



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

CYCLE 1

The BCL READING-INSPIRED CURRICULUM

The Blyton cum Laughton Church of England Primary School Curriculum has been designed with reading at its heart.

We believe that reading is the key to all learning and that reading opens the mind to our own world and worlds beyond!

The BcL Curriculum is based around high quality texts that are carefully chosen with learning designed to link concepts, enabling learners to make links through subjects, terms and through their entire primary journey with the aim that every child reaches their potential. By sharing and celebrating a diverse variety of reading, we are providing children, parents and carers with the opportunity to explore the power of words and images.

Christian Value:
Friendship

How can we be friends of the world?

Christian Value:
Courage

Do you have to be big to be bold?

Christian Value:
Hope

Where do we find the light of the world?

Christian Value:
Thankfulness

What are we thankful for in a world of conflict?

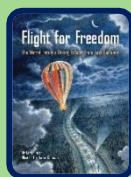
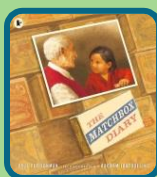
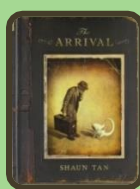
Christian Value:
Compassion

Sympathy or empathy?

Christian Value:
Trust

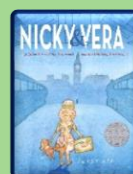
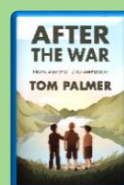
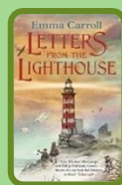
Do we need inner strength to trust in ourselves and others?

Arrivals & Departures



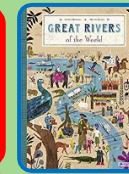
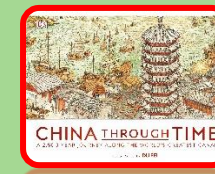
Main Book: Brightstorm by Vashti Hardy
Supporting Books: The Arrival by Shaun Tan
The Matchbox Diary by Paul Fleischman & Bagram Ibatoulline
Flight for Freedom by Kristen Fulton & Torben Kuhlmann

Letters from the Lighthouse



Main Books: Letters from the Lighthouse by Emily Carroll
After the War by Tom Palmer
Supporting Books: The Harmonica by Tony Johnston & Ron Mazellan
How Does a Lighthouse Work by Roman Belyaev
Rose Blanche by Christophe Gallaz & Roberto Innocenti
Nicky & Vera by Peter Sis
Erika's Story by Ruth Zee & Roberto Innocenti*

Adventures in Asia



Main Book: Wolf Wilder by Katherine Rundell
Supporting Books:
Fourteen Wolves by Catherine Barr & Jennie Desmond
China Through Time by Du Fei
Great Rivers of the World by Volker Mehnert & Martin Haake

Year 5/6

Experiences and Inspirations: Plan a journey around the world using a globe via air and sea Design an airship or hot air balloon Present a gift to a loved one in a small box. Visit an aviation centre, e.g. Hemswell Design a paper aeroplane Create a fictional creature (The Arrival)		Experiences and Inspirations: Write a letter to a loved one who lives far away Visit WW2 museum in Malton, Yorkshire Visit the planes at RAF Hemswell Find wartime objects at Hemswell Antiques Visit Lincoln's Bomber Command		Experiences and Inspirations: Wild Woodcraft experience Explore a world map or globe Use Google Maps to search places in Asia Pitch a tent or make a den in the back garden Learn to count to 10 or greet someone in Russian or Chinese Talk a walk along a river bank with you family	
Writing focus: <ul style="list-style-type: none"> Writing to entertain Writing to inform 	Writing focus: <ul style="list-style-type: none"> Writing to entertain Writing to explain 	Writing focus: <ul style="list-style-type: none"> Writing to inform(discursive) Writing to entertain 	Writing focus: <ul style="list-style-type: none"> Writing to persuade Writing to entertain 	Writing focus: <ul style="list-style-type: none"> Writing to inform Writing to entertain 	Writing focus: <ul style="list-style-type: none"> Writing to entertain Writing to inform
Themes: At the start of a new year, we discover why so many leave everything behind and journey alone to a mysterious country. What is life like for a migrant? Through Shaun Tan's atmospheric illustrations in The Arrival and Vashti Hardy's wondrous book -Brightstorm - we venture into worlds different to ours. The Industrial Revolution will be our focus in History as we look back a great time of change in Britain including changes to transport.	Themes: This term we become engrossed in the world of flight as we continue to follow the adventures of Brightstorm up above. We look closely at the different journeys many have taken for freedom. In science, creatures of flight are amongst the living things we classify.	Themes: Our journey will now take us back to wartime Britain to look at the dangers faced by many citizens at the time. We join Olive as she is evacuated to the Devonshire coast to stay with a mysterious lighthouse keeper in Emma Carroll's Letters from a Lighthouse. We will focus on many aspects of wartime Britain including the impact on Lincolnshire and the RAF (including RAF Hemswell).	Themes: We continue our exploration of wartime Britain and reflect back into Term 1 with a look at war's impact on migration as well as the impact on people across Europe. The journey of light also leads us through our learning as we look at how it is used to ensure the safety of travellers.	Themes: Asia will be the focus of our learning in the summer term, First we travel many thousands of miles to the cold climate of Russia to learn about life in that part of the world through Katherine Rundell's incredible book, Wolf Wilder. We think about survival in the wild and how humans can use natural resources to keep alive.	Themes: Our Asian journey continues into the final term of the year as we travel back to an incredible period in history: The Shang Dynasty in China and discover the impact of the Yangtze River on life at the time.

