

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | Ancient Greece | Cities | A Journey Through Space | Around the World | Anglo Saxons & The Vikings | The Dreamtime |
| Trips/Visits | Shakespeare workshop | Parkland Walk or London Eye | London Planetarium | Kew Gardens | Tolmers West Stow | |
| English | <p><u>Greek Myths and Legends (Wk 1-5)</u> Children will read and analyse a range of well known Greek myths & legends, with a strong focus on the classic: Theseus & the Minotaur. Using this analysis as inspiration, children will plan and write their own version of a Greek myth.</p> <p><u>Shakespeare (Wk 6-7)</u> A two week focus on a well known Shakespeare piece - this year, Macbeth. Children will use drama to help them engage with the story and it's characters, as well as write their own modern play scripts for one of the scenes</p> | <p><u>Book Study - The London Eye Mystery (Wk 1-6)</u> This teaching sequence supports the study of plot, character development and emotional response to strong themes such as bullying, loss, self-esteem and family in narrative fiction. The sequence follows the unfolding mystery alongside the characters and involves much inference and deduction as well as opportunities to teach grammar in context and for children to gain understanding of the impact of precise language choices on meaning.</p> <p><u>Poetry (Wk 7)</u> Children will explore techniques to convey imagery (simile, word play, rhyme and metaphor) and learn to write in a range of poetic styles - using the theme of 'cities'.</p> | <p><u>Book Study - Wonder (Wk 1-6)</u> This in depth teaching sequence is approximately six weeks long, spread across 20 sessions. This wonderful book supports pupils in building emotional responses to a text, as well as addressing issues of prejudice and bullying. The text structure, with a multi-strand narrative, offers a good model for exploring dilemmas from different characters' perspectives. Within the learning sequence, children will develop grammatical and comprehension techniques and write in a range of genres, including newspaper reports, diary entries and poetry, as well as participate in a series of drama based projects.</p> | <p><u>Persuasive writing (wk 1-3)</u> With our environmental theme in mind, children will investigate the use and structure of persuasive writing, before planning and writing a persuasive letter based around an environmental issue.</p> <p><u>Information Texts (wk 4-7)</u> Children will use e-Books to research and study a range of migration patterns by a range of animals from across the globe. With a heavy focus on relative clauses and the use of parentheses, they will work towards creating their own information text about the migration patterns of an animal of their choice.</p> | <p><u>Book Study - Beowulf</u> An in-depth study of the Michael Morpurgo adaptation of the epic Anglo-Saxon poem, Beowulf. Children will use the vocabulary rich text to deepen their learning about the Anglo Saxon and Viking cultures, and use it as a platform from which to create their own legend style narratives.</p> | <p><u>Instruction writing (Wk 1-2)</u> Using the BFG as an opening 'Dreamtime' stimulus, children will revise cohesive techniques in order to write a detailed set of instructions for the BFG's Dreamcatcher Assistant.</p> <p><u>Book Study - The Rabbits</u> <i>The Rabbits</i> is partly allegorical fable about colonisation, told from the viewpoint of the colonised. An unseen narrator describes the coming of 'rabbits' in the most minimal detail, an encounter that is at first friendly and curious, but later darkens as it becomes apparent that the visitors are actually invaders. This thought provoking book inspires debate on a range of (often new) themes and allows children the chance to engage with different cultures and write with a sympathetic tone.</p> |

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| <p>Maths</p> | <p>Week 1: Number - Place Value (4 digit numbers)</p> <p>Week 2: Place value + comparing numbers</p> <p>Week 3: Rounding and counting up and down in 1000s</p> <p>Week 4: Roman numerals, estimating and solving problems</p> <p>Week 5: Multiplication facts, counting in multiples of 6, 7, 9, 25 and 100 and factor pairs</p> <p>Week 6: long Multiplication and problem solving</p> <p>Week 7: Assessment</p> | <p>Week 1: Factors + Multiples</p> <p>Week 2: Square, Cube and Prime Numbers</p> <p>Week 3: Square, Cube and Prime Numbers</p> <p>Week 4: Multiplication and Division</p> <p>Week 5: Multiplication and Division</p> <p>Week 6: Statistics</p> <p>Week 7: Statistics</p> | <p>Week 1: Measurement - Conversion</p> <p>Week 2: Measurement - Area + Perimeter</p> <p>Week 3: Measurement - Volume + Estimation</p> <p>Week 4: Measurement - Time</p> <p>Week 5: Measurement - Money and Imperial</p> <p>Week 6: Measurement - Solving Problems</p> | <p>Week 1: Fractions - Comparing, ordering and equivalence</p> <p>Week 2: Fractions - Adding and Subtracting Fractions + Decimals</p> <p>Week 3: Fractions - Using Decimals and Percentages + Hundredths/Thousandths</p> <p>Week 4: Fractions - Rounding decimals + Mixed Numbers + Improper Fractions</p> <p>Week 5: Fractions - Division and remainders + Improper Fractions and Mixed Numbers</p> <p>Week 6: Fractions - Solving Problems</p> | <p>Week 1: Angles</p> <p>Week 2: Angles</p> <p>Week 3: Angles</p> <p>Week 4: Shape</p> <p>Week 5: Shape</p> <p>Week 6: Roman Numerals</p> | <p>Week 1: Number - Place Value</p> <p>Week 2: Multiplication and Division</p> <p>Week 3: Fractions</p> <p>Week 4: Fractions</p> <p>Week 5: Angles + Shape</p> <p>Week 6: Measurement</p> <p>Week 7: Statistics</p> |
| <p>Science Enquires</p> | <p><u>Living things and their habitats</u></p> <p>What do we know about the life cycles of mammals?</p> <p>What do we know about the life cycles of amphibians?</p> <p>What do we know about the life cycles of insects?</p> <p>What do we know about the life cycles of birds?</p> <p>What makes a successful life cycle?</p> | <p><u>Feel the Force</u></p> <p>How can we measure forces?</p> <p>Why does an object fall?</p> <p>What makes things move?</p> <p>How can we slow down falling objects?</p> <p>Does the shape of an object affect its movement in a liquid?</p> <p>Do all heavy things sink?</p> | <p><u>The Earth & Beyond</u></p> <p>How does the size of Earth compare to the Moon and the Sun and how far away are they from us?</p> <p>What is a year?</p> <p>What is a day?</p> <p>How does the sun help us to measure time?</p> <p>What time is it around the world?</p> <p>Why do we have seasons?</p> | <p><u>All Change!</u></p> <p>Are the changes that happen around us reversible or non-reversible?</p> <p>How much gas can be produced by non reversible change?</p> <p>How long does it take for iron nails to rust?</p> <p>What happens when a candle burns?</p> <p>How long does it take for things to rust?</p> <p>What would make the</p> | <p><u>Get sorted</u></p> <p>How can we compare and group materials?</p> <p>Is a solid always hard?</p> <p>Is a liquid always runny?</p> <p>Are all metals the same?</p> <p>Are all plastics the same?</p> <p>To bounce or not to bounce: why are sports balls so different?</p> | <p><u>Reproduction in Plants and Animals (including humans)</u></p> <p>Sexual Reproduction in plants</p> <p>Sexual Reproduction in amphibians</p> <p>Sexual Reproduction in birds</p> <p>Sexual Reproduction in mammals</p> <p>Changes that occur during puberty in boys and girls</p> |

| | Why do animals make incredible journeys as part of their life cycles? | How can we use levers to help us? | Why does the moon appear to change shape? | best rocket fuel? | | |
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| History | <p><u>Ancient Greece</u></p> <p>This unit covers the history of Greece from after the defeat of the Persians until the defeat of Athens by Sparta. Children will learn about advances in democracy, art, literature, and architecture developed within Athens.</p> <ul style="list-style-type: none"> -The golden age of Athens. -The Peloponnesian War -Alexander the Great -Contributions of the Greeks | | | | <p><u>The Anglo Saxons/Vikings</u></p> <p>In this engaging unit of work, we begin by looking in detail at the reasons for the Saxon invasion and comparing this with the Romans' motives, and exploring the evidence we have for the Saxon way of life. Key changes such as the coming of Christianity will also be explored as well as the reign of King Alfred, which not only provides a great way of linking the Saxons and the Vikings, it also offers a really fruitful context for exploring historical interpretations. To ensure that pupils have a clear overview of the whole period, and its importance in British history, we finish by exploring the question: <i>How 'Dark' were the Dark Ages?</i></p> | |

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| <p>Geography</p> | | <p><u>Cities and Human Geography + Map Skills</u></p> <p>Focusing particularly on cities, children will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.</p> <p>Cities in focus:</p> <ul style="list-style-type: none"> - London - Barcelona - New York <p>Building upon their mapping skills, children will use the 8 points of a compass, 4 and 6-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</p> | | <p><u>Earth Climate Zones + Map Skills</u></p> <p>Each week children will study a different climate zone, with a focus on BBC documentaries to drive questioning.</p> <p>Polar Zones Deserts Tropics Mediterranean Temperate</p> <p>Children will describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Children will also begin to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> | <p><u>UK and European Physical Geography + Map Skills</u></p> <p>Linking closely with our Anglo Saxon unit, children will name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Children will also continue to review and build upon map skills learnt throughout the year, looking closely at 6-figure grid referencing (including at Tolmers Camp), using compasses and recognising topography and how it is represented on a map.</p> | |
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| <p>Art</p> | <p><u>Ancient Greek Pots</u> Plan and develop ideas, by designing an ancient Greek pot or plate. Selecting colour to fit purpose.</p> <p>Look at pattern, colour and texture of Greek pots. Understand shape, form, model and join.</p> <p>To replicate styles by considering all the properties and processes involved in making a Greek pot.</p> <p>Develop the ability to discuss and evaluate their own work and that of other sculptors.</p> | <p><u>Cities - Escher</u></p> <p>Replicate the work of MC Escher.</p> <p>Develop observation skills and experiment with hue, tint, tone and shades.</p> <p>Cityscapes - Create a portfolio of abstract art by selecting and using a range of everyday materials to create a range of textures, shapes and patterns.</p> <p>Explore the use of texture in colour to develop depth and create a Cityscape collage.</p> | | | | <p><u>Australian Aboriginal Art (Geometric/Dot Paintings)</u></p> <p>Look at a range of geometrical dot paintings.</p> <p>Apply knowledge of different techniques to express feelings.</p> <p>Analyse the symbolism in aboriginal art and use of colour to fit purpose.</p> <p>Discuss and evaluate their work and that of others.</p> |
| <p>Design Tech</p> | | | <p><u>Rocket Design</u></p> <p>Children will learn about the basic properties of rockets and begin planning/designing their own rocket. Rockets will be launched from a height and be expected to protect an egg through a range of speed and impact reducing features.</p> | <p><u>Hydraulic Powered Crane</u></p> <p>In groups, children will be briefed on a problem faced in certain climate zones around the world - the threat of earthquakes and landslides. They will work as engineers to design and build a hydraulically powered crane (also using a pulley system) that can lift debris to a certain height above the ground.</p> | <p><u>Sewing</u></p> <p>Children analyse relics of Anglo Saxon logos and then design a 'family flag', which will include symbolic features which hold meaning to them. Children will consider colour, lines, shape and space before developing their sewing skills using cloth, needles and thread to create their flags.</p> | |
| <p>PE</p> | <p>Swimming</p> <p>Net-based games -</p> | <p>Swimming</p> <p>Dance - GSFS</p> | <p>Swimming</p> <p>Gymnastics - GSFS</p> | <p>Gymnastics</p> <p>Athletics - GSFS</p> | <p>Athletics</p> <p>Set targets & improve performance in running,</p> | <p>Cricket</p> <p>Rounders - GSFS</p> |

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| | GSFS | | | | jumping and throwing activities. Tennis - GSFS | |
