



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

Does friendship make us braver?

Christian Value:
Courage

What courage do we need to face life's adventures?

Christian Value:
Hope

What does it mean to have hope?

Christian Value:
Thankfulness

Does thankfulness change through history?

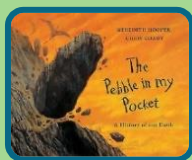
Christian Value:
Compassion

How far do we go to be compassionate?

Christian Value:
Trust

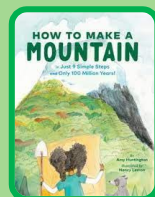
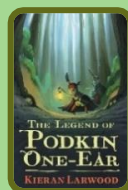
Is it easy to trust?

Stone Age Investigators



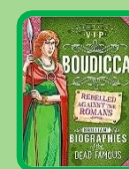
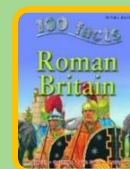
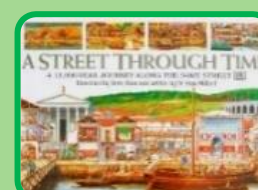
Main Book: *The Wild Way Home* by Sophie Kirtley
Supporting Book: *The Pebble In My Pocket* by Meredith Hooper & Chris Coady

The Legend of Podkin One-Ear



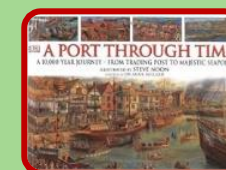
Main Book: *The Legend of Podkin One-Ear* by Kieran Larwood
Supporting Books:
Quest by Aaron Becker
How to Make a Mountain by Amy Huntington & Nancy Lemon
Mountains of the World by Dieter Braun

The Roman Empire



Main Book: *Roman Invasion* by Jim Eldridge
Supporting Book:
A Street Through Time by Steve Noon
The Roman Record
100 Facts: Roman Britain by Miles Kelly
Boudicca by Paul Harrison

Vikings and Dragons



Main Book: *How to Train Your Dragon* by Cressida Cowell
Supporting Books:
Viking Voyagers by Jack Tite
Tell Me A Dragon by Jackie Morris
A Port Through Time by Anne Millard & Steve Noon

Year 3/4

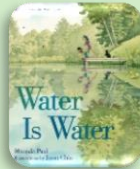
Experiences and Inspirations Climb a hill or a mountain Search for fossils at the beach Recycle an object Collect interesting rock shapes and decorate them	Experiences and Inspirations Pack a kit for an expedition Camp out overnight in the garden Visit a tropical house Walk with your family along a river Go for a walk in the forest Woodside Wildlife Park (Joseph Banks conservatory) Visit a pet shop or aquarium to see different animals		Experiences and Inspirations Visit The Collection in Lincoln Make a Roman shield Try Roman recipes Design Roman jewellery using plasticine or clay		Experiences and Inspirations Visit a castle or old house Visit Jorvik Viking Museum Make a Viking longboat Visit Stow church to see Viking graffiti
Writing focus: <ul style="list-style-type: none">Writing to informWriting to entertain	Writing focus: <ul style="list-style-type: none">Writing to entertainWriting to inform	Writing focus: <ul style="list-style-type: none">Writing to inform:Writing to explain:	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 debate	Writing focus: <ul style="list-style-type: none">Writing to entertainWriting to inform
Themes: <p>At the start of a new year, we travel back many centuries to a time of discovery and find out what it was like for people in the Stone Age. We use this inspiration to explore rocks and cave paintings. Sophie Kirtley's The Wild Way Home imaginatively connects the lives of two children from the modern day and the Stone Age.</p>	Themes: <p>Prior to and post-Christmas we become engrossed in the adventures of Podkin One-Ear as he protects his family from the Gorm in Kieran Larwood's legendary woodland story. We also help him to find his way around the United Kingdom. In addition, we travel on an amazing journey with two children who have the world at their fingertips in 'Quest'. Through their adventures in hot and cold climates we explore states of matter and learn about rivers journeys and mountains. We also explore the journeys children experience in countries facing troubled times. Animal diet and digestive systems will be a key science focus.</p>		Themes: <p>Our learning journey will now take us back to the time of the Roman Empire. We will explore the key events of the time and the impact of the Romanisation of the United Kingdom with Lincolnshire itself the main focus. The Romans were known for their gardens and we will learn about the functions of plants and flowers.</p>		Themes: <p>To end the spring term and moving into the summer term we are transported into the world of Hiccup Horrendous Haddock and the Vikings. We navigate around Europe, noticing the terrain and naming European countries before exploring Italy in more depth. In the final term of the year we explore the world of dragons and continue Hiccup's adventures. We learn about the impact Vikings had on these shores all those centuries ago.</p>
Science: Working scientifically 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:					
<ul style="list-style-type: none">asking relevant questions and using different types of scientific enquiries to answer themsetting up simple practical enquiries, comparative and fair testsmaking systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggersgathering, recording, classifying and presenting data in a variety of ways to help in answering questionsrecording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tablesreporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusionsusing results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questionsidentifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings					
Science: Y3 Rocks: Focus Scientist: Mary Anning Book: The Fossil Girl: Mary Anning's Dinosaur Discovery by Catherine Brighton	Science: Y4 States of matter: (Quest link) Focus Scientist: Dmitri Ivanovich Mendeleev (Periodic Table) Book: Super Scientists: 40 Inspiring Icons by Anne Blanchard & Tino	Science: Y3 Animals. Including humans: Focus Scientist: Avicenna (Human Anatomy) Book: Super Scientists: 40 Inspiring Icons	Science: Y3 Plants: Focus Scientist: Wangari Maathai (environmentalist) Book: Seeds of Change by Jen Cullerton Johnson & Sonia Lynn Sadle	Science: Y3 Light: Focus Scientist: Roger Bacon (spectacles and rainbow refraction) Book: Super Scientists: 40 Inspiring Icons	Science: Y4 Living things and their habitats: Focus Scientist: Eugenie Clark Book: Swimming with Sharks: The Daring Discoveries of Eugenie Clark by Heather Lang & Jordi Solano

