

# Archbishop Hutton's V.C. Primary School

## Medium Term Curriculum Planning Overview

### Class 4

<b>Theme:</b> Hola Mexico! Contrasting localities,		<b>Term: Summer Term 1 2026</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 Wonder Wall			Persuasive poster/leaflet about Mexico and why we should visit.
<b>Subjects</b>	<b>Key and Procedural knowledge</b>		
<b>MAIN DRIVER</b>  <b>Geography</b>	<b>Mexico</b>	<b>Key Knowledge</b>	
		<p>At Archbishop Hutton's Upper KS2 children will:</p> <p>Engage in a historical study of the Mayans, children will study the continent make up of South America, recap the continents and oceans, learn about longitude and latitude, and the tropics. They will explore the topography of Mexico, the climate compared to our own, consider the needs of people living in Mexico and how homes/food/wildlife and culture are different to those in their locality.</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Mexico is country in North America</li> <li>• North America is made up of 24 countries</li> <li>• South America is made up of 12 countries</li> <li>• The capital city of Mexico is Mexico City</li> <li>• The Northern Hemisphere and Southern Hemisphere had opposing seasons</li> <li>• Mexico is more than 3000 km (1,850 miles) long from northwest to southeast.</li> <li>• Mexico is between two large seas: the Pacific Ocean in the West and the Gulf of Mexico and the Caribbean Sea in the East.</li> <li>• In the north of Mexico are deserts. In the south are tropical rainforests.</li> </ul> <p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>• accurately measure and collect information – desert temperatures</li> <li>• collect information about a place and use it in a report to sell Mexico to tourists</li> <li>• explain how a location fits into its wider geographical location; with reference to physical features</li> <li>• describe how some places are similar and others are different in relation to their human features</li> <li>• explain how a location fits into its wider geographical location; with reference to human and economical features</li> <li>• describe how some places are similar and others are different in relation to their physical features</li> <li>• identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles</li> <li>• explain why it is hotter in Mexico than it is in the UK</li> <li>• locate the Tropic of Cancer and the Tropic of Capricorn</li> <li>• name and locate many of the world's most famous desert regions on maps</li> <li>• locate the USA and Canada on a world map and atlas</li> <li>• locate and name the main countries in South America on a world map and atlas</li> </ul> <p><b>Vocabulary:</b> desert, climate, border, eco-system, population density, Pacific Ocean, Caribbean, rainforest, economic growth, cultural heritage, customs, traditions</p>	
<b>Art</b>	<b>Art - Printing - Visual Element – pattern &amp; colour</b>		
	<b>Artist - Frida Kahlo</b>  <b>Procedural Knowledge -</b> <ul style="list-style-type: none"> <li>• I know how to research famous/local printmakers and develop a design based on the topic being taught in school.</li> <li>• I know how to draw and develop a 2 colour Pressprint design using stencils.</li> </ul>		

	<ul style="list-style-type: none"> <li>• I know how to create a collagraph print plate using cardboard, string or natural materials.</li> <li>• I know how to explore monoprinting as a technique – experiment with creating different lines and tones by using a variety of drawing implements eg, a sharp pencil, pen, rubbing with fingers and palm of hand.</li> </ul>	
<b>Computing</b>	<b>Year 5 Text based programming</b> <b>Year 5 Music Creation</b>	
	<u>Procedural knowledge</u> <b>Y5</b> <ul style="list-style-type: none"> <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 explore 'What is' questions by playing adventure or quest games?</li> <li>• Can they write programs that have sequences and repetitions?</li> <li>• Can they manipulate sounds?</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 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>Music</b>	<b>Instrumental lessons (South America)</b>	
	<u>Procedural Knowledge</u> <ul style="list-style-type: none"> <li>• To learn, perform and combine the key rhythms used in salsa music</li> <li>• To understand the history and key features of latin music</li> <li>• To identify the pitch of notes from staff notation, and play them accurately</li> <li>• To compose and notate a salsa-inspired melody</li> </ul>	
<b>P.E.</b>	<b>Rounders/ Dance</b> Pupils should be taught to: <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> <li>• <b>using a range of movement patterns</b></li> </ul>	
	<u>Procedural knowledge</u> <b>Y5</b> <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>• Can they suggest ways to improve their own and other people's work?</li> <li>• <b>Can they gain possession by working as a team?</b></li> <li>• <b>Can they pass in different ways?</b></li> </ul>	<b>Y6</b> <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> </ul>

	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>
<b>Spanish</b>	<p><b>In a Spanish Café – 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> <p><b>Celebrations</b></p> <p><b>Language comprehension</b></p> <ul style="list-style-type: none"> <li>• Listening and responding to full sentences.</li> <li>• Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</li> <li>• Using contextual clues and cues to gist and make predictions about meanings.</li> <li>• Language production</li> </ul> <p><b>Making short phrases or sentences using word cards.</b></p> <ul style="list-style-type: none"> <li>• Selecting and writing short words and phrases.</li> <li>• Recognising and answering simple questions which involve giving personal information.</li> </ul>	
<b>P.S.H.E.</b>	<p><b>1decisions</b></p> <ul style="list-style-type: none"> <li>• <b>Growing and changing - Y5/6</b></li> </ul>	
<b>R.E.</b>	<p><b>Judaism – Year 6 - In what ways is life like a journey?</b></p> <ul style="list-style-type: none"> <li>• <b>Focus Question: How do religions make the ‘signposts’ and the ‘turning points’ on the journey through life?</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>	
<b>Cross-curricular writing opportunities</b>	<ul style="list-style-type: none"> <li>• Comparison to the Mexico and UK</li> <li>• Persuasive write about Mexico</li> </ul>	
<b>Cross-curricular maths opportunities</b>	Collecting data/ Exploring population and tourism	
<b>English Units</b>	<p><b>Narrative text: Science fiction:</b> The many worlds of Albie Bright</p> <p><b>Non-fiction: Debate - Persuasion</b></p>	