
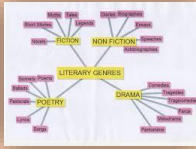

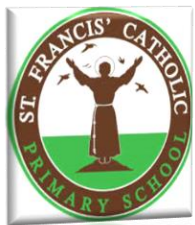


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	Autumn 1 Survival!	Autumn 2 Food Glorious Food	Spring 1 Earthlings	Spring 2 Super Sleuth	Summer 1 Amazon Adventure	Summer 2 Faster, Higher, Stronger
AUTHOR STUDY/CLASS READ 	The Explorer - Katherine Rundell	Oliver Twist – Charles Dickens	George's Secret Key to the Universe - Stephen Hawking	Foul Play - Tom Palmer Whodunit? Detective Stories Chosen - Philip Pullman.	Running Wild - Michael Morpurgo	Short Stories – Greek Myths
GENRES 	Fiction Non-fiction (Fact file) Biography	Stories with historical settings Films and play scripts Classic narrative poetry. Instruction writing	Science Fiction Information booklets Shakespeare	Detective / crime fiction Report Writing Newspaper report	Explanation text Narrative Persuasive Discussion	Myths Reports Poems with figurative language Play scripts
MULTI-MODAL WRITING/ CROSS-CURRICULAR 	Survival Story – DT make a raft/vehicle used in story Design a species – fact file – use Modroc to make 3D model of species (DT) Habitat corners	Recipe book Y5 Performance Poetry Workshops – Mrs Brice	Papier mache planets for exciting writing Space Journals Y5 Shakespeare Workshops (Mrs Brice Governor)	Crime scene report – forensic study of crime scene in school – interviews and newspaper reports (IT)	Rainforest layers model with explanation text	End of year performance - playscript

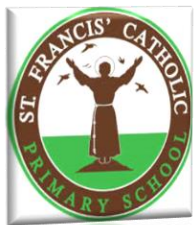


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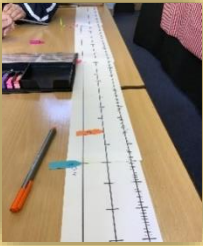
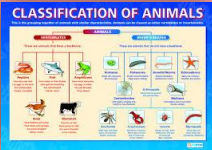
OUTDOOR LEARNING 	Survival Day – Survival Skills, den building etc.	Popcorn/marshmallows in millennium – irreversible changes (Science)	Alien Landing in Millennium Shakespeare – amphitheatre			Formby beach art
LOCAL LINK 	Compare and contrast local area to story setting (rainforest).	Local food suppliers	Alston Observatory	Classify plants around school – church garden, millennium	Plants in local area	Preston Sports Arena
NATIONAL LINK 		UK Parliament Week Jamie Oliver's School Meal Campaign	British Space developments – Tim Peake		National efforts on global warming/ deforestation & nature reserves in UK	The Olympics Stadium that was built in London for the 2012 Olympics and how it has been used after.
GLOBAL LINK 	Countries all around the World- Focus on countries within the class novel Exploring the world around us, those with various climates/environments	Focusing on countries that provide the UK with Fairtrade foods.	Time Zones in different countries		Global warming & deforestation	Where and when the Olympics began. Look at the country that the next Olympics will be in.

