



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

CYCLE 2

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?

**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:**  
**Care and Protection**

**Inspirational Theme:**  
**Diversity**

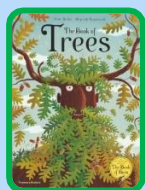
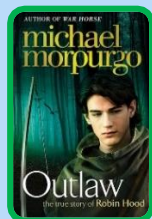
**Inspirational Theme:**  
**Exploration**

**Inspirational Theme:**  
**Care and Protection**

**Inspirational Theme:**  
**Creativity**

**Inspirational Theme:**  
**Innovation and Progress**

**Outlaw**



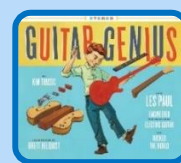
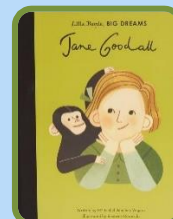
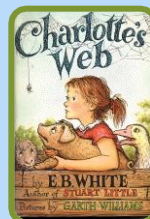
**Main Text:** Outlaw by Michael Morpurgo  
**Supporting Text:** The Book of Trees by Piotr Socha & Wojciech Grajkowski

**A Christmas Carol**



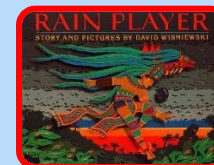
**Main Text:** Christmas Carol by Charles Dickens and Roberto Innocenti  
**Supporting Text:** A Christmas Carol: Graphic Novel by Dickens, David Roach and Terry Wiley Charles Dickens

**World Wide Web of Sound**



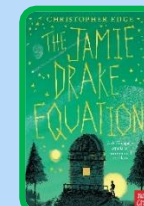
**Main Text:** Charlotte's Web by EB White  
**Supporting Text:** Little People Big Dreams: Jane Goodall by Maria Isabel Sanchez Vigara & Beatrice Cerocchi  
50 Cities of the USA by Gabrielle Balkan & Sol Linero  
Guitar Genius: Les Paul by Kim Tomsic & Brett Helquist

**The Mayans**



**Main Text:** Rain Player by David Wisniewski  
**Supporting Text:** You Wouldn't Want to Be a Mayan Soothsayer by Rupert Matthews & David Antram  
The Ancient Maya by Jackie Maloy

**Journey to Space**



**Main Text:** The Jamie Drake Equation by Christopher Edge  
**Supporting Text:** Hidden Figures by Margot Lee Shetterly & Laura Freeman

Year 4/5

<b>Experiences and Inspirations</b> Create a medieval banquet Visit Sherwood Forest Lincoln Castle: Magna Carta Newark Castle: King John's death	<b>Experiences and Inspirations</b> Explore Victorian cards Watch the many film versions of A Christmas Carol Visit a workhouse	<b>Experiences and Inspirations</b> Visit Uncle Henry's Farm or The Pink Pig in the local area Visit a music shop Learn about musical notation Use objects at home to create instruments Watch or listen to a concert on television or radio		<b>Experiences and Inspirations</b> Learn the names of countries in Central America Make a rain stick Create a headdress	<b>Experiences and Inspirations</b> Visit Science Museum Spend time stargazing Find out about the planets Watch a film set in space
<b>Writing focus:</b> <ul style="list-style-type: none"> <li>Writing to entertain</li> <li>Writing to inform (heraldry)</li> </ul>	<b>Writing focus:</b> <ul style="list-style-type: none"> <li>Writing to entertain</li> <li>Writing to persuade (Victorian link)</li> </ul>	<b>Writing focus:</b> <ul style="list-style-type: none"> <li>Writing to entertain</li> <li>Writing to inform</li> </ul>	<b>Writing focus:</b> <ul style="list-style-type: none"> <li>Writing to discuss</li> <li>Writing to inform</li> </ul>	<b>Writing focus:</b> <ul style="list-style-type: none"> <li>Writing to entertain</li> <li>Writing to discuss</li> </ul>	<b>Writing focus:</b> <ul style="list-style-type: none"> <li>Writing to inform</li> </ul>
<b>Themes:</b> At the start of the year, we travel back one thousand years and venture into Sherwood Forest to meet Robin Hood and his band of merry men. We'll find out about the history of heraldry through art and learn about King John and the Magna Carta.	<b>Themes:</b> This term we become engrossed in the world of Dickens and become immersed in Victorian London at Christmas time. We learn about light and compare the reign of Queen Victoria to King John hundreds of years earlier. Later in the term we will be designing and making a festive gift for Christmas Industry Week.	<b>Themes:</b> North America will be our main focus this term as start the new year by taking a trip to the farm to discover Wilbur's world in Charlotte's Web. We'll compare the farming landscapes of Lincolnshire and Wisconsin in the Midwest of the United States, the home of Les Paul. Sound will drive our journey this term as we explore guitar sounds and design our own musical instrument.	<b>Themes:</b> Our journey will now take us to the three climate zones as we compare habitats across the world including a closer eye in on Wisconsin, USA. We will continue to construct our instruments and learn about important historical guitarists.	<b>Themes:</b> To begin the Summer Term we link our reading to the time of the Mayans. We'll look closely at farming at the time and compare with modern methods. Mayan masks will be created and our scientists will investigate the properties of materials. The trip to Mount Cook will inspire a short project about Derbyshire.	<b>Themes:</b> We'll be going to the moon and back in our final term of the year. The Jamie Drake Equation is our guide as we learn about the movement of the Earth and its relationship with the moon and Sun. We also learn about the 'hidden figures' in the space race. Peter Thorpe's art will transport us into space we'll learn about Mayan astronomy and their calendar.

## 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 test 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:

Y5 Forces: Arrows

**Focus Scientist:** INNOVATORS  
Leonardo Da Vinci (helicopter)  
and Sir Isaac Newton (Gravity)

**Book:** Inventions: Pop-up  
models from the drawings of  
Leonardo da Vinci



- 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

## Science:

Y4 Electricity:

**Focus scientist:** INNOVATOR  
Thomas Edison & INNOVATOR  
Lewis H Latimer

**Book:** Edison by Torben  
Kuhlmann



- 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

## Science:

Y4 Sound:

**Focus Scientist:** CREATOR  
Anoushka Shankar (sitar player)

- link to Ravi Shankar (BBC  
Teach: ten pieces trailblazers)  
**Book:** Stories for South Asian  
Super Girls by Raj Kaur Khaira



- identify how sounds are made, associating some of them with vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases

## Science:

Y4 Living things and their habitats:

**Focus Scientist:** CARER Jane  
Goodall

**Book:** Little People, Big Dreams:  
Jane Goodall by Isabel Sanchez  
Vegara & Beatrice Cerochi



- recognise that living things can be grouped in a variety of ways (focusing on groups within different climate zones)

- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things

**Y4 Animals, including humans:**

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



**Book:** The Big Book of Beasts by  
Yuval Zommer

## Science:

Y5 Properties and changing materials:

**Focus Scientist:** INNOVATOR  
Ruth Benerito (wrinkle free  
cotton)

**Book:** Brilliant Ideas by  
Wonderful Women by Aitziber  
Lopez & Luciano Luzano



- 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

## Science:

Y5 Earth and space:

**Focus Scientist:** INNOVATOR  
Katherine Johnson  
(Mathematician and physicist)

**Book:** Brilliant Ideas by  
Wonderful Women by Aitziber  
Lopez & Luciano Luzano



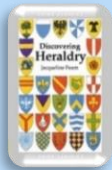
- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky

## Art/Design & Technology:

Heraldry: Create a guide to heraldry by researching its' history

english-heritage.org.uk (Our guide to heraldry)

Outcome: A shield design using a range of dry and wet techniques and colour exploration



Book:  
Discovering  
Heraldry by  
Jacqueline  
Fearn

## Art/Design & Technology:

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

Digital Media: Use a graphics package to create Victorian-style gift cards

## Art/Design & Technology:

Make a musical instrument which uses vibrations to make sound.

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 wide range of tools and equipment to perform practical tasks (for example, cutting, Shaping, joining and finishing), accurately

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)

Book: Guitar Genius: Les Paul by Kim Tomsic & Brett Helquist  
And Django by Levi Pinfold



## Art/Design & Technology:

Mayan masks

Outcome: Mayan mask using papier mache techniques



Book: Rain Player by David Wisniewski

## Art/Design & Technology:

Great artists, architects and designers in history: Focus Artist Peter Thorpe space art inspired by 1950s sci-fi (Peter.thorpe.net)

Outcome:  
Space painting using a range of effects and textures and inspired by Peter Thorne



## 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:

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Locational and Place knowledge: The United States of America

Books: 50 Adventures in the 50 States by Kate Siber & Lydia Hill  
50 Cities of the USA by Gabrielle Balkan & Sol Linero



## Geography:

Place knowledge: Understand geographical similarities and differences through the study of human & physical geography of a region in the UK (Lincolnshire), and a farming region in a North America (Wisconsin: link Guitar Genius)

Human and physical geography: describe and understand key aspects of physical geography, including: Agriculture and weather activity within the three world climate zones: tropical, temperate (Lincolnshire) and polar

Book: 50 Cities of the USA by Gabrielle Balkan & Sol Linero

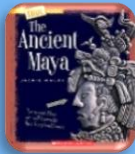


## Geography:

Short unit to support texts-  
Locational knowledge: Central America countries linked with the Mayan civilisation  
Use maps, atlases, globes and digital/computer mapping to locate Central American countries

Book: Atlas of Adventures - Wonders of the World by Ben Handicott & Lucy Letherland



