



# HAYES MEADOW PRIMARY SCHOOL



## YEAR FIVE – LONG TERM PLAN



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Texts</b>	<b>Beowulf</b> <b>The man who walked between the Towers (forces)</b> <b>Cosmic (earth and space)</b> <b>The Iron man</b> <b>The loudly worm – short story</b> <b>Macbeth – Shakespeare</b> <b>A Typical Boy (PSHE)</b>		<b>The machine gunners</b> <b>Goodnight Mr Tom</b> <b>The Lion the witch and the wardrobe</b> <b>Pink Rabbit</b> <b>The Blitz Bus</b> <b>Kensuke’s Kingdom</b>		<b>Journey to Jo’ burg</b> <b>The Explorer</b> <b>The Nowhere Emporium</b> <b>Running Wild</b> <b>Coming to England</b> <b>Windrush</b> <b>We sang across the Sea</b> <b>Silence Seeker</b> <b>The Great Kapok tree</b> <b>Ferngully - Film</b>	
<b>Visual texts</b>	<b>Pandora (Earth and space) – LS</b>		<b>The lion, the witch and the wardrobe</b> <b>The chronicles or Narnia</b> <b>The blitz – LS</b> <b>Beyond the lines – LS</b> <b>The piano - LS</b>			
<b>Suggested Visits/ Visitors</b>	<b>National Space Centre – Science</b> <b>Tamworth Castle – History</b> <b>Tamworth – Geography</b> <b>Residential – 3 days – laches wood</b> <b>Tatton Park – anglo Saxons and Vikings</b>		<b>Professor McGinty – WW2</b>		<b>Botanical gardens – Birmingham</b>	
<b>History</b>	<b>Who were the Anglo – Saxons?</b> 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.		<b>How did the battle of Britain change WW2?</b>  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.		<b>Why should Britain be ashamed of Slavery?</b>  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.	

	Know how the lives of wealthy people were different from the lives of poorer people during this time.					
Geography	<b>Local Study</b>  Link to Anglo-Saxons in Tamworth. Visit to Tamworth Castle. Staffordshire hoard. Study of Aethelflaed Know that the way the kingdoms were divided led to some of our county boundaries today.		Know the names of a number of European capitals. Know the names of, and locate, a number of South or North American Countries.	<b>Rainforests</b> 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	<b>Forces</b> 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.	<b>Earth and space</b> 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).	<b>Properties and changes of materials</b>  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.	<b>Animals, including humans</b>  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.  <b>Plants</b>  Know the process of reproduction in plants.		
	<b>Working scientifically – scientific attitudes, planning, observing and measuring, analysis.</b>					
		<b>Scientific attitudes</b>  Identify scientific evidence that has been used to support or refute ideas or arguments	<b>Planning</b>  Plan different types of scientific enquiries to answer questions, including recognising and controlling	<b>Observing and measuring</b>  Take measurements, using a range of scientific equipment safely, with increasing accuracy and precision, taking repeat readings.	<b>Analysis</b>  Present data using a variety of scatter graphs, bar and line graphs. Report and present findings from enquiries, including conclusions, causal	<b>Evaluating</b>  Use test results to make predictions to set up further comparative and fair tests.

	Select the most appropriate ways to answer science questions using different types of scientific enquiry Read, spell and pronounce scientific vocabulary correctly.	variables where necessary.	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables where appropriate.	relationships and explanations in oral and written forms such as displays and other presentations.	Discuss the degree of trust in results.	
Art	<p>Know how to create an accurate print design following given criteria. Experiment by using marks and lines to produce texture.</p> <p><b>Staffordshire Hoard</b></p>	<p>Know how to organise line, tint, tone, shape, colour and pattern, texture and form to represent figures and forms in movement.</p> <p>Research the work of an artist or creative practitioner and use their work to replicate a style. Know reasons why artists and designers work in the way they do and make decisions. Use the study of an artist to inform creative actions.</p> <p><b>Salvador Dali</b> <b>L.S.Lowry</b></p>	<p>Explore wash and transparency, marks and strokes when painting. Research the work of an artist or creative practitioner and use their work to replicate a style. Know reasons why artists and designers work in the way they do and make decisions. Use the study of an artist to inform creative actions.</p> <p><b>Oenone Hammersley - rainforests</b></p>	<p>Know how to use shading to create mood and feeling. Know how to express emotion in art. Experiment with shading to create mood and feeling. Experiment with media to create emotion in art.</p> <p><b>The Slave ship - Turner</b></p>		
DT	3D model of Mercia	Food – menu from WW2 Be both hygienic and safe in the kitchen Know how to prepare a meal by collecting the ingredients in the first place. Weigh and measure accurately (timings, dry ingredients and liquids)	Make a 3D model of the rainforest. Bird boxes			
	<b>Designing</b>	<b>Making</b>	<b>Evaluating</b>	<b>Technical knowledge</b>		
	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.	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.	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.		

