



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**

Who might be the architect of the world?

**Christian Value:**  
**Courage**

How far does courage travel?

**Christian Value:**  
**Hope**

Do all living things have the same hope for the world?

**Christian Value:**  
**Thankfulness**

How can we plant the seeds of thankfulness?

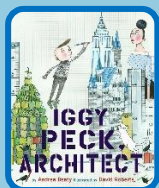
**Christian Value:**  
**Compassion**

Is stealing from the rich to give to the poor the right choice?

**Christian Value:**  
**Trust**

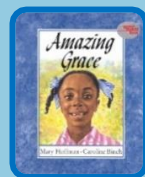
Is trust important for us to live together in harmony?

**We are Architects**



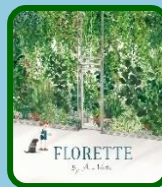
**Texts:** Iggy Peck Architect by Andrea Beaty & David Roberts  
The Great Fire of London: Anniversary edition of The Great Fire of 1666 by Emma Adams & James Weston Lewis

**Passport to the World**



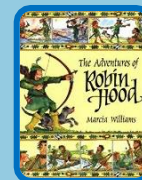
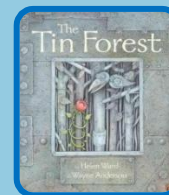
**Texts:** Meerkat Mail by Emily Gravett  
Amazing Grace by Mary Hoffman & Caroline Binch

**Florette**



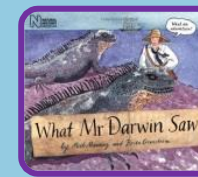
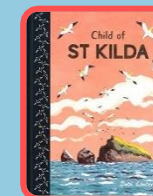
**Texts:** The Boy Who Grew Dragons by Andy Shepherd  
Florette by Anna Walker

**Robin Hood**



**Texts:** The Tin Forest by Helen Ward & Wayne Anderson  
The Adventures of Robin Hood by Marcia Williams

**Animal Islands**



**Text:** Child of St Kilda by Beth Waters  
**Supporting Texts:** Amazing Islands by Sabrina Weiss & Kerry Hyndman  
What Mr Darwin Saw by Mick Manning & Brita Granstrom  
Island: A Story of the Galapagos by Jason Chin

Year 1/2

	<b>Experiences and Inspirations</b> Put together flat pack furniture Visit old and modern buildings Create buildings using different materials Build the tallest building you can Make bread	<b>Experiences and Inspirations</b> Send a letter/postcard Look at travel brochures Visit a travel agent Visit somewhere you've never been before Look at Google Earth	<b>Experiences and Inspirations</b> Visit a garden centre Walk through a greenhouse Visit an old house and its gardens Grow a plant Look at the paintings of Monet Design a dragon	<b>Experiences and Inspirations</b> Walk to Laughton Woods Visit Sherwood Forest Make a shelter in the woods Be a leaf collector Make a robot from recycled materials	<b>Experiences and Inspirations</b> Explore micro-habitats at home, school and other locations Collect shells and fossils Use a microscope Paddle in the sea and go rock-pooling	<b>Experiences and Inspirations</b> Watch a David Attenborough documentary Make a puppet Visit a puppet show Create a puppet show using toys
	<b>Writing focus:</b> <ul style="list-style-type: none"> <li>Writing to Instruct</li> <li>Writing to inform - biography</li> <li>Writing to entertain - recount</li> </ul>	<b>Writing focus:</b> <ul style="list-style-type: none"> <li>Writing to entertain - Letters/postcards</li> <li>Writing to entertain</li> </ul>	<b>Writing focus:</b> <ul style="list-style-type: none"> <li>Writing to persuade – bug hotel</li> <li>Writing to entertain - poetry</li> </ul>	<b>Writing focus:</b> <ul style="list-style-type: none"> <li>Writing to entertain - Myths &amp; Legends</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 inform - Non-Fiction (non-chronological report)</li> </ul>	<b>Writing focus:</b> <ul style="list-style-type: none"> <li>Writing to entertain</li> <li>Writing to inform</li> </ul>
	<b>Themes:</b> At the start of a new year, we look back in time to explore <i>The Great Fire of London</i> .  We also take on the role of an architect to explore materials (inspired by Iggy Peck and <i>The Great Fire</i> ) to design a home.  During the term we will be inspired by women who have changed the world and use this knowledge to write a biography.  We also experience Harvest time in a rural village and make biblical links to this time of year.	<b>Themes:</b> This term we learn about life in a contrasting location, the Kalahari desert, which will inspire our artwork.  We will be writing postcards from different locations and, inspired by the story of Sunny, the hero of Meerkat Mail, we will concentrate on descriptive language.  We will be linking our theme with science, and specifically animal survival.	<b>Themes:</b> Our new year journey will now take us into the world of Florette and her wonderful world of incredible plants. We will be thinking about what plants need to grow and will help our outdoor environment flourish with our own planting.  The Bug Hotel will be our big project as aim to create a habitat within the school grounds for many of our little visitors.	<b>Themes:</b> To begin the Summer Term we link our reading to adventures in the forest. Robin Hood takes us into a journey through Sherwood and we are inspired to make an environmental difference thanks to The Tin Forest.  The children will also become investigators to find out if the author Enid Blyton had any links to our own village of Blyton.	<b>Themes:</b> Island life is the focus of the term as we discover how important animals and plants are and find out about the habitats in which they live including island coastlines. The Child of St Kilda takes us back to the early part of the 20 <sup>th</sup> century as we discover what life was like for children on a remote island.  Two incredible people who have made a huge impact on the way we think about our planet and island life: Sir David Attenborough and Charles Darwin, will add to our historical thinking.  Later in the term, exercise and diet will be the scientific focus and this will link closely to PSHE this term.  Flowers will inspire the artwork we produce from the stunning The Lost Words.	