<b>History:</b> A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: The changing power of monarchs: King John Include Magna Carta/Newark Castle study/Lincoln Castle to see Magna Carta	<b>History:</b> A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: Britain during the reign of Queen Victoria  Link to Marconi and Edison leading into Term 3	<b>History:</b>	<b>History:</b>	<b>History:</b> Second half of term – A non-European society that provides contrast with British history of the same period: Mayan civilization c. AD 900 including: <ul style="list-style-type: none"><li>- farming and the farming calendar</li><li>- chocolate making</li><li>- astronomy and their calendar</li></ul> Book: The Ancient Maya by Jackie Maloy	
<b>Religious Education:</b> <b>Lincolnshire Agreed Syllabus</b> Community –Islam Focus on how people act/the choices they make are affected by what they believe.	<b>Religious Education:</b> <b>Lincolnshire Agreed Syllabus</b> Community – Islam Focus on how people act/the choices they make are affected by what they believe.	<b>Religious Education:</b> <b>Understanding Christianity</b> Salvation What difference does the resurrection make for Christians?	<b>Religious Education:</b> <b>Understanding Christianity</b> Incarnation Was Jesus the Messiah?	<b>Religious Education:</b> <b>Lincolnshire Agreed Syllabus</b> Expressing Belief through the Arts	<b>Religious Education:</b> <b>Lincolnshire Agreed Syllabus</b> Expressing Belief through the Arts
<b>Languages:</b> To link with the theme of Robin Hood and tourist attractions like Sherwood Forest, pupils will learn about other attractions in England, creating a 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 <i>Let’s visit Lincolnshire/Nottinghamshire (including Sherwood Forest)</i> Quelle heure est-il? Les Couleurs Shape	<b>Languages:</b> <i>Christmas Celebrations</i>	<b>Languages:</b> To link with their geographical study of different countries around the world, pupils will explore the similarities and differences between the names 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. <i>Around the World – countries and methods of transport</i>  <i>La ferme – farm</i>	<b>Languages:</b> Linking with our focus on North America, children will learn the vocabulary of weather and the climate similarities and differences between the US and UK <i>Weather</i>	<b>Languages:</b> Children will consolidate telling the time in hours and extend to 5 minute intervals, linking with the stimulus of the clock in the class text <i>Quelle heure est-il?</i>  <i>In my suitcase</i>	<b>Languages:</b> 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 position in the sentence of adjectives of size and colour, learning how to ‘agree’ where appropriate. They will create their own interplanetary guidebook. <i>Les planetes (colours, <u>size</u>)</i> <i>Months and seasons of the year – write the date</i>
<b>Music:</b> Develop an understanding of the history of music:  Medieval instruments	<b>Music:</b> Y4 Develop an understanding of the history of music: Musical theatre  Learn, comprehend and perform ‘Food Glorious Food’ from Oliver, the musical <a href="https://www.youtube.com/watch?v=ly7PONIKGU8">https://www.youtube.com/watch?v=ly7PONIKGU8</a>  Lyrics link: <a href="https://lyrics.az/lionel-bart/oliver/food-glorious-food.html">https://lyrics.az/lionel-bart/oliver/food-glorious-food.html</a>  Y5 children: Young Voices	<b>Music:</b> Develop an understanding of the history of music: Guitar Sounds (Les Paul)  app: Garage Band Compare and contrast: Country guitarist – Johnny Cash Blues – B.B King Jazz – Django Reinhardt Flamenco – Gypsy Kings  Listen with attention to detail and recall sounds with increasing aural memory	<b>Music:</b> Develop an understanding of the history of music: Musical set in the mid-west of USA  Learn, comprehend and perform ‘If I Only Had a Brain’ from Wizard of Oz  <a href="https://www.tube.com/watch?v=naulgzlSozs">https://www.tube.com/watch?v=naulgzlSozs</a>  Lyrics link: <a href="https://www.azlyrics.com/lyrics/jacksonbrowne/ifionlyhadabrain.html">https://www.azlyrics.com/lyrics/jacksonbrowne/ifionlyhadabrain.html</a>	<b>Music:</b> 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 kurling, 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****Relationships (Compassion)**  
**Link to the Magna Carta and democracy -**

**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 (Texts: Through the Wall, There's a Wall in the Middle of the Book)

**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)

**PSHE****Health & Wellbeing (Courage)**  
**Link to Victorian medicine**  
**Bacterial investigation**

**H12.** that bacteria and viruses can affect health and that following simple routines can reduce their spread



**H12 Book:**  
**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,

**PSHE****Living in the Wider World**  
**(Thankfulness)**

**L11.** to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom – Notting Hill Carnival & Office for National Statistics)

**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

**PSHE****Health & Wellbeing (Trust)**

**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

**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**  
**(Compassion)**

**L8.** to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (**Focus on LEADER Rigoberta Menchu – the Mayan conscience**)



**Book:**  
**People of Peace**  
by  
**Sandrine Mirza & Le Duo**

**L9.** what being part of a community means, and about the varied institutions that support communities locally and nationally

**PSHE****Relationships (Courage)**

**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:**  
**The Island**  
by  
**Armin Greder**



**Rosa Parks**  
by  
**Lauren Burke & Shane Clester**

**R15.** to recognise and manage 'dares'



**R13 Text: We Are Family by Patricia Hegarty and Ryan Wheatcroft**

unhealthy, that makes them uncomfortable or anxious or that they think is wrong



**L12 Text: The Name Jar by Yangsook Choi**

**L10.** to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing