



**Headlands Primary School**  
**Key Stage 1**  
**National Curriculum: Medium Term Planning**

**Year B**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Castles and Kingdoms</b>	<b>Author Study: Janet and Alan Ahlberg</b>	<b>Wings, Wheels and Keels</b>	<b>The Great Fire of London</b>	<b>Beside The Seaside</b>	<b>Amazing Animals</b>
<b>English</b>	<ul style="list-style-type: none"> <li>• <b>Narrative:</b> a range including, traditional tales</li> <li>• <b>Non-Fiction:</b> labels, lists and captions, letters, non-chronological reports</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative:</b> a range including familiar stories and settings, play scripts (reading only)</li> <li>• <b>Poetry:</b> with a focus on pattern and rhyme including reciting poems from memory</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Non-Fiction:</b> labels, lists and captions, instructions, recounts non-chronological reports</li> <li>• <b>Poetry:</b> with a focus on pattern and rhyme including reciting poems from memory</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative:</b> play scripts (reading only)</li> <li>• <b>Non-Fiction:</b> recounts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Non-Fiction:</b> letters, persuasive writing</li> <li>• <b>Poetry:</b> with a focus on pattern and rhyme including reciting poems from memory</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative:</b> tales from other cultures</li> <li>• <b>Non-Fiction:</b> instructions, recounts, non-chronological</li> </ul>
<b>Maths</b>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>• Number: Place Value</li> <li>• Number: Addition and Subtraction</li> </ul>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>• Number: Place Value</li> <li>• Number: Addition and Subtraction</li> <li>• Geometry: Shape</li> <li>• Measurement: Length and Height</li> <li>• Number: Place Value</li> </ul>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>• Number: Addition and Subtraction</li> <li>• Number: Place Value</li> </ul>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>• Measurement: Weight and Volume</li> <li>• Measurement: Money</li> <li>• Number: Fractions</li> </ul>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>• Number: Place Value</li> <li>• Measurement: Time</li> <li>• Number: Multiplication and Division</li> </ul>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>• Number: Multiplication and Division</li> <li>• Geometry: Position and Direction</li> </ul>

	<b>Y2</b> <ul style="list-style-type: none"> <li>Number: Place Value</li> <li>Number: Addition &amp; Subtraction</li> </ul>	<b>Y2</b> <ul style="list-style-type: none"> <li>Number: Addition &amp; Subtraction</li> <li>Measurement: Money</li> <li>Number: Multiplication &amp; Division</li> </ul>	<b>Y2</b> <ul style="list-style-type: none"> <li>Number: Multiplication &amp; Division</li> <li>Measurement: Time</li> <li>Geometry: Properties of Shape</li> </ul>	<b>Y2</b> <ul style="list-style-type: none"> <li>Geometry: Properties of Shape</li> <li>Number: Fractions</li> <li>Measurement: Length &amp; Height</li> </ul>	<b>Y2</b> <ul style="list-style-type: none"> <li>Measurement: Mass, Capacity &amp; Temperature</li> <li>Problem Solving &amp; Efficient Methods</li> <li>Statistics</li> </ul>	<b>Y2</b> <ul style="list-style-type: none"> <li>Statistics</li> <li>Position &amp; Direction</li> <li>Investigations</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Working Scientifically</li> <li>Materials</li> </ul>	<ul style="list-style-type: none"> <li>Seasonal Changes</li> </ul>	<ul style="list-style-type: none"> <li>Working Scientifically</li> <li>Seasonal Changes</li> </ul>	<ul style="list-style-type: none"> <li>Seasonal Changes</li> </ul>	<ul style="list-style-type: none"> <li>Working Scientifically</li> </ul>	<ul style="list-style-type: none"> <li>Seasonal Changes</li> <li>Living Things – fish, amphibians, reptiles, birds and 'other' mammals and their Habitats</li> </ul>
<b>Art and Design</b>			<ul style="list-style-type: none"> <li>Learn about the work of a range of artists, craft makers and designers.</li> <li>Painting</li> </ul>		<ul style="list-style-type: none"> <li>Learn about the work of a range of artists, craft makers and designers.</li> <li>Textiles</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the work of a range of artists, craft makers and designers.</li> <li>Print</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>Programming: Moving A Robot</li> <li>Programming: Introduction To Animation</li> <li>E Safety</li> </ul>	<ul style="list-style-type: none"> <li>Programming: Moving A Robot</li> <li>Programming: Introduction To Animation</li> <li>E Safety</li> </ul>	<ul style="list-style-type: none"> <li>Programming: Moving A Robot</li> <li>Programming: Introduction To Animation</li> <li>E Safety</li> </ul>	<ul style="list-style-type: none"> <li>Computing Systems and Networks: Technology Around Us</li> <li>Data and Information: Grouping Data</li> <li>Creating Media: Digital Writing</li> <li>E Safety</li> </ul>	<ul style="list-style-type: none"> <li>Computing Systems and Networks: Technology Around Us</li> <li>Data and Information: Grouping Data</li> <li>Creating Media: Digital Writing</li> <li>E Safety</li> </ul>	<ul style="list-style-type: none"> <li>Computing Systems and Networks: Technology Around Us</li> <li>Data and Information: Grouping Data</li> <li>Creating Media: Digital Writing</li> <li>E Safety</li> </ul>
<b>Design and Technology</b>	<ul style="list-style-type: none"> <li>Design, Make, Evaluate and Improve</li> </ul>	<ul style="list-style-type: none"> <li>Cooking and Nutrition</li> </ul>		<ul style="list-style-type: none"> <li>Design, Make, Evaluate and Improve</li> </ul>		<ul style="list-style-type: none"> <li>Cooking and Nutrition</li> </ul>

