

# Archbishop Hutton's V.C. Primary School

## Medium Term Curriculum Planning Overview

### Class 4

<b>Theme: Natural World</b>		<b>Term: Spring Term 2 2024</b>	<b>Year Groups:</b>
<b>Evolution and Classification</b>		<b>Year: Two</b>	<b>Five and Six</b>
<b>Starting Stimulus</b>		<b>Visitors and Visits/ Experiences and Events</b>	<b>Final Outcomes</b>
KWL Personal Knowledge Wonder Wall YouTube Videos Baby Pictures		Tea Bag Babies activity	
<b>Subjects</b>	<b>Key and Procedural knowledge</b>		
<b>MAIN DRIVER</b>  <b>Science</b>	<b>Natural World</b> <b>Why do turtles have shells?</b>	<b>Key Knowledge</b>	
		<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>All living things have offspring of the same kind, as feature in the offspring are inherited from the parents.</li> <li>Life cycles have evolved to help organisms survive to adulthood.</li> <li>Over time the characteristics that are most suited to the environment become increasingly common.</li> <li>Organisms best suited to their environment are more likely to survive long enough to reproduce.</li> <li>Organisms are best adapted to reproduce are more likely to do so.</li> <li>Organisms reproduce and offspring have similar characteristic patterns.</li> <li>Variation exists within a population (and between offspring of some plants).</li> <li>Competition exists for resources and mates.</li> <li>Living things can be formally grouped according to characteristics.</li> <li>Plants and animals are two main groups but there are other living things that do not fit into these groups e.g. micro-organisms such as bacteria and yeast, and toadstools and mushrooms.</li> <li>Plants can make their own food whereas animals cannot.</li> <li>Animals can be divided into two main groups – those that have backbones (vertebrates) and those that do not (invertebrates).</li> <li>Vertebrates can be divided into five small groups – fish, amphibians, reptiles, birds and mammals.</li> <li>Each group has common characteristics.</li> <li>Invertebrates can be divided into a number of groups including insects, spiders, snails and worms.</li> <li>Plants can be divided broadly into two main groups – flowering plants and non-flowering plants.</li> </ul> <p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>Use models to demonstrate evolution e.g. Darwin's finches bird beak activity.</li> <li>Use secondary sources to find out about how the population of peppered moths changed during the industrial revolution.</li> <li>Make observations of fossils to identify living things that lived on Earth millions of years ago.</li> <li>Identify features in animals and plants that are passed on to offspring.</li> <li>Explore this process by considering the artificial breeding of animals or plants e.g. dogs.</li> <li>Compare the ideas of Charles Darwin and Alfred Wallace on evolution.</li> <li>Use secondary sources to learn about the formal classification system devised by Carl Linnaeus and why it is important.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Use first hand observation to identify characteristics shared by the animals in a group.</li> <li>• Use secondary sources to research the characteristics of animals that belong to a group.</li> <li>• Use information about the characteristics of an unknown animal or plant to assign it to a group.</li> <li>• Classify plants and animals presenting this in a range of ways – Venn diagrams, Carroll diagrams and keys.</li> <li>• Create an imaginary animal which has features from one or more groups</li> </ul> <p><b>Vocabulary:</b> : fossils, adaptation, evolution, characteristics, reproduction, genetic offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species.</p>
<b>DT</b>	<b>DT – Kapow, Stuffed Toys, Textiles (y5)</b>	
	<b>Procedural Knowledge -</b> <ul style="list-style-type: none"> <li>• To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric.</li> <li>• To understand that it is easier to finish simpler designs to a high standard.</li> <li>• To know that soft toys are often made by creating appendages separately and then attaching them to the main body.</li> <li>• To know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely.</li> </ul>	
	<b>DT – Kapow, digital world, navigating the world (y6)</b>	
	<b>Procedural Knowledge -</b> <ul style="list-style-type: none"> <li>• To know that a 'device' means equipment created for a certain purpose or job and that monitoring devices observe and record.</li> <li>• To know that a sensor is a tool or device that is designed to monitor, detect and respond to changes for a purpose.</li> <li>• To understand that conditional statements (and, or, if booleans) in programming are a set of rules which are followed if certain conditions are met.</li> </ul>	
<b>Computing</b>	<ul style="list-style-type: none"> <li>• <b>Year 5 Data Handling</b></li> </ul>	
	<b>Procedural knowledge</b> <b>Y5</b> <ul style="list-style-type: none"> <li>• Can they create a formula in a spreadsheet and then check for accuracy and plausibility?</li> <li>• Can they search databases for information using symbols such as = &gt; or &lt;?</li> <li>• Can they create databases planning the fields, rows and columns?</li> <li>• Can they create graphs and tables to be copied and pasted into other documents?</li> </ul>	<b>Y6</b> <ul style="list-style-type: none"> <li>• Can they collect live data using data logging equipment?</li> <li>• Can they identify data error, patterns and sequences?</li> <li>• Can they use the formulae bar to explore mathematical scenarios?</li> <li>• Can they create their own database and present information from it?</li> </ul>
	<b>E- safety –</b> <ul style="list-style-type: none"> <li>• Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family?</li> <li>• Do they understand the potential risk of providing personal information online?</li> <li>• Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content?</li> <li>• Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented?</li> <li>• Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)?</li> <li>• Do they understand that some material on the internet is copyrighted and may not be copied or downloaded?</li> <li>• Do they understand that some messages may be malicious and know how to deal with this?</li> </ul>	
<b>Music</b>	<b>Blues Y5</b>	
	<b>Procedural Knowledge</b> <ul style="list-style-type: none"> <li>• To understand that a chord is the layering of several pitches played at the same time.</li> <li>• To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</li> <li>• To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</li> <li>• To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.</li> <li>• To understand that a chord is the layering of several pitches played at the same time.</li> <li>• To know that the conductor beats time to help the performers work well together.</li> <li>• To understand that improvisation means making up music 'on the spot'.</li> </ul>	

