



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

**Year A**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Ancient Egyptians</b>		<b>Violent Earth</b>	<b>The Water Cycle</b>	<b>Stone Age to Iron Age</b>	
<b>English</b>	Non-Fiction: Non-Chronological Reports  Dictionaries	Adventure and Mystery stories  Narrative: Stories with Familiar Settings	Poetry  Narrative: Stories for other cultures	Recounts  Explanations  Performance (S&L)	Letters  Diaries	Adventure and Mystery stories
<b>Maths</b>	<ul style="list-style-type: none"> <li>Place value</li> <li>Addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Addition and subtraction</li> <li>Length and perimeter <b>(Y4 only)</b></li> <li>Area <b>(Y4 only)</b></li> <li>Multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Money <b>(Y3 only)</b></li> <li>Statistics <b>(Y3 only)</b></li> <li>Fractions <b>(Y4 only)</b></li> <li>Decimals <b>(Y4 only)</b></li> </ul>	<ul style="list-style-type: none"> <li>Decimals</li> <li><b>(Y4 only)</b></li> <li>Length and perimeter <b>(Y3 only)</b></li> <li>Fractions <b>(Y3 only)</b></li> </ul>	<ul style="list-style-type: none"> <li>Money</li> <li><b>(Y4 only)</b></li> <li>Fractions <b>(Y3 only)</b></li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Statistics <b>(Y4 only)</b></li> <li>Properties of shape</li> <li>Mass and capacity <b>(Y3 only)</b></li> <li>Position and direction <b>(Y4 only)</b></li> </ul>
<b>Science</b>	Living Things and Habitats		Rocks and Soils	Sound	Light and Shadows	Materials and Matter
<b>Art and Design</b>	Sculpture			Textiles	Drawing	

<b>Computing</b>	E Safety Computing systems and networks: Connecting computers	E Safety Creating media: Animation	E Safety Creating media: Desktop publishing	E Safety Data and information: Branching databases	E Safety Programming: Sequence in music	E Safety Programming: Events and actions
<ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>						
<b>Design and Technology</b>	Design, Make, Evaluate and Improve			Textiles		Cooking and Nutrition  Materials
<b>Languages</b>	<ul style="list-style-type: none"> <li>• All about me incl. greetings, name and feelings</li> <li>• French geography: Introduction to Paris</li> <li>• Introduction to phonics.</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers and colours</li> <li>• Christmas</li> <li>• Introduction to phonics.</li> </ul>	<ul style="list-style-type: none"> <li>• Playground games</li> <li>• Asking and giving opinions</li> <li>• Asking and saying age</li> <li>• Introduction to phonics.</li> </ul>	<ul style="list-style-type: none"> <li>• Days of the week and months of the year</li> <li>• Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Writing the date</li> <li>• Talking and writing about the weather</li> <li>• Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry</li> <li>• Ordering food in a café</li> <li>• Phonics</li> </ul>

<b>Geography</b>	Human Geography: Natural Resources, energy, food, minerals, water		Physical Geography: Mountains, Volcanoes and Earthquakes	The Water Cycle		
<b>History</b>	Egyptians	Egyptians	Pompeii		Stone Age to Iron Age	Stone Age to Iron Age
<b>Music</b>	BBC Teach: Ancient Egyptians songs [S]	Compose simple pieces of music (or write simple songs to well-known melodies) for different parts of Egyptian life: a song for the slaves building the pyramids, a song for the pharaoh, etc. [S, C, P]	Music Express: Environment (age 7-8 / age 8-9) [S, C, L, P]	Ten Pieces Benjamin Britten, Storm Interlude: [L, C, P]	Music Express: In the Past (age 7-8 / age 8-9) [S, C, L, P]	Find out about music in the Stone to Bronze ages. Were there instruments? Was music ever shown in cave paintings? Interesting point: cave paintings are most densely found in the most 'resonant part' of a cave – historians think that the art and music went hand in hand... [L]
<b>Physical Education</b>	<p><b>anticipation</b> -build up my readiness and complete a sprint start on 'Ready, Steady, Go' command -catch a ball whilst travelling</p> <p><b>evaluation</b> -identify my own sporting strengths and weaknesses -award points in a small dance competition</p> <p><b>peer mentoring</b> -identify good and bad technique in others -identify the elements of good team work and why they are important</p> <p><b>tactical variation</b> -understand the role each player has in cricket (batter, bowler, fielder, wicket keeper) -demonstrate a block, a dodge, and a catch and understand their roles in dodge ball tactical variation</p>					

**team work** -work with a small team to follow a simple map -co-operate with team mates

**understanding rules** -listen and follow instructions -maintain a two handed grip on my hockey stick

**accuracy** -accurately throw a dodge ball at a static target from 3m (with either hand) -demonstrate a good javelin technique from a standing position

**dribbling** -dribble a hockey ball around a cone 5m away and back, keeping the ball under control -understand the different techniques of dribbling a basketball repeatedly and successfully perform upward facing basket catches

**fielding and catching** -use the correct technique to catch a bean bag at a variety of heights

**passing** -perform the technique of a chest pass, a lob pass and a bounce pass over 5m -accurately throw a ball to a partners hands, aiming between their shoulders and their waist

**shooting** -kick a static ball through a gate that is 5m away and is 2m wide (with both feet) -hit a range of static targets with a bean bag

**striking** - hit a ball off a tee with a cricket bat -strike a bouncing ball with a racket on my forehand and backhand (both sides)

**agility** -perform a 5m shuttle run -demonstrate a sidestep technique off both sides whilst carrying a rugby ball

**control** -catch a football passed to me at a variety of heights -perform a controlled volley (forehand and backhand)

**physical processing** -adjust my body position to catch a netball whilst travelling -quickly process information and mirror a partners actions

**power** -throw a ball 10 yards (with both arms)

-perform 5 sit ups

**Speed** -perform a running jump, take off from one foot and land on two feet, using arms and legs to gain momentum -perform 4 x 10m shuttles in under 10 seconds

**Strength** -hold a strong body position for 1 minute with two feet together and arms wide apart strength -understand the roles arms and legs play in good sprint/jumping technique

<b>RE</b>		L2.2 Why is the Bible so important for Christians today? (Believing)	L2.4 Why do people pray? (Expressing)	L2.7 What does it mean to be a Christian in Britain today? (Living)	L2.10 How do family life and festivals show what matters to Jewish people? (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