

Archbishop Hutton's V.C. Primary School
Medium Term Curriculum Planning Overview
Class 4

Theme: The Lake District <i>Mountains and Rivers</i>		Term: Autumn Term 1 2023 Year: Two	Year Groups: Five and Six
Starting Stimulus		Visitors and Visits/ Experiences and Events	Final Outcomes
KWL Personal Knowledge Youtube Videos Atlas Quizes		Visit to Staveley and Windermere	Maintained blog on school website
Subjects	Key and Procedural knowledge		
MAIN DRIVER Geography	On the bus to The Lake District	Key Knowledge We will think about what they learnt in their study of Warton, Carnforth and Morecambe and apply this to a study of the village of Staveley in the Lake District. They will revisit the water cycle, explore tourism, and use apps and websites to plan a visit to stay in the Lakes. They will use four and six-figure grid references, symbols, and key (including the use of Ordnance Survey maps), Sketch Maps and 8-point compass references. Studies will refer back to lower KS2 knowledge of the River Kent. They will engage in field study activities, considering the similarities and differences between a busy working village and residential Warton. <ul style="list-style-type: none"> • The Lake District is a national park in North West England. • It is England's largest national park and covers 2362 square kilometers. • It is home to the highest mountain in England - Scafell Pike (978m tall) and the deepest lake - Wastwater (74m deep). • The landscapes of the Lake District have been shaped over millions and millions of years. • Tourism is important with over 12 million visitors every year who come to walk, cycle, run, boat or to look at the amazing scenery. Vocabulary: mountain, summit, lake, erode, settlement, valley, tourism, economy, agriculture, pollution, commuter, eco-tourism, climate change, commodity	
		Focus: Collage Visual Element: Shape and colour Artist: David Hockney Procedural Knowledge - <ul style="list-style-type: none"> • I know how to use collage in sketchbooks to gather ideas and inspiration for designs. • I know how to tear, cut, layer and overlap a range of found and created materials. • I know how to arrange and adapt materials to improve the aesthetic appeal. • I know how to consider how to affix collage materials depending on its qualities eg, use a PVA for fabrics, glue stick for papers. • I know how to use collage as a background to add texture to a drawing or painting or add colour to a print. • I know how to incorporate their own drawings, prints and paintings when creating collages – explore other artist that do this, such as Robert Rauschenberg and Georges Braque • I know how to research the work of collage artists and use these ideas to inspire their own work. 	

	<ul style="list-style-type: none">•		
Computing	<ul style="list-style-type: none">• Year 5 – Programming in Scratch – E-safety		
	<table><tr><td>Procedural knowledge Y5<ul style="list-style-type: none">• Can they combine sequences of instructions and procedures to turn devices on or off?• Do they understand input and output?• Can they use an ICT program to control an external device that is electrical and/or mechanical?• Can they use ICT to measure sound or light or temperate using sensors?• Can they explore 'What is' questions by playing adventure or quest games?• Can they write programs that have sequences and repetitions?</td><td>Y6<ul style="list-style-type: none">• Can they explain how an algorithm works?• Can they detect errors in a program and correct them?• Can they use an ICT program to control a number of events for an external device?• Can they use ICT to measure sound, light or temperature using sensors and interpret the data?• Can they explore 'what if' questions by planning different scenarios for controlled devices?• Can they use input from sensors to trigger events?• Can they check and refine a series of instructions?</td></tr></table>	Procedural knowledge Y5 <ul style="list-style-type: none">• Can they combine sequences of instructions and procedures to turn devices on or off?• Do they understand input and output?• Can they use an ICT program to control an external device that is electrical and/or mechanical?• Can they use ICT to measure sound or light or temperate using sensors?• Can they explore 'What is' questions by playing adventure or quest games?• Can they write programs that have sequences and repetitions?	Y6 <ul style="list-style-type: none">• Can they explain how an algorithm works?• Can they detect errors in a program and correct them?• Can they use an ICT program to control a number of events for an external device?• Can they use ICT to measure sound, light or temperature using sensors and interpret the data?• Can they explore 'what if' questions by planning different scenarios for controlled devices?• Can they use input from sensors to trigger events?• Can they check and refine a series of instructions?
	Procedural knowledge Y5 <ul style="list-style-type: none">• Can they combine sequences of instructions and procedures to turn devices on or off?• Do they understand input and output?• Can they use an ICT program to control an external device that is electrical and/or mechanical?• Can they use ICT to measure sound or light or temperate using sensors?• Can they explore 'What is' questions by playing adventure or quest games?• Can they write programs that have sequences and repetitions?	Y6 <ul style="list-style-type: none">• Can they explain how an algorithm works?• Can they detect errors in a program and correct them?• Can they use an ICT program to control a number of events for an external device?• Can they use ICT to measure sound, light or temperature using sensors and interpret the data?• Can they explore 'what if' questions by planning different scenarios for controlled devices?• Can they use input from sensors to trigger events?• Can they check and refine a series of instructions?	
E- safety – <ul style="list-style-type: none">• Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family?• Do they understand the potential risk of providing personal information online?• Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content?• Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented?• Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)?• Do they understand that some material on the internet is copyrighted and may not be copied or downloaded?• Do they understand that some messages may be malicious and know how to deal with this?			
Music	Film Music/ Young voices		
	Procedural Knowledge <ul style="list-style-type: none">• To know that a film soundtrack includes the background music and any songs in a film.• To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.• To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.• To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.		
P.E.	Invasion Games - Hockey <ul style="list-style-type: none">• play competitive games, modified where appropriate, (for example badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending		
	Swimming and water safety <p>All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• swim competently, confidently, and proficiently over a distance of at least 25 meters• use a range of strokes effectively, (for example front crawl, backstroke, and breaststroke)• perform safe self-rescue in different water-based situations.		

