



# Headlands Primary School

## Upper Key Stage Two

### National Curriculum: Medium Term Planning

#### Year A

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topic	Greeks and Romans		Rainforests		World War II		
<b>English</b>	<p>Non-Fiction: Non-Chronological Reports</p> <p>Narrative: Greek / Roman Myths &amp; Legends</p>	<p>Non-Fiction: Journalistic Writing</p> <p>Non-Fiction: Biography and Autobiography</p> <p>Diary</p> <p>Narrative: Film</p>	<p>Poetry: Imagery &amp; Figurative Language</p> <p>Narrative: Film</p> <p>Non-Fiction: Persuasive Writing, Argument / Discussion</p>	<p>Non-Fiction: Report/Newspaper</p> <p>Narrative/Non-Fiction: Film</p>	<p>Play Scripts: Shakespeare: including Narrative, Letter, Poetry, Diary, Newspaper</p> <p>Narrative/Non-Fiction: Film</p>	<p>Narrative: Excerpts</p> <p>Play Script</p>	
<b>Maths</b>	<p>Y5 Place Value Addition and subtraction Statistics</p> <p>Y6 Place Value Addition, subtraction, multiplication &amp; division</p>	<p>Y5 Multiplication &amp; division Measurement – perimeter and area</p> <p>Y6 Fractions Geometry – position and direction</p>	<p>Y5 Multiplication and division Fractions</p> <p>Y6 Decimals Percentages Algebra</p>	<p>Y5 Fractions Decimals and percentages</p> <p>Y6 Measurement – converting units Perimeter, area and volume Ratio</p>	<p>Y5 Decimals Converting units</p> <p>Y6 Statistics Properties of shape Revision of KS2</p>	<p>Y5 Measurement – volume Position and direction Properties of shape</p> <p>Y6 Consolidation Themed projects</p>	
<b>Science</b>	<ul style="list-style-type: none"> <li>▪ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>▪ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>▪ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> </ul>		<ul style="list-style-type: none"> <li>▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>▪ recognise that living things produce offspring of the same kind, but normally offspring vary and</li> </ul>		<ul style="list-style-type: none"> <li>▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>▪ recognise that living things produce offspring of the same kind, but normally offspring vary and</li> </ul>		<ul style="list-style-type: none"> <li>▪ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>▪ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences,</li> <li>▪ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul>

	<ul style="list-style-type: none"> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> </ul>	are not identical to their parents	are not identical to their parents	<ul style="list-style-type: none"> <li>describe the changes as humans develop to old age.</li> </ul>	<ul style="list-style-type: none"> <li>including micro-organisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics.</li> <li>describe the life process of reproduction in some plants and animals.</li> </ul>	<ul style="list-style-type: none"> <li>understand the physical and emotional changes involved in puberty</li> <li>understand human sexual reproduction (Y6 only)</li> </ul>
<b>Art and Design</b>	<p>Drawing Artist Study</p> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record, review, revisit and evaluate ideas</li> <li>Improve mastery of techniques: drawing (e,g, perspective), painting</li> <li>Learn about great artists, architects and designers</li> </ul>	<p>Sculpture</p> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record, review, revisit and evaluate ideas</li> <li>Improve mastery of techniques: drawing sculpture with varied materials</li> </ul>	<p>Textile/Print</p> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record, review, revisit and evaluate ideas</li> <li>Improve mastery of techniques: drawing</li> </ul>	<p>Collage: Large scale, collaborative work</p> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record, review, revisit and evaluate ideas</li> <li>Improve mastery of techniques: drawing</li> </ul>	<p>Artist Study and Art Movement</p> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record, review, revisit and evaluate ideas</li> <li>Improve mastery of techniques: drawing</li> </ul>	<p>Sculpture</p> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record, review, revisit and evaluate ideas</li> <li>Improve mastery of techniques: drawing</li> </ul>
<b>Design and Technology</b>	<ul style="list-style-type: none"> <li>Construction &amp; Materials: analyse and evaluate existing products and improve own designs</li> <li>Computing: programming and control</li> </ul>	<ul style="list-style-type: none"> <li>Cooking: savoury dishes for a healthy and varied diet</li> <li>Construction &amp; Materials: analyse and evaluate existing products and improve own designs</li> <li>Textiles: using several stitches</li> </ul>		<ul style="list-style-type: none"> <li>Construction &amp; Materials: analyse and evaluate existing products and improve own designs</li> </ul>	<ul style="list-style-type: none"> <li>Construction &amp; Materials: analyse and evaluate existing products and improve own designs</li> </ul>	<ul style="list-style-type: none"> <li>Cooking: savoury dishes for a healthy and varied diet:</li> </ul>
<b>Computing</b>	E Safety Computing systems and networks: <b>Sharing information</b>	E Safety Creating media <b>Vector drawing</b>	E Safety Creating media <b>Video editing</b>	E Safety Data and information <b>Flat-file databases</b>	E Safety <b>Selection in physical computing</b>	E Safety Programming <b>Selection in quizzes</b>