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter



Book:
Grand Canyon by Jason Chin

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature



Books:
Water is Water by Miranda Paul and Jason Chin

Rhythm of the Rain by Grahame Baker-Smith



Y3 Forces and Magnets:

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract/repel, depending on which poles are facing

- identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

Books:
Who Owns These Bones? by Henri Cap, Raphael Martin & Renaud Vigourt



When We Became Humans by Michael Bright & Hannah Bailey

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

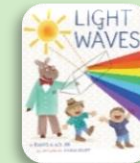
Books:
What's Inside a Flower by Rachel Ignotofsky



The Big Book of Blooms by Yuval Zommer



- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change

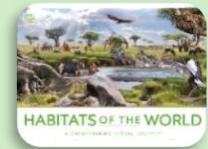


Book: **Light Waves** by David A Adler & Anna Raff

- recognise that living things can be grouped in a variety of ways
- 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 may pose dangers to living things



Book:
Saving Species by Jess French & James Gilleard



Habitats of the World by DK

Art/Design & Technology:

Cave Painting: Create paintings displaying modern life

Outcome: Cave Drawing and Painting

To improve the mastery of art and design techniques, including drawing, painting and sculpture with a range of materials



Books: The First Drawing by Mordicai Gerstein



When We Became Humans by Michael Bright & Hannah Bailey

Art/Design & Technology:

Outcome: Pop-up Book Illustration (Podkin)

DESIGN & DEVELOP: Generate, develop, model and communicate their ideas through discussion, annotated sketches, 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: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

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

Option - Printing: wrapping paper designs

Art/Design & Technology:

Roman Britain: Roman Ceramic Jewellery

Outcome: Jewellery designed and inspired by those discovered in Lincolnshire

To improve the mastery of art and design techniques, including drawing, painting and sculpture with a range of materials



Book: 100 Facts: Roman Britain by Miles Kelly

Art/Design & Technology:

How to Train Your Dragon: Textiles

Outcome: A Viking age bag

Great artists, architects and **designers** in history

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: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Short unit:

Outcome: Dragon Eyes using clay

To improve the mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Computing:

Y3 Document Editing and Creation

Y4 Internet Research

INNOVATOR: Tim Berners-Lee

Computing:

Y3: Programming in Scratch

Y4: Programming in Scratch

INNOVATOR: Tim Berners-Lee

Computing:

E-Safety 7-9

Computing:

Y3: Comic Creation

Y3: Digital Storyboards

Computing:

Y3 3D Design

Y4 3D Design

Computing:

Y3: Branching Databases

Y4: Ebook Creation

Geography:

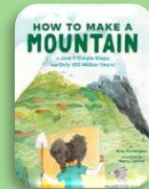
Geography:

Locational knowledge: Name and locate counties and cities of UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, rivers), and land-use patterns; and understand how some of these aspects have changed over time. Short focus on River Trent and its journey.

Geographical skills and fieldwork:

Geography:

Human and physical geography: Describe and understand key aspects of: physical geography, including rivers and mountains.



Books: How to Make a Mountain by Amy Huntington & Nancy Lemon

Geography:

(Short focus to support History learning)
Locational knowledge: Italy
 Use maps, atlases, globes and digital/computer mapping to locate Italy and Rome
 Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.