## Working Scientifically:

### Statutory Requirements

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.

### Science:

Uses of everyday materials:

**Focus Scientist: INNOVATOR**  
**Charles Macintosh (waterproof fabric)**



Identify and compare the suitability of a variety of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

Compare fire safety at the time of the Great Fire to modern times

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

### Science:

Animals, including humans:

**Focus Scientist: CARER** **Dian Fossey (mountain gorillas)**



Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense  
Notice that animals, including humans, have offspring which grow into adults

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

**Book:**  
**Mad About Monkeys**  
**by Owen Davey**



**Living things and their habitats**

Explore and compare the differences between things that are living, dead and things that have never been alive

### Science:

Plants:

**Focus Scientists: FIGURE OF FAITH** **G Nammalvar (agriculturalist and green crusader)** and **CARER** **Tia Kansar (Environmentalist)**



Observe and describe how seeds and bulbs grow into mature plants  
Find out and describe how plants need water, light and suitable temperature to grow and stay healthy

Plus: Planting seeds around the environment, including a herb garden



**Books: From Tiny Seeds**  
**by Amelia Vost**

**I Ate Sunshine for Breakfast** by Michael Holland & Philip Giordano



### Science:

Living things and their habitats:

**Focus Scientist: EXPLORER**  
**Charles Darwin**



Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other

Identify and name a variety of plants and animals and their habitats. Including micro-habitats  
Describe how animals obtain their food from plants and other animals using the idea of a simple food chain and identify and name different sources of food.



**Book: What Mr Darwin Saw** by Mick Manning & Brita Granstrom

### Science:

Animals, including Humans:



**Focus Scientists: INNOVATORS**  
**Marie Curie and Louis Pasteur**



Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene



**Book: Marie Curie and her Daughters** by Imogen and Isabel Greenberg

	<p><b>Art/Design &amp; Technology:</b></p> <p><b>Outcome:</b> Collage background to support 3D model of a house</p> <p><b>Focus Artist:</b> Kurt Schwitters</p> <p>To use a range of collage materials, colour, shape and texture to create a collage.</p> <p><b>DT: Inspired by The Great Fire of London, go back in time as Iggy Peck to design a safe home.</b></p> <p>DESIGN &amp; DEVELOP: Design a purposeful, functional, appealing product for themselves and other users based on a design criteria</p> <p>MAKING: Select and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</p> <p>PRODUCT &amp; EVALUATION: Evaluate their ideas and products against design criteria</p> <p>TECHNICAL KNOWLEDGE: Build structures, exploring how they can be stronger, stiffer and more stable.</p>	<p><b>Art/Design &amp; Technology:</b></p> <p><b>Outcome:</b> Clay African-inspired tile telling Sunny's journey</p> <p><b>Focus Artist:</b> Pablo Picasso (inspired by African masks in his artwork)</p> <p>To manipulate malleable materials for a purpose, e.g. tile</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><b>Christmas Industry Week: Design, make and evaluate a product to sell at the Christmas Fayre (Equivalent of one term's Design &amp; Technology)</b></p>	<p><b>Art/Design &amp; Technology:</b></p> <p><b>Context:</b> School Environment</p> <p><b>Design a Bug Hotel</b> (whole class project)</p> <p>DESIGN &amp; DEVELOP: Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>MAKING: Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>PRODUCT &amp; EVALUATION: Explore and evaluate a range of existing products</p> <p>TECHNICAL KNOWLEDGE: Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.</p>	<p><b>Art/Design &amp; Technology:</b></p> <p><b>Outcome:</b> create a repeated pattern using printing techniques inspired by the natural world and The Adventures of Robin Hood</p> <p><b>Focus Artists:</b> Henry Bradbury &amp; Alois Auer (sketchbook work)</p> <p>To know about the work of a range of artists, craft makers and designers, describing the differences between practices and disciplines, and making links to their own work.</p> <p><b>KS1 1 week project:</b></p> <p><b>Outcome:</b> Inspired by sculptor <u>CREATOR</u> and Focus Artist <u>Andy Goldsworthy</u> use natural materials to create large scale artwork</p> <p>To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</p>	<p><b>Art/Design &amp; Technology:</b></p> <p><b>Outcome:</b> Watercolour pencil drawing and painting of a natural object or animal inspired by The Lost Words by Jackie Morris</p> <p><b>Focus Artist:</b> Jackie Morris</p> <p>To investigate tone, texture in drawing and painting.</p> <p>To know about the work of a range of artists, craft-makers and designers. Describing differences and similarities between different practices and disciplines, making links to their own work.</p> <p><b>Text:</b> The Lost Words by Robert MacFarlane &amp; Jackie Morris</p> 	<p><b>Art/Design &amp; Technology:</b></p> <p><b>Outcome:</b> An animal puppet made from a range of fabrics and joining techniques</p> <p>To explore colour, texture, length, size and shape.</p> <p>To explore a range of cutting, joining and sewing techniques.</p>
	<p><b>Computing:</b></p> <p><b>Y1:</b> Digital Art</p> <p><b>Y2:</b> Digital Art</p>	<p><b>Computing:</b></p> <p><b>Y1:</b> Early Music Creation</p> <p><b>Y2:</b> Internet Research</p>	<p><b>Computing:</b></p> <p><b>E-Safety 5-7</b></p>	<p><b>Computing:</b></p> <p><b>Y2:</b> Animation</p> <p><b>Software:</b> I Can Animate</p>	<p><b>Computing:</b></p> <p><b>Y1:</b> Introduce Programming</p> <p><b>Y2:</b> Develop Programming</p>	<p><b>Computing:</b></p> <p><b>Y2:</b> Programming with Scratch Jr</p> <p><b>INNOVATORS</b> Betty Snyder, Jean Jennings &amp; Kay McNulty</p> <p><b>Book:</b> Instructions Not Included by Tami Lewis Brown, Debbie Loren Dunn &amp; Chelsea Beck</p> 

## Geography:

## Geography:

How can we help Grace and Sunny to plan a Children's World TV show using iMovie?

### Location knowledge:

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and the surrounding area

### Geographical skills and fieldwork:

Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this stage.

Context: Link to **EXPLORERS** Amy Johnson and Amelia Earhart



### Location knowledge:

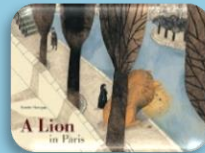
Name and locate the world's seven continents and five oceans.  
Short focus on the Kalahari (Meerkat Mail)

## Geography:

Designing a garden with Florette  
Inspired by Florette create a garden for plants and creatures.