| Computing | <p>News Reports</p> <p>Using programs such as iMovie, children will work in groups to present a news report on a historical ancient Greek battle, such as the Battle of Marathon. They will be expected to write a script, practise lines, collect props, scout locations, film a range of scenes using different shots, edit length and include text overlays and soundscapes. Each finished product will be screened to the class at the end of term.</p> | <p>Data Analysis</p> <p>In this seven-week unit of work, children will build their confidence in the use of spreadsheets to display and analyse data. Throughout the unit they will learn to:</p> <ul style="list-style-type: none"> - enter labels and numbers into a spreadsheet - enter formulae into a spreadsheet - use 'SUM' to calculate the total of a set of numbers in a range of cells - change data in a spreadsheet to answer 'what if...?' questions and check predictions | <p>Coding</p> <p>This unit will encourage pupils to think outside of the box as they develop the skills required to build a multi-player computer game, linked with our space theme. They will learn to use a range of algorithms and commands to control characters and will begin to identify problems and 'bugs' in their game and learn to adapt them accordingly.</p> | <p>How the Internet Works</p> <p>In this unit of work, children will begin to look deeper into the mechanical systems that make up the most powerful tool made by mankind - the Internet. Throughout the term, children will begin to:</p> <ul style="list-style-type: none"> - Understand and demonstrate safety on the internet - Demonstrate understanding of networks and the internet being a large network of computers - Understand how data is transferred between computers using packets and IP addresses - Use search engines appropriately and understand different search conditions - Develop fluency of a variety of computing software - use shortcuts, office programs | <p>Web Design</p> <p>This web-design unit of work will enable children to critically analyse, design and then build a personalised blog, with links to our topics from throughout the year. They will consider layout, content and audience for their website and ensure that it is maintained appropriately throughout the term with educational links and points of interest.</p> | <p>App design</p> <p>Identify some of the great UK designers in all of the areas of study (to generate ideas for designs).</p> <p>With a focus on 'Apps', students identify a 'need' in the market and design a new product, including logo, homepage, as well as three additional pages.</p> <p><i>Improve upon existing designs, giving reasons for choices.</i></p> <p><i>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</i></p> |

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| <p>Music</p> | <p>Autumn 1: Livin' on a Prayer</p> <ul style="list-style-type: none"> - Listen & Appraise - Games - Singing - Playing - Improvisation - Composition - Perform and share | <p>Autumn 2: Classroom Jazz 1</p> <ul style="list-style-type: none"> - Playing - Improvisation - Perform and share | <p>Spring 1: Make You Feel My Love</p> <ul style="list-style-type: none"> - Listen & Appraise - Games - Singing - Playing - Improvisation - Composition - Perform and share | <p>Spring 2: Fresh Prince of Bel-Air</p> <ul style="list-style-type: none"> - Listen & Appraise - Games - Singing - Playing - Improvisation - Composition - Perform and share | <p>Summer 1: Dancing in the Street</p> <ul style="list-style-type: none"> - Listen & Appraise - Games - Singing - Playing - Improvisation - Composition - Perform and share | <p>Summer 2: Reflect, rewind and replay</p> <ul style="list-style-type: none"> - Listen & Appraise - Games - Singing - Playing - Improvisation - Composition - Perform and share |
| <p>RE</p> | <p><u>The Buddha and his teachings</u></p> <p>Learn about:</p> <ul style="list-style-type: none"> -The key events in the life of Siddhartha Gotama -The four sights which changed Siddhartha's life -The Buddha taught that everyone can become awake to the truth (Enlightened) -Buddhists try to live their lives by following the teachings of the Buddha | <p><u>The Mosque and the Muslim community</u></p> <p>Learn about:</p> <ul style="list-style-type: none"> -The building of the first mosque in Madinah -That the building of the first mosque taught Muslims about being part of the Muslim community -That mosques are used by the Muslim community for prayer, for celebration and learning -Muslims all over the world share the same beliefs and the same Holy Book in Arabic (the Qur'an) -Muslims believe in One God, Allah, who created