



HAYES MEADOW PRIMARY SCHOOL

YEAR FIVE – LONG TERM PLAN 26/27



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Core Texts	Beowulf Macbeth – Shakespeare Anglo Saxon Boy		I Spy, Bletchley Park Mystery		Journey to Jo' burg The Explorer				
Visual texts	Pandora (Earth and space) – LS		The Blitz – LS Beyond the lines – LS The piano - LS						
Suggested Visits/ Visitors	National Space Centre – Science Tamworth Castle – History Tamworth – Geography Residential – 3 days – laches wood Tatton Park – anglo Saxons and Vikings		Professor McGinty – WW2		Botanical gardens – Birmingham				
History	Who were the Anglo – Saxons? Pupils should start this unit from the point of view 'because the Romans invaded we...' Know how Britain has changed between the end of the Roman occupation and 1066. Know how the Anglo-Saxons attempted to bring about law and order into the country. Know that during the Anglo-Saxon period Britain was divided into many kingdoms. Use a timeline to show when the Anglo-Saxons were in England. Know about a period of history that has strong connections to their locality and understand the issues associated with this period. Know how the lives of wealthy people were different from the lives of poorer people during this time. Who were the Anglo – Saxons? Local link to Tamworth – capital of Mercia		How did the battle of Britain change WW2?		Why should Britain be ashamed of Slavery? Know about Britain's part in the slave trade. Know what slave auctions were like. Know about the horrific conditions on board slave ships. Know about the death rate during slaves' transportation to America. Know that the majority of slaves came from Africa. Know what life was like for most of the slaves. Know about the impact of slavery on the world today. Why should Britain be ashamed of Slavery?				
			Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history. Know how to place historical events and people from the past societies and periods in a chronological framework. Know how Britain has had a major influence on the world. What impact did WW1 and WW2 have on Handsacre?/ Staffordshire?						
			<table><tr><th>Cause</th><th>Effect</th></tr><tr><td>WW1 started after the assassination of Archduke Franz Ferdinand of Austria. His murder catapulted into a war across Europe that lasted until 1918</td><td>Shortage of food, decline in agriculture, prices rose.</td></tr></table>	Cause	Effect	WW1 started after the assassination of Archduke Franz Ferdinand of Austria. His murder catapulted into a war across Europe that lasted until 1918	Shortage of food, decline in agriculture, prices rose.	<table><tr><th>Cause</th><th>Effect</th></tr><tr><td>Some became enslaved after being captured in wars or raids. Others became enslaved because they had committed crimes or could not pay their</td><td>It effected development of Industries and contributed to high debts</td></tr></table>	Cause
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	Cause	Effect			debts. Some people were sold into slavery by their relatives. Others were children of enslaved people.
	Why did the AS come to Britain? Britain was left undefended when Romans left, A.S were invited to help defend against Picts in the North.	Anglo Saxons stayed and settled in Britain for around 600years.			
Geography	Why is climate change such an important topic? Know what we mean by climate change. Recognise the issues associated with industry and climate zone. Know what we mean by 'greenhouse gases'. Know what is meant by 'ozone layer'. Know about the campaign of Greta Thunberg and others.		What are the important features of Europe? Human and physical Link to WW2 countries Compare two landscapes using maps and aerial photographs. Find and recognise European capitals on maps of different scales. Describe and follow a journey between two places or features using coordinates as the start and finish. Draw a map or landmark, linked to fieldwork, with features included accurately. Draw an annotated sketch that includes positional and directional language. Recognise how data may change according to the time of day and the time of year. Be able to collate information about population, length of	Rainforests Know what is meant by biomes and what are the features of a specific biome. Label layers of a rainforest and know what deforestation is. Know the causes and impact of climate change. Know how to use graphs to record features such as temperature or rainfall across the world. Know most of the symbols used on a UK road map, including status of roads. Know some of the main features of a satnav.	
Science	Forces Know what gravity is and its impact on our lives. Identify and know the effect of air and water resistance. Identify and know the effect of friction. Explain how levers, pulleys and gears allow a smaller force to have a greater effect.	Earth and space Know about and explain the movement of the Earth and other planets relative to the Sun. Know about and explain the movement of the Moon relative to the Earth. Know and demonstrate how night and day are created. Describe the sun, earth and moon (using the term spherical).	Properties and changes of materials Compare and group materials based on their properties eg. Hardness, solubility. Know and demonstrate how some materials can be separated eg. Through filtering, sieving and evaporating. Know and explain how a material dissolves to form a solution. Know and demonstrate that some of the changes are reversible and some are not. Know how some changes result in the formation of a new material and this is usually irreversible.	Animals, including humans Know the life cycle of different living things eg. Mammal, amphibian, insect, plants and bird. Create a timeline to indicate stages of growth in humans. Know the difference between different life cycles. Know the process of reproduction in animals. Plants Know the process of reproduction in plants.	

	Working scientifically – scientific attitudes, planning, observing and measuring, analysis.					
	Scientific attitudes	Planning	Observing and measuring	Analysis	Evaluating	Measurements
	Identify scientific evidence that has been used to support or refute ideas or arguments Select the most appropriate ways to answer science questions using different types of scientific enquiry Read, spell and pronounce scientific vocabulary correctly.	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	Take measurements, using a range of scientific equipment safely, with increasing accuracy and precision, taking repeat readings. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables where appropriate.	Present data using a variety of scatter graphs, bar and line graphs. Report and present findings from enquiries, including conclusions, causal relationships and explanations in oral and written forms such as displays and other presentations.	Use test results to make predictions to set up further comparative and fair tests. Discuss the degree of trust in results.	Use standard units.
Art		Drawing and printing – Anglo Saxon patterns – design anglo saxon clothing with a modern day twist.	Painting – create a surrealist piece of work in the style of Salvador Dali.		Sculpture – create a wire sculpture of a rainforest animal.	
DT	Structure and mechanisms – make a model of the mead house – Hereot from Beowulf.		Food Technology – prepare a meal using WW2 rationed ingredients for a group of people.			Textiles – design and make a camouflaged shelter/ tent to protect you in the rainforest.
	Designing		Making		Evaluating	
	Design, with a range of initial ideas, after collecting information from investigating existing products. Research and use ICT where appropriate. Produce a detailed, step by step plan. Explain how a product will appeal to a specific audience and how it meets the purpose. Create annotated 3D designs of their design on isometric or squared paper.		Name and use a range of tools and equipment competently. Make a prototype before making a final version. Carry out finishing techniques to enhance the appearance and function of their product.		Suggest alternative plans; outlining the positive features and drawbacks. Evaluate appearance and function against original criteria.	
						Technical knowledge Know which IT product would further enhance a specific product. Use knowledge to improve a product by strengthening, stiffening or reinforcing. Use electrical systems correctly to enhance a given product.

Computing (including Online Safety links to PSHE)	<p style="text-align: center;">Online Safety</p> <p style="text-align: center;">Before the first unit of the academic year, Online Safety is explicitly taught. Lesson 1 is Unit 7 of the Online Safety curriculum, Privacy and Security. Lesson 2 is Unit 8 of the Online Safety curriculum, Copyright and Ownership.</p> <p style="text-align: center;"><u>Privacy and Security:</u></p> <p style="text-align: center;">To know how to create a strong password and understand that many free apps may read and share private information.</p> <p style="text-align: center;"><u>Copyright and Ownership:</u></p> <p style="text-align: center;">Assess and justify when it is acceptable to use the work of others.</p>					
	Systems and searching Recognising IT systems around us and how they allow us to search the internet.	Video production Planning, capturing, and editing video to produce a short film.	Selection in physical computing Exploring conditions and selection using a programmable microcontroller.	Flat-file databases Using a database to order data and create charts to answer questions.	Vector drawing Creating images in a drawing program by using layers and groups of objects.	Selection in quizzes Exploring selection in programming to design and code an interactive quiz.
PSHE	Me and my school Know the things they are good at. Know about the democratic process and use this in their election of school councillor. Recognise the contributions they make to school life.	Me and my relationships Explored their own perception gender and challenged stereotypes. Describe the different sorts of relationships they have and how they change. Know that some secrets are unhealthy and it is ok to ask for help. Know that there are different types of families and it is important to show respect for differences.	Me in the world Know about the key aspects of parliament. Know and understand how the rules are made within the UK. Know how rules and laws change over time. Know about the functions of cheques, credit and debit cards Know about how and why people save money.	Me and my safety Know how to behave responsibly in a range of situations. Know some techniques for resisting pressure. Know the difference between passive, aggressive and assertive. Know who can help and how to keep themselves safe and healthy.	Happy and healthy me Know the components of a healthy lifestyle. Know the things which will have a positive and negative impact of the physical and mental health. Know about the main physical and emotional changes which occur during puberty. Know what menstruation is and how it happens. Know how to stay clean during puberty.	Me and other people (link to rainforests unit of learning) Talk about different people's points of view on different issues. Know how to construct a debate and provide own opinions in a constructive way. Create a project to do with our local environment.
	<p style="text-align: center;">Mental Health</p> <p style="text-align: center;">Know the warning signs about mental ill health and wellbeing and how to seek support. Know that everyone can experience mental ill-health and the importance of discussing feelings with a trusted adult.</p>					
PE	OAA Gymnastics: movement	Invasion games Circuit training	Invasion games Dance: WW2	Net and wall: tennis Gymnastics: shapes and balance	Striking and fielding: rounders Dance – eco dance	Athletics Invasion games: handball
Music	What shall we do with the drunken sailor? Musical focus: Sea shanties, beat, rhythm,	Why we sing Musical focus: Gospel music, instruments, structure, texture, vocal decoration	Madina tun nabi Musical focus: Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal	Building a groove Musical focus: Beat, rhythm, basslines, riffs Epoca	Balinese music Musical focus: Gamelan from Bali, interlocking rhythms, vocal chant,	Kisne banaaya Musical focus: A song from India and Pakistan, melody, accompaniment, four-

