrifice important to Christians? Y6: Salvation Lesson 5</p>	
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