Working Scientifically

Statutory Requirements:

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments.

Science:

Y6 Evolution and inheritance

Focus Scientist: EXPLORERS
Darwin & Audubon



Book:
Charles Darwin's
On the Origin of the Species
by Sabina Radeva

-recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
-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



Books: When the Whales Walked by Dougal Dixon & Hannah Bailey

Audobon:
On the Wings of the World by Fabien Grolleau & Jeremie Royer



Science:

Y6 Living things and their habitats

Focus Scientist: EXPLORER
Linnaeus

Book:
Karl, Get Out of the Garden
by Anita Sanchez & Catherine Stock



-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



Book:
Moth by Isabel Thomas & Daniel Egneus

Science:

Y6 Electricity

Focus Scientist: INNOVATOR
Sarah Mather Underwater Periscope

Book: Super Scientists: 40 Inspiring Icons
by Anne Blanchard & Tino



-associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
-compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
-use recognised symbols when representing a simple circuit in a diagram
(create coded messages using electricity)

Science:

Y5 Light

Focus Scientist: INNOVATOR
Alan Turing

Book: Super Scientists: 40 Inspiring Icons
by Anne Blanchard & Tino



-recognise that light appears to travel in straight lines
-use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
-explain that we see things because light travels from light sources to our eyes or from light sources to our eyes or from light sources to objects and then to our eyes.
-use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them



Book: Nature's Light Spectacular
by Katy Flint and Cornelia Li

Science:

Y6 Animals including humans

Focus Scientist: INNOVATOR Françoise Barre-Sinoussi (Virus Specialist)

Book: Super Scientists: 40 Inspiring Icons
by Anne Blanchard & Tino



-identify and name the main parts of the human circulatory system, and describe 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



Book: Gut Garden by Katie Brosnan

Art/Design & Technology:

Focus Artists: CREATOR Shaun Tan (The Arrival) and Albrecht Durer

Outcome: Drawing - A composition creating atmosphere and light effects

To create sketch books to record observations and use them to review and revisit ideas
To improve the mastery of art and design techniques, including **drawing**, painting and sculpture with a range of materials (for example, **pencil**, charcoal, paint, clay).

Art/Design & Technology:

Focus Artist: CREATOR Shaun Tan (The Arrival)

Outcome: Painting- A sepia composition creating atmosphere and light effects

To create sketch books to record observations and use them to review and revisit ideas
To improve the mastery of art and design techniques, including drawing, **painting** and sculpture with a range of materials (for example, pencil, charcoal, **paint**, clay).

Christmas Industry Week: Design, make and evaluate a product to sell at the Christmas Fayre (Equivalent of one term's Design & Technology)

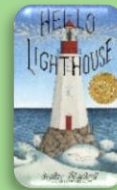
Art/Design & Technology:

Focus Artists: Sophie Blackall & Winslow Homer

Outcome: Artwork (including solids and liquids) composed of a range of artistic techniques including technical drawing, collage and painting)

To improve the mastery of art and design techniques, including **drawing**, **painting** and sculpture with a range of materials (for example, **pencil**, charcoal, **paint**, clay).

Book: Hello Lighthouse by Sophie Blackall



Art/Design & Technology:

Outcome: Design and construct a working lighthouse

DESIGN: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

MAKING: Select from and use a wider range of materials and components, including **construction materials**, according to their functional properties and aesthetic qualities

PRODUCT & EVALUATION: evaluate their own ideas and products against their own design criteria and consider the views of others to improve their work

Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures



Books: How Does a Lighthouse Work? by Roman Belyaev
Hello Lighthouse by Sophie Blackall

Art/Design & Technology:

Outdoor Learning - Survival in the wilderness: Den design – building a den outside and put it to the test with a bucket of cold water.