	<p><u>Procedural knowledge</u></p> <p><u>Y5</u></p> <ul style="list-style-type: none"> • Can they gain possession by working as a team? • Can they pass in different ways? • Can they use forehand and backhand with a racquet? • Can they field? • Can they choose the best tactics for attacking and defending? • Can they use a number of techniques to pass, dribble and shoot? <p><u>Y6</u></p> <ul style="list-style-type: none"> • Can they explain complicated rules? • Can they make a team plan and communicate it to others? • Can they lead others in a game situation?
Spanish	<p>Dates</p> <ul style="list-style-type: none"> • Identify and say the numbers 13 to 31. • Identify and say the months of the year. • Recognise and answer the question, ¿Qué mes es? – What month is it? • Identify and say dates. • Ask and answer the question, ¿Cuándo es tu cumpleaños? – When is your birthday? • Identify key information on a calendar. • Recognise and answer the question, ¿Cuándo es el día de ...? When is ... day? by giving the day and date of a particular event. • Understand the gist of short texts by recognising familiar words and cognates. • Listen to a short audio passage and identify key information. • Complete a birthday invitation using familiar phrases.
P.S.H.E.	<p>1decision</p> <ul style="list-style-type: none"> • Keeping Safe and Staying Safe • Being Responsible
R.E.	<p>Year 6 Islam</p> <p>Year 6 Key Question (to be used all year): In what ways is life like a journey?</p> <p>Focus Question (for this investigation): What should our attitudes be on our journey?</p> <ul style="list-style-type: none"> • Use developing religious vocabulary to describe and show understanding of religious traditions, including sources, practices, beliefs, ideas, feelings and experiences. (B&V LRT) • Explain what inspires and influences them, expressing their own views whilst respecting other people's. (SPM). • To analyse religious information and begin to develop their own opinions (B&V, SPM). • Ask important questions about religion and beliefs, (eg, identity, belonging, meaning, purpose, truth, values and commitments). • Compare different viewpoints within a faith group. (SHE, B&V, SPM)
Cross-curricular writing opportunities	<p>Non chronological reports</p> <p>Recount of Trip to Staveley</p> <p>Poetry linked with Wordsworth</p>
Cross-curricular maths opportunities	<p>Data Gathering</p> <p>Classifying and interpreting data – Staveley trip/ Weather</p>

English Units

Novel as a theme with flashbacks and time shifts - The Nowhere Emporium

Non-chronological reports

Magazine articles

Poetry with figurative language