

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

<b>Theme: The Lake District</b> <i>Mountains and Rivers</i>		<b>Term: Autumn Term 1 2025</b> <b>Year: Two</b>	<b>Year Groups:</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 Youtube Videos    Atlas Quizes		Visit to Staveley and Windermere	Maintained blog on school website
<b>Subjects</b>	<b>Key and Procedural knowledge</b>		
<b>MAIN DRIVER</b> <b>Geography</b>	<b>On the bus to The Lake District</b>	<b>Key Knowledge</b> 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"> <li>• The Lake District is a national park in North West England.</li> <li>• It is England's largest national park and covers 2362 square kilometers.</li> <li>• It is home to the highest mountain in England - Scafell Pike (978m tall) and the deepest lake - Wastwater (74m deep).</li> <li>• The landscapes of the Lake District have been shaped over millions and millions of years.</li> <li>• Tourism is important with over 12 million visitors every year who come to walk, cycle, run, boat or to look at the amazing scenery.</li> </ul> <b>Vocabulary:</b> mountain, summit, lake, erode, settlement, valley, tourism, economy, agriculture, pollution, commuter, eco-tourism, climate change, commodity	
		<b>Focus:</b> Collage <b>Visual Element:</b> Shape and colour <b>Artist:</b> David Hockney <b>Procedural Knowledge -</b> <ul style="list-style-type: none"> <li>• I know how to use collage in sketchbooks to gather ideas and inspiration for designs.</li> <li>• I know how to tear, cut, layer and overlap a range of found and created materials.</li> <li>• I know how to arrange and adapt materials to improve the aesthetic appeal.</li> <li>• I know how to consider how to affix collage materials depending on its qualities eg, use a PVA for fabrics, glue stick for papers.</li> <li>• I know how to use collage as a background to add texture to a drawing or painting or add colour to a print.</li> <li>• 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</li> <li>• I know how to research the work of collage artists and use these ideas to inspire their own work.</li> </ul>	

Computing	<ul style="list-style-type: none"><li>•</li></ul>	
	<ul style="list-style-type: none"><li>• <b>Year 5 – Programming in Scratch – E-safety</b></li></ul>	
	<b>Procedural knowledge</b> <b>Y5</b> <ul style="list-style-type: none"><li>• Can they combine sequences of instructions and procedures to turn devices on or off?</li><li>• Do they understand input and output?</li><li>• Can they use an ICT program to control an external device that is electrical and/or mechanical?</li><li>• Can they use ICT to measure sound or light or temperate using sensors?</li><li>• Can they explore 'What is' questions by playing adventure or quest games?</li><li>• Can they write programs that have sequences and repetitions?</li></ul>	<b>Y6</b> <ul style="list-style-type: none"><li>• Can they explain how an algorithm works?</li><li>• Can they detect errors in a program and correct them?</li><li>• Can they use an ICT program to control a number of events for an external device?</li><li>• Can they use ICT to measure sound, light or temperature using sensors and interpret the data?</li><li>• Can they explore 'what if' questions by planning different scenarios for controlled devices?</li><li>• Can they use input from sensors to trigger events?</li><li>• Can they check and refine a series of instructions?</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>	
Music	<b>Film Music/ Young voices</b>	
	<b>Procedural Knowledge</b> <ul style="list-style-type: none"><li>• To know that a film soundtrack includes the background music and any songs in a film.</li><li>• To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</li><li>• To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</li><li>• 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'.</li></ul>	
P.E.	<b>Invasion Games - Rugby</b> <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>	
	<b>Swimming and water safety</b> <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"><li>• swim competently, confidently, and proficiently over a distance of at least 25 meters</li><li>• use a range of strokes effectively, (for example front crawl, backstroke, and breaststroke)</li><li>• perform safe self-rescue in different water-based situations.</li></ul>	

	<b><u>Procedural knowledge</u></b>  <b><u>Y5</u></b> <ul style="list-style-type: none"> <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>	<b><u>Y6</u></b> <ul style="list-style-type: none"> <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>
<b>Spanish</b>	<b>Food and drink</b> Phonics <ul style="list-style-type: none"> <li>• To know:</li> <li>• That phonic knowledge can be applied to pronounce unfamiliar words</li> </ul> Grammar <ul style="list-style-type: none"> <li>• To know:</li> <li>• That when expressing likes and dislikes about a noun, me gusta is followed by the definite article (el or la) then the noun e.g. Me gusta el pescado.</li> <li>• That when expressing likes and dislikes about plural nouns, me gustan is followed by the definite articles (los or las) then the noun, e.g. Me gustan los tomates.</li> </ul>	
<b>P.S.H.E.</b>	<b>1decision</b> <ul style="list-style-type: none"> <li>• Keeping Safe and Staying Safe</li> <li>• Being Responsible</li> </ul>	
<b>R.E.</b>	<b>Year 6 Islam</b> <b>Year 6 Key Question (to be used all year): In what ways is life like a journey?</b> <b>Focus Question (for this investigation): What should our attitudes be on our journey?</b> <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>	Non chronological reports  Recount of Trip to Staveley  Poetry linked with Wordsworth	
<b>Cross-curricular maths opportunities</b>	Data Gathering  Classifying and interpreting data – Staveley trip/ Weather	

## English Units

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

**Non-chronological reports**

**Magazine articles**

**Poetry with figurative language**