

# Archbishop Hutton's V.C. Primary School

## Medium Term Curriculum Planning Overview

### Class 4

Theme: Meet the Stone Agers		Term: Spring Term 1 2026	Year Groups:
The Stone Age		Year: Two	Five and Six
Starting Stimulus		Visitors and Visits/ Experiences and Events	Final Outcomes
KWL      Personal Knowledge			
Subjects	Key and Procedural knowledge		
MAIN DRIVER	Stone Age	Key Knowledge	
		<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"><li>• The Stone age was a prehistoric era which occurred before the eras previously studied</li><li>• 3000 BC New Stone Age begins; farming people arrive from Europe. First stone circles are erected.</li><li>• 2100 BC Bronze Age begins</li><li>• 2000 BC Stonehenge completed</li><li>• 750 BC Iron Age begins; iron replaces bronze as most useful metal.</li><li>• It was called the Stone Age because it was dominated by stone tools.</li><li>• It consisted of three different periods called Paleolithic, Mesolithic and Neolithic</li><li>• It lasted from 2.5 million years ago to approx 5 million years ago</li><li>• Changes that impacted on the way people lived included the discovery of fire, the development of increasingly sophisticated tools and the introduction of settlements and farming</li><li>• The way people lived (homes, diet) was influenced by natural materials</li><li>• Religion became more organised as the era progressed into the Bronze Age. (burial grounds etc)</li><li>• The Bronze Age drove progress forwards resulting in stronger weapons, better farming and simple trade. (e.g. simple boats).</li></ul> <p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"><li>• Ask questions about the past that can be investigated</li><li>• Demonstrate an understanding of chronology and where the Stone Age to Iron Age fits</li><li>• Use a range of sources to carry out research</li><li>• Used primary and secondary sources to suggest what the past might have been like</li><li>• Use historical vocabulary to describe the periods</li><li>• Identify and describe reasons for and results of changes in the periods</li><li>• Identified how natural materials available influenced changes</li><li>• Compared life in different time periods (e.g. stone age and modern man)</li><li>• </li></ul> <p><b>Vocabulary:</b> Hunter-gatherer, Nomad, Tribe, Skara Brae, Bronze/Iron, Roundhouse, Hillfort, Druid, Domesticate, Peasantry</p>	
History			
DT	DT – Kapow, textiles, stuffed toys (y5)		
	Procedural Knowledge -		

	<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>	
Computing	<ul style="list-style-type: none"> <li><b>Year 5 e-book creation / Year 5 Programming with Sphero</b></li> </ul>	
	<b>Procedural knowledge</b> <b>Y5</b> <ul style="list-style-type: none"> <li>Can they use a range of presentation applications?</li> <li>Do they consider audience when editing a simple film?</li> <li>Do they know how to prepare and then present a simple film?</li> <li>Can they use ICT to record sounds and capture both still and video images?</li> <li>Can they make a home page for a website that contains links to other pages?</li> <li>Can they capture sounds, images and video?</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 write programs that have sequences and repetitions?</li> </ul>	<b>Y6</b> <ul style="list-style-type: none"> <li>Can they explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc.)?</li> <li>Can they add special effects to alter the appearance of a graphic?</li> <li>Can they 'save as' gif or i peg. wherever possible to make the file size smaller (for emailing or downloading)?</li> <li>Can they make an information poster using their graphics skills to good effect?</li> <li>Can they contribute to discussions online?</li> <li>Can they use a search engine using keyword searches?</li> <li>Can they use complex searches using such as '+' 'OR' "Find the phrase in inverted commas"?</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>Dynamics, pitch and texture / Young Voices</b>	
	<b>Procedural Knowledge</b> <ul style="list-style-type: none"> <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> <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>	
P.E.	<b>Dance – The Lancashire Giant</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> All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. Pupils should be taught to: <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>	

	<p><b><u>Procedural knowledge</u></b></p> <p><b><u>Y5</u></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> </ul> <p><b><u>Y6</u></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> </ul>
Spanish	<p><b>Clothes in Spanish</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>To know that if a word is plural, we cannot use un or una and instead use unos and unas – some.</li> <li>To know the rules for changing the ending of an adjective according to the gender and number of the noun it describes.</li> <li>To know that porque – because, can be used to extend a sentence and give a justification.</li> </ul>
P.S.H.E.	<p><b>1decision</b></p> <ul style="list-style-type: none"> <li><b>Keeping Healthy and Staying healthy – Y5/6</b></li> </ul>
R.E.	<p><b>Year 6 - Hindu Dharma</b></p> <p><b>Year 6 Key Question (to be used all year): In what ways is life like a journey?</b></p> <ul style="list-style-type: none"> <li><b>Focus Question (for this investigation): De we have to live our lives in a certain way?</b></li> <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>
Cross-curricular writing opportunities	<ul style="list-style-type: none"> <li>Stone Age newspaper report</li> <li>Non chronological reports</li> <li>Debate discussion</li> <li>Poetry linked to topic</li> </ul>
Cross-curricular maths opportunities	Emotion Graphs- Analysing data
English Units	<b>Narrative text: Historical fiction – Wolf Brother by Michelle Paver</b>