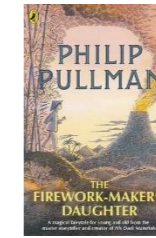
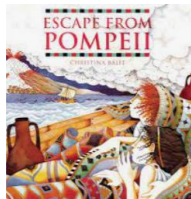
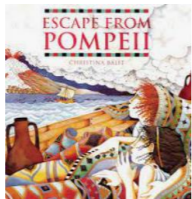

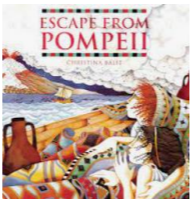

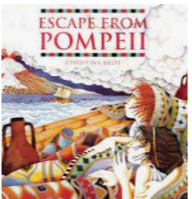

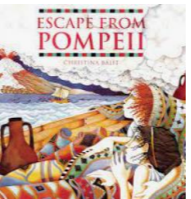
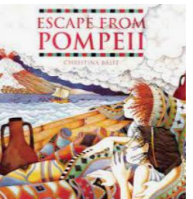





Year 4 – Spring Term 1 Explore and Enquire MTP






Theme: Romans
Driver: History/Geography
 The Big Question: What Did the Romans Do for Us?





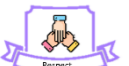


Reading for Pleasure Class Novel:















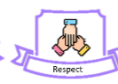








		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English		<p>Unit: Diary</p> <p>Supporting Text: Escape from Pompeii</p>  <p>NC Link: Discussing writing like that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Cross Curricular: Geography – Volcanoes.</p>	<p>Unit: Diary</p> <p>Supporting Text: Escape from Pompeii</p>  <p>NC Link: Discussing writing like that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> 	<p>Unit: Setting Description.</p> <p>Supporting Text: Escape from Pompeii</p>  <p>To write a setting description.</p> <p>NC Link: In narratives, creating settings, characters and plot.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Cross Curricular: Geography – Location.</p> 	<p>Unit: Setting Description.</p> <p>Supporting Text: Escape from Pompeii</p>  <p>To write a setting description.</p> <p>NC Link: In narratives, creating settings, characters and plot.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> 	<p>Unit: Story Ending.</p> <p>Supporting Text: Escape from Pompeii</p>  <p>To write an alternative story ending.</p> <p>NC Link: Organising paragraphs around a theme.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Cross Curricular: History – Romans.</p>	<p>Unit: Story Ending.</p> <p>Supporting Text: Escape from Pompeii</p>  <p>To write an alternative story ending.</p> <p>NC Link: Organising paragraphs around a theme.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> 	
	Enrichment	<p>Launch: Bosworth Battlefield.</p> <p>Key Questions: What Did the Romans Do for Us?</p> <p>Media/Visual Literacy:</p> 						







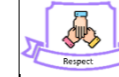

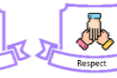
Visit to	SPAG Focus	Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Learning the grammar for years 3 and 4 in English Appendix 2	Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Learning the grammar for years 3 and 4 in English Appendix 2	Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Learning the grammar for years 3 and 4 in English Appendix 2	Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Learning the grammar for years 3 and 4 in English Appendix 2	Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Learning the grammar for years 3 and 4 in English Appendix 2	Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Learning the grammar for years 3 and 4 in English Appendix 2
	Guided Reading	<p>Text: The Firework Maker's Daughter by Phillip Pullman</p> <p>Focus: Retrieval, Vocabulary.</p> <p>NC Link: Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Text: The Firework Maker's Daughter by Phillip Pullman</p> <p>Focus: Vocabulary, Retrieval.</p> <p>NC Link: Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Retrieve and record information from non-fiction.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Text: The Firework Maker's Daughter by Phillip Pullman</p> <p>Focus: Summary, Vocabulary.</p> <p>NC Link: Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> 	<p>Text: The Firework Maker's Daughter by Phillip Pullman</p> <p>Focus: Vocabulary, Summarise.</p> <p>NC Link: Using dictionaries to check the meaning of words that they have read.</p> <p>Identifying main ideas drawn from more than 1 paragraph and summarising these.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Text: The Firework Maker's Daughter by Phillip Pullman</p> <p>Focus: Vocabulary, summarise.</p> <p>NC Link: Using dictionaries to check the meaning of words that they have read.</p> <p>Identifying main ideas drawn from more than 1 paragraph and summarising these.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Text: The Firework Maker's Daughter by Phillip Pullman</p> <p>Focus: Vocabulary, infer.</p> <p>NC Link: Asking questions to improve their understanding of a text.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>

















