



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

CYCLE 1

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 does friendship impact on relationships?

Christian Value:
Courage

What characteristics do we need to show when facing difficult situations and actions?

Christian Value:
Hope

Where do we find hope in our world today?

Christian Value:
Thankfulness

When we face challenge what are we thankful for?

Christian Value:
Compassion

How can we show love to people around the world?

Christian Value:
Trust

In what or who do we place our trust?

Inspirational Theme:
Innovation and Progress

Inspirational Theme:
Creativity

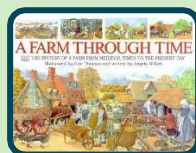
Inspirational Theme:
Exploration

Inspirational Theme:
Diversity

Inspirational Theme:
Leadership

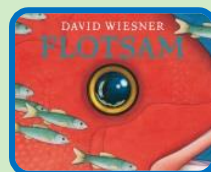
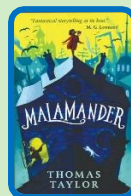
Inspirational Theme:
Innovation and Progress

The Age of Technology



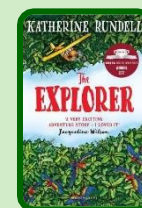
Main Text: The Invention of Hugo Cabret by Brian Selznick
Supporting Texts: The Lost Thing by Shaun Tan
A Farm Through Time by Angela Wilkes & Eric Thomas

Malamander



Main Text: Malamander by Thomas Taylor
Supporting Texts: Flotsam by David Wiesner

The Explorer



Main Text: The Explorer by Katherine Rundell
Supporting Texts: Amazon River by Sangma Francis & Romolo D'Hipolito

Secrets in the Sun



Main Text: Secrets of the Sun King by Emma Carroll
Supporting Texts: The Story of Tutankhamun by Patricia Cleveland-Peck & Isabel Greenberg
The Legend of Tutankhamun by Ben Handicott & Lucy Letherland

Year 4/5

Experiences and Inspirations Watch an old movie with the family (silent/b&w) Visit the cinema or theatre Cook a French recipe Visit a train station and sketch what you see Have a journey on an old train, e.g. North Yorkshire Visit the Museum of Lincolnshire Life		Experiences and Inspirations Visit the coast and paddle/swim in the sea Visit an aquarium, e.g. The Deep Draw and paint fossils and shells Visit a museum Visit a tropical house		Experiences and Inspirations Visit The British Museum Watch a documentary about Tutankhamun Talk a walk on a sandy beach Create a model mummy Paint or design hieroglyphics	
Writing focus: <ul style="list-style-type: none"> Writing to entertain Writing to inform (heraldry) 	Writing focus: <ul style="list-style-type: none"> Writing to entertain Writing to persuade (Victorian link) 	Writing focus: <ul style="list-style-type: none"> Writing to entertain Writing to inform 	Writing focus: <ul style="list-style-type: none"> Writing to discuss Writing to inform 	Writing focus: <ul style="list-style-type: none"> Writing to entertain Writing to discuss 	Writing focus: <ul style="list-style-type: none"> Writing to inform
Themes: At the start of a new year, we travel back in time to Paris in the 1930s and meet a young boy called Hugo who lives within the walls of a Parisian train station and meets the great CREATOR and filmmaker Georges Melies. As creators, we will be inspired by the artwork of Brian Selznick.	Themes: This term we become engrossed in the world of Shaun Tan's 'The Lost Thing'. Where has it come from? Where is it going? What does it do? Influenced by Georges Melies and Tan's The Lost Thing, we explore how mechanisms work and continue or process of creating our own animation device.	Themes: As we start the new year we go on an amazing adventure to Eerie by the Sea in Thomas Taylor's Malamander, discovering life by the coast, under the sea and learning about the power of the waves.	Themes: This term, we will explore the contrasting climate in the rainforests of South America and learn how food chains are essential for survival. Endangered animals will also be a focus.	Themes: To begin the Summer Term we link our reading to the time of the Ancient Egyptians and follow the adventures within Emma Carroll's 'Secrets of the Sun King'. We will also be looking up to the stars to learn about the Sun and the solar system.	Themes: The final term of the year provides the opportunity to further explore the Egyptians and explore solids, liquids and gases.

