

Archbishop Hutton's V.C. Primary School

Medium Term Curriculum Planning Overview

Theme: Let's go to Greece!	Term: Summer I Year: 2026	Year Groups: Three & four
Starting Stimulus Putting yourself in the picture	Visitors and Visits Greek theme day	Final Outcomes Produce Holiday brochure
Subjects	Skills	
MAIN DRIVER <u>Geography</u>	<p><u>Key Knowledge</u> Know where Greece is in Europe and identify it on a map. Greece is made up of the mainland and over six thousand islands around its coast. Eighty percent of Greece is made up of mountains. People travel to Greece on holiday for varied reasons including history, the weather, the food, and the culture. Greece is surrounded by the Aegean Sea to the east, the Mediterranean Sea to the south, and the Ionian Sea to the west. Greece produces olives. Air travel is an environmental issue effecting climate change.</p> <p><u>Procedural Knowledge:</u> <i>Geographical Enquiry</i></p> <p>To use correct geographical words to describe a place and the things that happen there. To identify key features of a locality by using a map To make accurate measurement of distances within 100Km To find the same place on a globe and in an atlas To accurately measure and collect information (weather, distances in miles'</p> <p><i>Physical Geography</i></p> <p>To use maps and atlases appropriately by using contents and indexes To describe physical features in a locality (beaches, mountains etc.) To locate the Mediterranean and explain why it is a popular holiday destination?</p>	

To recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)

Human Geography

To describe how features of a locality have an impact on people's life.

To confidently describe human features in a locality – such as homes, workplaces, schools, and entertainment

To explain why a locality has certain human features.

To explain why a place is like it is.

To explain how the lives of people living in the Mediterranean would be different from their own.

To explain how a locality has changed over time with reference to human features.

To find different views about an environmental issue express your view (air travel)

To suggest different ways that a locality could be changed and improved.

Geographical Knowledge

To know the difference between the British Isles, Great Britain, and UK

To know the countries that make up the European Union

To locate and name some of main islands that surround Greece.

To name and locate some well-known European countries.

To name and locate the capital cities of neighbouring European countries.

To be aware of different weather in different parts of the world, especially Europe

Vocabulary: climate, coastal, islands, mainland, travel, tourism, traditions, Europe, Mediterranean, landscape, population

Art

**Focus:
Collage**

**Visual
Element:**

**Shape,
colour,
pattern.**

**Artist: Patrick
Caulfield**

Key Knowledge:

- I know how to design and plan a collage inspired by an artist or topic studied.
- I know how to make careful choices about the materials (colours, texture, size, opaqueness etc) selected to create planned collages.
- I know how to tear, cut, layer, and overlap a range of materials. I can consider the positioning of the layers in a collage.
- I know how to use scissors confidently to cut a desired shape and begin to use a template for accuracy.
- I know how to consider the use of organic and geomantic shapes for the work involved.

Key Vocabulary:

Direction, crossing, overlapping, complementary colours, strips, vertical, horizontal, optical illusion, positive, negative, reflecting, compare, position, arrange.

<p><u>Computing</u></p> <p>i-learn 2.</p> <p>Year 3</p> <p>3D Design</p> <p>Music Creation</p>	<p><u>Key knowledge</u></p> <p><u>3D Design</u></p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</p> <p>Understand and place 3D space on a grid to match another design.</p> <p>Re-create or design familiar 3D models using cubes, such as tables and chairs.</p> <p>Use chisel tool to improve and adapt models.</p> <p>Colour individual blocks or whole models.</p> <p>Apply 3D skills to your own design.</p> <p><u>Music Creation</u></p> <p>Create ascending and descending scales.</p> <p>Add chords evenly across the scales.</p> <p>Add arpeggios and melodies.</p> <p>Add a steady and even rhythm.</p> <p>Use sampled sounds to create an effective mix.</p> <p>Build beats, melody (tones) and effects.</p> <p>Vocabulary: 3D, rotate, zoom, grid, chisel, hammer, trowel, spray, bucket, scales, chords, arpeggio, bars, beats, sampled sound, effects</p>
<p><u>Spanish</u></p> <p>Kapow</p> <p>Year 3</p>	<p><u>Key Knowledge:</u></p> <p>Grammar</p> <p>To know:</p> <p>That every Spanish noun is either masculine or feminine.</p> <p>That the gender affects the form of the indefinite article un or una.</p> <p>That feminine nouns often (but not always) end in a & masculine nouns often (but not always) end in o.</p> <p>To begin to know some common verbs in the present tense.</p> <p>Phonics</p> <p>To know:</p> <p>The key phonemes that are represented by the following letters: ll, b/v.</p> <p>Cultural awareness</p> <p>To know:</p> <p>The capital and identify some key cultural landmarks.</p> <p>The names and locations of some of the cities in Spain.</p> <p>Key Vocabulary: ¿Dónde vives? Vivo en, una casa, un-Castillo, un-Molino, un palacio, un piso, una torre</p>

<p><u>P.E.</u> Swimming</p> <p>Striking & Fielding cricket</p>	<p><u>Swimming</u> <u>National Curriculum</u> <u>Swimming and water safety</u></p> <p>All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. Pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently, and proficiently over a distance of at least twenty-five meters • use a range of strokes effectively, (for example front crawl, backstroke, and breaststroke) • perform safe self-rescue in different water-based situations. <p>Cricket To demonstrate an underarm throw with accuracy. To catch a ball. To catch a ball in a striking and fielding game. To demonstrate how to strike a ball from a batting tee or drop feed. To apply simple tactics in a modified competitive game.</p>
<p><u>P.S.H.E.</u> Relationships Growing and changing.</p> <p>Touch</p> <p>Year 4-6</p>	<p><u>Key Knowledge:</u></p> <p>It is not always right to keep secrets if they relate to being safe. Each person's body belongs to them. It is important to seek help or advice if a relationship is making you feel unsafe or unhappy. In school and in wider society, you can expect to be treated with respect by others, and in turn, you should show due respect to others, including those in positions of authority. It is important to understand how to report concerns or abuse</p> <p><u>Procedural Knowledge:</u></p> <p>To understand the difference between appropriate and inappropriate touch. To know why it is important to care about other people's feelings. To understand personal boundaries. To know who and how to ask for help. To be able to name human body parts.</p> <p>Vocabulary: communicate, situation, appropriate, private parts.</p>
<p><u>RE</u> Year 3</p>	<p>Key Question: Who should we follow? Focus Question: Who inspire you? Am I trustworthy/inspirational? How/why? Who do I trust? Why?</p>

Judaism	<p>Did any part of the Exodus inspire me? Why? How?</p> <p>Do I think Moses was a leader worth following? Why?</p> <p>What does it mean to trust others?</p> <p>Why do we trust others?</p> <p>Who do we trust (in school)?</p>
<p>Music</p> <p>Kapow</p> <p>Year 4</p> <p>Samba & carnival sounds and instruments.</p>	<p><u>Key Knowledge:</u></p> <p>To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.</p> <p>To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.</p> <p>To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.</p> <p>Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.</p> <p>Clap on the offbeat (the end of each beat) and be able to play a syncopated rhythm.</p> <p>Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).</p> <p>Play their break in time with the rest of their group and play in the correct place in the piece.</p> <p>Play in time and with confidence; accurately playing their break.</p> <p>Vocabulary: agogo, bacteria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome</p>