

	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	
English	Non-Fiction: Non-Chronological Reports Narrative: Greek / Roman Myths & Legends	Non-Fiction: Journalistic Writing Non-Fiction: Biography and Autobiography Diary Narrative: Film	Poetry: Imagery & Figurative Language Narrative: Film Non-Fiction: Persuasive Writing, Argument / Discussion	Non-Fiction: Report/Newspaper Narrative/Non-Fiction: Film	Play Scripts: Shakespeare: including Narrative, Letter, Poetry, Diary, Newspaper Narrative/Non-Fiction: Film	Narrative: Excerpts Play Script
Maths	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
Science	<ul style="list-style-type: none"> 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 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating 		<ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and 		<ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, 	

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

	<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. 			<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. 		
Languages	<ul style="list-style-type: none"> All about me including Q & A about name, feelings and age Numbers 0-31, 31-69, Tongue twisters Message in a bottle 	<ul style="list-style-type: none"> Numbers, Pen pal letter/exchange Adjectives and endings Masculine and feminine nouns Christmas 	<ul style="list-style-type: none"> Places in a town including describing where I live and a triarama about hometown Gender and agreement 	<ul style="list-style-type: none"> Describing appearance including describing different types of hair and eyes Inserting accents into a google document. 	<ul style="list-style-type: none"> Sentence construction including the use of adverbs and locations, subject pronouns, conjugating “er” and verbs Express opinions/appreciate music in other languages 	<ul style="list-style-type: none"> Famous French people Food and cafés
Geography	<ul style="list-style-type: none"> Locate the world’s countries, using maps 		<ul style="list-style-type: none"> Locate the world’s countries, using maps. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. 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 		<ul style="list-style-type: none"> Locate the world’s countries, using maps 	
History	<p>The Roman empire & Ancient Greece – daily life, similarities & differences, achievements & influence.</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. Note connections, 				<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"> Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across 	

	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. <ul style="list-style-type: none">Construct informed responses that involve thoughtful selection and organisation of relevant historical information.Understand how knowledge of the past is constructed from a range of sources.				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. <ul style="list-style-type: none">Construct informed responses that involve thoughtful selection and organisation of relevant historical information.Understand how knowledge of the past is constructed from a range of sources.
Music	P: Reading staff notation L: Explore music in Ancient Greece/Rome	S: BBC Teach Greeks & Romans	L, C, P: Found sounds, write opening to a piece of music. Links to computing. L: Villa-Lobos, Amazonas		S: Learn WWI and II songs P: Reading staff notation L: Music through the ages. Musicians: Glenn Miller, Vera Lynn, etc.
Physical Education	<p>anticipation -understand how to anticipate and perform an interception -pace themself over a 400m run</p> <p>evaluation -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>peer mentoring observe, review and feedback to others -devise, understand and execute a team plan tactical variation - demonstrate good decision making -set the field to predict or restrict play team work -perform a synchronised gymnastics phrase with a team use teamwork to solve problems</p> <p>understanding rules -think flexibly and creatively as part of a team -play a small sided game of uni hock to the rules learned</p> <p>accuracy -accurately throw a dodge ball at moving targets (with either hand) -throw a tennis ball further than 15m</p> <p>dribbling -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>fielding and catching -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>passing -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>shooting -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>striking -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>agility -perform a variety of 'fast feet' drills -pass a rugby ball to children on either side of me</p> <p>control -demonstrate an understanding of the tension of a surface in</p> <p>-alternate between a long shot (baseline) and a short shot (drop shot)</p> <p>physical processing -react quickly to a number of moving objects</p> <p>-remember and perform a 5 move dance routine in a small group</p> <p>power -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>speed -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 strength -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>					
RE		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)?
PSHE including RHE	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