



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 the heart of it.

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

Our curriculum is based around high quality books that are carefully chosen, with learning designed to link concepts, enabling learners to reach their potential. By sharing the books that will be the focus, we are enabling children, parents and carers the opportunity to explore the books for themselves and become part of their own or their child's learning.

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?

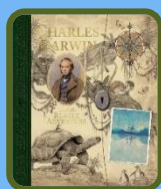
Christian Value:
Compassion

Sympathy or empathy?

Christian Value:
Trust

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

The Origin of the Species



Main Book: The Island at the End of Everything by Kiran Millwood Hargrave

Supporting Books: Charles Darwin on the Origin of the Species by Sabina Radeva
Charles Darwin & the Beagle Adventure by A J Wood
Alfred Russell Wallace: Darwin's Rival and the Search for Evolution by Christiane Dorion & Harry Tennant

Experiences and Inspirations

Tropical Butterfly House
Visit a wildlife park
Spend time observing wildlife in your garden or park
Visit Woodside Falconry

The Storm Keeper's Island



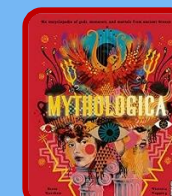
Main Book: The Storm Keeper's Island by Catherine Doyle

Supporting Books: Island by Mark Janssen
The Mousehole Cat by Antonio Barber & Nicola Bayley
Nature's Light Spectacular by Katy Flint and Cornelia Li

Experiences and Inspirations

Take a trip to the coast
Create a treasure hunt for a younger sibling in sand
Make a candle (with permission)

Who Let The Gods Out?



Main Book: Who Let the God's Out by Maz Evans

Supporting Books: Mythologica by Steve Kershaw & Victoria Topping
Greek Gods & Heroes by Sylvie Baussier & Almasty
Wilma Unlimited by Kathleen Krull

Experiences and Inspirations

Visit the Lincoln University Human Performance Unit
Visit Bampton Cliffs
Year 6 Residential
Watch Wilma's Races on YouTube (with permission)

Year 5/6

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: <p>At the start of a new year, we travel with Darwin and Audubon to discover nature in remote places of the world. The island of Galapagos will be our destination to explore fossils and consider adaptation and evolution. The journey will help us discover many geographical terms to help with our navigation. Like Darwin, we will begin to develop sketchbooks to show our discoveries.</p>		Themes: <p>In Spring, we travel to the island of Aranmore: the setting for the wonderful ‘The Storm Keeper’s Island’ and the county of Cornwall – the home of The Mousehole Cat - to learn about coastal life. We’ll be learning about light and designing and making candles inspired by the Storm Keeper.</p> <p>Viking raids to coastal towns will be our historic focus.</p> <p>Later in the term and inspired by the Storm Keepers, candles will again inspire our science as we investigate reversible changes. Children will open their ears to the beauty of sea-shanti music.</p>		Themes: <p>To begin the Summer Term we travel back in time to Ancient Greece through the mythical ‘Who Let the Gods Out’. We’ll consider how the Greeks influenced the modern world and learn how to create Greek art using a range of materials.</p> <p>In the final term of the year we focus on health and sport thinking ahead to the next Olympic Games.</p>	
Working Scientifically <p>Statutory Requirements:</p> <p>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:</p> <ul style="list-style-type: none">• 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: <p>The requirements in Term 1 and 2 will be taught with some flexibility.</p> <p>Y6 Evolution and inheritance</p> <p>Focus scientists: INNOVATOR Rosalind Franklin and EXPLORER Charles Darwin</p> <p>-recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>-recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>-identify how animals and plants are adapted to suit their environment in different ways and</p>	Science: <p>Y6 Living things and their habitats</p> <p>Focus scientist: EXPLORERS Linnaeus, Audobon and Alfred Russell Wallace</p> <p>-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</p> <p>-give reasons for classifying plants and animals based on specific characteristics</p> <p>-pupils work scientifically by: exploring the work of scientists and scientific research (Linnaeus/ Audobon/Russel Wallace)</p>	Science: <p>Y6 Light</p> <p>Focus scientist: INNOVATOR Katherine Burr Blodgett (non-reflective glass)</p> <p></p> <p>Book: Brilliant Ideas by Wonderful Women by Aitziber Lopez & Luciano Luzano</p> <p>- recognise that light appears to travel in straight line</p> <p>-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</p> <p>-explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to eyes</p> <p>-use the idea that light travels in straight lines to explain why</p>	Science: <p>Y5 Properties and changing materials</p> <p>Focus Scientist: INNOVATOR Dmitri Ivanovich Mendeleev (Periodic Table)</p> <p></p> <p>Book: Super Scientists: 40 Inspiring Icons by Anne Blanchard & Tino</p> <p>-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</p> <p>-know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution (salt from water)</p> <p>-use knowledge of solids, liquids and gases to decide how mixtures</p>	Science: <p>Y6 Electricity</p> <p>Focus scientists: INNOVATORS Thomas Edison/Lewis H Latimer & Marie Van Brittan Brown (Domestic surveillance system)</p> <p>Books: Edison by Torben Kuhlmann</p> <p>Brilliant Ideas by Wonderful Women by Aitziber Lopez & Luciano Luzano</p> <p></p> <p>-associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>-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</p>	Science: <p>Y6 Animals including humans</p> <p>Focus scientist: INNOVATORS Thales (the first scientist) & Pythagoras (vegetarian)</p> <p>Book: Super Scientists: 40 Inspiring Icons by Anne Blanchard & Tino</p> <p></p> <p>-identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>-recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (e.g. modern day drug testing for performance)</p> <p>-describe the ways in which nutrients and water are transported within animals, including humans</p> <p>-Pupils work scientifically by: exoring the work of scientists and</p>