Maths	<p>Unit: Multiplication and Division</p> <p>Lesson 1 Factor pairs Lesson 2 Use factor pairs Lesson 3 Multiply by 10 Lesson 4 Multiply by 100 Lesson 5 Divide by 10</p> <p>NC Link: use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers recognise and use factor pairs and commutativity in mental calculations multiply two-digit and three-digit numbers by a one-digit number using formal written layout solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</p>	<p>Unit: Multiplication and Division</p> <p>Lesson 6 Divide by 100 Lesson 7 Related facts – multiplication and division Lesson 8 Informal written methods for multiplication Lesson 9 Multiply a 2-digit number by a 1-digit number Lesson 10 Multiply a 3-digit number by a 1-digit number</p> <p>NC Link: use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers recognise and use factor pairs and commutativity in mental calculations multiply two-digit and three-digit numbers by a one-digit number using formal written layout solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</p> 	<p>Unit: Multiplication and Division</p> <p>11 Divide a 2-digit number by a 1-digit number Lesson 12 Divide a 2-digit number by a 1-digit number Lesson 13 Divide a 3-digit number by a 1-digit number Lesson 14 Correspondence problems Lesson 15 Efficient multiplication</p> <p>NC Link: use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers recognise and use factor pairs and commutativity in mental calculations multiply two-digit and three-digit numbers by a one-digit number using formal written layout solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</p>	<p>Unit: Length and Perimeter</p> <p>Lesson 16 - End of block Assessment for Multiplication and Division Lesson 1 Measure in kilometres and metres Lesson 2 Equivalent lengths (kilometres and metres) Lesson 3 Perimeter on a grid Lesson 4 Perimeter of a rectangle Lesson 5 Perimeter of rectilinear shapes</p> <p>NC Link: measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares</p> 	<p>Unit: Length and Perimeter</p> <p>Lesson 5 Perimeter of rectilinear shapes Lesson 6 Find missing lengths in rectilinear shapes Lesson 7 Calculate the perimeter of rectilinear shapes Lesson 8 Perimeter of regular polygons Lesson 9 Perimeter of polygons</p> <p>NC Link: measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares</p>	<p>Unit: Fractions</p> <p>Lesson 10 – End of block assessment (Length and Perimeter) Lesson 1 Understand the whole Lesson 2 Count beyond 1 Lesson 3 Partition a mixed number</p> <p>NC Link: recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 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 add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundreds recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$</p>	
Science	<p>Unit: Sound</p> <p><u>Lesson:</u> How are sounds made?</p> <p>NC Link: Identify how sounds are made, associating some of them with something vibrating</p>	<p>Unit: Sound</p> <p><u>Lesson:</u> How do different sounds travel?</p>  <p>NC Link: Recognise that vibrations from sounds travel through a medium to the ear</p>	<p>Unit: Sound</p> <p><u>Lesson:</u> What changes the pitch of a sound?</p> <p>NC Link: Find patterns between the pitch of a sound and features of the object that produced it</p>	<p>Unit: Sound</p> <p><u>Lesson:</u> How does sound change over a distance?</p>  <p>NC Link: Find patterns between the volume of a sound and the strength of the vibrations that produced it</p>	<p>Unit: Sound</p> <p><u>Lesson:</u> How can I investigate the best materials to absorb sound?</p> <p>NC Link: Recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Unit: Sound</p> <p><u>Lesson:</u> How can I explore the patterns of sounds through musical instruments?</p>  <p>NC Link: Recognise that sounds get fainter as the distance from the sound source increases</p>	

Computing	<p>Unit: Teach Computing – Repetition in Shapes</p> <p><u>Lesson:</u> Programming a Screen Turtle</p> <p>NC Link: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Cross curricular – Maths - shapes</p>	<p>Unit: Teach Computing – Repetition in Shapes</p> <p><u>Lesson:</u> Programming Letters</p> <p>NC Link: Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> 	<p>Unit: Teach Computing – Repetition in Shapes</p> <p><u>Lesson:</u> Patterns and Repeats</p> <p>NC Link: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Unit: Teach Computing – Repetition in Shapes</p> <p><u>Lesson:</u> Using Loops to Create Shapes</p> <p>NC Link: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> 	<p>Unit: Teach Computing – Repetition in Shapes</p> <p><u>Lesson:</u> Breaking Things Down</p> <p>NC Link: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p>	<p>Unit: Teach Computing – Repetition in Shapes</p> <p><u>Lesson:</u> Creating a Program</p>   <p>NC Link: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	
	Art & Design	<p>Unit: Form and Space</p> <p><u>Lesson:</u> Henry Moore</p> <p>Who was Henry Moore?</p> <p>NC Link: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Cross Curricular: History – Roman mosaics.</p> 	<p>Unit: Form and Space</p> <p><u>Lesson:</u> Henry Moore</p> <p>What is form and space?</p> <p>NC Link: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> 	<p>Unit: Form and Space</p> <p><u>Lesson:</u> Henry Moore</p> <p>Can I design my own form and space?</p> <p>NC Link: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Unit: Form and Space</p> <p><u>Lesson:</u> Henry Moore</p> <p>Can I create a final piece of form and space?</p> <p>NC Link: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> 		

Design & Technology					<p>Unit: Construction</p> <p>Lesson: Research What is the function of a shield?</p> <p>NC Link: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups.</p>  	<p>Unit: Construction</p> <p>Lesson: What will I need to create a functioning shield??</p> <p>NC Link: Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Cross Curricular: History – physical.</p>	<p>Unit: Construction</p> <p>Lesson: Make How will I create a shield?</p> <p>NC Link: Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>  
Geography			<p>Unit: Volcanos</p> <p>Lesson: Locational Knowledge What is a volcano?</p> <p>NC Link: Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Cross Curricula – English – persuasive letter</p>	<p>Unit: Volcanos</p> <p>Lesson: Physical Knowledge What causes a volcanic eruption?</p> <p>NC Link: Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>  			<p>Unit: Volcanos</p> <p>Lesson: Physical Knowledge How are volcanos different?</p> <p>NC Link: Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Cross Curricular: Computing – research.</p>   

History	<p>Unit: Romans</p> <p><u>Lesson:</u> Chronological</p> <p>Why did the Romans leave?</p> <p>NC Link: The Roman Empire by AD 42 and the power of its army.</p>  	<p>Unit: Romans</p> <p><u>Lesson:</u> Cause and Significant Effect</p> <p>Why did the Romans invade Britain?</p> <p>NC Link: Successful invasion by Claudius and conquest, including Hadrian's Wall.</p> <p>Cross Curricular: English – explanative text.</p>   			<p>Unit: Romans</p> <p><u>Lesson:</u> Cause and Significant Effect</p> <p>What was life like in Roman Britain?</p> <p>NC Link: The Roman Empire by AD 42 and the power of its army.</p>  	<p>Unit: Romans</p> <p><u>Lesson:</u> Cause and Significant Effect</p> <p>A Celtic or a Roman?</p> <p>NC Link: The Roman Empire by AD 42 and the power of its army.</p>  	
MFL	<p>Unit: Time to Eat</p> <p>NC Link: Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</p>	<p>Unit: Time to Eat</p> <p>NC Link: Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> 	<p>Unit: Time to Eat</p> <p>NC Link: Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Unit: Time to Eat</p> <p>NC Link: Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Unit: Time to Eat</p> <p>NC Link: Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> 	<p>Unit: Time to Eat</p> <p>NC Link: Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> 	

Music	<p>Charanga: Compose with your friends How Does Music Improve Our World</p> <p>NC Link: improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> 	<p>Charanga: Compose with your friends How Does Music Improve Our World</p> <p>NC Link: improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Charanga: Compose with your friends How Does Music Improve Our World</p> <p>NC Link: improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> 	<p>Charanga: Compose with your friends How Does Music Improve Our World</p> <p>NC Link: improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> 	<p>Charanga: Compose with your friends How Does Music Improve Our World</p> <p>NC Link: improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Charanga: Compose with your friends How Does Music Improve Our World</p> <p>NC Link: improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> 	
	PE	<p>Gymnastics and Swimming</p> <p>NC Link: Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p> 	<p>Gymnastics and Swimming</p> <p>NC Link: Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Gymnastics and Swimming</p> <p>NC Link: Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p> 	<p>Gymnastics and Swimming</p> <p>NC Link: Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Gymnastics and Swimming</p> <p>NC Link: Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p> 	<p>Gymnastics and Swimming</p> <p>NC Link: Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p>  

	RE	<p>Unit: Incarnation- The Holy Trinity</p> <p><u>Lesson:</u> Explore</p>  	<p>Unit: Incarnation- The Holy Trinity</p> <p><u>Lesson:</u> Explore</p> 	<p>Unit: Incarnation- The Holy Trinity</p>  	<p>Unit: Incarnation- The Holy Trinity</p>	<p>Unit: Incarnation- The Holy Trinity</p> 	<p>Unit: Incarnation- The Holy Trinity</p> 	
	PSHE	<p>Unit: Dreams and Goals</p> <p><u>Lesson:</u> LO: What are my hopes and dreams and how does it feel to have them?</p>   	<p>Unit: Dreams and Goals</p> <p><u>Lesson:</u> LO: How does it feel when hopes and dreams do not come true?</p> 	<p>Unit: Dreams and Goals</p> <p><u>Lesson:</u> LO: How can reflecting on a positive and happy experience help me to counteract disappointment?</p> 	<p>Unit: Dreams and Goals</p> <p><u>Lesson:</u> LO: What new plan and set new goals can I set even if I have been disappointed?</p> <p>What does it means to be resilient and to have a positive attitude?</p>  	<p>Unit: Dreams and Goals</p> <p><u>Lesson:</u> LO: What are the steps I need to take to achieve a goal, and do this successfully as part of a group?</p>  	<p>Unit: Dreams and Goals</p> <p><u>Lesson:</u> LO: What steps do I need to take to achieve a goal, and do this successfully as part of a group?</p> <p>What contributions are made by myself and others to the group's achievement?</p> 