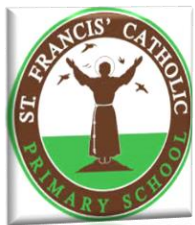


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<p>VISITS/VISITORS</p> 	<p>Blackpool Zoo visit – Evolution & Inheritance Workshop</p>	<p>Visit to Kirkham's Cheese Dairy</p> <p>Visit from MP</p>	<p>Visit to Alston Observatory</p>	<p>Forensic Scientist visit - workshop</p>		<p>Tower Wood; Preston Sports Arena</p> <p>Formby Sculptures</p>
<p>MATHS</p> 	<p>Place Value of whole numbers Place Value - decimals Written Addition & Subtraction (including within statistics) Geometry - angles Geometry and measures – perimeter</p>	<p>Multiplication & Division Fractions Area Time</p> <p>Measures within topic – recipes/cooking</p>	<p>Negative numbers Addition & Subtraction Multiplication (factors, multiples) Measures – length, mass, capacity Reflection & Translation Geometry - angles</p>	<p>Division 2D & 3D shape Add & Subtract Fractions Area & Volume Statistics & measures</p>	<p>Place value – decimals Fractions Time & Statistics Geometry Addition & Subtraction Multiplication & Division (incl squares & cubes)</p>	<p>Place Value Written Calculations Fractions & Percentages Measures Area & Volume</p>
<p>SCIENCE</p> 	<p>Evolution and Inheritance - Recognise that living things have changed over time and that fossils provide</p>	<p>Standalone unit on Material Properties – comparative / fair tests of everyday materials.</p>	<p>Earth and Space - -Describe the movement of the earth, and other planets, relative to the sun in the solar system.</p>	<p>Classification - Describe how living things are classified into broad groups according to</p>	<p>Life cycle changes in animals and plants; naturalists (e.g. David Attenborough) -Describe the</p>	<p>Animals including humans – growth and development of humans -Describe the changes as humans develop</p>

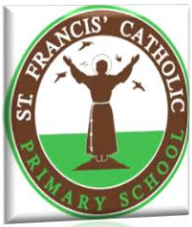


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	<p>information about living things that inhabited the Earth millions of years ago</p> <ul style="list-style-type: none"> -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>Materials – Reversible and Irreversible changes -</p> <p>Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <ul style="list-style-type: none"> -know 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 describe how mixtures 	<ul style="list-style-type: none"> -describe the movement of the moon relative to the earth. -describe the sun, earth and moon as approximately spherical bodies -use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<p>common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>differences in life cycles of a mammal, an amphibian, an insect and a bird</p> <ul style="list-style-type: none"> -Describe the life process of reproduction in some plants and animals. 	<p>into old age.</p> <ul style="list-style-type: none"> -Describe the life process of reproduction in some plants and animals.
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		<p>might be separated, including through filtering, sieving and evaporating.</p> <p>-give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials</p> <p>-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</p>				
WORKING SCIENTIFICALLY	<p>By researching the gestation periods other animals and comparing them with humans.</p> <p>By finding out and recording the length and mass of a baby as it grows.</p> <p>By comparing the time of day at different places on the Earth through internet links and direct communication.</p> <p>By creating simple models of the solar system.</p> <p>By constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day.</p>					

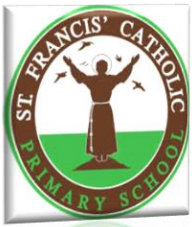


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<p>By finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks [research].</p> <p>By observing and comparing the changes that take place, for example, when burning different materials or baking bread or cakes.</p> <p>By researching and discussing how chemical changes have an impact on our lives, for example cooking.</p> <p>By discussing [researching] the creative use of new materials such as polymers, super-sticky and super-thin materials.</p> <p>By observing and raising questions about local animals and how they are adapted to the environment.</p> <p>By comparing how some living things are adapted to survive in extreme conditions, for example cactuses, penguins and camels.</p> <p>By analysing the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</p> <p>By observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times).</p> <p>By asking pertinent questions.</p> <p>By suggesting reasons for similarities and differences.</p> <p>By trying to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.</p> <p>By observing changes in an animal over a period of time (for example, by hatching and rearing chicks).</p> <p>By comparing how different animals reproduce and grow.</p>						
<p>GEOGRAPHY</p> 	<p>World's countries and key features – research</p> <p>-locate the world's countries, using maps to focus on Europe (including the location of Russia) and North</p>	<p>World food – where does food come from?</p> <p>-locate the worlds countries, using maps to focus on Europe (including the location of Russia) and North and South</p>			<p>Contrasting region – Amazon Basin,</p> <p>Use maps to locate the world's rainforest, biomes-locate the worlds countries, using maps to focus on Europe (including the location of</p>	<p>Ancient Greece (including sport)</p> <p>-Use maps, atlases, globes and digit/computer mapping to locate countries and describe features studied.</p>