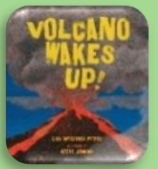
Concentrate on Italy's environmental region, key physical and human

Geography:

Geography:

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

Books: Volcano Wakes Up by Lisa Westberg Peters & Steve Jenkins



	<p>Use the eight points of a compass to build knowledge of the UK and the wider world</p>  <p>Book: Maps of the United Kingdom by Rachel Dixon & Livi Gosling</p>	<p>Mountains of the World by Dieter Braun</p> 	<p>characteristics including rivers, mountains and major cities</p> 		<p>Everything Volcanoes & Earthquakes by National Geographic</p> 
<p>History: Changes in Britain from the Stone Age to the Iron Age: The Stone Age hunter-gatherers and early farmers</p>   <p>Books: A Street/City Through Time by Steve Noon A Farm Through Time by Angela Wilkes & Eric Thomas The First Drawing by Mordicai Berstein</p>	<p>History:</p>	<p>History:</p>	<p>History: Changes in Britain from the Stone Age to the Iron Age: <i>Brief introduction</i> to the Iron Age leading to the time of the Roman Invasion with understanding of Rome's position in Europe.</p>   <p>Books: A Street Through Time by Steve Noon Boudicca by Paul Harrison</p> <p>The Roman Empire and its impact on Britain: A local history study: The Romanisation of Lincoln</p>  <p>100 Facts: Roman Britain by Miles Kelly</p>	<p>History: The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor: Viking raids and invasions – the struggle with the Anglo-Saxons</p> <p>Book: A Port Through Time by Anne Millard & Steve Noon</p> 	
<p>Religious Education: Lincolnshire Agreed Syllabus God – Hinduism/Islam</p>	<p>Religious Education: Lincolnshire Agreed Syllabus God – Hinduism/Islam</p>	<p>Religious Education: Understanding Christianity 2A.3 God/Incarnation What is the Trinity?</p>	<p>Religious Education: Understanding Christianity 2A.3 God/Incarnation What is the Trinity?</p>	<p>Religious Education: Lincolnshire Agreed Syllabus Big Question – Why are some journeys special?</p>	<p>Religious Education: Lincolnshire Agreed Syllabus Pilgrimage</p>

Languages:

To link with the theme of how Stone Age people communicated with each other, the focus will be on how we meet and greet each other when in a French speaking country. We will examine how we can count to ten, looking at the phonic sounds in the individual words so that we may identify rhyming words from the same language. We will be able to say the days of the week. The focus will be on oral work, asking and answering questions and speaking in sentences.

Bonjour/Au revoir! –include titles of people (monsieur, madame, mademoiselle, mon ami, mes amis)

C'est Combien?- numbers to 10 - *include counting and doing simple arithmetic questions*
Days of the week

Languages:

To link with the theme of an adventure in different climates, the focus will be on describing weather both in the UK and other countries. Pupils will be able to give a simple description about themselves for when they meet someone. The focus will be on reading and writing new vocabulary, focussing on letter patterns/strings/phonological knowledge

Moi (All about me)- age, name, gender and where they live
Quel temps fait-il?-

Languages:

To link with the science programme of study on nutrition, pupils will learn the vocabulary associated with plants, fruit and vegetables and flowers. They will link this to their likes and dislikes, speaking and writing in simple sentences which may have been modelled for them. They will use the story of 'The Very Hungry Caterpillar' as a resource.

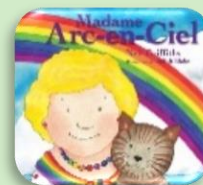
Les fruits et les legumes- what foods are good for us?- **introduce plural rules**
La chenille qui fait des trous



Languages:

Pupils will extend their writing skills by writing longer sentences using the vocabulary of colour. They will listen to and respond to stories such as **Mme Arc en Ciel**.

Les couleurs-
Mme Arc en Ciel



Languages:

The focus this term will be on describing their classroom so that when the new Y3 children visit, they can show in both English and French. They will be able to follow simple classroom instructions given in French

Dans ma salle de class- features and instructions

Languages:

This term, the focus will be on looking at the diversity of our families, learning the vocabulary to describe the people we live with. We will create several short paragraphs which detail the people who are in our homes. This will link back to work in term 2 where pupils wrote about themselves.

La famille- make links to class Books we have read this year

Music:

Carnival of the Animals: fossils Saint Saens (Create a composition using wooden percussion)

Improvise and compose music for a range of purposes using the inter-related dimensions of music

Music:

Read and comprehend 'Moon River'

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Book: Moon River by Johnny Mercer, Henry Mancini, Tim Hopgood



Music:

Focus on Smetana's Vltava (The Moldau) which tells the story of the Vltava River running from its source in the Bohemian Forest to the city of Prague.