that adaptation may lead to evolution



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

Moth by Isabel Thomas & Daniel Egneus



Words that Changed the World: On the Origin of the Species by Anna Brett & Nick Hayes

Book: Sensational Butterflies by Ben Rothery



shadows have the same shape as the objects that cast them
-extend experience of light by looking through a range of phenomena including rainbows, colours on soap bubbles, objects in water and coloured filters (make a pinhole camera)

might be separated, including through filtering, sieving and evaporating (filter clean water)
-demonstrate that dissolving, mixing and changes of state are reversible changes (candle)
-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

-use recognised symbols when representing a simple circuit in a diagram

scientific research about the relationships between diet, exercise, drugs, lifestyle and health (e.g. comparing 'healthy drinks and energy bars')

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

Art/Design & Technology:

Painting and Drawing: Inspired by CREATOR Artist Jackie Morris
To create a sketchbook incorporating a range of artistic techniques and inspired by the natural world 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).

Book: The Lost Words by Robert Macfarlane & Jackie Morris



Design & Technology:

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

Art/Design & Technology:

Textiles: Batik cloth

Focus Artist: Sarkasi Said

Experiment with a range of media to overlap and layer creating interesting colours and textures and effects

Art/Design & Technology:

Art/Design & Technology:

Sculpture: Design and create a Greek urn from clay



Book: Greek Gods & Heroes by Sylvie Baussier & Almasty

Art/Design & Technology:

Collage: Create an Olympic themed collage incorporating the ancient and the modern games (including Wilma Rudolph's story)



Book: Wilma Unlimited by Katherine Krull


Moving Toys: Design a mechanism using cams, pulleys and gears to create movement (Olympic event or Greek God)

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, 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	Computing: E-Safety 9-11	Computing: Y5: Sphero Programming	Computing: Y6: Machine Learning and Artificial Intelligence	Computing: Y6 Web Design
Geography: Place Knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region of South America: Galapagos Islands  Book: Island: A Story of the Galapagos by Jason Chin  Scientists of the Wild: Galapagos by Helen Scales & Romolo D'Hipolito	Geography: Human and Physical Geography: Describe and understand key aspects of: Volcanoes (Galapagos Islands have been created by volcanoes) Books: Island: A Story of the Galapagos by Jason Chin  Earth Shattering Events by Robin Jacobs & Sophie Williams Geographical skills and fieldwork Focus: South America 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 South America	Geography: Locational knowledge: Locate Cornwall/ Arranmore Island/ Ireland using maps of Europe Place Knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region of Galapagos Islands and Arranmore/Cornwall Book: Maps of the United Kingdom by Rachel Dixon & Livi Gosling 	Geography:	Geography: Locational knowledge: Locate Greece, using maps and globes.	Geography: Locational Knowledge: Prime/Greenwich Meridian and time zones (including day and night) Book: At the Same Time Around the World by Clotilde Perrin  Human and physical geography: describe and understand key aspects of physical geography: Earthquakes  Book: Earth Shattering Events by Robin Jacobs & Sophie Williams
History:	History:	History: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: Viking raids and invasions  Book: Viking Voyagers by Jack Tite A depth study linked to the Viking Raids and invasion: focusing on Sweyn Forkbeard who began his rule on Christmas Day, 1001 years ago in Gainsborough	History: Ancient Greece: A Study of Greek life and achievements and their influence on the western world Term 6 Focus: Olympics and health		
Religious Education: Humanism compared with Christianity To explore the principles underpinning Humanism and comparing this to Christianity Explore the ways that Humanists celebrate life goals and comparing this to Christianity		Religious Education: Lincolnshire Agreed Syllabus Being Human – Hinduism/Islam How do Hindus reflect their faith in the way they live? How might a Hindu seek to achieve moksha? What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world?		Religious Education: Lincolnshire Agreed Syllabus Forgiveness Explore the concept of forgiveness in different religious and non-religious worldviews Appreciate the value of forgiveness and the implications of forgiveness for the one being forgiven and the one forgiving.	