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	and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.			Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	
HISTORY	<p>Explorers through history – Percy Fawcett ('The Explorer' class novel link)</p> <p>BLACK HISTORY MONTH</p>	<p>A local History Study - Archives for St Francis school – what were school dinners like in the early days of our school? Photo evidence, interviews with Grandparents who attended school – primary/secondary sources</p>		<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor – Learn about -</p> <ul style="list-style-type: none"> • Viking raids and invasion. <p>Resistance by Alfred the Great and Athelstan, first king of England. Further Viking invasions and Danegeld. Anglo-</p>		<p>Ancient Greece - (including the olympics)</p> <p>-Ancient Greece – A study of Greek life and achievements and their influence on the western world.</p>

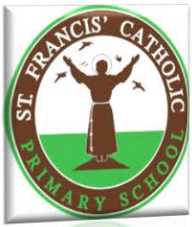


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				Saxon laws and justice. Edward the Confessor and his death in 1066 Investigate Viking lifestyle and culture		
MUSIC	Charanga Y5 Aut 1 'Livin' on a Prayer'		Lancashire SOW Unit – Music in the style of John Williams – Listen to and appraise music composed by John Williams. Using instruments children create their own theme music for a piece if Earthling writing.			Lancahire SOW Unit Music Moods – Investigate music for different moods and occasions. Evaluate whether types and styles of music improve performance and outcomes.
COMPUTING	IT / DL - digital research Understand computer networks including the internet; such as the world-wide web; and the opportunities they	eSafety -Anti-bullying week – social media, digital footprint, staying safe online use technology safely, respectfully and responsibly; recognise	CS -Lego Coding – space rovers select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs,	CS -Coding – Purple Mash design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;	IT / DL - digital research Understand computer networks including the internet; such as the world-wide web; and	eSafety - Age restrictions online use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to



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	offer for communication and collaboration select, use and combine a variety of software on a range of digital devices to design and create a range of programs to present data and information; use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	solve problems by decomposing them into smaller parts <input type="checkbox"/> use sequence, selection, and repetition in programs; work with variables and various forms of input and output <input type="checkbox"/> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	the opportunities they offer for communication and collaboration select, use and combine a variety of software on a range of digital devices to design and create a range of programs to present data and information; use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	report concerns about content.
PSHE/HRSE	Rules, rights & responsibilities The importance of self-respect, mutual respect of others in	UK Parliament Week Anti-bulling week	Safety Week How can I stay safe online and using social media?	How can I help myself and others? Effects of bullying on mental	How can money affect us? Finance and its role in people's lives – being a	Changes & Choices What positively and negatively affects health;



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	<p>society, our rights as humans/children, responsibility towards others.</p> <p>Life Education Caravan</p>	<p>What does discrimination mean? Actions can affect self and others; discrimination, teasing and bullying; stereotypes – how they can be unfair; differences and similarities between people; equalities.</p>	<p>Recognising risks of relationships online; harmful content & contact, how to report; benefits of limiting screen time; how to stay safe around water and call for help; basic first aid</p>	<p>wellbeing; where and how to seek support over concerns about own or others mental wellbeing</p>	<p>critical consumer, meaning of interest, loan, debt, tax, allocation of resources and the effect on communities and individuals, research and debate health & wellbeing issues.</p> <p>Bikeability – road safety</p>	<p>informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; taking responsibility for our own health and wellbeing. Changes in adolescent body – facts about puberty and the menstrual cycle. Science link – vaccinations, allergies.</p>
<p style="text-align: center;">ART</p>  <p style="text-align: center;">Rousseau Talbot</p>	<p>Camouflage in the natural world – photography, sketching, 3d models of creatures created for a specific habitat - sing Modroc, habitat corners (paint/collage) Experiment with drawing, painting,</p>	<p>Still Life – Drawing and painting inspired by local artist Andrew Talbot</p>	<p>Drawing and Painting developed into abstract paintings. Oil & ink/water planet painting Papier mache planets. Experiment with drawing, painting, printing and 3D art. Investigate famous</p>		<p>Jungle Art - Inspired by Rousseau and artist Ruth Daniels – children make own observational drawings and sketches of plants. Paint and print inspired by rainforest leaves</p>	<p>Figure drawing developed into 3D sculpture – Inspired by the artwork and sculptures of Antony Gormley</p>

