



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

### Year B

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
Topic	Around the World		The Mayans		Crime & Punishment					
<b>English</b>	Non-Fiction: Non-Chronological Reports  Narrative: Quests	Narrative: Description and Diary	Non-fiction: Explanation Non-Fiction: Journalistic Writing	Narrative: Description, Diary Non-fiction: Newspaper	Poetry: Historical Narrative  Shakespeare: Letters, Narrative, Diary, Play Script	Narrative: Excerpts  Play Script				
<b>Maths</b>	Y5 Place Value Addition and subtraction Statistics Y6 Place Value Addition, subtraction, multiplication & division	Y5 Multiplication & division Measurement – perimeter and area Y6 Fractions Geometry – position and direction	Y5 Multiplication and division Fractions Y6 Decimals Percentages Algebra	Y5 Fractions Decimals and percentages Y6 Measurement – converting units Perimeter, area and volume Ratio	Y5 Decimals Converting units Y6 Statistics Properties of shape Revision of KS2	Y5 Measurement – volume Position and direction Properties of shape Y6 Consolidation Themed projects				
<b>Science</b>	<ul style="list-style-type: none"> <li>▪ describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>▪ describe the movement of the Moon relative to the Earth</li> <li>▪ describe the Sun, Earth and Moon as approximately spherical bodies</li> </ul>		<ul style="list-style-type: none"> <li>▪ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>▪ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the</li> </ul>		<ul style="list-style-type: none"> <li>▪ recognise that light appears to travel in straight lines</li> <li>▪ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>▪ explain that we see things because light travels from light sources to our eyes</li> </ul>		<ul style="list-style-type: none"> <li>▪ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>▪ identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> </ul>		<ul style="list-style-type: none"> <li>▪ understand the physical and emotional changes involved in puberty</li> <li>▪ Y6 only understand human sexual reproduction</li> </ul>	

			on/off position of switches	or from light sources to objects and then to our eyes		
<b>Art and Design</b>	<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, painting, sculpture with varied materials</li> <li>Learn about great artists, architects and designers</li> </ul>	<p>Collage and Painting</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, painting,</li> </ul>	<p>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 and printing</li> </ul>	<p>Textiles</p> <p>Art History: Mayan Art</p> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record, review, revisit and evaluate ideas</li> <li>Using several stitches</li> </ul>	<p>Acrylics</p> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record, review, revisit and evaluate ideas</li> <li>Acrylics portrait painting</li> </ul>	<p>Artist Study</p> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record, review, revisit and evaluate ideas</li> </ul>
<b>Design and Technology</b>		<p>Textiles</p> <p>Using several stitches</p>	<p>Electrical: Circuits including programming</p> <ul style="list-style-type: none"> <li>Use mechanical and electrical systems in own work, including programming</li> </ul>	<p>Textiles and Mechanics</p> <ul style="list-style-type: none"> <li>Using several stitches - Frida Kahlo (Mexican artist) link to Mayans – clothing and textiles</li> </ul>	<p>Cooking</p> <ul style="list-style-type: none"> <li>Savoury dishes for a healthy and varied diet.</li> </ul>	<p>Mechanics: Levers and Pulleys and Cooking</p> <ul style="list-style-type: none"> <li>savoury dishes for a healthy and varied diet</li> </ul>
<b>Computing</b>	<p><b>Communication</b></p> <p>Computing systems and networks E Safety</p>	<p><b>3D Modelling</b></p> <p>Creating media E Safety</p>	<p><b>Web page creation</b></p> <p>Creating media E Safety</p>	<p><b>Spreadsheets</b></p> <p>Data and information E Safety</p>	<p><b>Variables in games</b></p> <p>Programming E Safety</p>	<p><b>Sensing</b></p> <p>Programming E Safety</p>
	<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</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</li> </ul>		

	<p>content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <ul style="list-style-type: none"> <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>			<p>content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <ul style="list-style-type: none"> <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>• Numbers 0-31, 31-69</li> <li>• Franky Zapata – reading strategies</li> <li>• Boules</li> <li>• Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Writing to a pen pal</li> <li>• Design a concertina</li> <li>• Christmas</li> <li>• Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• French cursive handwriting</li> <li>• Valentines Poem</li> <li>• School subjects</li> <li>• Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence construction using connectives and giving opinions</li> <li>• Easter calligramme</li> <li>• Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Writing to a pen pal</li> <li>• Using an online dictionary</li> <li>• Improving Boules technique</li> <li>• Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Conjugation or 'er' verbs</li> <li>• D-Day landings.</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, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</li> <li>• 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.</li> <li>• Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</li> <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>			<ul style="list-style-type: none"> <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>• 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>History</b>			<p>A non-European society that provides contrasts with British history.</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, 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.</li> <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>A local history study.</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, 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.</li> <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> Listen &amp; respond to music from around the world</p>	<p><b>S, C, L, P:</b> Music Express 10-11: World Unite</p>	<p><b>C, P:</b> Create a film scene/story to go with piece of Ancient Mayan music</p> <p><b>L:</b> Introduction to 'important classical pieces'</p>	<p><b>S:</b> Shakespeare on <b>BBC Teach</b></p> <p><b>P:</b> Reading staff notation</p>	<p><b>L:</b> Compare &amp; contrast genres of music:</p> <ul style="list-style-type: none"> <li>• Elvis Presley, Jailhouse Rock</li> <li>• The Godfather Theme Song</li> <li>• Louis Armstrong, Mac the Knife</li> <li>• Johnny Cash, Folsom Prison Blues</li> <li>• Foster the People, Pumped Up Kicks</li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Anticipation-read the play - I can predict where the ball will go next when I am not in possession -successfully complete a 40m hurdle course with hurdles spaced out intermittently</li> <li>• evaluation –create a programme of practices to help me to improve my weaker areas -lead and help others to improve</li> <li>• peer mentoring-organise and manage a team in a game situation -select and lead a short gymnastics performance routine</li> <li>• tactical variation – suggest formations/tactics in a dodge ball game -demonstrate tactical understanding within a game situation</li> <li>• team work - build team relationships and create sub teams to solve multiple problems team work -with team mates to solve problems in a competitive situation</li> <li>• understanding rules -work as a team to plan and manage a competition for others -referee a small sided game of uni hoc</li> <li>• accuracy – demonstrate a good javelin technique incorporating a run up -accurately throw a dodge ball at moving targets (with either hand) from the back of the dodge ball court</li> <li>• dribbling - competently demonstrate that I have good transferable dribbling skills in hockey, basketball and football dribbling -incorporate dribbling techniques into game situations</li> </ul>				

	<ul style="list-style-type: none"> <li>• fielding and catching - perform catches and accurate throws in quick succession -perform a catch, turn and throw back to a wicket</li> <li>• passing - incorporate passing techniques into game situations -select the correct pass in a game situation</li> <li>• shooting –use a variety of thrown shots, incorporating fakes, delays and aiming for legs/ feet- react to balls served at different heights to get a first time shot</li> <li>• shooting striking - -demonstrate that I can strike the ball using a number of different tennis shots in a match- demonstrate a good range of transferable striking skills - tennis/football/cricket/rounders</li> <li>• agility - use swerves, dodges and sidesteps within a game situation- change from an attacking run to a defensive position quickly in a game situation</li> <li>• control - understand how to control a football with various parts of my body to set up my next movement -perform a range of different shots with different power and target areas</li> <li>• physical processing - assess and select the best option in a fast paced game situation -remember and perform an 8 piece dance routine in a small group</li> <li>• power-demonstrate powerful play (throwing/running/hitting) in a game of rounders -use power to pull a ball out of an opponents grip</li> <li>• speed – demonstrate speed of running and speed of throwing in a game -perform a triple jump (run up, hop, skip, jump &amp; landing) strength -hold a strong body position for 1 minute, parallel to the floor, feet together, with one arm stretched upwards -perform a running jump of 1.5m in height</li> </ul>					
<b>RE</b>	U2.4 If God is everywhere, why go to a place of worship? (Expressing)	U2.3 What do religions say to us when life gets hard? (Believing)	U2.3 What do religions say to us when life gets hard? (Believing)	U2.2 What would Jesus do? (Living)	U2.2 What would Jesus do? (Living)	U2.7 What matters most to Christians and humanists? (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