



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

**Year B**

<b>Literacy</b>	<ul style="list-style-type: none"><li>• Non-Fiction: Non-chronological reports</li><li>• Narrative: Quest writing</li><li>• Narrative: Historical, diary</li><li>• Non-Fiction: Explanation</li><li>• Non-Fiction: Journalistic writing</li><li>• Narrative: description &amp; historical diary</li><li>• Poetry: Narrative &amp; Historical</li><li>• Play Scripts including Shakespeare: letter &amp; diary</li><li>• Play Script: pantomime</li><li>• Non-fiction: historical</li></ul>
<b>Maths</b>	<ul style="list-style-type: none"><li>• Place Value</li><li>• Addition, subtraction, multiplication &amp; division</li><li>• Fractions</li><li>• Geometry – position and direction</li><li>• Decimals</li><li>• Percentages (Y6 only)</li><li>• Algebra (Y6 only)</li><li>• Measurement – converting units</li><li>• Perimeter, area and volume</li><li>• Ratio (Y6 only)</li><li>• Statistics</li><li>• Properties of shape</li></ul>
<b>History</b>	<ul style="list-style-type: none"><li>• A local history study.</li><li>• A non-European society that provides contrasts with British history.</li></ul>
<b>Science</b>	<ul style="list-style-type: none"><li>• Working Scientifically</li><li>• Forces</li><li>• Earth and Space</li><li>• Electricity</li><li>• Light</li><li>• Keeping Healthy</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>• 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.</li><li>• Identify the position and significance of latitude, longitude, Equator, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li><li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li><li>• Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li></ul>

	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Art and Design</b>	<ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record, review, revisit and evaluate ideas</li> <li>• Improve mastery of techniques- drawing, painting, sculpture with varied materials; pencil drawing; marbling and foil collage; printing; water colour</li> <li>• Learn about great artists, architects and designers</li> <li>• Printing: lino printing</li> <li>• Painting: acrylics</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>• Mechanics: with science forces unit &amp; outdoor learning</li> <li>• Electrical: circuits and use of mechanical and electrical systems in own work, including programming</li> <li>• Cooking: savoury dishes for a healthy and varied diet</li> <li>• Textiles: using several stitches</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> <li>• Appreciate a range of high quality, live and recorded music drawn from different traditions/eras (<b>L</b>)</li> <li>• History of music, composers and musicians (<b>L</b>)</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Manipulation</li> <li>• Physical</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>• U2.2 - What would Jesus do?</li> <li>• U2.3 - What do religions say to us when life gets hard?</li> <li>• U2.4 - If God is everywhere, why go to a place of worship?</li> <li>• U2.7 - What matters most to Christians and humanists?</li> </ul>
<b>MFL French</b>	<p>Topic based learning which facilitate the following skills:</p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• Present ideas and information orally to a range of audiences</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> </ul>

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