Working Scientifically

Statutory requirements

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings

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, oral and written forms such as displays and presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

Science:

Focus Scientist: INNOVATOR
James Clerk Maxwell (Electricity, Magnetism and Light)

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



Y4 Electricity:

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors



Kim Hankinson

Book: Cool Circuits and Wicked Wires by Susan Martineau, Nick Bushell &

Science:

Focus Scientist: INNOVATOR
Isaac Newton (Gravity & Light)

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



Y5 Forces

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

Books:
Egg Drop by Mini Grey



In the Sky by Harriet Evans & Goncalo Viana
Gravity is

Bringing Me Down by Wendelin Van Draanen & Cornelia Li



Science:

Focus Scientist: EXPLORER Marie Tharp (Mapped the Ocean Floor)

Book: Solving the Puzzle Under the Sea by Robert Burleigh & Raul Colon



Y5 Living things and their habitats:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals



Books:
Obsessive About Octopuses by Owen Davey

Insect Detective by Steve Voake & Charlotte Voake



Peter's Place by Sally Grindley and Michael Foreman

Science:

Focus Scientist: CARER Joan Procter (Reptiles)

Book: Joan Procter Dragon Doctor by Patricia Valdez & Felicitia Sala



Y4 Animals, including humans:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions

Book: Gut Garden by Katie Brosnan



- construct and interpret a variety of food chains, identifying producers, predators and prey

Y5 Animals. Including humans:
-describe the changes as humans develop to old age

Science:

Focus Scientist: INNOVATOR
Katherine Johnson

Book: Counting on Katherine by Melanie Becker & Dow Phumiruk



Y5 Earth and Space:

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- 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

Book: Planetarium by Chris Wormell and Raman Prinja



Science:

Focus Scientist: EXPLORER
Stephen Hawking (Black Holes) and Vera Rubin (Astrophysicist)

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



Y5 Properties and changing materials:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity, (electrical and thermal) and response to magnets
- 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 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
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Art/Design & Technology:

Outcome: An image of a scene in school created using the pencil techniques of Brian Selznick (The Invention of Hugo Cabret)

Focus Artist: Brian Selznick

To improve the mastery of art and design techniques including **drawing**.

Develop the use of a sketchbook to experiment with pencil techniques.



Art/Design & Technology:

Short unit: A zoetrope inspired by The Invention of Hugo Cabret

DESIGN & DEVELOP: Generate, develop, model and communicate their ideas through discussion and annotated sketches.

MAKING: Select from and use a wide range of tools and equipment to perform practical tasks

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

Christmas Industry Week: Design, make and evaluate a product to sell at the Christmas Fayre

Art/Design & Technology:

Outcome: Underwater scene inspired by CREATOR Yuval Zommer, Nikitina and Bostelmann using a range of textures, washes, effects, tints and shades

Focus Artists: Yuval Zommer & Olga Nikitina & Else Bostelmann (underwater artists)

Great artists, architects and designers in history

To create sketch books to record their 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.

Book: Else B in the Sea by Jeann Walker Harvey & Melodie Stacey



Art/Design & Technology:

Study: An African Artist

Focus Artist: CREATOR Daudi Tinga Tinga



To improve the mastery of art and design

techniques, including drawing, painting, **printing** and sculpture with a range of materials

To create sketch books to record their observations and use them to review and revisit ideas

Art/Design & Technology:

Egyptian Vehicle: Design and make a vehicle with pulleys and levers to carry pyramid stones

DESIGN & DEVELOP: 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 ideas and products against their own design criteria and consider the views of others to improve their work

Technical knowledge: Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)

Computing:

Y5: Computer Networks and the Internet

INNOVATOR: Steve Jobs

Computing:

Y5: App Design

Computing:

E-Safety 7-9

INNOVATOR: Grace Hopper

Computing:

Y4: Programming in Scratch (and Codebugs)

Y5: Programming in Scratch (and Codebugs)

Computing:

Y5: EBook Creation

Computing:

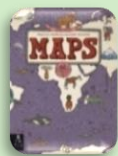
Y5: Data Handling

INNOVATOR: Margaret Hamilton

Geography:

Short unit to support texts-
Locational knowledge: Paris, France

Use maps, atlases, globes and digital/ computer mapping to locate France and Paris



Geography:

Geography:

Human and Physical Geography; Describe and understand key aspects of economic activity including trade links - Lincolnshire East Coast (e.g. Skegness)

Book: Maps of the United Kingdom



Geography:

Place knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region within North and South America: The Amazon Rainforest

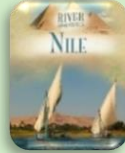


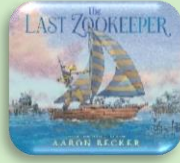

Books: Amazon River by Sangma Francis & Romolo D'Hipolito

Geography:

Human and physical geography: Describe and understand key aspects of: physical geography, including rivers (The River System).

Books: River Stories by Knapman, Lindsay & Montano



			  <p>Great Rivers of the World by Volker Mehnert & Martin Haake</p>	 <p>River Adventures: Nile by Paul Manning</p>	
<p>History: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The Development of Cinema from Silent to 4D (link to Egypt on screen and Pathe News items)</p>   <p>Books: The Invention of Hugo Cabret by Brian Selznick Smile: Charlie Chaplin by Gary Golio & Ed Young</p>	<p>History: A local history study: Machines to Robots – a journey through the agricultural ages (Lincolnshire Farming and a link to INNOVATOR Joseph Ruston; engineer)</p>  <p>Book: A Farm Through Time by Eric Thomas & Angela Wilkes</p>	<p>History:</p>	<p>History:</p>	<p>History: The achievements of the earliest civilizations: Ancient Egypt</p>   <p>Additional Books: The Seeker of Knowledge by James Bumford Egyptology by Dugald Steer</p>	
<p>Religious Education: Lincolnshire Agreed Syllabus Community – Hinduism Focus on how people act/the choices they make are affected by what they believe.</p>	<p>Religious Education: Lincolnshire Agreed Syllabus Community – Hinduism Focus on how people act/the choices they make are affected by what they believe.</p>	<p>Religious Education: Understanding Christianity Salvation What difference does the resurrection make for Christians? Women of the Bible by Margaret McAllister & Alida Massari</p> 	<p>Religious Education: Understanding Christianity Incarnation Was Jesus the Messiah? Was Jesus the Carpathia of Biblical Times?</p>  <p>Book: Rescuing Titanic by Flora Delargy</p>	<p>Religious Education: Lincolnshire Agreed Syllabus Expressing Belief through the Arts</p>  <p>Book: The Last Zookeeper by Aaron Becker</p>	<p>Religious Education: Lincolnshire Agreed Syllabus Expressing Belief through the Arts</p> <p>Book: The Bunny and the Tree by Balint Zsako</p> 
<p>Languages: <i>Let's visit Paris!</i> <i>Quelle heure est-il?</i> To link with the theme of travelling back in time to Paris with 'Hugo Cabret', pupils will learn about the tourist attractions in Paris, creating a</p>	<p>Languages: <i>C'est Combien?- numbers to 30</i> <i>Quelle est la date?- days of the week/months of the year</i> Pupils will develop their vocabulary, enabling them to count to 30, know the days of the week and months of the</p>	<p>Languages: <i>Les animaux du monde</i> <i>Le poisson arc en ciel</i> To link with the study of animals and habitats in science, pupils will learn vocabulary for a range of animals in different habitats. They will write sentences</p>	<p>Languages: <i>Around the world- countries and methods of transport</i> To link with their geographical study of different countries around the world, pupils will explore the similarities and differences between the names</p>	<p>Languages: <i>Les planetes (colours, size)</i> Pupils will learn the names of the planets in French, looking at the origins of the names. They will re-visit using adjectives of colour as well as learning adjectives of size. They will explore the</p>	<p>Languages: <i>Food and ingredients</i> Pupils will extend their vocabulary of food and drink from Spring term 2 by reading a range of texts such as recipes in French. They will use the</p>

	mini guide book using positional language. They will consolidate telling the time in hours and extend to 5 minute intervals, linking with the stimulus of the clock in the class text	year. They will be able to write the date accurately.	showing where different animals are found, e.g. The pig is at the farm using adjectives of size and colour. They will use knowledge of colours to create a collage of le poisson arc en ciel, reading instructions about what he needs to be like a rainbow.	of countries, identifying places on maps of different sizes. They will explore how to travel between places, knowing the names of different methods of transport.	position in the sentence of adjectives of size and colour, learning how to 'agree' where appropriate. They will create their own interplanetary guidebook.	imperative form of verbs to create their own recipes.
	Music: Develop an understanding of the history of music: Early cinema: compose images and narrative from the music (link drama and dance) Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Y5 Young Voices	Music: Y5 Young Voices	Music: Music from a Musical: Read, comprehend and perform Hakuna Matata from The Lion King https://www.youtube.com/watch?v=xB5ceAruYrI Lyrics: http://www.sonelyrics.com/lion-king/hakuna-matata-lyrics Listen with attention to detail and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Y5 Young Voices		Music: Leavers' Performance	
	PE: Invasion games (Football) Use a range of different skills for invasion games, with control, and some level of consistency and confidence. Apply attacking and defending tactics to games and understand how to work as a team effectively to make it difficult for opponents.	PE: Invasion Games/Inclusive Sports* (Hockey) Use a range of different skills for invasion games, with control, and some level of consistency and confidence. Apply attacking and defending tactics to games and understand how to work as a team effectively to make it difficult for opponents. *Indoor curling, Sit down volleyball and Goalball	PE: Gymnastics Create, practise and refine complex sequences for a performance, including changes in level, direction and speed. Combine and perform gymnastic actions, shapes and balances on their own and with a partner. Be able to watch and analyse the performance of others and help provide feedback.	PE: Netwall (Table Tennis/Tennis) Develop the basic techniques for forehand and backhand, and introduce them into modified games. Use racket skills to develop co-ordination and confidence within racket skills. SWIMMING	PE: Striking and fielding (Cricket/Rounders) Strike a bowled ball with some accuracy. Use a range of fielding skills, e.g. catching, throwing, stopping, intercepting, with growing control and consistency. Be able to bowl with some control and accuracy. Use simple and basic tactics within games.	PE: Athletics Athletics: Developing a good base of technical running, jumping and throwing techniques. Set challenges for distance and time using different styles and combinations of running, jumping and throwing, whilst introducing how to improve their performance. Thinking about how to achieve the greatest speed, distance or accuracy. Tri-Golf Introduction to the technique of striking a stationary ball, the different strokes around golf and how to increase the distance whilst playing. Set challenges around this to help with this development, whilst introducing the different terminology for golf.

PSHE:

Health & Wellbeing (Courage) H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread (link to Covid19/The Plague from 1347 and The Great Fire of London)

H12 Books: A Street Through Time by Steve Noon & The Germ Lab by Richard Platt & John Kelly



H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media

H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong

H13 & H14 Book: The Island by Armin Greder



PSHE:

Health & Wellbeing (Thankfulness) H15. school rules about health and safety, basic emergency aid procedures, where and how to get help
H16. what is meant by the term 'habit' and why habits can be hard to change

PSHE:

Relationships (Compassion) R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves



R12 Book: Through the Wall by Jonathon Standing

R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)



R13 Books: A Kids Book About Racism by Jelani Memory

(LEADER)

Kamala Harris: Rooted in History by Nikki Grimes and Laura Freeman



Unspoken by Kwame Alexander & Dare Coulter

'We Climb that Hill' poem by Amanda Gorman **(CREATOR)**

PSHE:

Relationships (Friendship) R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

R14 Books: Small Things by Mel Tregonning



Moses: When (LEADER) Harriet Tubman Led Her People to Freedom by Carole Boston Weatherford & Kadir Nelson



R15. to recognise and manage 'dares'

Health & Wellbeing (Leadership) H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- **the Bikeability programme**), and safety in the environment (including rail, water and fire safety)

PSHE:

Living in the Wider World (Friendship) L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
L9. what being part of a community means, and about the varied institutions that support communities locally and nationally
L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

L9 & 10 book: The Invisible by Tom Percival

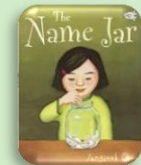


PSHE:

Living in the Wider World (Thankfulness) L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
L11 Book: Malala's Magic Pencil by LEADER and FIGURE OF FAITH Malala Yousafzai



L12. to consider the lives of people living in other places, and people with different values and customs



L12 Books: The Name Jar by Yangsook Choi

Last Stop on Market Street by Matt De La Pena & Christian Robinson

