

| Year 5                   | Autumn -                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Spring -                                                                                                                                                                                                                                                                                | Summer -                                                                                                                                                                                                                                                                                                           |
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| English Lancashire units | <b>Autumn 1:</b> <ul style="list-style-type: none"> <li>Legends</li> <li>Persuasion</li> </ul> <b>Autumn 2:</b> <ul style="list-style-type: none"> <li>Stories with Historical Settings</li> <li>Film and Playscripts Classic</li> <li>Narrative Poetry</li> </ul>                                                                                                                                                                                                                                                               | <b>Spring 1:</b> <ul style="list-style-type: none"> <li>Science Fiction Stories</li> <li>Information Booklets</li> <li>Poems with a Structure</li> </ul> <b>Spring 2:</b> <ul style="list-style-type: none"> <li>Novel as a Theme</li> <li>Magazine: Information Text Hybrid</li> </ul> | <b>Summer 1:</b> <ul style="list-style-type: none"> <li>Stories from other Cultures</li> <li>Debate</li> </ul> <b>Summer 2:</b> <ul style="list-style-type: none"> <li>Myths</li> <li>Reports</li> <li>Poems with figurative language</li> </ul>                                                                   |
| Maths (WRM)              | <ul style="list-style-type: none"> <li>Place Value</li> <li>Addition &amp; Subtraction</li> <li>Multiplication &amp; Division</li> <li>Fractions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Multiplication &amp; Division</li> <li>Fractions</li> <li>Decimals &amp; Percentages</li> <li>Perimeter &amp; Area</li> <li>Statistics</li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>Shape</li> <li>Position &amp; Direction</li> <li>Decimals</li> <li>Negative Numbers</li> <li>Converting Units</li> <li>Volume</li> </ul>                                                                                                                                    |
| RE                       | <ul style="list-style-type: none"> <li>5.1 How and why do Christians read the Bible? (11 hrs 6+5)</li> <li>Non Christian faith unit: Sacred Books (5)</li> <li>5.2 – How do our celebrations reflect the true meaning of Christmas? (4)</li> </ul>                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>5.3 Why do Christians believe Jesus was a great teacher? (6)</li> <li>5.4 Why do Christians believe that Easter is a celebration of Victory? (5)</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>5.5 Did she make the right choice? (5 hrs)</li> <li>5.6 - Is death an ending or a beginning? (5 hrs)</li> <li>Non Christian faith unit: Judaism (2 hrs)</li> </ul> <p>(12)</p>                                                                                              |
| Geog                     | <p><b><u>What choices do I have about my food?</u></b></p> <ul style="list-style-type: none"> <li>Where do goods on our supermarket shelves come from and why should I consider food miles when buying a product? <ul style="list-style-type: none"> <li>What is Fairtrade?</li> <li>What do we mean by import and export?</li> </ul> </li> <li>How do climate zones affect the availability of food globally? <ul style="list-style-type: none"> <li>How are trade and land usage linked with Blackburn?</li> </ul> </li> </ul> |                                                                                                                                                                                                                                                                                         | <p><b><u>Why do so many British people go to the Mediterranean for their holidays?</u></b></p> <ul style="list-style-type: none"> <li>Where is the Mediterranean?</li> <li>Which countries are on the Mediterranean coast?</li> <li>How do the human and physical features of the UK and Greece differ?</li> </ul> |

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|         | Fairtrade Fortnight 21st September - 4th October                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>How does Blackpool differ from a holiday resort in Greece?</li> <li>What are the differences in food, language, lifestyle and jobs in the UK and Greece?</li> </ul>                                                                                                                                                                                                                                                         |
| History | <u>What was life like in Blackburn during the industrial revolution?</u> <ul style="list-style-type: none"> <li>What was life like before the Industrial Revolution?</li> <li>What was the industrial revolution and what caused it?</li> <li>How did the cotton industry grow in the 20th century and what was the impact of the growth of the cotton industry to the North West of England?</li> <li>What was life like inside the cotton mills?</li> <li>What was the impact of the industrial revolution?</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                    | <u>What was the legacy of the Ancient Greeks?</u> <ul style="list-style-type: none"> <li>Who were the Ancient Greeks and what was happening in Britain at the same time?</li> <li>What impact have the Ancient Greeks had on us today?</li> <li>What were the main characteristics of the city states including Sparta and Athens?</li> <li>How do we know about the Ancient Greeks?</li> <li>How important was trade for the Ancient Greeks?</li> </ul>           |