	<p>Languages:</p> <p>To link with the study of people making discoveries around the world, children 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.</p> <p><i>On y va – around the world (geographical links, e.g. countries, river, forest)</i></p> <p><i>Numbers 1-100</i></p>	<p>Languages:</p> <p>Inspired by Darwin and his contemporaries, children 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</p> <p><i>Les animaux – les habitats</i></p> <p><i>Traditional story: La petite poule rouge</i></p> <p>https://www.slideshare.net/rubiales/la-petite-poule-rouge-1477729</p>	<p>Languages:</p> <p>Children 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 word in the different countries around the world.</p> <p><i>Les vêtements</i></p>	<p>Languages:</p> <p>Children 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.</p> <p><i>Interpreting the artists</i></p>	<p>Languages:</p> <p>Children 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.</p> <p><i>Vive le sport</i></p> <p><i>Hobbies and pastimes</i></p>	<p>Languages:</p> <p>Y6 children 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.</p> <p><i>A l'école</i></p> <p><i>Dans la classe</i></p>
	<p>Music:</p> <p>Young Voices: Play and perform in solo and ensemble.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: The Lost Words</p> <p>South American</p>	<p>Music:</p> <p>Young Voices: Play and perform in solo and ensemble.</p> <p>Focus composer: Benjamin Britten (BBC Teach – ten pieces)</p>	<p>Music:</p> <p>Young Voices: Play and perform in solo and ensemble.</p> <p>Focus composer: Benjamin Britten (BBC Teach – ten pieces)</p>	<p>Music:</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: Lyrics - Only the Ocean by Jack Johnson</p> <p>Sea Shanti</p>	<p>Music:</p> <p>Leaver's Performance</p>	
	<p>PE</p> <p>Invasion games (Hockey)</p> <p>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 sports cross over and can be applied to other sports.</p>	<p>PE</p> <p>Invasion Games/Inclusive Sports*</p> <p>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 sports cross over and can be applied to other sports</p> <p><i>*Indoor Kurling, Sit-down Volleyball and Goalball</i></p>	<p>PE</p> <p>Dance</p> <p>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.</p> <p>Swimming</p> <p>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.</p>	<p>PE</p> <p>Netwall (Table Tennis/Tennis)</p> <p>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.</p>	<p>PE</p> <p>Striking/Fielding (Cricket/Rounders)</p> <p>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 how different tactics and skills used within striking and fielding apply to a range of sports.</p>	<p>PE</p> <p>Athletics/Fun Games</p> <p>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.</p>

PSHE:**Health & Wellbeing (Courage)**

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)

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

PSHE:**Health & Wellbeing (Courage)**

H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

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 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.

Living in the Wider World (Friendship)

L16. what is meant by enterprise and begin to develop enterprise skills (**Industry Week**)

PSHE:**Relationships (Compassion)**

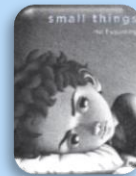
R16. to recognise and challenge stereotypes

R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation



R16 & 17 Book:
Julian is a Mermaid by Jessica Love

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 (Friendship)**

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



R19 Book:
The Girl With Two Dads by Mel Elliott

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

L17 Book:
Humpty Dumpty Lived Near a Wall by Derek Hughes & Nathan Christopher



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

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 (Trust)

L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)