



**Headlands Primary School**  
**Lower Key Stage Two**  
**National Curriculum: Long Term Planning**

**Year A**

<b>Literacy</b>	<ul style="list-style-type: none"><li>• Dictionaries, Poetry, Letters, Recounts</li><li>• Adventure and Mystery stories</li><li>• Non-Fiction: Non-Chronological Reports</li><li>• Narrative: Stories with Familiar Settings</li></ul>
<b>Maths</b>	<ul style="list-style-type: none"><li>• Place value</li><li>• Addition and subtraction</li><li>• Multiplication and division</li><li>• Area (Year 4 only)</li><li>• Money</li><li>• Statistics</li><li>• Length and perimeter</li><li>• Fractions</li><li>• Decimals (Year 4 only)</li><li>• Time</li><li>• Properties of shape</li><li>• Mass and capacity (Year 3 only)</li><li>• Position and direction (Year 4 only)</li></ul>
<b>History</b>	<ul style="list-style-type: none"><li>• Stone Age to Iron Age</li><li>• Egyptians</li><li>• Pompeii</li></ul>
<b>Science</b>	<ul style="list-style-type: none"><li>• Working Scientifically</li><li>• Rocks and Soils</li><li>• Light and Shadows</li><li>• Sound</li><li>• Living Things and Habitats</li><li>• Materials and Matter</li></ul>
<b>Computing</b>	<ul style="list-style-type: none"><li>• E Safety</li><li>• Computing systems and networks</li><li>• Creating media</li><li>• Data and Information</li><li>• Programming</li></ul>
<b>Geography</b>	<ul style="list-style-type: none"><li>• Locational Knowledge: use of maps, atlases, digital computer mapping and globes</li><li>• Physical Geography: Mountains, Volcanoes and Earthquakes</li><li>• Human Geography: Natural Resources, energy, food, minerals, water</li><li>• The Water Cycle</li></ul>
<b>Art and Design</b>	<ul style="list-style-type: none"><li>• Drawing</li><li>• Textiles</li><li>• Sculpture</li></ul>
<b>Design and Technology</b>	<ul style="list-style-type: none"><li>• Design, Make, Evaluate and Improve</li><li>• Design Throughout History</li><li>• Cooking and Nutrition</li><li>• Materials</li><li>• Textiles</li></ul>
<b>Music</b>	<ul style="list-style-type: none"><li>• Play tuned and untuned instruments, use voices and perform in both solo/ensemble (<b>P</b>)</li><li>• Improvise and compose music using inter-related dimensions of music (<b>C</b>)</li><li>• Listen and respond with attention to detail (<b>L</b>)</li><li>• Use and understand basic staff notation (within <b>C/P</b>)</li></ul>

	<ul style="list-style-type: none"> <li>• Appreciate a range of high quality, live and recorded music drawn from different traditions/eras (L)</li> <li>• History of music, composers and musicians (L)</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Manipulation</li> <li>• Physical (including swimming for Y4)</li> </ul>
<b>PSHE/RSE</b>	<ul style="list-style-type: none"> <li>• Health and wellbeing</li> <li>• Relationships</li> <li>• Living in the wider world</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>• L2.1 What do different people believe about God?</li> <li>• L2.2 Why is the Bible so important for Christians today?</li> <li>• L2.4 Why do people pray?</li> <li>• L2.7 What does it mean to be a Christian in Britain today?</li> <li>• L2.10 How do family life and festivals show what matters to Jewish people?</li> </ul>
<b>MFL French</b>	<p>Topic based learning which facilitate the following skills :</p> <ul style="list-style-type: none"> <li>• Listen and engage</li> <li>• Ask and answer questions</li> <li>• Speak in sentences</li> <li>• Develop appropriate punctuation</li> <li>• Show understanding of words and phrases</li> <li>• Appreciate stories, songs, poems and rhymes</li> <li>• Broaden vocabulary</li> <li>• Have conversations, express opinions</li> <li>• Present ideas and info orally</li> <li>• Show understanding in simple reading</li> <li>• Adapt known language to create new ideas</li> <li>• Describe people, places and things</li> <li>• Understand basic grammar e.g. gender</li> </ul>