



Manuden Primary School - Long Term Plan

Class Name: Eagle Owl Class

Year Group(s): 5/6

Key

MF: Main Focus

LT: Light Touch

2021-2022 Year 5 and 6	Autumn 1 WW2	Autumn 2 WW2	Spring 1 Mayans	Spring 2 Mayans	Summer 1 Biomes	Summer 2 Peter Pan
Big Question	How did the events in World War 2 impact life on the home front?	How did people in Britain protect themselves during World War 2	Did Mayan children have as much fun as we do?	How did the Mayans change the way we think about the world?	What impact are we having on the world around us?	Why would you want to be like Peter Pan?
Experience Outcome	WW2 Cafe	Anderson Shelter	Mayan story telling	Solar system model	Website	Summer Production
Science	Light Asking questions and carrying fair and comparative test	Forces Identifying, Classifying, Recording and Presenting Data	Electricity Observing and measuring change	Space Drawing conclusions, noticing patterns, and presenting findings	Evolution Using scientific evidence and secondary sources of information	
	<u>To work scientifically</u>					
	<ul style="list-style-type: none"> Plan enquiries, including recognising and controlling variables where necessary. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. Take measurements, using a range of scientific equipment, with increasing accuracy and precision. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. S84. Report findings from enquiries, including oral and written explanations of results, explanations involving casual relationships, and conclusions. Present findings in written form, displays and other presentations. S86. Use test results to make predictions to set up further comparative and fair tests. Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. 					
	<ul style="list-style-type: none"> Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines 	<ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of 	<ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the 	<ul style="list-style-type: none"> To be able to describe the movement of the Earth, 	<ul style="list-style-type: none"> To be able to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 	

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	<p>to explain that objects are seen because they give out or reflect light into the eye</p> <ul style="list-style-type: none"> • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	<p>gravity acting between the Earth and the falling object</p> <ul style="list-style-type: none"> • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have after effect. • 	<p>number and voltage of cells used in the circuit</p> <ul style="list-style-type: none"> • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • Use recognised symbols when representing a simple circuit in a diagram. 	<p>and other planets, relative to the Sun in the solar system.</p> <ul style="list-style-type: none"> • To be able to describe the Sun, Earth and Moon as approximately spherical bodies. • To be able to describe the movement of the Moon relative to the Earth. • To be able to use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky 	<ul style="list-style-type: none"> • To be able to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • To be able to identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution.
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Manuden Primary School - Long Term Plan

Class Name: Hawk Owl Class

Year Group(s): 3/4

Key

MF: Main Focus

LT: Light Touch

2021-2022	Autumn 1 Manuden Through the Years	Autumn 2 The Wonder of Water	Spring 1 Stone Age	Spring 2 Stone Age- Rock Bottom	Summer 1 The Romans	Summer 2 Pompeii and the Eruption of Mount Vesuvius
Big Question	How has Manuden changed and what change would you like to see in the future?	Why doesn't water disappear?	How did archaeologists learn about the Stone Age?	What makes a great performance?	Was the Roman invasion of Britain good for everyone?	What was Rome like and how do we know?
Experience Outcome	Manuden Village Development Meeting	Diary of a Water Droplet Moving Book	Stone Age Foraged Feast	LKS2 Performance	Debate : Was the Roman invasion of Britain good for everyone?	History off the Page day
Science	States of Matter Water Cycle Asking Questions and Carrying Out Fair and Comparative Tests		Rocks Identifying, Classifying, Recording and Presenting Data Using Scientific Evidence and Secondary Sources of Information		Forces Observing and Measuring Changes Drawing Conclusions, Noticing Patterns and Presenting Findings	
Science Milestones	<p style="text-align: center;">WORKING SCIENTIFICALLY</p> <ul style="list-style-type: none"> • Ask relevant questions. • Set up simple practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. 					

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	<ul style="list-style-type: none">Use straightforward, scientific evidence to answer question or to support their findings.		
	<ul style="list-style-type: none">Compare and group materials together, according to whether they are solids, liquids or gases.Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	<ul style="list-style-type: none">Compare and group together different kinds of rocks on the basis of their appearance and simple physical propertiesDescribe in simple terms how fossils are formed when things that have lived are trapped within rockRecognise that soils are made from rocks and organic matter.	<ul style="list-style-type: none">Compare how things move on different surfacesNotice that some forces need contact between two objects, but magnetic forces can act at a distanceObserve how magnets attract or repel each other and attract some materials and not othersCompare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materialsDescribe magnets as having two polesPredict whether two magnets will attract or repel each other, depending on which poles are facing.



Manuden Primary School - Long Term Plan

Class Name: Barn Owl Class

Year Group(s): 1/2

Key

MF: Main Focus

LT: Light Touch

Year A	Autumn 1 Our local area	Autumn 2 Seasons	Spring 1 Transport	Spring 2 Mardi gras	Summer 1 Space	Summer 2 Seaside
Big Question	Why live in a village?	How will climate change affect areas of the world?	How did transport change our villages?	What new festival would you invent? Why would you like /not like to live in Brazil?	Should we still send people into space?	Should our seaside be saved?
Experience Outcome	Make an edible house	Christmas production	Stansted Aerozone	Make a Mardi Gras float(DT)	Create a healthy meal to eat in space	Trip to the coast?
Science	Investigate Materials Asking Questions and Carrying Out Fair and Comparative Tests	Seasonal change Observing and Measuring Changes	Investigate materials Identifying, Classifying, Recording and Presenting Data	To understand animals and humans (senses) Drawing Conclusions, Noticing Patterns and Presenting Findings	To understand animals and humans (diet) Identifying, Classifying, Recording and Presenting Data	To understand plants Drawing Conclusions, Noticing Patterns and Presenting Findings
	<p>TO WORK SCIENTIFICALLY</p> <p>Ask simple questions. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p>					
	<ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. 	<ul style="list-style-type: none"> To be able to observe and describe weather associated with the seasons. 	<ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. 	<ul style="list-style-type: none"> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores. 	<ul style="list-style-type: none"> Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified 	

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	<ul style="list-style-type: none"> Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their physical properties. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<ul style="list-style-type: none"> To be able to observe and describe how day length varies. To be able to observe changes across the four seasons 	<ul style="list-style-type: none"> Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their physical properties. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<ul style="list-style-type: none"> Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets). Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense. Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>as deciduous and evergreen</p> <ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers. Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
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