Musical soundtrack to Quest (exploring and creating music linked to different scenes, e.g. underwater, snow-capped mountains, blue sky, storms)
Improvise and compose music for a range of purposes using the inter-related dimensions of music including Garage Band

Music:

Read and comprehend 'Pompeii' by Bastille

<https://www.youtube.com/watch?v=F90Cw41-8NY>

Lyrics

<http://www.azlyrics.com/lyrics/bastille/pompeii.html>

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians







Music:

Italian Composer: Antonio Vivaldi (four seasons)

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Music:

Leavers' Performance

<p>PE</p> <p>Invasion games (Basketball and Netball)</p> <p>Develop basic techniques and skills for invasion games. Continue to develop them in isolation, with a partner and within small groups, and whilst under a small amount of pressure. Apply simple tactics to games, and show an understanding of how to successfully apply attacking and defending skills to games.</p>	<p>PE</p> <p>Invasion Games/Circuit Training (Football)</p> <p>Develop basic techniques and skills for invasion games. Continue to develop them in isolation, with a partner and within small groups, and whilst under a small amount of pressure. Apply simple tactics to games, and show an understanding of how to successfully apply attacking and defending skills to games.</p> <p>Circuit Training</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>SWIMMING</p>	<p>PE</p> <p>Gymnastics/Team Work Games</p> <p>Perform the basic gymnastic actions with co-ordination, control and variety. Choose and plan sequences of contrasting actions.</p>	<p>PE</p> <p>Netwall (Table Tennis and Tennis)</p> <p>Develop basic techniques for sending a ball on both sides of the body. Use simple racket skills to develop confidence. Set simple challenges to develop racket skills and sending.</p>	<p>PE</p> <p>Striking and fielding (Cricket/Rounders)</p> <p>Be able to strike a moving ball with some control and consistency, and use a range of skills, e.g. throwing, catching, intercepting and stopping a ball, with good control and accuracy, within small modified games.</p>	<p>PE</p> <p>Athletics/Skills Circuit</p> <p>Developing good basic running, jumping and throwing techniques. Set challenges for distance and time using different styles and combinations of running, jumping and throwing. Think about how to achieve the greatest speed, distance and accuracy.</p>
<p>PSHE</p> <p>Health & Wellbeing (Trust) (opportunities to link to the coronavirus outbreak and the need to experience nature)</p> <p>H1. what positively and negatively affects their physical, mental and emotional health (consider how experiencing nature can help)</p> <p>- planting trees in the grounds of the school (Forestry Commission/Woodland Trust)</p> <p>H1 Book: Tree Lady by H. Joseph</p>  <p>Hopkins & Jill McElmurry (Kate Sessions)</p> <p>H2. how to make informed choices (including recognising that choices can have positive,</p>	<p>PSHE</p> <p>Health & Wellbeing (Hope)</p> <p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p>  <p>H6 Book: Sweep by Louise Greig & Julia Sarda</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p>	<p>PSHE</p> <p>Relationships (Friendship)</p> <p>R1. to recognise and respond appropriately to a wider range of feelings in others</p>  <p>R1 Book: On Sudden Hill by Linda Sarah & Benji Davies</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p>	<p>PSHE</p> <p>Relationships (Compassion)</p> <p>R7. that their actions affect themselves and others</p>  <p>R7 Book: Every Little Kindness by Marto Bartolli</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond (NSPCC PANTS)</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>	<p>PSHE</p> <p>Living in the Wider World (Compassion)</p> <p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p>  <p>L1 Book: The Journey by Francesca Sanna</p> <p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p>	<p>PSHE</p> <p>Living in the Wider World (Trust)</p> <p>L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p>  <p>L6 Book: Weslandia by Paul Fleischman & Kevin Hawkes</p> <p>L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p>

neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet



H3 Book: One Green Apple by Eve Bunting & Ted Lewin

H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves

H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals (link to key female figures who have used their knowledge to inspire others)



H5 Book: Fantastically Great Women Who Saved the World by Kate Pankhurst

H8 Book: The Memory Tree by Britta Teckentrup



H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'

Focus on water danger including rivers.

H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience

H9 & H10 Book: The Stone Giant by Anna Hoglund



H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe



R2 Book: All Are Welcome by Alexandra Penfold & Suzanne Kaufman

R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families

R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment



R4 & R5 Book: We Are Family by Patricia Hegarty & Ryan Wheatcroft

R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves

R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view

R11. to work collaboratively towards shared goals

L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (**Focus on CARER Tegla Loroupe**)

L3 Book: People of Peace by Sandrine Mirza & Le Duo



L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices

L3 & L4 Book: For the Right to Learn: Malala Yousafzai's Story by Rebecca Langston-George & Janna Bock