Outcome: Moving Toy - design a mechanism using cams, pulleys and gears to create movement (Wolf/Chinese New Year creatures)

DESIGN: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

MAKING: Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

PRODUCT & EVALUATION: evaluate their own ideas and products against their own design criteria and consider the views of others to improve their work

Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Computing:

Y6: Graphic Design
INNOVATOR: Charles Babbage

Computing:

Y6: Programming in Scratch
INNOVATOR: Alan Turing

Book: The Secret Life of Spies by Michael Noble and Alexander Mostov



Computing:

E-Safety 9-11

Computing:

Y5: Text-based programming

Computing:

Y6: Machine Learning and Artificial Intelligence

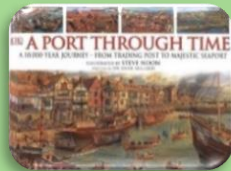
Computing:

Y6 Web Design

Geography:

Geography:

Human and physical geography
Human geography, including:
economic activity including:
types of settlement and land use,
trade links, and the distribution
of natural resources including
energy, food, minerals and water



Book: A Port Through Time by Dr Anne Millard & Steve Noon

Geography:

Locational knowledge:
Which countries were involved in
WW2?
Locate countries in Europe
concentrating on their key
physical and human
characteristics

Books:

Geography:

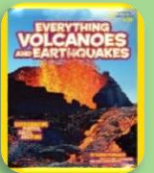
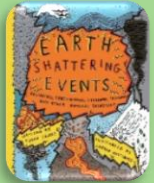
Geography:

Short units: Locational knowledge - Russia (linked to Wolf Wilder)
Focus: How has the local area developed over time?
Geographical skills and fieldwork
Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Geography:

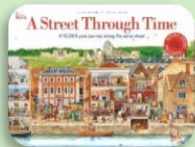
Human and physical geography:
describe and understand key
aspects of physical geography,
including:
Earthquakes

Books:
Earth Shattering Events by
Robin Jacobs & Sophie Williams
Everything Volcanoes and Earthquakes by Kathy Furgang and Carston Peter



History:

A significant turning point in British history: The Industrial Revolution



Book: A Street Through Time by Steve Noon

History:

History:

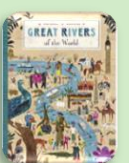
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Wartime Britain: Perspectives from all sides. Focusing on the similarities and differences between experiences in Lincolnshire, London and other nations and specifically the role Lincolnshire played in the war

Books: D-Day by Michael Noble & Alexander Mostov



History:

The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of: The Shang Dynasty of Ancient China



Books:
River Adventures: Yangtze
China Through Time by Du Fei
Great Rivers of the World by Volker Mehnert & Martin Haake

Religious Education:

Understanding Christianity 2B.1
God
What does it mean if God is
Loving and Holy?

Book: Really Really Big Questions about God, Faith and

Religious Education:

Lincolnshire Agreed Syllabus
Big Question – Do you have to
believe in God to be Good

Book: Really Really Big Questions about God, Faith and

Religious Education:

Understanding Christianity 2B.2
Creation
Creation and Science; conflicting
or complementary

Religious Education:

Understanding Christianity 2B.2
Creation
Creation and Science; conflicting
or complementary

Religious Education:

Lincolnshire Agreed Syllabus
Life Journey – Hinduism/Islam

Religious Education:

Lincolnshire Agreed Syllabus
Life Journey – Hinduism/Islam

Religion by Julian Baggini & Nishant Choksi



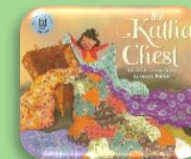
Religion by Julian Baggini & Nishant Choksi



Book: Your Place in the Universe by Jason Chin



In what ways does religion have a value for members of belief communities regardless of whether they can prove the truth claims of that religion or not – the ways in which religion provides a rhythm for the journey of life



Book: The Katha Chest by Radhiah Chowdhury & Lavanya Naidu

In what ways does religion have a value for members of belief communities regardless of whether they can prove the truth claims of that religion or not – the ways in which religion provides a rhythm for the journey of life



Book: Four Feet Two Sandals by Karen Lynn Williams, Khadra Mohammed & Doug Chayka

Languages:

To link with the study of people migrating/travelling to other countries, pupils will learn countries of the world and some of their geographical features, annotating maps accurately. They will explore the links between numbers, enabling them to predict larger numbers.
On y va – around the world (geographical links, e.g. countries, river, forest) Numbers 1-100

Languages:

