

	Headlands Primary School Lower Key Stage Two National Curriculum: Medium Term Planning					
	Year B					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Sweet Tooth	Super Sixties	Myths and Legends	Plants	Anglo Saxons	Vikings
English	Instructions Persuasive writing Letters	Poetry	Narrative: Traditional Tales including those from other cultures and Fables Letters	Instructions Explanations and flowcharts.	Narrative: story	Letters
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	Animals including humans: teeth and digestion	Animals including Humans: nutrition and growth	Electricity	Plants	Forces and magnets	
Art and Design	Painting	Textiles		Print		

Computing	E Safety Computing systems and networks: The Internet	E Safety Creating media: Audio editing	E Safety Creating media: Photo editing	E Safety Data and information: Data logging	E Safety Programming: Repetition in shapes	E Safety Programming: Repetition in games
	<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			Mechanisms			Cooking and Nutrition
Languages	All about me incl. greetings, name and feelings Numbers 0-20, Introduction to phonics	Animals, clothing, colours Christmas Introduction to phonics	French traditions, asking and giving opinions, animals Phonics	Months of the year, days of the week, dates and birthdays 'Poisson d'avril' Phonics	Likes and dislikes, sports and hobbies Phonics	Family members Phonics
Geography	Locational Knowledge		Contrast local and European country			
History	Local History Study: York	British history			Anglo Saxons and Scots	Vikings
Music	Compare & contrast genres of music, with links to chocolate/sugar: [L]	Learn about some of the famous artists of the sixties. Ensure you [L]	Ten Pieces Igor Stravinsky, The Firebird: [L, C, P]	Growing Music (Science & DT links): [L, P]	BBC Teach: Songs about Anglo Saxons[S]	BBC Teach: Songs about Vikings[S]

	The Mother Goose Club, Ice Cream Song Cameo (or Will Smith), Candy New Edition, Candy Girl Elvis Presley, Cotton Candy Land Christina Aguilera, Candyman Maroon 5, Sugar Oh Honey, Sugar You	cover a range of genres:[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 5m (with either hand) -demonstrate a good shot put technique</p> <p>dribbling – understand the correct technique of dribbling with a hockey stick -outwit an opponent by using fakes and dummies when dribbling a basketball</p>					

fielding and catching - catch a ball at a variety of heights and speeds -use the correct technique to catch a soft ball at a variety of heights

passing –understand the different techniques of passing a rugby ball, football, hockey ball and a basketball over 3m -understand how to create a passing opportunity

shooting –kick a moving ball through a gate that is 7m away and is 2m wide -hit a static target with a dodge ball from 3m away

striking - throw a ball up and hit it with a cricket bat (no bounce) -perform a rally with a partner using my hands to strike a soft ball (both hands)

agility – demonstrate a controlled change of direction on command -catch a rugby ball arriving at a variety of heights

control - control and retain possession of a hockey ball which is passed to me -perform a drop shot

physical processing - catch and pass a netball in one fluid movement -work with a partner on a sequence of movements

power -throw a ball from 1st base to 4th base (with both arms) -perform 5 press ups, keeping my back straight

Speed –run 60m in a straight line in under 12 seconds -run 10m stepping/jumping over a cone at 1m intervals

Strength -perform a vertical standing jump to a height above my own knees -hold a strong body position for 1 minute with two feet together and arms straight up, pointing up

swimming - swim competently, confidently and proficiently over a distance of at least 25 metres
use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
perform safe self-rescue in different water-based situations.

RE		L2.3 Why is Jesus inspiring some people? (Believing)	L2.5 Why are festivals important to religious communities? (Expressing)	L2.6 Why do some people think that life is like a journey and what significant experiences mark this? (Expressing)	L2.8 What does it mean to be a Hindu in Britain today? (Living)	L2.9 What can we learn from religions about deciding what is right and wrong? (Living)
PSHE including RHE	Core Themes: Health and Wellbeing, Relationships and the Living in the Wider World					
	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me