	<ul style="list-style-type: none"> <li>• Design Throughout History</li> <li>• Mechanisms: wheels and axles</li> </ul>			<ul style="list-style-type: none"> <li>• Design Throughout History</li> <li>• Construction: junk modelling/card/paper</li> </ul>		
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Maps, atlases and globes to identify countries other than the UK, continents and oceans</li> <li>• Devising simple maps and symbols in a key.</li> </ul>	<ul style="list-style-type: none"> <li>• Maps, atlases and globes to identify countries other than the UK, continents and oceans.</li> <li>• Devising simple maps and symbols in a key.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans.</li> <li>• Weather including the location of hot and cold areas of the world in relation to the Equator and North and South Poles.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans.</li> <li>• Weather including the location of hot and cold areas of the world in relation to the Equator and North and South Poles.</li> </ul>	<ul style="list-style-type: none"> <li>• Contrasting UK with non EU country.</li> <li>• Locate local town/city in the UK and compare and contrast with a town/city in a different country.</li> <li>• Use simple fieldwork and observational skills to include <b>practical</b> compass work.</li> <li>• Compass directions to describe features and routes.</li> <li>• Coastal Areas – human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Contrasting UK with non EU country.</li> <li>• Locate local town/city in the UK and compare and contrast with a town/city in a different country.</li> <li>• Use simple fieldwork and observational skills to include <b>practical</b> compass work.</li> <li>• Compass directions to describe features and routes.</li> </ul>

<b>History</b>	<ul style="list-style-type: none"> <li><b>Lives</b> of significant individuals including comparing aspects of life in different periods</li> </ul>		<ul style="list-style-type: none"> <li><b>Lives</b> of significant individuals including comparing aspects of life in different periods</li> </ul>	<ul style="list-style-type: none"> <li><b>Lives</b> of significant individuals including comparing aspects of life in different periods</li> <li><b>Events</b> beyond living memory that are significant Nationally or Globally</li> </ul>	<ul style="list-style-type: none"> <li><b>Lives</b> of significant individuals <u>including comparing aspects of life in different periods</u></li> </ul>	
<b>Music</b>	L: Explore medieval music: what did it sound like? What instruments did they play? What was the purpose of music then?	S L C and P: Music Express: Weather Age 5-6 and Age 6-7	S L C and P: Music Express: Travel Age 5-6 and Age 6-7	S: The Life of Samuel Pepys	L: Compare & contrast genres of music, with links to the sea.	S L C and P: Music Express: Animals Age 5-6 and Age 6-7
<b>Physical Education</b>	<p><b>body awareness</b> -take own pulse to check heart rate - recognise what happens when tired</p> <p>-identify right and left hand and right and left foot</p> <p><b>dodging and evading</b>-travel using side steps on both sides</p> <p>-anticipate, dodge and evade others coming in opposite direction jump off two feet and land on one foot (both left and right)</p> <p><b>flexibility of movement</b>-touch opposite hand to foot (both sides)</p> <p><b>reaction</b> -get body in a start position and start running on command, ready; steady; go</p> <p>-receive a bean bag</p> <p><b>Rotation</b> - throw a ball over arm with both left and right hand</p>					

-pass a ball to someone behind me, by swivelling at the waist

**travelling** -run continuously for 30 seconds travelling

-Carry a rugby ball, basketball, hockey stick, football, safely and appropriately

**balancing equipment** - balance a beanbag on a plastic tennis racket, right and left hand and run through a 15m zig zag circuit -Balance a beanbag on your head and a bean bag on a plastic racket in both hands at the same time and walk through a 15 m zig zag circuit

**dynamic balance** - hop 5m on right leg, and 5m on left leg -catch a bouncing ball standing on one leg (both sides)

**generating force through transfer of weight** -kick a moving ball with both feet 10m -perform standing two foot jump and use arms and legs to gain momentum

**points of contact** - Chose the best position to set off running -stay in a 2 arm press up position for 5 seconds

**Static balance** - standing on one leg, balance a beanbag on your head and on a plastic tennis racket in each hand, with a straight arm for 10 seconds -stand on one leg (both sides) for 10 seconds and change position of other limbs - controlling balance i.e. bend knees, rotate arms etc.

**understanding base** -widen my base to maintain stability -Exert power to pull an object from an opponent

**combination of skills** - throw a tennis ball up, clap twice and catch it with one hand (both sides) -run and jump over a number of low obstacles in a relay race whilst travelling with a variety of balls

**differentiating force** - understand the power needed to throw a shuttlecock, a tennis ball and a beanbag the same distance -understand how to change the power I use to throw a bean bag to different targets (all underarm)

**organising limbs** - create a short individual dance sequence to music -run to get in line to receive a bounced ball

**receive** -catch a bouncing ball at a variety of heights and angles - run to receive a bounced ball and get hands ready, cup position or inverted cup position

**sending** - kick a static football (with both feet) to a partner 7m away -bounce pass a basketball to a partner

**timing** -strike a bouncing ball with a racket with a forehand (both sides) -follow musical cues

<b>RE</b>	U1.6 How and why do we celebrate special and sacred times? (Expressing)	U1.6 How and why do we celebrate special and sacred times? (Expressing)  U1.4 What can we learn from sacred books? (Believing)		U1.6 How and why do we celebrate special and sacred times? (Expressing)  U1.2 Who is a Muslim and what do they believe? (Believing)	U1.6 How and why do we celebrate special and sacred times? (Expressing) U1.8 How should we care for others and the world, and why does it matter? (Living)  U1.8 How should we care for others and the world, and why does it matter? (Living)	
<b>PSHE including RHE</b>	Core Themes: Health and Wellbeing, Relationships and the Living in the Wider World					
	Being Me In My World	Celebrating Differences	Healthy Me	Dreams and Goals	Relationships	Changing Me