

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Everything Changes or Does it? (Materials, Science Focus)	What's Up There? (Space, Science Focus)	Your Country needs You! (WW II History Focus) Mapping the World		Heal the World (Environmental, Geography Focus)	Hot, Hot, Hot! (Caribbean, Geography Focus)
Narrative	The Ice Palace- Robert Swindells Suspense Narratives Letters Diary Entries	Cosmic- Frank Cotteral Boyce Writing in the Style of an author	Friend Or Foe- Michael Morpurgo Historical Setting Narrative Diary Entries		A Thief in the Village and other short stories from other cultures Diary Entries	The Ice Palace- Robert Swindells Suspense Narratives Letters Diary Entries
Non-Fiction		Non Chronological Reports About Space Instructional Writing	Newspaper Reports Persuasive Posters			
Poetry	Kennings Calligrams			War poetry	Poems with a Caribbean Theme.	
Maths	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division Statistics		Number: Fractions Number: Decimals Number: Percentages		Geometry: Angles Geometry: Shapes Geometry: Position and Direction Measure: Converting Units Number: Prime Numbers Measure: Perimeter and Area Measure: Volume	
Science	<p><u>Properties and changes of materials</u></p> <ul style="list-style-type: none"> * compare & group materials – hardness, solubility, transparency, conductivity (electrical & thermal), magnetic/non-magnetic * understand that some materials dissolve in liquid to form a solution, & 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 * irreversible changes – burning, oxidisation, action of acid <p>Science Focus – full investigation, fair test, explain, measure, record</p>	<p><u>Earth and Space</u></p> <ul style="list-style-type: none"> * movement of the Earth and other planets, relative to the Sun * movement of the Moon relative to the Earth * spherical bodies * day and night <p>Science Focus – compare, explain</p>		<p><u>Forces</u></p> <ul style="list-style-type: none"> * Gravity, air resistance, water resistance, friction * Galileo & Isaac Newton * Why objects move, get faster or slow down * Transferring forces and motion through gears, pulleys, levers and springs <p>Science Focus – full investigations, observe, measure, record, explain, generalise</p>	<p><u>Living things and their habitat</u></p> <ul style="list-style-type: none"> * differences in life cycles of a mammal, an amphibian, an insect and a bird * describe the life processes of reproduction in some plants and animals * David Attenborough & Jane Goodall <p>Animals, including humans</p> <ul style="list-style-type: none"> * Describe the changes as humans develop from birth to old age <p>Science Focus – observe,</p>	

Visits/Visitors Focus Weeks	Science Museum		Royal Observatory Space Workshop		Docklands Museum Science Week Trip		Imperial War Museum		Soanes Centre			
Computing		<p>Information Technology: Select, use and combine Internet services; Hyperlinks Analyse information and evaluate information: Internet</p> <p>Computer Science: Design and create programs: Scratch Debug programs Use repetition in programs</p>		<p>Information Technology: Select, use and combine Internet services; Hyperlinks Analyse information and evaluate information: Internet</p> <p>Computer Science: Design and create programs: Scratch Debug programs Use repetition in programs</p>		<p>Information Technology: Select, use and combine Internet services; Hyperlinks Analyse information and evaluate information: Internet</p> <p>Computer Science: Design and create programs: Scratch Debug programs Use repetition in programs</p>		<p>Information Technology: Design and create content: Desktop Publisher/PowerPoint Computer Science: Understand how computer networks can provide multiple services (www) and appreciate how search results are selected and ranked: Internet Control or simulate physical systems</p>				<p>Information Technology: Design and create content: Desktop Publisher/PowerPoint Computer Science: Understand how computer networks can provide multiple services (www) and appreciate how search results are selected and ranked: Internet Control or simulate physical systems</p>

Art	<p>Pop Art - Roy Lichtenstein. Onomatopoeia Comic Explosions - Sketchbooks</p> <p>Onomatopoeia Comic Explosions - Final Design in Collage Andy Warhol – Pop Art</p> <p>Sketchbook Study of his Work Andy Warhol – Pop Art Sketchbook</p> <p>Andy Warhol – Children Bring in Own Branded Product to Develop Ideas</p> <p>Andy Warhol – Pop Art Final Design in Print and Paint</p> <p>Jean Michel Basquiat – A Study of the Artist Through Sketchbook.</p> <p>Grey’s Anatomy – Study of the Human Body in Sketchbooks To Initiate a Response to Basquiat</p> <p>Jean Michel Basquiat Response – Final Design</p>	<p>Pop Art - Roy Lichtenstein. Onomatopoeia Comic Explosions - Sketchbooks</p> <p>Onomatopoeia Comic Explosions - Final Design in Collage Andy Warhol – Pop Art</p> <p>Sketchbook Study of his Work Andy Warhol – Pop Art Sketchbook</p> <p>Andy Warhol – Children Bring in Own Branded Product to Develop Ideas</p> <p>Andy Warhol – Pop Art Final Design in Print and Paint</p> <p>Jean Michel Basquiat – A Study of the Artist Through Sketchbook.</p> <p>Grey’s Anatomy – Study of the Human Body in Sketchbooks To Initiate a Response to Basquiat</p> <p>Jean Michel Basquiat Response – Final Design</p>	<p>Pop Art - Roy Lichtenstein. Onomatopoeia Comic Explosions - Sketchbooks</p> <p>Onomatopoeia Comic Explosions - Final Design in Collage Andy Warhol – Pop Art</p> <p>Sketchbook Study of his Work Andy Warhol – Pop Art Sketchbook</p> <p>Andy Warhol – Children Bring in Own Branded Product to Develop Ideas</p> <p>Andy Warhol – Pop Art Final Design in Print and Paint</p> <p>Jean Michel Basquiat – A Study of the Artist Through Sketchbook.</p> <p>Grey’s Anatomy – Study of the Human Body in Sketchbooks To Initiate a Response to Basquiat</p> <p>Jean Michel Basquiat Response – Final Design</p>	<p>Islamic Printing Making</p> <p>Islamic Tiles</p> <p>Glaze Ware</p> <p>Day of the Dead</p> <p>Day of the Dead</p> <p>Day of the Dead</p> <p>Trace Leonardo Di Vinci</p> <p>Respond to Di Vinci</p>	<p>Islamic Printing Making</p> <p>Islamic Tiles</p> <p>Glaze Ware</p> <p>Day of the Dead</p> <p>Day of the Dead</p> <p>Day of the Dead</p> <p>Trace Leonardo Di Vinci</p> <p>Respond to Di Vinci</p>		
DT	<p><u>Shelters</u> Design, make and evaluate a shelter for a gerbil to sleep in</p>	<p><u>Shelters</u> Design, make and evaluate a shelter for a gerbil to sleep in</p>	<p><u>Shelters</u> Design, make and evaluate a shelter for a gerbil to sleep in</p>	<p><u>Food Technology</u> Design, make and evaluate pizza for children to eat at a party.</p>	<p><u>Food Technology</u> Design, make and evaluate pizza for children to eat at a party.</p>		
History	<p>Science driver- No humanities!</p>			<p>World War II- Local study</p> <p>BIG QUESTION: What did World War II have to do with Tower Hamlets?</p>			<p>Early Islamic Civalisation</p> <p>BIG QUESTION: Why was the Islamic Civalisation around 900AD known as the ‘Golden Age?’</p>

Geography			Explore parts of the world involved in WWII, what they were like etc.	BIG QUESTION: How have the docklands changed due to war?	<u>Mapping the world</u> Exploring longitude and latitude etc. Comparing life in Britain to contrasting parts of the world	
PSHE	Being in My World/Celebrating Difference	RE	Dreams and Goals/Healthy Me	RE	Relationships	Changing Me
RE	PSHE	2.1 Why do some people think God exists? 2.2 What would Jesus do (can we live by the value of Jesus in the 21 st century?)	PSHE	2.4 If God is everywhere, why go to a place of worship? E.g Christians, Hindus and Jewish people.	PSHE	2.7 What matters most to Christians and Humanists?
PE	Gymnastics (PE Primary Year 5 Activity Unit 1) Focus: The unit aims to encourage children to: * perform actions, shapes and balances consistently and fluently; * understand and perform actions relating to symmetry, asymmetry, twisting, turning and rotation; * choose and apply basic compositional ideas to the sequences, and adapt them to new situations; * know and understand the basic principles of warming up and why it is important for good-quality performance; * understand why physical activity is good for their health; * choose and use information and criteria to evaluate their own and others' work.		Dance Focus: The unit aims to encourage children to: * explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group; * compose dances by using, adapting and developing steps, formations and patterning from different dance styles; * perform dances expressively, using a range of performance skills; * organise their own warm-up and cool-down activities; * show an understanding of why it is important to warm up and cool down; * describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and content.		Invasion Games Focus: The unit aims to encourage children to: * develop a broader range of techniques and skills for attacking and defending; * know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations; * choose and apply skills more consistently in activities; * know and understand the basic principles of warming up, and understand why it is important for a good-quality performance; * demonstrate that they understand the principles of warming up by choosing appropriate activities for the games they are going to play; * choose and use information to evaluate their own and others' work. Athletics Focus: The unit aims to encourage the children to: * link running, jumping and throwing actions and apply them accurately and appropriately; * show precision, control and fluency in performance; * analyse and comment on running, jumping and throwing skills and techniques; * modify and refine skills and techniques to improve performance; * describe the effects exercise has on their body and its value to health and wellbeing	
	Swimming at Mile End (Arabian)		Swimming Mile End (Persian)		Swimming Mile End Caspian	
Music	Music Project/Ensembles Recorder and metallophone technique	Ukulele technique: Pop and rock songs of up to five chords	African Rhythms: Reading rhythmic notation and playing cycling patterns and multi-rhythms on the djembes and other percussion.		Music Ensembles Performing arrangements of pop and rock songs transcribed for 5 different instruments	
MFL			Unit 1: About myself	Unit 2: Family and Friends	Unit 3: Free time	Unit 4: Likes and Dislikes