



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

Year A

Literacy	<ul style="list-style-type: none">• Non-Fiction: Non-chronological reports• Poetry: Imagery / Figurative Language• Play Scripts including Shakespeare• Narrative: Myths & Legends• Non-Fiction: Biography & Autobiography• Argument/Discussion• Persuasion• Narrative:• Narrative: Film• Narrative/Non-Fiction: Film• Non-fiction: Police Report
Maths	<ul style="list-style-type: none">• Place Value• Addition, subtraction, multiplication & division• Fractions• Geometry – position and direction• Decimals• Percentages• Algebra (Y6 only)• Measurement – converting units• Perimeter, area and volume• Ratio (Y6 only)• Statistics• Properties of shape
History	<ul style="list-style-type: none">• The Roman Empire and its impact on Britain.• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.• Ancient Greece – a study of Greek life and achievements and their influence on the western world.
Science	<ul style="list-style-type: none">• Working Scientifically• Materials: Properties and Changes• Evolution and Inheritance• Living Things, Habitats and Life Cycles• Animals including Humans• Keeping Healthy
Computing	<ul style="list-style-type: none">• E Safety• Computing systems and networks• Creating media• Data and Information• Programming
Geography	<ul style="list-style-type: none">• Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.• Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Art and Design	<ul style="list-style-type: none"> Use sketchbooks to collect, record, review, revisit and evaluate ideas Improve mastery of techniques: drawing, painting, sculpture with varied materials; batik. Learn about great artists, architects and designers Sculpture Drawing: Collage: large scale, collaborative
Design and Technology	<ul style="list-style-type: none"> Design, Make, Evaluate and Improve Design Throughout History Construction & Materials: analyse and evaluate existing products and improve own designs Cooking: savoury dishes for a healthy and varied diet Computing: software program to control devices
Music	<ul style="list-style-type: none"> Play tuned and untuned instruments, use voices and perform in both solo/ensemble (P) Improvise and compose music using inter-related dimensions of music (C) Listen and respond with attention to detail (L) Use and understand basic staff notation (within C/P) Appreciate a range of high quality, live and recorded music drawn from different traditions/eras (L) History of music, composers and musicians (L)
PE	<ul style="list-style-type: none"> Cognitive Manipulation Physical
PSHE/RSE	<ul style="list-style-type: none"> Health and wellbeing Relationships Living in the wider world
RE	<ul style="list-style-type: none"> U2.1 - Why do some people believe God exists? U2.6 - What does it mean to be a Muslim in Britain today? U2.5 - Is it better to express your religion in arts and architecture or in charity and generosity? U2.8 - What difference does it make to believe in ahimsa (harmlessness), grace, and ummah (community)?
MFL French	<p>Topic based learning which facilitate the following skills:</p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

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| | <ul style="list-style-type: none">• Present ideas and information orally to a range of audiences• Read carefully and show understanding of words, phrases and simple writing• Appreciate stories, songs, poems and rhymes in the language• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly• Describe people, places, things and actions orally and in writing• Understand basic grammar appropriate to the language being studied |
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