

Archbishop Hutton's V.C. Primary School

Medium Term Curriculum Planning Overview

Class 4

Theme: The Body Engine		Term: Autumn Term 1 2026 Year: Two	Year Groups: Five and Six
Starting Stimulus		Visitors and Visits/ Experiences and Events	Final Outcomes
KWL Personal Knowledge Wonder Wall Visual Images		Measuring heart rate – Impact of exercise – Bleep Test	Comparative Investigation Video/Podcast/Blog
Subjects	Key and Procedural knowledge		
MAIN DRIVER Science	The Body Engine	Key Knowledge	
		NC UKS2 expectations: KS3 Animals Including humans - The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases - The effects of recreational drugs (including substance misuse) on behaviour, health and life processes. - The structure and functions of the gas exchange system in humans, including adaptations to function - The mechanism of breathing to move air in and out of the lungs - The impact of exercise, asthma and smoking on the human gas exchange system. Key Knowledge: - The heart pumps blood in the blood vessels around to the lungs. - Oxygen goes into the blood and carbon dioxide is removed. - The blood goes back to the heart and is then pumped around the body. - Nutrients, water and oxygen are transported in the blood to the muscles and other parts of the body where they are needed. As they are used they produce carbon dioxide and other waste products. - Carbon dioxide is carried by the blood back to the heart and then the cycle starts again as it is transported back to the lungs to be removed from the body. - This is the human circulatory system. - Diet, exercise, drugs and lifestyle have an impact on the way our bodies function. - They can affect how well our heart and lungs work, how likely we are to suffer from conditions such as diabetes, how clearly we think, and generally how fit and well we feel. - Some conditions are caused by deficiencies in our diet e.g. lack of vitamins Procedural Knowledge - Create a role play model for the circulatory system. - Carry out a range of pulse rate investigations. - Fair test – effect of different activities on my pulse rate - Pattern seeking – exploring which groups of people may have higher or lower resting pulse rates. - Observation over time - how long does it take my pulse rate to return to my resting pulse rate (recovery rate). - Pattern seeking – exploring recovery rate for different groups of people. - Learn about the impact of exercise, diet, drugs and lifestyle on the body. Vocabulary: Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs and lifestyle, aorta, arteries, capillaries, deoxygenated, organ, oxygen, oxygenated, pulse, veins, vena cava, ventricle	
DT	Cooking and Nutrition – Come Dine With Me		
	Procedural Knowledge - - That 'flavour' is how a food or drink tastes. - That many countries have 'national dishes' which are recipes associated with that country.		

	• That 'processed food' means food that has been put through multiple changes in a factory. • That it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. • What happens to a certain food before it appears on the supermarket shelf (farm to fork).	
Computing	<u>Y6 Programming scratch</u> <u>Y6 Online safety</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content	
	<u>Procedural Knowledge</u> <u>Y5</u> • Can they combine sequences of instructions and procedures to turn devices on or off? • Do they understand input and output? • Can they use an ICT program to control an external device that is electrical and/or mechanical? • Can they use ICT to measure sound or light or temperate using sensors? • Can they explore 'What is' questions by playing adventure or quest games? • Can they write programs that have sequences and repetitions?	<u>Y5</u> • Can they combine sequences of instructions and procedures to turn devices on or off? • Do they understand input and output? • Can they use an ICT program to control an external device that is electrical and/or mechanical? • Can they use ICT to measure sound or light or temperate using sensors? • Can they explore 'What is' questions by playing adventure or quest games? • Can they write programs that have sequences and repetitions?
	<u>E- safety –</u> • Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? • Do they understand the potential risk of providing personal information online? • Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? • Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? • Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? • Do they understand that some messages may be malicious and know how to deal with this? • Do they understand that some malicious adults may use various techniques to make contact and elicit personal information?	
Music	Composition and Notation (Young Voices)	
	<u>Procedural Knowledge</u> • To know that simple pictures can be used to represent the structure (organisation) of music. • To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. • To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	
P.E.	<u>Invasion Games/ Gym</u> • master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending	
	<u>Procedural Knowledge</u> <u>Y5</u> • Can they gain possession by working as a team? • Can they pass in different ways? • Can they field? • Can they choose the best tactics for attacking and defending? • Can they use a number of techniques to pass, dribble and shoot? • Can they make complex or extended sequences? • Can they combine action, balance and shape? • Can they perform consistently to different audiences? • Are their movements accurate, clear and consistent?	<u>Y5</u> • Can they gain possession by working as a team? • Can they pass in different ways? • Can they field? • Can they choose the best tactics for attacking and defending? • Can they use a number of techniques to pass, dribble and shoot? • Can they make complex or extended sequences? • Can they combine action, balance and shape? • Can they perform consistently to different audiences? • Are their movements accurate, clear and consistent?

Spanish	Describing Family and Friends Grammar - To know that plural nouns referring to nouns of mixed gender always take the masculine form. - To know whether to use the pronouns el – he, or ella – she (or the gender neutral pronoun elle) when describing someone. - To know that the ending of verbs change according to the subject. - To know how to form the first three persons of the verb tener – to have, llamarse – to be called, vivir – to live, and gustarse – to like. - To know that there is no possessive apostrophe in Spanish but that to say ‘my mother’s father’ the Spanish would say el padre de mi madre – the father of my mother.
P.S.H.E.	1decision Feelings and emotions Computer safety
R.E.	Year 5 Christianity – The Church Year 5 Key Question (to be used all year): Where can people find guidance on how to live their lives? Focus Question (for this investigation): What guidance to follow? - Make links between beliefs and sacred texts, including stories and various religious sources (B&V LRT) - Suggest meanings for a range of living religious traditions eg, Guru Granth Sahib, Wudu before handling the Qur’an. (B&V LRT) - Describe the impact of religion on people’s in terms of beliefs, values and personal meaning. (LRT) - Apply their ideas to their own and other peoples’ lives simply. (B&V) - Ask important questions about religion and beliefs, and compare the different viewpoints within a faith group. (SHE, B&V, SPM)
Cross-curricular writing opportunities	Explanations Narrative – Journey through the human heart? Poetry Links - Staying healthy Non Chronological Reports – The Human Body
Cross-curricular maths opportunities	Data Handling – Measuring – Temp/ Blood pressure Measuring distances Data handling – Healthy foods
English Units	Narrative text: Novel as a theme- Pig Heart Boy Non Fiction: Debate / Explanations