| Sci     | Forces -<br><u>What is a force and how does it impact the way things move?</u> <ul style="list-style-type: none"> <li>How does friction affect the amount of force required to move an object?</li> <li>What is gravity?</li> <li>How does air resistance affect the speed at which an object falls?</li> <li>What changes the effects of water resistance?</li> <li>What impact do gears, levers and pulleys have on forces?</li> </ul>                                                                                 | Materials -<br><u>How do scientists choose materials for their inventions?</u> <ul style="list-style-type: none"> <li>What material is most effective in keeping a cup of tea warm?</li> <li>Which material would be best to keep an ice lolly cold?</li> <li>When we change a material, is it always forever?</li> <li>How can we separate a mixture?</li> <li>When does a change make a new material?</li> </ul> | Living things and their habitat -<br><u>As a naturalist, how can I support plant and animal life cycles to thrive?</u> <ul style="list-style-type: none"> <li>Are there any differences between the life cycles of mammals, amphibians, insects and birds?</li> <li>How can we behave like naturalists?</li> <li>What is sexual reproduction in plants?</li> <li>Can plants reproduce without seeds?</li> <li>Do all animals reproduce in the same way?</li> </ul> |
|         | Earth and Space -                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                    | Animals including humans - Puberty                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|            | <p><u><b>What impact does the movement of the Earth and Moon have on our lives?</b></u></p> <ul style="list-style-type: none"> <li>• How does our position in the solar system impact life on Earth?</li> <li>• Does anything else orbit the sun?</li> <li>• How do we get night and day?</li> <li>• How can shadows show us that Earth is rotating?</li> </ul>                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><u><b>How does the human body change as we grow?</b></u></p> <ul style="list-style-type: none"> <li>• What are the different body parts for boys and girls?</li> <li>• What is the menstrual cycle?</li> <li>• How does the male reproductive system work?</li> <li>• Why is personal hygiene important as people go through puberty?</li> </ul>                                                                                     |
| <b>Art</b> | <p><u><b>Drawing: Typography and maps</b></u></p> <ul style="list-style-type: none"> <li>• What is 'typography'?</li> <li>• How can I make my own typography using my interests?</li> <li>• How can I make graphic powerful drawings?</li> <li>• How can I create a visual map?</li> <li>• How can I reflect on my work?</li> </ul>                                                                                         | <p><u><b>Painting: Mixed media Land &amp; City scapes</b></u></p> <ul style="list-style-type: none"> <li>• How do artists respond to land and city scapes?</li> <li>• How can I experiment with paper sizes to make my sketchbook more interesting?</li> <li>• How can I use mixed media to capture the spirit and energy of a place?</li> <li>• How can I reflect on my exploration?</li> </ul>                 | <p><u><b>Working in three dimensions: Set design</b></u></p> <ul style="list-style-type: none"> <li>• How do designers design sets for theatre?</li> <li>• How can I respond to a stimulus to build a model set?</li> <li>• How can I adapt and change my model?</li> <li>• How can I use my sketchbook to generate ideas, jot down thoughts, test materials, record and reflect?</li> <li>• How can I reflect on my set?</li> </ul>    |
| <b>DT</b>  | <p><b>Which Fairtrade produce could be used to make a savoury dish?</b></p> <ul style="list-style-type: none"> <li>-Find out about different fairtrade foods and recipes</li> <li>-Research and taste different produce</li> <li>-Design an initial idea, which focuses on selecting ingredients</li> <li>-Gather resources and make the product</li> <li>-Evaluate the final product against the original brief</li> </ul> | <p><b>How can we make a model to show how a planet rotates?</b></p> <ul style="list-style-type: none"> <li>-Research how planets rotate</li> <li>-Research different CAM mechanisms</li> <li>-Design an initial idea, which focuses on using a CAM mechanism</li> <li>-Consider the best way to create and make the model</li> <li>-Evaluate the finished model and consider how it could be improved</li> </ul> | <p><b>How can we use different stitches to create a textile flower for a floral display?</b></p> <ul style="list-style-type: none"> <li>-Research structures of flowers and how stems support flowers</li> <li>-Research different stitches and materials</li> <li>-Create initial designs of different ideas for discussions</li> <li>- Show the correct techniques when stitching, knowing how to join different materials</li> </ul> |

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| <b>Music (Charanga)</b>                                                         | <ul style="list-style-type: none"> <li>• <b><u>Shaping Music:</u></b> <ol style="list-style-type: none"> <li>1. Improvise confidently over a drone or groove.</li> <li>2. Compose a short ternary piece using Music Notepad.</li> </ol> </li> <li>• <b><u>Unlocking Vocal Potential:</u></b> <ol style="list-style-type: none"> <li>1. Sing with a sense of ensemble, paying attention to phrasing, pitching and musical style.</li> <li>2. Sing songs in unison, and in two or three parts.</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>• <b><u>Sounds Dramatic:</u></b> <ol style="list-style-type: none"> <li>1. Compose and arrange an original “Spooky Story” track in YuStudio using major and minor chords, melody, rhythm, basslines, and sound effects to create a specific atmosphere or mood.</li> <li>2. Enhance the overall quality and effectiveness of their composition by evaluating their own creative, technical and musical decisions through performing compositions individually or in groups</li> </ol> </li> <li>• <b><u>Decoding Sound And Notation:</u></b> <ol style="list-style-type: none"> <li>1. Develop and expand musical understanding through critical listening and analysis of contrasting pieces.</li> <li>2. Read and perform notated melodies with confidence, applying knowledge of pitch, rhythm, and musical expression.</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>• <b><u>Carnival Time 1:</u></b> <ol style="list-style-type: none"> <li>1. Develop ensemble and instrumental skills by performing samba rhythms accurately and expressively, demonstrating awareness of pulse, dynamics, and coordination.</li> <li>2. Compose and perform original Call &amp; Response sections, integrating learned patterns into full samba compositions.</li> </ol> </li> <li>• <b><u>Music Speaks:</u></b> <ol style="list-style-type: none"> <li>1. Create and produce music with multiple sections that include repetition and contrasts.</li> <li>2. Use chord changes as part of a (sequenced) composition.</li> </ol> </li> </ul> |
| <b>Computing (Purple Mash)</b>                                                  | <ul style="list-style-type: none"> <li>• Online Bullying</li> <li>• Quizzing</li> <li>• Databases</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Spreadsheets</li> <li>• Concept maps</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Self-Image and Identity</li> <li>• Coding</li> <li>• Word processing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Online Safety - throughout the year using 2beSafe (on acceleration days)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| <p><b>French</b><br/><b>(Mrs Wardle)</b></p> | <p><u><b>Unit 15 – On the way to school</b></u><br/>Describe a journey to school – learn to say and write accurately <b>places in the town</b>, observing sound/spelling patterns. Learn the <b>alphabet</b> to develop understanding of spelling of words and start to predict spelling of words from the unit. To spell words aloud in front of the group in a spelling bee.<br/>Understand and give simple <b>directions</b> and follow them on a map</p> | <p><u><b>Unit 13 - Bon Appétit</b></u> – Decipher a recipe for <b>crepes</b> and create a simplified written version. Learn/revise a range of <b>food items</b> and express opinions and how to ask for them politely. Learn how to express <b>flavours and fillings</b>. Recognise plural nouns and understand the def and indef article in masc and fem form. Dictionary work. <b>Imperatives, compound sentences</b>. Decipher a <b>School lunch menu</b> – compare to our school</p> | <p><u><b>Unit 6/8 –shopping</b></u><br/>To take part in a transactional role-play in a <b>shop</b> as shopkeeper and customer. To deduce the meaning of items in the shop by matching pictures to words. To learn a range of fruit and vegetables and other key food items to buy on trip to France To extend <b>numbers up to 59</b> and to be able to understand and say <b>numbers as prices</b>. Learn about the history and culture of <b>the Euro</b> and how to use. To learn a range of toy vocabulary. To <b>express a positive and negative opinion</b> and to <b>justify</b> that opinion with a range of adjectives.</p> |
| <p><b>PSHEC</b><br/><b>Jigsaw</b></p>        | <p><u>Being Me in My World</u><br/>Planning the forthcoming year<br/>Being a citizen<br/>Rights and responsibilities<br/>Rewards and consequences<br/>How behaviour affects groups<br/>Democracy, having a voice, participating</p> <p><u>Dreams and Goals</u><br/>Future dreams<br/>The importance of money<br/>Jobs and careers<br/>Dream job and how to get there<br/>Goals in different cultures<br/>Supporting others (charity)<br/>Motivation</p>      | <p><u>Celebrating Differences</u><br/>Cultural differences and how they can cause conflict<br/>Racism<br/>Rumours and name-calling<br/>Types of bullying<br/>Material wealth and happiness<br/>Enjoying and respecting other cultures</p> <p><u>Healthy Me</u><br/>Smoking, including vaping<br/>Alcohol<br/>Alcohol and anti-social behaviour<br/>Emergency aid<br/>Body image<br/>Relationships with food<br/>Healthy choices<br/>Motivation and behaviour</p>                         | <p><u>Relationships</u><br/>Self-recognition and self-worth<br/>Building self-esteem<br/>Safer online communities<br/>Rights and responsibilities online<br/>Online gaming and gambling<br/>Reducing screen time<br/>Dangers of online grooming<br/>SMARRT internet safety rules</p> <p><u>Changing Me</u><br/>Self- and body image<br/>Influence of online and media on body image<br/>Puberty for girls<br/>Puberty for boys<br/>Conception (including IVF)<br/>Growing responsibility<br/>Coping with change<br/>Preparing for transition</p>                                                                                     |
| <p><b>PE</b></p>                             | <p>● Jagtag</p>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>● Basketball</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>● Handball</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|  | <ul style="list-style-type: none"><li>• Dodgeball</li></ul> | <ul style="list-style-type: none"><li>• Rounders</li><li>• Swimming</li></ul> | <ul style="list-style-type: none"><li>• Athletics</li></ul> |
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