### Locational Knowledge:

Paris, France



**Book: A Lion in Paris by Beatrice Alemagna**

### Geographical skills and fieldwork:

Use simple compass directions (N,S,E,W) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map (use local area maps)

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and contrast basic symbols in a key (based on their garden design)

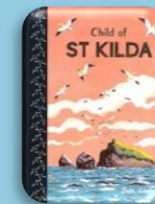
## Geography:

## Geography:

Contrast between St Kilda and the Galapagos (and link to the Lincolnshire coastline)

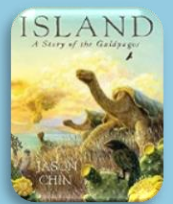
### Place knowledge:

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country



**Books: Child of St Kilda by Beth Waters**

**Island: A Story of the Galapagos by Jason Chin**



## History:

How did the Great Fire of London start?

**LEADER** Charles II and Samuel Pepys

Events beyond living memory that are significant nationally or globally



## History:

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## History:

What did our school used to be like? The **SCHOOL HISTORY** of LAUGHTON and BLYTON

Significant historical events, people and places in their own locality

(use evidence from Log Books, punishment books and other sources)

Additional short unit: Robin Hood  
- Exploring the legend

## History:

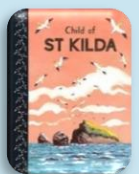
What was life like on ST KILDA?: Childhood experience of life on a remote British island.  
Events beyond living memory that are significant nationally or globally (links to the 2020 coronavirus lockdown)

**Book: Child of St Kilda by Beth Waters**

**CARER** Sir David Attenborough and **EXPLORER** Charles Darwin: What have we learned from their island adventures?

The lives of significant individuals in the past who have contributed to national and international achievements.