	<p>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.</p>									
Computing	<p><b>Systems and searching</b> Recognising IT systems around us and how they allow us to search the internet.</p>	<p><b>Video production</b> Planning, capturing, and editing video to produce a short film.</p>	<p><b>Selection in physical computing</b> Exploring conditions and selection using a programmable microcontroller.</p>	<p><b>Flat-file databases</b> Using a database to order data and create charts to answer questions.</p>	<p><b>Vector drawing</b> Creating images in a drawing program by using layers and groups of objects.</p>	<p><b>Selection in quizzes</b> Exploring selection in programming to design and code an interactive quiz.</p>				
	<p style="text-align: center;"><b>Use technology safely</b></p> <p style="text-align: center;">Know that identifies can be copied, modified or altered and explain how some information may not be honest or true. Know that the internet can be a negative place where online abuse, trolling, harassment and online abuse can take place and how to help for this. Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Know how to consider the affect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Know that they have to make choices when using technology and that everything is true and/ or safe.</p>									
PSHE	<p><b>Me and my school</b> 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.</p>	<p><b>Me and my relationships</b> 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.</p>	<p><b>Me in the world</b> 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.</p>	<p><b>Me and my safety</b> 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.</p>	<p><b>Happy and healthy me</b> 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.</p>	<p><b>Me and other people</b> (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>				
	<p style="text-align: center;"><b>Mental Health</b></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		Games (Hockey)		Dance	Gymnastics	Games (Basketball/Netball)	N & W Tennis	Athletics	OAA	S & F Cricket

Music	Getting started with music technology	Emotions and musical styles	Exploring key and time signatures	Introducing chords	Words, meaning and expression	
RE	<p>2.1b Sacred writing</p> <p>Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings.</p> <p>Hinduism</p>	<p>2.3a Peace</p> <p>Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers.</p> <p>Christianity Islam Sikhism</p>	<p>2.4a Religious diversity: happiness</p> <p>Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences.</p> <p>Buddhism</p>	<p>2.5b Easter: suffering and hardship</p> <p>Investigate and reflect upon a range of religious responses to suffering, hardship and death.</p> <p>Christianity</p>	<p>2.1a Wise words</p> <p>Explore the origins of sacred writings and consider the importance for believers today.</p> <p>Christianity Islam</p>	<p>2.2d Values and beliefs</p> <p>Investigate the life of a person who has been inspired by their faith and make links between belief and action.</p> <p>Ghandi Martin Luther King</p>
MFL	<p>Salut Gustava! Hello!</p> <p>Greetings Brothers and sisters Consolidating the verb avoir (to have) and etre (to be)</p>	<p>A l'ecole School</p> <p>School objects Time</p>	<p>La nourriture Food</p> <p>Food Giving opinions about food</p>	<p>En ville Town</p> <p>Places in the town centre Directions Giving time</p>	<p>En vacances Holiday</p> <p>Going on holiday Opinions about holidays Activities on holiday</p>	<p>Chez moi My house</p> <p>Rooms at home What people do at home</p>
<p>Read and understand a short passage using familiar language.          Explain the main points in a short passage.          Read a passage independently.          Read a factual text and identify family members within it/ read and write letters to other children in another school/ read directions to follow around Handsacre/ read and write about going on holiday/ read a factual passage on a major capital city.</p>						