	<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>		<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>Languages</b>	<ul style="list-style-type: none"> <li>All about me including Q &amp; A about name, feelings and age</li> <li>Key landmarks in Paris</li> <li>Numbers 31-69, 70-100</li> <li>European Languages Day</li> <li>Phonics</li> </ul>	<ul style="list-style-type: none"> <li>Numbers beyond 100, weights and measures</li> <li>Masculine and feminine nouns</li> <li>'Le lievre et la tortue'</li> <li>Christmas</li> <li>Phonics</li> </ul>	<ul style="list-style-type: none"> <li>Numbers beyond 100</li> <li>Pen Pal letter exchange</li> <li>Personal Information</li> <li>Phonics</li> </ul>	<ul style="list-style-type: none"> <li>Places in a town</li> <li>Gender and agreement, describing where I live.</li> <li>Phonics</li> </ul>	<ul style="list-style-type: none"> <li>Sentence construction including the use of connectives and opinions</li> <li>Express opinions/appreciate music in other languages</li> <li>Writing to pen pal</li> <li>Phonics</li> </ul>	<ul style="list-style-type: none"> <li>Famous French people/facts</li> <li>Tour de France</li> <li>Food and Cafes</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps</li> </ul>		<ul style="list-style-type: none"> <li>Locate the world's countries, using maps.</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</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> </ul>		<ul style="list-style-type: none"> <li>Locate the world's countries, using maps</li> </ul>	
<b>History</b>	<p>The Roman empire &amp; Ancient Greece – daily life, similarities &amp; differences, achievements &amp; influence.</p> <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. Note connections,</li> </ul>				<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across</li> </ul>	

	<p>contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <ul style="list-style-type: none"> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how knowledge of the past is constructed from a range of sources.</li> </ul>			<p>the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <ul style="list-style-type: none"> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how knowledge of the past is constructed from a range of sources.</li> </ul>	
<b>Music</b>	<p><b>P:</b> Reading staff notation</p> <p><b>L:</b> Explore music in Ancient Greece/Rome</p>	<p><b>S:</b> BBC Teach Greeks &amp; Romans</p>	<p><b>L, C, P:</b> Found sounds, write opening to a piece of music. Links to computing.</p> <p><b>L:</b> Villa-Lobos, Amazonas</p>	<p><b>S:</b> Learn WWI and II songs</p> <p><b>P:</b> Reading staff notation</p>	<p><b>L:</b> Music through the ages.</p> <p>Musicians: Glenn Miller, Vera Lynn, etc.</p>
<b>Physical Education</b>	<p><b>anticipation</b> -understand how to anticipate and perform an interception -pace themself over a 400m run</p> <p><b>evaluation</b> -observe others and identify areas for improvement -complete a fitness circuit forwards and backwards and identify reasons for variations in performance on each station</p> <p><b>peer mentoring</b> observe, review and feedback to others -devise, understand and execute a team plan <b>tactical variation</b> - demonstrate good decision making -set the field to predict or restrict play <b>team work</b> -perform a synchronised gymnastics phrase with a team use teamwork to solve problems</p> <p><b>understanding rules</b> -think flexibly and creatively as part of a team -play a small sided game of uni hock to the rules learned</p> <p><b>accuracy</b> -accurately throw a dodge ball at moving targets (with either hand) -throw a tennis ball further than 15m</p> <p><b>dribbling</b> -demonstrate an understanding of when to dribble and when to pass -dibble a football at pace, incorporating some tricks (step over, chop, cruyff turn etc.).</p> <p><b>fielding and catching</b> -use the correct technique to catch a variety of balls at a variety of heights</p> <p>-demonstrate that they can get in line with the ball and use the long barrier technique</p> <p><b>passing</b> -understand the different techniques of passing over a variety of distances -perform a range of passes to children in different positions - understand passing for retention and passing for attack passing</p>				

	<p><b>shooting</b> -hit a moving target with a dodge ball from 3m away -turn and shoot into two alternating targets, changing feet and body position as appropriate</p> <p><b>striking</b> -kick a range of balls out of my hands (both feet) - perform a 4 shot tennis rally with a partner using tennis rackets</p> <p><b>agility</b> -perform a variety of 'fast feet' drills -pass a rugby ball to children on either side of me</p> <p><b>control</b> -demonstrate an understanding of the tension of a surface in -alternate between a long shot (baseline) and a short shot (drop shot)</p> <p><b>physical processing</b> -react quickly to a number of moving objects -remember and perform a 5 move dance routine in a small group</p> <p><b>power</b> -strike a ball with a bat so that the ball goes beyond a rounders square -throw a basketball over 6m using a chest pass</p> <p><b>speed</b> -run a full rounder at full speed run 60m jumping over hurdles at 5m intervals -perform a vertical standing jump to a height above my own waist</p> <p><b>strength</b> -hold a strong body position for 1 minute with one foot on the floor, and other 3 limbs extended with the torso tipped forwards.</p>					
<b>RE</b>		U2.5 Is it better to express your religion in arts and architecture or in charity and generosity? (Expressing)	U2.1 Why do some people believe God exists? (Believing)	U2.1 Why do some people believe God exists? (Believing)	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and ummah (community)?	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and ummah (community)?
<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