Pupils will learn the names of animals in particular habitats. They will use their knowledge of colours to describe the animals and habitats, describing scenes from photographs and art, in writing
Les animaux – les habitats
Traditional story: La petite poule rouge
<https://www.slideshare.net/rubiales/la-petite-poule-rouge-1477729>

Languages:

Pupils will extend their vocabulary knowledge by learning the vocabulary for clothing, describing them with adjectives. They will link this to the knowledge in term 1, looking at traditional clothing words in different countries around the world.
Les vêtements

Languages:

Pupils will develop their knowledge of French artists by describing some recognisable French artworks using the French language. They will reinforce their knowledge of subject/verb agreement, and describe using a range of adjectives, noting their position within the sentence.
Interpreting the artists

Languages:

Pupils will develop their vocabulary of sports and pastimes, expressing their preferences. Through surveying others in the class about their preferences, they will convey their findings both orally and in writing.
Vive le sport
Hobbies and pastimes

Languages:

Y6 pupils will prepare for transition of others pupils to their classroom by giving a guided tour to the Y5's, playing the role of guide and interpreter. They will prepare for their own transition by learning the vocabulary for the different school subjects.
A l'école
Dans la classe

Music:

Young Voices: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Develop an understanding of the history of music: Music Hall, 80s pop, musical to *The Beatles* (include wartime and 1950s)

Music:

Improvise and compose music for a range of purposes using the inter-related dimensions of music: Refugee's Journey (Letters from the Lighthouse)

Music:

Leavers' Performance

Music:

Leavers' Performance

PE

Invasion games (Hockey)

Use a range of different skills for invasion games, with control, consistency and confidence. Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence. Understand how to work as a team effectively to make it difficult for opponents.

PE

Invasion Games/Inclusive Sports*

Use a range of different skills for invasion games, with control, consistency and confidence. Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence. Understand how to work as a team effectively to make it difficult for opponents. Understand how skills from different

PE

Dance

Develop a broad range of skills, learning how to use them in different ways and link them to make actions and sequences of movement. Increase confidence with this and work creatively on their own, with a partner and in a group to compose simple dances.

PE

Netwall (Table Tennis/Tennis)

Be able to forehand, backhand, volleys and serves with confidence within games. Understand how some techniques cross over between similar sports and also how some differ. Use basic tactics within games.

PE


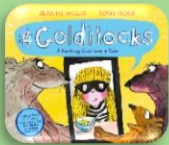





Striking/Fielding (Cricket/Rounders)

Strike a bowled ball with precision. Use a range of fielding skills, e.g. catching, throwing, stopping, intercepting, all with control and consistency. Bowl with good technique, accuracy, speed and consistency. Implement a range of tactics in games with success. Understand

PE

Athletics/Fun Games

Developing their technical understanding of athletic activity. Learn how to improve their performance in a range of running, jumping and throwing activities. Thinking about how to achieve the greatest speed, height, distance and accuracy.

Understand how skills from different sports cross over and can be applied to other sports.	sports cross over and can be applied to other sports *Indoor Kurling, Sit-down Volleyball and Goalball	Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively Perform safe self-rescue in different water-based situations.		how different tactics and skills used within striking and fielding apply to a range of sports.	
PSHE Health & Wellbeing (Trust) H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others Living in the Wider World (Trust) L13. about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer L14. to develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT)  L13 & L14 Book: Money for Beginners	PSHE Living in the Wider World (Hope) L16. what is meant by enterprise and begin to develop enterprise skills (link to Industry Week) Health & Wellbeing (Compassion) H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others  H22 Book: #Goldilocks by Jeanne Willis & Tony Ross H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe H23 Book: Small in the City by Sydney Smith  H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) H25. how to manage requests for images of themselves or others; what	PSHE Relationships (Compassion) R16. to recognise and challenge stereotypes R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation R17 Book: I Want to be a Vase by Julio Torres & Julian Glander  R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) R18 Book: Small Things by Mel Tregonning 	PSHE Relationships (Compassion) R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy (SRE) Health & Wellbeing (Courage) H18. how their body will, and their emotions may, change as they approach and move through puberty H19. about human reproduction	PSHE Living in the Wider World (Trust) L17. to explore and critique how the media present information (immigration focus) L17 Book: Migrants by Issa Watanabe  L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others L18 Book: Humpty Dumpty Lived Near a Wall by Derek Hughes & Nathan Christopher 	PSHE Health & Wellbeing (Courage) H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers Living in the Wider World (Compassion) L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)

L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities



and the sustainability of the environment across the world

L13-L15 books: The Final Year by Matt Goodfellow & The Wrong Shoes by Tom Percival

is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.