**Books: Wild Life: Sir David Attenborough by Leisa Stewart-Sharpe & Helen Shoesmith**

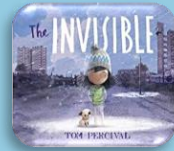




 <p><b>Books: The Great Fire of London</b> by Emma Adams &amp; James Weston Lewis <b>London Through Time</b> by Platt &amp; Capton and Samuel Pepys by Izzi Howell</p>				 <p><b>What Mr Darwin Saw</b> by Mick Manning &amp; Brita Granstrom</p>	
<p><b>Religious Education:</b> <b>Lincolnshire Agreed Syllabus</b> Being Human – Islam <b>Book:</b> <b>Under my Hijab</b> by Hena Khan &amp; Aaliyah Jaleel</p> 	<p><b>Religious Education:</b> <b>Understanding Christianity 1.3</b> Incarnation Why Does Christmas Matter to Christians? <b>Book: Refuge</b> by Anne Booth &amp; Sam Usher</p> 	<p><b>Religious Education:</b> <b>Lincolnshire Agreed Syllabus</b> Thankfulness</p>	<p><b>Religious Education:</b> <b>Lincolnshire Agreed Syllabus</b> Thankfulness</p>	<p><b>Religious Education:</b> <b>Understanding Christianity 1.5</b> Salvation Why Does Easter Matter to Christians?</p>	<p><b>Religious Education:</b> <b>Lincolnshire Agreed Syllabus</b> Life Journey – Islam <b>Book:</b> <b>Crescent Moons &amp; Pointed Minarets</b> by Hena Khan &amp; Mehrdokht Amini</p> 
<p><b>Languages:</b> N/A</p>	<p><b>Languages:</b> N/A</p>	<p><b>Languages:</b> N/A</p>	<p><b>Languages:</b> N/A</p>	<p><b>Languages:</b> N/A</p>	<p><b>Languages:</b> N/A</p>
<p><b>Music:</b> <b>Harvest</b> Sing songs with pitch range and with increasing voice control</p>	<p><b>Music:</b> <b>Nativity</b> Use voices expressively and creatively by singing songs and speaking chants and rhymes at the same <b>pitch</b></p>	<p><b>Music:</b> <b>Music from the Forest</b> Listen to, evaluate and review music across a range of historical periods (1936): Peter and the Wolf</p>	<p><b>Music:</b> <b>Songs of the Animal World</b> <b>Exploring Music Apps</b> Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p><b>Music:</b> <b>What a Wonderful World</b> Use voices expressively and creatively by singing songs <b>Book: What a Wonderful World</b> by Tim Hopgood</p> 	<p><b>Music:</b> <b>Opera: The Adventures of Pinocchio (YouTube)</b> Perform, listen to, review and evaluate music across a range of historical periods (1930s)  Explore tuned wooden instruments.</p>
<p><b>PE:</b> <b>Invasion games (Netball: Attacking and defending)</b> Introduce basic techniques and skills for invasion games. Introduce dribbling, bouncing, passing, in isolation, with a partner and within small groups. Introduce simple tactics and apply to small games.  <b>SWIMMING: YEAR 2 ONLY</b></p>	<p><b>PE:</b> <b>Ball Skills</b> To be able to under arm throw to a target, roll to a target, catch after a bounce and catch before it bounces. Improve confidence with these basic skills.</p>	<p><b>PE:</b> <b>Gymnastics/Apparatus</b> Introduce basic gymnastic movements, both individually and with a partner. Improve confidence on lots of different equipment, whilst exploring how to travel across, over and under it all.</p>	<p><b>PE:</b> <b>Co-ordination &amp; Netwall (Tennis based skills)</b> Demonstrate basic sending skills in isolation and small games. Be able to track the path of the ball and hit with the racquet with some consistency.</p>	<p><b>PE:</b> <b>Striking and fielding (Cricket)</b> Introduce striking a moving ball and use a range of different skills, e.g. throwing, catching, tracking and stopping, with a small level of control. Apply these skills to some simple games.  <b>SWIMMING: YEAR 1 ONLY</b></p>	<p><b>PE:</b> <b>Athletics/Skills Circuit</b> Explore running and throwing activities and take part in simple challenges and competitions. Experiment with different ways of travelling and throwing increasing an awareness of different speeds.</p>
<p><b>PSHE:</b> <b>Living in the Wider World (Thankfulness)</b> (make mathematical links and with the texts) <b>L6.</b> that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p>			<p><b>PSHE:</b> <b>Relationships (Compassion)</b> <b>R8.</b> to identify and respect the differences and similarities between people  <b>R8 Text: Remixed</b> by Arree Chung</p>	<p><b>PSHE:</b> <b>Health &amp; Wellbeing (Trust)</b> <b>H12.</b> rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety <b>H13.</b> about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p>	

**L7.** about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices

**L6 & L7 Text: The Invisible by Tom Percival**



**L8.** ways in which they are all unique; understand that there has never been and



will never be another 'them'

**L9.** ways in which we are the same as all other people; what we have in common with everyone else

**L8 & L9 Book: Welcome To Our World by Moira Butterfield & Harriet Lynas**

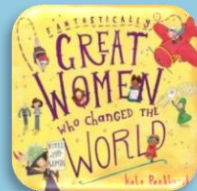
**L10.** about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

Consider a) how people helped during the Coronavirus outbreak  
b) how people have helped others in the past. **Focus on CARER Mary Seacole**



**L10 Books: Unspoken by Henry Cole**

**Fantastically Great Women Who Changed the World by Kate Pankhurst**



**R9.** to identify their special people (family, friends, carers), what makes them special and how special people should care for one another

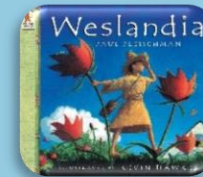
**R10.** to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)

**R11.** that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

**R12.** to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say

**R13.** to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable

**R14.** strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

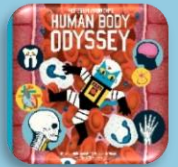


**R12 –R14 Book: Weslandia by Paul Fleischman & Kevin Hawkes**

### Health & Wellbeing (Trust)

**H9.** about growing and changing and new opportunities and responsibilities that increasing independence may bring

**H10.** the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls



**H10 Book: Professor Astro Cat's Human Body Odyssey by Dr Dominic Wallman & Ben Newman**

**H11.** that household products, including medicines, can be harmful if not used properly

### Health & Wellbeing (Friendship)

**H14.** about the ways that pupils can help the people who look after them to more easily protect them

**H15.** to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets