

Beech Class Y4 Medium term plan

Subject	WK1	WK2	WK3	WK4	WK5	WK6	WK7	Consolidation week	By the end of the unit children will know...
Science XX	<p>New Core: A solid has a fixed shape and volume; a gas can be compressed. Revisit: Year 1 Everyday Materials – properties like hard, soft, bendy; Year 2 Uses of Materials – flexibility and strength; Year 3 Rocks – comparing properties.</p> <p>Vocab: solid, gas</p> <p>Task: Sort materials into solids, liquids, gases; discuss particle arrangement.</p>	<p>New Core: Freezing is liquid → solid; melting point of ice is 0 °C. Revisit: Year 1 Water as a material; Year 2 Plant growth – observing changes over time; Year 3 Rocks – heating and cooling effects.</p> <p>Vocab: freezing, melting</p> <p>Task: Investigate melting/freezing using ice cubes; record observations.</p>	<p>New Core: Ice melts quickest at 45 °C. Revisit: Year 2 Measuring temperature in plant investigations; Year 3 Rocks – observing changes; Year 3 Forces – effect of heat on friction.</p> <p>Vocab: temperature, melting point</p> <p>Task: Experiment with ice cubes in different conditions; measure time taken.</p>	<p>New Core: Opposite of evaporating is condensing; hot and windy weather speeds evaporation. Revisit: Year 1 Seasonal Changes – weather patterns; Year 2 Ocean protectors – observing over time; Year 3 Light – effect of heat on shadows.</p> <p>Vocab: evaporation, condensation</p> <p>Task: Investigate evaporation rates in different conditions; discuss condensation.</p>	<p>New Core: Water cycle includes evaporation, condensation, precipitation, collection. Revisit: Year 1 Seasonal Changes; Year 2 Habitats – importance of water; Year 3 Plants – water transport.</p> <p>Vocab: water cycle, precipitation</p> <p>Task: Create a water cycle diagram; explain each stage.</p>	<p>New Core: Climate change causes melting ice, flooding, droughts. Revisit: Year 2 Habitats – environmental impact; Year 3 Rocks – erosion and weathering; Year 3 Forces – wind and water effects.</p> <p>Vocab: climate change, drought</p> <p>Task: Discuss real-world impacts; link to states of matter and water cycle.</p>	<p>New Core: Review all key concepts: solids, liquids, gases; changes of state; water cycle. Revisit: All previous weeks; recap vocabulary and processes; link to Year 3 investigations and Year 2 material properties.</p> <p>Vocab: review, assessment</p> <p>Task: Quiz, concept map, and practical demonstration of evaporation and condensation.</p>	Outline of Main Tasks	<p>Core Knowledge:</p> <p>A: Solids have a fixed shape and volume</p> <p>B: Liquids flow and take the shape of their container</p> <p>C: Gases can be compressed and spread out to fill space</p> <p>D: Freezing changes liquid to solid; melting changes solid to liquid</p> <p>E: Evaporation turns liquid into gas; condensation turns gas into liquid</p> <p>F: The water cycle includes evaporation, condensation, precipitation, and collection</p> <p>G: Temperature affects the speed of melting and evaporation</p> <p>H: Climate change impacts states of matter and the water cycle</p> <p>I: How changes of state are reversible physical changes</p> <p>Core Vocabulary:</p> <p>X: solid, liquid, gas</p> <p>Y: freezing, melting, evaporation</p> <p>Z: condensation, precipitation, water cycle</p>
PSHE	<p>WK1</p> <p>LO: Understand what makes an environment safe</p> <p>Knowledge:</p> <p>Rules reduce risk</p> <p>Unsafe choices can cause harm</p> <p>Vocab: safe, risk</p> <p>Task: Create a safety poster for classroom/playground</p>	<p>LO: Know how to stay safe online</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Personal info should be private Strong passwords protect accounts <p>Vocab: privacy, password</p> <p>Task: Design an online safety checklist</p>	<p>LO: Identify trusted adults and how to seek help</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Trusted adults provide support Emergency services can help <p>Vocab: trusted adult, emergency</p> <p>Task: Draw a helping hand diagram with five trusted people</p>	<p>WK4</p> <p>LO: Understand body changes during puberty</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Puberty causes physical changes Hormones trigger growth <p>Vocab: puberty, hormones</p> <p>Task: Sort changes into physical/emotional; myth-busting activity</p>	<p>LO: Learn about personal hygiene and why it matters</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Hygiene prevents illness Daily routines keep us healthy <p>Vocab: hygiene, bacteria</p> <p>Task: Create a hygiene routine chart</p>	<p>LO: Understand emotional changes and coping strategies</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Mood changes are normal Coping strategies help manage feelings <p>Vocab: mood, resilience</p> <p>Task: Brainstorm coping strategies for different emotions</p>	<p>End-of-unit quiz; group discussion on most important safety rules; create a "Safety & Wellbeing Guide" booklet</p>	<p>Learning Objective</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>Core Knowledge</p> <p>A: What makes an environment safe</p> <p>B: Online safety rules</p> <p>C: Who trusted adults are</p> <p>D: Physical changes in puberty</p> <p>E: Emotional changes in puberty</p> <p>F: Importance of hygiene</p> <p>G: Coping strategies for emotions</p> <p>H: Concept of consent</p> <p>I: How to seek help</p> <p>Core Vocabulary:</p> <p>X: safety, risk, privacy</p>

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									Y: puberty, hygiene, consent Z: resilience, boundaries, trusted adult
Geography	<p>New Core: A biome is an area with similar climate, animals and vegetation; the Amazon rainforest is in South America and part of the tropical forest biome.</p> <p>Revisit: Y2 Hot/Cold Places – equator and global climates; Y1/2 maps & aerial photos for locating places.</p> <p>Vocab: biome, equator</p> <p>Task: Locate world rainforests on a world map; identify the equatorial belt and continents; label the Amazon region.</p>	<p>New Core: There are four rainforest layers: emergent, canopy, understory, forest floor; the emergent layer receives the most sun, wind and rain.</p> <p>Revisit: Y1 Physical vs human features; Y3 settlements – recognizing vertical patterns and land cover.</p> <p>Vocab: canopy, understory</p> <p>Task: Explore layers with images/text; build a layered diagram or collage showing light levels and habitats.</p>	<p>New Core: Buttress roots help keep tall trees steady in wet soils and strong winds.</p> <p>Revisit: Y3 Volcanoes – structure of Earth and environmental forces; Y4 Rivers – wet environments and waterlogged soils.</p> <p>Vocab: buttress roots, adaptation</p> <p>Task: Match plant/animal adaptations to rainforest layers; explain how buttress roots support tall trees.</p>	<p>New Core: Indigenous people are native to a land and have lived there before others arrived.</p> <p>Revisit: Y3 Antarctica – human presence & research stations vs permanent settlement; Y1 Shanghai – human/physical features of places.</p> <p>Vocab: indigenous, livelihood</p> <p>Task: Case study: daily life and sustainable practices of an indigenous rainforest community; map their region.</p>	<p>New Core: Deforestation means cutting down large areas of trees; rainforests help absorb carbon dioxide and support biodiversity.</p> <p>Revisit: Y4 Rivers – water cycle & precipitation; Y2 Wonderful World – landmarks and human impact.</p> <p>Vocab: deforestation, biodiversity</p> <p>Task: Debate causes/impacts of deforestation; create a cause-effect chart linking CO₂, habitats and species.</p>	<p>New Core: The water cycle includes evaporation, condensation and precipitation; rivers and oceans are major water stores.</p> <p>Revisit: Y1 Weather & seasons; Y4 Rivers – courses and river uses.</p> <p>Vocab: evaporation, precipitation</p> <p>Task: Model the rainforest water cycle; link high rainfall to river formation and forest growth.</p>	<p>New Core: Rainforests are part of global trade; importing means bringing goods from another country; trading responsibly supports fair pay and conditions.</p> <p>Revisit: Y4 Food – tropical biomes grow foods like pineapples; concept of food miles.</p> <p>Vocab: import, trade</p> <p>Task: Investigate rainforest products (e.g., cocoa, coffee); map supply chains; discuss responsible consumer choices.</p>	<p>New Core: Consolidate key knowledge: rainforest locations, layers, adaptations, indigenous communities, deforestation impacts, water cycle and trade.</p> <p>Revisit: Cumulative recap of KS1–KS2 map skills, climate zones and physical processes.</p> <p>Vocab: rainforest, biome</p> <p>Task: End-of-unit quiz; annotated world map; reflective write-up on why rainforests matter and how to protect them.</p>	<p>Core Knowledge: A: A biome is an area with similar climate, animals, and vegetation B: The Amazon rainforest is in South America and part of the tropical forest biome C: Rainforests have four layers: emergent, canopy, understory, forest floor D: Plant adaptations like buttress roots help trees survive in wet soils E: Indigenous people live sustainably in rainforest regions F: Deforestation reduces biodiversity and increases carbon dioxide G: The water cycle in rainforests includes evaporation, condensation, and precipitation H: Rainforests are linked to global trade and supply chains I: Why protecting rainforests matters for climate and life on Earth Core Vocabulary: X: biome, canopy Y: buttress roots, indigenous Z: deforestation, biodiversity, precipitation</p>
