

	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
Topic	Egyptians	Egyptians	Violent Earth	The Water Cycle	Stone Age	Bronze Age/ Iron Age
English	Non-Fiction: Non-Chronological Reports Dictionaries	Adventure and Mystery stories Narrative: Stories with Familiar Settings	Poetry	Recounts	Letters	Adventure and Mystery stories
Maths	<ul style="list-style-type: none"> Place value Addition and subtraction 	<ul style="list-style-type: none"> Addition and subtraction Length and perimeter (Y4 only) Area (Y4 only) Multiplication and division 	<ul style="list-style-type: none"> Multiplication and division Money (Y3 only) Statistics (Y3 only) Fractions (Y4 only) Decimals (Y4 only) 	<ul style="list-style-type: none"> Decimals (Y4 only) Length and perimeter (Y3 only) Fractions (Y3 only) 	<ul style="list-style-type: none"> Money (Y4 only) Fractions (Y3 only) Time 	<ul style="list-style-type: none"> Statistics (Y4 only) Properties of shape Mass and capacity (Y3 only) Position and direction (Y4 only)
Science	Living Things and Habitats		Rocks and Soils	Sound	Light and Shadows	Materials and Matter
Art and Design	Collage		Sculpture	Drawing		Sculpture
Computing	E Safety Computing systems and networks:	E Safety Creating media: Animation	E Safety Creating media: Desktop publishing	E Safety Data and information:	E Safety Programming: Sequence in music	E Safety Programming: Events and actions

	Connecting computers			Branching databases		
	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 					
Design and Technology					Textiles	Cooking and Nutrition Materials
Languages	All about me incl. greetings, name and feelings French geography Introduction to phonics.	Numbers, clothing and colours Christmas Introduction to phonics.	Playground games, asking and giving opinions, asking and saying age Dictionary skills Introduction to phonics.	Pancake flavours, body parts, days of the week and months of the year Phonics.	Writing the date, talking and writing about the weather Phonics.	Songs in different languages, poetry, ordering food in a café Phonics.
Geography	Human Geography: Natural Resources, energy, food, minerals, water		Physical Geography: Mountains, Volcanoes and Earthquakes	The Water Cycle		
History	Egyptians	Egyptians			Stone Age to Iron Age	Stone Age to Iron Age

Music	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]
Physical Education	<p>anticipation -build up my readiness and complete a sprint start on 'Ready, Steady, Go' command -catch a ball whilst travelling</p> <p>evaluation -identify my own sporting strengths and weaknesses -award points in a small dance competition</p> <p>peer mentoring -identify good and bad technique in others -identify the elements of good team work and why they are important</p> <p>tactical variation -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> <p>team work -work with a small team to follow a simple map -co-operate with team mates</p> <p>understanding rules -listen and follow instructions -maintain a two handed grip on my hockey stick</p> <p>accuracy -accurately throw a dodge ball at a static target from 3m (with either hand) -demonstrate a good javelin technique from a standing position</p> <p>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</p>					

	<p>fielding and catching -use the correct technique to catch a bean bag at a variety of heights</p> <p>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</p> <p>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</p> <p>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)</p> <p>agility -perform a 5m shuttle run -demonstrate a sidestep technique off both sides whilst carrying a rugby ball</p> <p>control -catch a football passed to me at a variety of heights -perform a controlled volley (forehand and backhand)</p> <p>physical processing -adjust my body position to catch a netball whilst travelling -quickly process information and mirror a partners actions</p> <p>power -throw a ball 10 yards (with both arms)</p> <p>-perform 5 sit ups</p> <p>Speed -perform a running jump, take off from one foot and land on two feet, using arms and legs to gain momentum</p> <p>-perform 4 x 10m shuttles in under 10 seconds</p> <p>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</p>					
RE		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)	
	Core Themes: Health and Wellbeing, Relationships and the Living in the Wider World					

PSHE including RHE	Being Me In My World	Celebrating Differences	Healthy Me	Dreams and Goals	Relationships	Changing Me
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