



Manuden Primary School - Long Term Plan

Class Name: Eagle Owl Class

Year Group(s): 5/6 Year B

Key

MF: Main Focus

LT: Light Touch

2020-2021 YEAR B	Autumn 1 Titanic	Autumn 2 Titanic	Spring 1 Mountains	Spring 2 Mountains	Summer 1 Greeks	Summer 2 Midsummer night's dream?
 Big Question	Who was responsible for the sinking of the Titanic?	Was it better to be a first-class or third-class passenger on the Titanic?	Are climbers good for mountains?	How does Manuden compare to other landscapes?	How do we use Ancient Greek ideas today?	
Experience Outcome	Titanic Green Screen News Report	Art Gallery	Mountain debate	Walk	Ancient Greek Festival Day	Summer Production
Science	Animals including humans Drawing conclusions, noticing patterns, and presenting findings Using scientific evidence and secondary sources of information		Living things and their habitat Identifying, Classifying, Recording and Presenting Data		Materials and Changes of State Observing and measuring change Asking questions and carrying fair and comparative test	
	<p align="center"><u>To work scientifically</u></p> <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. 					

Nurturing life skills and inspiring achievement for today and tomorrow



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	<ul style="list-style-type: none">• Describe the changes as humans develop from birth to old age.• Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function• Describe the ways in which nutrients and water are transported within animals, including humans•	<ul style="list-style-type: none">• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird• Describe the life process of reproduction in some plants and animals.• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals• Give reasons for classifying plants and animals based on specific characteristics•	<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• Understand 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• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic• Demonstrate that dissolving, mixing and changes of state are reversible changes• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.•
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Manuden Primary School - Long Term Plan

Class Name: Hawk Owl Class

Year Group(s): 3/4 Year B

Key

MF: Main Focus

LT: Light Touch

2020-2021	Autumn 1 The Struggle for Britain	Autumn 2 Vikings and Dragons	Spring 1 Tropical Rainforests and South America	Spring 2 Temperate Rainforests and North America	Summer 1 Egypt Now and Then	Summer 2 Ancient Egyptian Civilisation
Big Question	Anglo- Saxons or Vikings Who had the greater right to England?	Did the Vikings deserve their bad reputation?	Should the deforestation of rainforests be illegal?	What makes a great performer?	Why is Egypt a good holiday destination?	Why was the Ancient Egyptian civilisation so successful?
Experience Outcome	Vikings v Anglo-Saxon Debate	PowerPoint to answer the BIG QUESTION	Save the Rainforest Campaign green screen	LKS2 Production	Holiday Brochure/Webpage	Bridge over Nile with flood alarm
Science	Sound Asking Questions and Carrying Out Fair and Comparative Tests	Animals including humans Using Scientific Evidence and Secondary Sources of Information	Living things Drawing Conclusions, Noticing Patterns and Presenting Findings	Light Observing and Measuring Changes	Plants Identifying, Classifying, Recording and Presenting Data	Electricity Asking Questions and Carrying Out Fair and Comparative Tests
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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Year Group(s): 3/4 Year B

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MF: Main Focus

LT: Light Touch

	<ul style="list-style-type: none"> Use straightforward, scientific evidence to answer question or to support their findings. 					
	<ul style="list-style-type: none"> To be able to recognise that sounds get fainter as the distance from the sound source increases. To be able to identify how sounds are made, associating some of them with something vibrating. To be able to recognise that vibrations from a sound travel through a medium to the ear. To be able to find patterns between the volume of a sound and the strength of the vibrations 	<ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some animals have skeletons and muscles for support, protection and movement. Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety 	<ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the sizes of shadows change. 	<ul style="list-style-type: none"> Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. Investigate the ways in which water is transported within plants. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	<ul style="list-style-type: none"> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors.



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	<p>that produced it.</p> <ul style="list-style-type: none">To be able to find patterns between the pitch of a sound and features of the object that produced it.	<p>of food chains, identifying producers, predators and prey.</p>				
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Manuden Primary School - Long Term Plan

Class Name: Barn Owl Class

Year Group(s): 1/2 Year B

Key

MF: Main Focus

LT: Light Touch

2020-2021 Year B	Autumn 1 Mini beasts	Autumn 2 Christmas production Seasons Cold areas of the world	Spring 1 Great Fire of London	Spring 2 British Monarchy	Summer 1 Kenya	Summer 2 Castles
Big Question	Why are there so few insects around? What can we/farmers do to increase habitats?	Why do we have seasons? What would happen if we had no seasons?	What will the fire service look like in 100 years' time?	Should we have a Queen?	Why do people travel to Kenya?	Do castles make good homes?
Experience Outcome		Production	Fire station visit?	Arrange a tea party	Tie die T-shirts and present Kenya facts	Making a (cardboard) castles/DT
Science	To investigate living things Asking Questions and Carrying Out Fair and Comparative Tests	Seasonal change Identifying, Classifying, Recording and Presenting Data	To investigate materials Identifying, Classifying, Recording and Presenting Data	To understand plants Observing and Measuring Changes	To understand animals Drawing Conclusions, Noticing Patterns and Presenting Findings	To investigate materials Asking Questions and Carrying Out Fair and Comparative Tests
	<p><u>TO WORK SCIENTIFICALLY</u> 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>					

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Year Group(s): 1/2 Year B

Key

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	<ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name 	<ul style="list-style-type: none"> • To be able to observe and describe weather associated with the seasons. • 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"> • Distinguish between an object and the material from which it is made. • 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 	<ul style="list-style-type: none"> • Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen • 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. 	<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. • 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 	<ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • 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
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	different sources of food.		be changed by squashing, bending, twisting and stretching.		offspring which grow into adults <ul style="list-style-type: none">• 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.	be changed by squashing, bending, twisting and stretching.
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