Art XX	<p>New Core: A shade is made by adding black; a tint is made by adding white.</p> <p>Revisit: Y1 Colour Splash – primary/secondary mixing; Y3 Drawing – tone and shading.</p> <p>Vocab: tint, shade</p> <p>Task: Explore tints & shades. Paint a value</p>	<p>New Core: Artists use tints and shades to show light and dark.</p> <p>Revisit: Y4 Drawing – highlights and shadows; Y3 Painting – using water to lighten colour.</p> <p>Vocab: light, dark</p> <p>Task: Investigate light source & shadow. Paint</p>	<p>New Core: A wash creates a smooth, transparent layer of colour.</p> <p>Revisit: Y3 Prehistoric Painting – dilute pigment; Y2 Life in Colour – texture in surfaces.</p> <p>Vocab: wash, value</p> <p>Task: Technique drills:</p>	<p>New Core: Stippling involves dabbing with brush bristles.</p> <p>Revisit: Y3 Drawing – mark-making for texture; Y2 Drawing – rules of shading.</p> <p>Vocab: stippling, texture</p> <p>Task: Create tonal textures using stippling</p>	<p>New Core: Pointillism uses small dots of colour (Seurat). Composition is the arrangement of elements.</p> <p>Revisit: Y4 Drawing – balance & proportion in composition; Y1 Mark Making – overlapping.</p> <p>Vocab: pointillism,</p>	<p>New Core: Mixed media painting combines materials; tints/shades emphasise highlights and lowlights.</p> <p>Revisit: Y2 Painting & Mixed Media – collage basics; Y3 Craft – composition and symbols.</p> <p>Vocab: mixed media,</p>	<p>New Core: Apply unit techniques (tint/shade, wash, stippling, pointillism, composition) in a resolved artwork.</p> <p>Revisit: All prior weeks – vocabulary & techniques; Y4 Drawing – highlights/shadows terminology.</p>	<p>New Core: Consolidate knowledge of light/dark and techniques; evaluate outcomes against criteria.</p> <p>Revisit: Cumulative recap across KS1–KS2 colour theory and tone.</p> <p>Vocab: evaluate, refine</p>	<p>Core Knowledge: A: A tint is made by adding white to a colour B: A shade is made by adding black to a colour C: Artists use tints and shades to show light and dark D: A wash creates a smooth, transparent layer of colour E: Stippling involves dabbing with brush</p>

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	scale from light to dark and apply to simple shapes.	objects using highlights (tints) and shadows (shades).	layered washes for gradients; record outcomes in sketchbooks.	to suggest light/dark in a simple landscape.	composition Task: Artist study: Seurat. Produce a pointillist scene with planned composition emphasising contrast.	contrast Task: Develop final piece: layered paint + collage to heighten highlights/shadows and focal point.	Vocab: highlight, shadow Task: Refine & present final piece. Peer critique using success criteria (light/dark control, composition).	Task: Mini vocabulary quiz; gallery walk; improvement notes; optional rework of one area using correct technique.	bristles to create texture F: Pointillism uses small dots of colour to build an image G: Composition is the arrangement of elements in artwork H: Mixed media combines different materials for effect I: Light and dark contrast creates depth and focus in art Core Vocabulary: X: tint, shade Y: wash, stippling Z: pointillism, composition, contrast
Music XX	LO: Explore the concept of a river through sound Knowledge: <ul style="list-style-type: none"> Rivers have different speeds and flows Music can represent movement and dynamics Vocab: dynamics, tempo Task: Listen to river-themed music; identify changes in speed and volume	LO: Understand how pitch can represent water movement Knowledge: <ul style="list-style-type: none"> High pitch can suggest fast, shallow water Low pitch can suggest deep, slow water Vocab: pitch, melody Task: Create short melodic patterns to represent river sections	LO: Learn how rhythm can imitate flowing water Knowledge: <ul style="list-style-type: none"> Repeated patterns can suggest steady flow Syncopation can suggest turbulence Vocab: rhythm, pattern Task: Compose rhythmic sequences inspired by river sounds Knowledge revisit from Autumn	LO: Combine pitch and rhythm to create river soundscapes Knowledge: <ul style="list-style-type: none"> Layering sounds creates texture Contrast adds interest to compositions Vocab: texture, contrast Task: Work in groups to build a river soundscape using classroom instruments	Learning Objective LO: Explore dynamics and timbre for expressive effect Knowledge: <ul style="list-style-type: none"> Dynamics show changes in force or flow Timbre gives character to sound Vocab: timbre, crescendo Task: Experiment with instruments to vary timbre and dynamics in river music	LO: Refine and perform river compositions Knowledge: <ul style="list-style-type: none"> Performance requires control of tempo and dynamics Group coordination improves musical quality Vocab: performance, ensemble Task: Rehearse and present river-themed compositions to the class Assessment end of unit quiz	Learning Objective Revisiting Core Knowledge Key Vocabulary Outline of Main Tasks	<input checked="" type="checkbox"/> Reflect on how music can represent natural elements <input checked="" type="checkbox"/> Group discussion: Which musical features best captured river qualities? <input checked="" type="checkbox"/> Create a class "River Suite" combining the best ideas from each group <input checked="" type="checkbox"/> Record and evaluate the performance using success criteria (pitch, rhythm, dynamics, texture)	By the end of the unit children will.... Core Knowledge: A: How pitch, rhythm, and dynamics represent movement B: How texture and timbre add depth to music C: How to compose and layer sounds for effect D: How to perform with control and expression E: How music can imitate natural processes F: Importance of group coordination in ensemble work G: How to evaluate musical features H: How to refine compositions for clarity I: How to use musical vocabulary accurately Core Vocabulary: X: pitch, rhythm, dynamics Y: texture, timbre, crescendo Z: ensemble, melody, contrast
PE XX	LO: Develop basic ball control and dribbling skills Knowledge: <ul style="list-style-type: none"> Keeping the ball close improves control 	LO: Learn accurate passing and receiving Knowledge: <ul style="list-style-type: none"> Passing with the inside of the foot gives accuracy 	LO: Understand how to maintain possession Knowledge: <ul style="list-style-type: none"> Moving into space creates passing options 	LO: Develop shooting technique Knowledge: <ul style="list-style-type: none"> Striking with laces gives power Accuracy improves by aiming for 	LO: Apply skills in small-sided games Knowledge: <ul style="list-style-type: none"> Teamwork and positioning affect success 	LO: Refine tactics and decision-making Knowledge: <ul style="list-style-type: none"> Quick decisions help maintain possession 	Consolidation Week <ul style="list-style-type: none"> Tournament-style games applying all skills Peer feedback on dribbling, passing, 	Learning Objective Revisiting Core Knowledge	By the end of the unit children will.... Core Knowledge: A: How to dribble and control the ball B: How to pass and receive accurately C: How to move into

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	<ul style="list-style-type: none"> Using the inside and outside of the foot helps change direction Vocab: dribble, control Task: Dribbling circuits; practice changing speed and direction around cones 	<ul style="list-style-type: none"> Receiving requires cushioning the ball Vocab: pass, receive Task: Pair passing drills; increase distance gradually; focus on accuracy and first touch 	<ul style="list-style-type: none"> Communication helps keep the ball Vocab: space, support Task: 3v1 keep-ball game; rotate defenders; discuss strategies for finding space <p>Knowledge revisit from Autumn</p>	<p>corners Vocab: shoot, goal Task: Shooting practice from different angles; add a goalkeeper for challenge</p>	<ul style="list-style-type: none"> Rules ensure fair play and safety Vocab: teamwork, position Task: 4v4 mini-games; focus on passing sequences and shooting opportunities 	<ul style="list-style-type: none"> Defensive positioning prevents goals Vocab: tactic, defend Task: Conditioned games (e.g., limited touches); discuss tactics after each game <p>Assessment end of unit quiz</p>	<p>shooting, and teamwork</p> <ul style="list-style-type: none"> Create a "Top Tips for Football" poster as a class Reflect: "What skill improved most and why?" 	<p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>space and support teammates D: How to shoot with power and accuracy E: How to apply skills in games F: Importance of teamwork and communication G: Basic tactics for attack and defence H: Rules for safe and fair play I: How to evaluate performance and improve Core Vocabulary: X: dribble, pass Y: shoot, space Z: tactic, defend, teamwork</p>
French XX	<p>LO: Learn numbers 1–20 in French Knowledge:</p> <ul style="list-style-type: none"> Numbers have masculine/feminine pronunciation patterns Correct spelling is essential for accuracy Vocab: un, vingt Task: Number chant and flashcard game; pair activity to match spoken numbers to written form 	<p>LO: Extend numbers to 31 and link to dates Knowledge:</p> <ul style="list-style-type: none"> Days of the month use cardinal numbers French dates use day before month format Vocab: trente, trente-et-un Task: Create a birthday calendar in French; practice saying dates aloud in pairs 	<p>LO: Learn days of the week Knowledge:</p> <ul style="list-style-type: none"> Days are not capitalised in French "Le" is used before days when talking about routine Vocab: lundi, vendredi Task: Sing days-of-the-week song; arrange day cards in correct order; write sentences about weekly routines <p>Knowledge revisit from Autumn</p>	<p>LO: Learn months of the year Knowledge:</p> <ul style="list-style-type: none"> Months are also lowercase in French Seasons link to months for cultural context Vocab: janvier, décembre Task: Create a colourful French calendar with months and seasons; quiz on pronunciation 	<p>LO: Combine numbers, days, and months to say full dates Knowledge:</p> <ul style="list-style-type: none"> French uses "le" before the number in dates Months follow the number without "de" Vocab: le, mois Task: Role-play: ask and answer "Quelle est la date aujourd'hui?"; write five different dates in French 	<p>LO: Apply knowledge to talk about birthdays and events Knowledge:</p> <ul style="list-style-type: none"> Birthdays use "Mon anniversaire est le..." Cultural events often use ordinal phrases Vocab: anniversaire, fête Task: Create a class birthday chart in French; interview a partner about their birthday and write a short paragraph <p>Assessment end of unit quiz</p>	<ul style="list-style-type: none"> Group quiz: numbers, days, months, and dates Calendar challenge: fill in missing dates and months in French Create a "Year Planner" in French with birthdays and key events Oral presentation: each child says their birthday and one event in French 	<p>Learning Objective</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>By the end of the unit children will.... Core Knowledge: A: Numbers 1–31 in French B: Days of the week and their order C: Months of the year and seasonal links D: How to say and write dates correctly E: How to talk about birthdays and events F: Cultural conventions for dates in French G: Use of "le" in dates H: Lowercase rule for days and months I: How to ask and answer date questions Core Vocabulary: X: un, vingt, trente Y: lundi, janvier, anniversaire Z: le, mois, fête</p>
Computing XX	<p>LO: Understand what a website is and its purpose Knowledge:</p> <ul style="list-style-type: none"> Websites are collections of linked pages Websites can share information or allow interaction Vocab: website, 	<p>LO: Learn how to plan a simple website Knowledge:</p> <ul style="list-style-type: none"> Planning helps organise content logically Navigation structure affects user experience Vocab: 	<p>LO: Understand text and image formatting for web pages Knowledge:</p> <ul style="list-style-type: none"> Consistent fonts and colours improve readability Images need appropriate size 	<p>LO: Learn how to add hyperlinks and interactive elements Knowledge:</p> <ul style="list-style-type: none"> Hyperlinks connect pages and external resources Buttons and menus improve navigation Vocab: hyperlink, 	<p>LO: Explore multimedia integration Knowledge:</p> <ul style="list-style-type: none"> Videos and audio make websites engaging Multimedia must be relevant and not slow loading Vocab: 	<p>LO: Refine and publish a simple website Knowledge:</p> <ul style="list-style-type: none"> Testing ensures usability and correct links Publishing makes the site accessible to others 	<p>Consolidation Week</p> <ul style="list-style-type: none"> Group evaluation: What makes a good website? Peer review using success criteria (navigation, design, content, functionality) 	<p>Learning Objective</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p>	<p>By the end of the unit children will.... Core Knowledge: A: What a website is and its purpose B: How to plan a site map and layout C: How to format text and images for clarity D: How to add hyperlinks and navigation tools</p>