	<ul style="list-style-type: none"> <li>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</li> <li>To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.</li> </ul>		
<b>P.E.</b>	<p><b>Dance – The Lancashire Giant</b></p> <ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> </ul> <p><b>Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <table border="1"> <tr> <td> <p><b>Procedural knowledge</b></p> <p><b>Y5</b></p> <ul style="list-style-type: none"> <li>Do they plan and perform dances confidently?</li> <li>Can they compose motifs and plan dances creatively and collaboratively in groups?</li> <li>Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use?</li> <li>Can they perform different styles of dance clearly and fluently?</li> <li>Do they organise their own warm-up and cool-down exercises?</li> <li>Do they show an understanding of safe exercising?</li> <li>Can they recognise and comment on dances, showing an understanding of style?</li> <li>Can they suggest ways to improve their own and other people's work?</li> <li>Can they gain possession by working as a team?</li> <li>Can they pass in different ways?</li> <li>Can they use forehand and backhand with a racquet?</li> <li>Can they field?</li> <li>Can they choose the best tactics for attacking and defending?</li> <li>Can they use a number of techniques to pass, dribble and shoot?</li> </ul> </td><td> <p><b>Y6</b></p> <ul style="list-style-type: none"> <li>Can they work creatively and imaginatively on their own and/or with a partner to compose motifs and structure simple dances?</li> <li>Can they perform to an accompaniment expressively and sensitively?</li> <li>Can they perform dances fluently and with control?</li> <li>Can they warm-up and cool-down independently?</li> <li>Do they understand how dance helps to keep them healthy?</li> <li>Do they use appropriate criteria to evaluate and refine their own and others' work?</li> <li>Do they talk about dance with understanding, using appropriate language and terminology?</li> <li>Can they explain complicated rules?</li> <li>Can they make a team plan and communicate it to others?</li> <li>Can they lead others in a game situation?</li> </ul> </td></tr> </table>	<p><b>Procedural knowledge</b></p> <p><b>Y5</b></p> <ul style="list-style-type: none"> <li>Do they plan and perform dances confidently?</li> <li>Can they compose motifs and plan dances creatively and collaboratively in groups?</li> <li>Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use?</li> <li>Can they perform different styles of dance clearly and fluently?</li> <li>Do they organise their own warm-up and cool-down exercises?</li> <li>Do they show an understanding of safe exercising?</li> <li>Can they recognise and comment on dances, showing an understanding of style?</li> <li>Can they suggest ways to improve their own and other people's work?</li> <li>Can they gain possession by working as a team?</li> <li>Can they pass in different ways?</li> <li>Can they use forehand and backhand with a racquet?</li> <li>Can they field?</li> <li>Can they choose the best tactics for attacking and defending?</li> <li>Can they use a number of techniques to pass, dribble and shoot?</li> </ul>	<p><b>Y6</b></p> <ul style="list-style-type: none"> <li>Can they work creatively and imaginatively on their own and/or with a partner to compose motifs and structure simple dances?</li> <li>Can they perform to an accompaniment expressively and sensitively?</li> <li>Can they perform dances fluently and with control?</li> <li>Can they warm-up and cool-down independently?</li> <li>Do they understand how dance helps to keep them healthy?</li> <li>Do they use appropriate criteria to evaluate and refine their own and others' work?</li> <li>Do they talk about dance with understanding, using appropriate language and terminology?</li> <li>Can they explain complicated rules?</li> <li>Can they make a team plan and communicate it to others?</li> <li>Can they lead others in a game situation?</li> </ul>
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<b>Spanish</b>	<p><b>In a Spanish Café – To complete from previous half term</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>To know that the infinitive of a verb in Spanish e.g. comer – to eat, means 'to do something'.</li> </ul> <p><b>Cultural awareness</b></p> <ul style="list-style-type: none"> <li>To recognise typical Spanish food and drink.</li> </ul>		
<b>P.S.H.E.</b>	<p><b>1decision</b></p> <ul style="list-style-type: none"> <li><b>Keeping Healthy and Staying healthy – Y5/6</b></li> </ul>		
<b>R.E.</b>	<p><b>Year 6 - Jesus</b></p> <p><b>Year 6 Key Question (to be used all year): In what ways is life like a journey?</b></p> <p><b>Focus Question: Can saying sorry change things?</b></p> <ul style="list-style-type: none"> <li>Use developing religious vocabulary to describe and show understanding of religious traditions, including sources, practices, beliefs, ideas, feelings and experiences. <b>(B&amp;V LRT)</b></li> <li>Explain what inspires and influences them, expressing their own views whilst respecting other people's. <b>(SPM).</b></li> <li>To analyse religious information and begin to develop their own opinions <b>B&amp;V, SPM.</b></li> <li>Ask important questions about religion and beliefs, (eg, identity, belonging, meaning, purpose, truth, values and commitments).</li> <li>Compare different viewpoints within a faith group. <b>(SHE, B&amp;V, SPM)</b></li> </ul>		

<b>Cross-curricular writing opportunities</b>	<p>Charles Darwin Biography</p> <p>Journey of HMS Beagle</p> <p>Report on Endangered animals</p>
<b>Cross-curricular maths opportunities</b>	<p>Emotion Graphs – Analysing data</p> <p>Collecting data/ Collating data and charts</p>
<b>English Units</b>	<p><b>Narrative text: Novel as a theme</b> - Darwin's Dragons</p> <p><b>Non-fiction: Debate</b> - Origin of the Species</p>