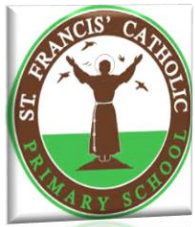


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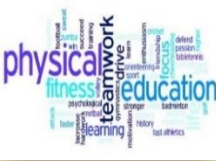
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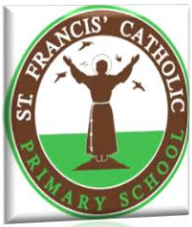
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<p>Pollock Kandinsky Miro Rothko Daniels Gormley</p>	<p>printing, 3D art, collage and digital media. Study famous artist Henry Rousseau and his use of camouflage in his art work.</p>		<p>abstract artists: Pollock, Kandinsky, Miro and Rothko) and their individual style of abstract art.</p>			
<p>DESIGN TECHNOLOGY</p> 		<p>Food – food from another culture - variety of cooking techniques. understand and apply the principles of a healthy and varied diet prepare and cook a variety dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>			<p>Textiles – Combining fabrics to create a purposeful amazon explorer piece of kit.</p>	



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<p>PHYSICAL EDUCATION</p> 	<p>Net and wall skills - Use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Gymnastics - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics) - compare their performance with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Dance - Perform dances using a range of movement patterns. - compare their performance with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Astronaut Training – circuits: strength & stamina</p>	<p>Invasion games -Use running, jumping, throwing and catching in isolation and in combination. -Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. - compare their performance with previous ones. Swimming – Year 5</p>	<p>Fielding & Striking Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending - compare their performance with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Athletics - Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance - compare their performance with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Outdoor Adventure Activities – Towerwood experience take part in outdoor and adventurous activity challenges both individually and within a team</p>
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<p>MODERN FOREIGN LANGUAGES</p> 	<p>European Languages Day – French Day – Carousel of activities & run a French café listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p>	<p>Food – Salut unit 'Eating out' -explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>Salut unit 'Family' -Read carefully and show understanding of words, phrases and simple writing -appreciate stories, songs, poems and rhymes in the language. Describe people, places, things and actions orally* and in writing</p>	<p>Salut unit 'Jobs' - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p>	<p>Animals & descriptions -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>Salut unit 'Hobbies' -Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these</p>
<p>RELIGIOUS EDUCATION</p> 	<p>Creation How the World Began God is the Creator The Fall Stewards of the Earth God's great Helpers God's great Gifts</p>	<p>God's Covenants What is a Covenant? God's Covenant with Abraham The Exodus God's Covenant with the</p>	<p>Inspirational People Jesus, our Saviour To be a Disciple The Beatitudes Living the Beatitudes The Presence of God</p>	<p>Reconciliation The Ripple Effect Mary Untangles Knots of Sin God's Love and Forgiveness The Meaning of Sin The Sacrament of</p>	<p>Life in the Risen Jesus Guarding the Tomb The Resurrection The Spirit in the Church Jesus is with Us Prayer</p>	<p>Other Faiths The Church Teaches What We Believe Judaism Jewish Celebrations Jews and Christians</p>



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	Feast Day of St. Francis	Israelites The Prophets' Message The New Covenant CAFOD WORKSHOP	Proclaiming the Faith Handing over to God Seeking God's Will Be Saints not Celebrities Eucharist	Reconciliation Forgiveness takes Courage CAFOD WORKSHOP	Importance of Prayer	Islam Prayer & Fasting Christians & Muslims CAFOD WORKSHOP
NOTES	<p>Children from Years 3-6 will take part in UFA (University of the First Age) weekly activities for 1.5 hours per week. UFA enhances aspects of the curriculum, it is tailored to enhance love of learning within the curriculum. It allows school to delve deeper is part of the curriculum to cement learning. Children choose which UFA course they would like to take part in. The children go through a clearing system based on the uptake of courses. We try to ensure many aspects of the curriculum are included for variety of learning.</p>					