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	<p>hyperlink Task: Explore different websites; identify common features (menus, links, images) and discuss their purpose</p>	<p>navigation, layout Task: Create a site map for a topic (e.g., rivers); sketch homepage and subpages with clear navigation</p>	<p>and placement Vocab: format, alignment Task: Use a web design tool (e.g., Google Sites) to add text and images; apply headings and align content neatly</p>	<p>interactive Task: Insert links between pages; add a navigation bar or buttons; test that all links work correctly</p>	<p>multimedia, embed Task: Embed a video or audio clip into a page; check layout and functionality; discuss copyright considerations</p>	<p>Vocab: publish, preview Task: Review site for errors; improve design based on feedback; publish and share with the class Assessment end of unit quiz</p>	<ul style="list-style-type: none"> • Create a "Website Design Checklist" for future projects • Reflect on how planning and testing improved the final product 	<p>Outline of Main Tasks</p>	<p>E: How to embed multimedia responsibly F: How to test and refine a website G: How to publish and share content safely H: Importance of design for user experience I: How to evaluate websites using criteria Core Vocabulary: X: website, hyperlink Y: navigation, multimedia Z: embed, publish, layout</p>
RE XX	<p>LO: Understand what an outcast is and why some people were excluded in Jesus' time Knowledge:</p> <ul style="list-style-type: none"> • Outcasts were people rejected by society (e.g., tax collectors, lepers) • Jesus treated outcasts with kindness and respect <p>Vocab: outcast, acceptance Task: Discuss what "outcast" means; sort examples of who might have been excluded in Jesus' time</p>	<p>LO: Explore the story of Zacchaeus and Jesus' response Knowledge:</p> <ul style="list-style-type: none"> • Zacchaeus was a tax collector disliked by many • Jesus chose to visit Zacchaeus, showing forgiveness and inclusion <p>Vocab: Zacchaeus, forgiveness Task: Read the Zacchaeus story; create a comic strip showing Jesus' actions and their meaning</p>	<p>LO: Learn about Jesus healing lepers Knowledge:</p> <ul style="list-style-type: none"> • Lepers were avoided because of illness • Jesus healed them, showing compassion and breaking social barriers <p>Vocab: leper, compassion Task: Role-play the story; write a reflection: "How would you feel if you were healed by Jesus?" Knowledge revisit from Autumn</p>	<p>LO: Understand the story of the woman at the well Knowledge:</p> <ul style="list-style-type: none"> • The woman was a Samaritan, and Jews usually avoided Samaritans • Jesus spoke to her, showing equality and respect <p>Vocab: Samaritan, respect Task: Read the story; create a dialogue showing how Jesus treated her differently from others</p>	<p>LO: Explore why Christians believe Jesus' actions matter today Knowledge:</p> <ul style="list-style-type: none"> • Christians see Jesus as a model for treating everyone equally • Forgiveness and inclusion are key Christian values <p>Vocab: inclusion, equality Task: Group discussion: "How can Christians follow Jesus' example today?"; write three practical actions</p>	<p>LO: Reflect on what these stories teach about kindness and acceptance Knowledge:</p> <ul style="list-style-type: none"> • Jesus' treatment of outcasts challenges prejudice • Christians believe everyone is loved by God <p>Vocab: prejudice, love Task: Create a poster: "What Jesus teaches about treating others"; include quotes and illustrations Assessment end of unit quiz</p>	<p>Consolidation Week</p> <ul style="list-style-type: none"> • Review all stories: Zacchaeus, lepers, woman at the well • Group activity: Create a class mural showing Jesus welcoming outcasts • Write a paragraph: "Why do Christians think Jesus' actions are important today?" • Quiz on key vocabulary and concepts 	<p>Learning Objective</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>By the end of the unit children will.... Core Knowledge: A: Who outcasts were in Jesus' time B: Jesus' treatment of Zacchaeus C: Jesus healing lepers D: Jesus speaking to the Samaritan woman E: Why these actions matter to Christians today F: Christian values of forgiveness and inclusion G: How Jesus challenged prejudice H: Equality and respect in Christian teaching I: Practical ways Christians show acceptance today Core Vocabulary: X: outcast, forgiveness Y: compassion, inclusion Z: prejudice, equality, respect</p>