the whole universe. Salah helps Muslims | <p><u>Exploring Christian values in the world today</u></p> <p>Learn that:</p> <ul style="list-style-type: none"> -Stories can be used to teach something beyond their face value -Christians believe that in caring for others are found in the bible and they show their love for God -Jesus told stories to communicate his teachings -Jesus taught that all people are neighbours to be loved as they love themselves, caring for others shows a love to God. -There is unfairness and injustice in the distribution of the | <p><u>Pesach</u></p> <p>Learn that:</p> <ul style="list-style-type: none"> -Everyday objects can have symbolic meaning, e.g. light is a symbol of hope. -The experience of persecution and freedom from slavery is relived at the Seder -At the Seder Jews give thanks that God has not forgotten them in their suffering -The traditions of Passover involve the whole family especially the children and that symbolic food can be used to remember important events -Festivals involve | <p><u>The Sikh community and the Gurdwara: What do Sikhs believe is important? (Gurdwara Visit)</u></p> <p>Learn that:</p> <ul style="list-style-type: none"> -Sikhs wear the 5 Ks to show their commitment to their faith -Guru Gobind Singh taught that people show their values by the way they live, to help others whatever their religion or beliefs. -The festival of Baisakhi is the anniversary of the establishment of the Khalsa -When Sikhs take Amrit and that Langar is a key feature of every Gurdwara -The Guru Granth | <p><u>Letters to God</u></p> <p>Children to think about the religions they have learnt about through the year and make comparisons, discussing similarities and differences.</p> <p>Children then establish a deeper level of understanding by asking a '<i>big question</i>' to God.</p> |

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| | | remember Allah and how they should live. | world's resources | „getting ready“ physically and spiritually. | Sahib is revered by Sikhs, it contains the word of God. | |
| Philosophy/ PSHE/Meditation | <p><u>Values based PSHE</u></p> <p>What is right & wrong?</p> <p>Is it ok to lie?</p> <p>What is fair?</p> <p><u>Dealing with Feelings</u></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about a wide range of emotions and feelings and how these are experienced in the body • about times of change and how this can make people feel • about the feelings associated with loss, grief and bereavement <p>(Islington p221-226)</p> | <p><u>Values based PSHE</u></p> <p>What Makes Me, Me?</p> <p>Why should I be good?</p> <p>Is it ever ok to do something bad?</p> <p><u>Dealing with Difficult Situations</u></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • to understand why forgiveness is important to a friendship • to understand embarrassment • to develop strategies for anger management <p>- What Makes Me, Me?</p> <p>- Why should I be good?</p> <p>- Is it ever ok to do something bad?</p> <p>(Enfield scheme - Year 5 half term 2)</p> | <p><u>Values based PSHE</u></p> <p>Who owns the sky?</p> <p>Am I always responsible for my actions?</p> <p><u>Different Influences</u></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about the risks associated with smoking drugs, including cigarettes • about different influences on drug use - alcohol, tobacco and nicotine products • strategies to resist pressure from others about whether to use drugs - smoking drugs and alcohol <p>(Islington p227-232)</p> | <p><u>Values based PSHE</u></p> <p>Is there life in other parts of the universe & what might life be like?</p> <p>Reality</p> <p><u>Borrowing and Earning Money.</u></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> - That money can be borrowed and there are risks associated with this <p>(Islington p233-238)</p> | <p><u>Values based PSHE</u></p> <p><u>In the media.</u></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> - That the messages given to them on food adverts can be misleading - About role models - About how the media can manipulate images and 'blur the line of truth'. <p>(Islington p205-209)</p> | <p><u>Values based PSHE</u></p> <p><u>RSE</u></p> <ul style="list-style-type: none"> - Talking About Puberty - Puberty and Hygiene - Menstruation education for girls - Becoming Men and Women - Building Good Relationships |