



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**

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?

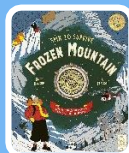
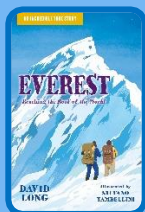
**Christian Value:**  
**Compassion**

How far do we go to be compassionate?

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

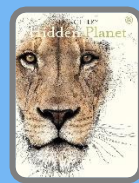
Is it easy to trust?

**Everest**



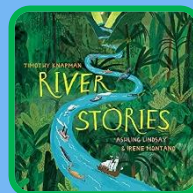
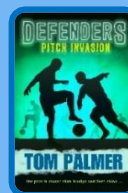
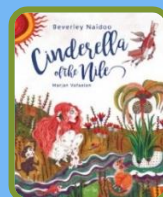
**Main Book:** Everest by David Long & Stefano Tambellini  
**Supporting Books:** Everest by Alexandra Stewart & Joe Todd-Stanton  
**Spin to Survive Frozen Mountain** by Emily Hawkins and R Fresson

**Into the Jungle**



**Main Book:** Into the Jungle by Katherine Rundell  
**Supporting Book:** Ben Rothery's Deadly and Dangerous Animals  
**Hidden Planet** by Ben Rothery

**River Journey**



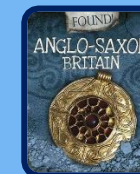
**Main Book:** Defenders: Pitch Invasion by Tom Palmer & Cinderella of the Nile by Beverley Naidoo & Marjan Vafaeian  
**Supporting Books:** River Stories by Timothy Knapman, Ashling Lindsay & Irene Montano  
**The Big Book of Blooms** by Yuval Zommer

**Invasion**



**Main Book:** Greta Zargo and the Amoeba Monsters from the Middle of Earth by AF Harrold  
**Supporting Book:** Lights on Cotton Rock by David Litchfield

**Anglo-Saxon**



**Main Book:** Anglo- Saxon Boy by Tony Bradman  
**Supporting Book:** Found: Anglo-Saxon Britain by Moira Butterfield

Year 3/4

<b>Experiences and Inspirations</b> Climb a hill or a mountain Experience the cold of the freezer aisle Pack a kit for an exhibition Camp out overnight in the garden	<b>Experiences and Inspirations</b> Pack a kit for an exhibition Make a den in the woods Visit a tropical house Visit a zoo Be inspired by Ben Rothery's artwork	<b>Experiences and Inspirations</b> Woodside Wildlife Park (Joseph Banks conservatory) Go on a boat trip Row a boat	<b>Experiences and Inspirations</b> Visit The Collection in Lincoln Talk a family walk along the river Learn about the wildlife in your local river	<b>Experiences and Inspirations</b> Visit a science museum Research the planets and stars Watch Brian Cox's Planets series Look at old maps to see how places have grown	<b>Experiences and Inspirations</b> Visit The Collection in Lincoln Try food from times long ago Bury a time capsule in your garden
<b>Writing focus:</b> <ul style="list-style-type: none"> <li>• Writing to inform</li> <li>• Writing to entertain</li> </ul>	<b>Writing focus:</b> <ul style="list-style-type: none"> <li>• Writing to entertain (Jungle tale)</li> <li>• Writing to inform (Animal/Habitat)</li> </ul>	<b>Writing focus:</b> <ul style="list-style-type: none"> <li>• Writing to inform: Rivers</li> <li>• Writing to inform: The Life Cycle of Flowering Plants</li> </ul>	<b>Writing focus:</b> <ul style="list-style-type: none"> <li>• Writing to entertain: Historical Journalistic Writing</li> <li>• Writing to inform: Iron Age</li> </ul>	<b>Writing focus:</b> <ul style="list-style-type: none"> <li>• Writing to entertain: Sci-Fi</li> <li>• Writing to debate</li> </ul>	<b>Writing focus:</b> <ul style="list-style-type: none"> <li>• Writing to entertain: Historical</li> </ul>
<b>Themes:</b> At the start of a new year, we go on one of the world's most incredible adventures by climbing Mount Everest with Sir Edmund Hillary and Tenzing Norgay. We will learn about different types of rocks and how fossils are formed. Our global knowledge will increase as we explore countries in Asia including Nepal and China.	<b>Themes:</b> We now go on an amazing adventure 'Into the Jungle'. Inspired by Katherine Rundell's short stories, we will be exploring the habitats of different creatures and learn all about how they survive in different conditions. We look at one of Asia's most incredible cats: the clouded leopard. We will also look at human survival in challenging climates.	<b>Themes:</b> Rivers form the basis of learning in Term 3. Cinderella by the Nile – the origin of the Cinderella story – will set us on our journey before we explore artistic techniques by modern day illustrators. Through River Journeys we develop our world knowledge of rivers - including the Nile and the Mississippi- and their features. We will also be learning about plants and water's own journey through them.	<b>Themes:</b> This term, the Iron Age will inspire our learning through Tom Palmer's, 'Defenders'. We will explore tribal kingdoms, farming, art and culture and in science investigate the power of magnets.	<b>Themes:</b> The summer starts with a trip into space with Greta Zargo. We investigate light and shadow and explore science-fiction music through film. We will be inspired by Zargo and Jules Verne's time machines to design our own vehicle to travel through time.	<b>Themes:</b> The Anglo-Saxons inspire our learning in the final term as we consider their developing settlements and kingdoms. Historical experiences of heating and cooling materials links to our science as investigate states of matter.

## 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:

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

## Science:

### Y3 Rocks:

**Focus Scientist:** EXPLORER Mary Anning



- 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

**Books:** Fossil Girl: Mary Anning's Dinosaur Discovery by Catherine Brighton  
The Street Beneath My Feet by Charlotte Guillain & Yuval Zommer



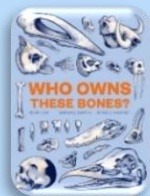
## Science:

### Y3 Animals. Including humans:

**Focus Scientist:** CARER Alexander Von Humboldt (naturalist)

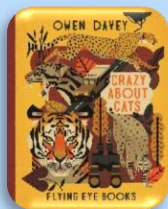
- identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

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



### Y4 Living things and their habitats:

- 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 can sometimes pose dangers to living things



**Book:** Crazy About Cats by Owen Davey

## Science:

### Y3 Plants:

**Focus Scientist:** CARER Joseph Banks

- 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

(iMovie could be used to present the life cycle)

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



## Science:

### Y3 Forces and magnets:

**Focus Scientist:** INNOVATOR William Gilbert (physician – the first scientist to make a magnet)

- 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

### Y3 Plants:

- Plant seeds and observe the growth

## Science:

### Y3 Light:

**Focus Scientist:** INNOVATOR Martha Coston (Sea Flares)



- 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: Brilliant Ideas by Wonderful Women** by Aitzipher Lopez & Luciano Luzano

## Science:

### Y4 States of matter:

**Focus Scientist:** INNOVATOR Stephanie Kwolek (Kevlar)



- 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

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

### Art/Design & Technology:

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

To improve their mastery of art and design techniques: drawing

Using cross hatching techniques to show depth, light and shade in mountain landscapes.

### 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)

Printing: wrapping paper designs

### Art/Design & Technology:

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

Focus Artists: Marc Martin & Claude Monet

To improve their mastery of art and design techniques: impressionist painting and collage

Develop skills of water colour impressionism of Monet and the collage techniques of Marc Martin in 'A River'.

Books:  
A River  
by  
Marc  
Martin



Portrait of an  
Artist:  
Claude  
Monet by  
Lucy  
Brownridge  
& Caroline Bonne Muller

### Art/Design & Technology:

Magnet Game Design

Design a simple magnet game to help the characters from 'The Defenders' complete an adventure.

DESIGN & DEVELOP: Use research and develop design criteria to inform the design of innovative, functional. Appealing products that are fit for purpose, aimed at particular individuals or groups.

MAKING: Select from a use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

PRODUCT & EVALUATION: Investigate and analyse a range of existing products

### Art/Design & Technology:

Textiles: Developing stitching, cutting and joining techniques

Outcome: An Anglo-Saxon Rune Bag



Book: Found: Anglo-Saxon Britain by Moira Butterfield

### Computing:

Y3 Document Editing and Creation

Y4 Internet Research

INNOVATOR: Tim Berners-Lee

### Computing:

Y3: Programming in Scratch

Y4: Programming in Scratch

INNOVATOR: Ada Lovelace

### 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:

Geographical skills and fieldwork:

### Geography:

Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features (Asia: India – linking to Into the Jungle)

### Geography:

Locational knowledge:

Locate the world's countries, using maps to focus on Europe and North America.

Human and physical geography:

Describe and understand key aspects of: physical geography, including rivers: Mississippi

### Geography:

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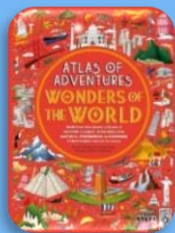
Locational knowledge:

Focus on the East Coast  
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.

### Geography:



Use maps, atlases, globes and digital/computer mapping to locate countries and describe features (Asia: Nepal - linking to the location of Everest)



Describe and understand key aspects of: physical geography – mountains

**Book:** Atlas of Adventures: Wonders of the World by Ben Handicott & Lucy Leatherland

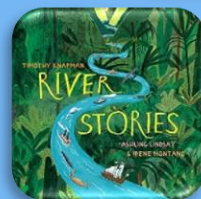
**Books:**  
**The Boy Who Grew A Forest** (Jadav Payeng) by

Sophia Gholz & Kayla Harren



Atlas of Adventures by Lucy Letherland

**Books:**  
**The Rhythm of the Rain** by Grahame Baker-Smith



River Stories by Timothy Knapman, Ashling Lindsay & Irene Montano

Inspired by Greta Zargo's journeys, explore images of the Earth from outer space.



**Books:**  
**Maps of the United Kingdom** Peter's

Place by Sally Grindley & Michael Foreman

## History:

**A study of an aspect or theme in history that extends pupils' chronological knowledge beyond 1066:** The Climbing of Everest: The remarkable journey of Edmund Hillary and Tenzing Norgay



**Books:**  
**Everest: The Remarkable Story of Edmund Hillary and Tenzing**

Norgay by Alexandra Stewart & Joe Todd-Stanton

Everest by Sangma Francis & Lisa Feng



## History:

## History:

## History:

**Changes in Britain from the Stone Age to the Iron Age:** The Iron Age – a journey through tribal kingdoms, farming, art and culture



**Books: Found: Iron Age** by Moira Butterfield  
**A Street Through Time** by Steve Noon

A Farm Through Time by Angela Wilkes & Eric Thomas



## History:

**Britain's settlement by Anglo-Saxons and Scots:** Anglo-Saxon invasions, settlements and kingdoms: place names and village life  
**East Coast focus**



**Books:**  
**Found: Anglo-Saxon Britain** by Moira Butterfield

Viking Voyagers by Jack Tite



## Religious Education:

Lincolnshire Agreed Syllabus  
God – Hinduism/Islam

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Lincolnshire Agreed Syllabus  
God – Hinduism/Islam

## Religious Education:

Understanding Christianity 2A.3  
God/Incarnation  
What is the Trinity?

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Understanding Christianity 2A.3  
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## Religious Education:

Lincolnshire Agreed Syllabus  
Big Question – Why are some journeys special?

## Religious Education:

Lincolnshire Agreed Syllabus  
Pilgrimage

### 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:

**Musical soundtrack to Everest (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

### Music:

**Read and comprehend 'Bare Necessities' from the musical soundtrack to The Jungle Book (exploring and creating music linked to different scenes)**

Read, comprehend, learn and perform the song and improvise and compose appropriate instrumental accompaniment.

<https://www.youtube.com/watch?v=9ogQ0Upe05o>

Lyrics:  
<https://www.a2lyrics.com/lyrics/tonybennett/thebare necessities.html>

### Music:

**Blues music inspired by our focus on the Mississippi River**

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

Compose lyrics to describe a river's journey

### Music:

**Leavers' Performance + Sci-Fi Film Music:**

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

Develop an understanding of the history of sci-fi film music from 1950s to modern day by writing to inform.

### PE

**Invasion games (Basketball and Netball)**

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

### PE

**Invasion Games/Circuit Training (Football)**

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.

### PE

**Gymnastics/Team Work Games**

Perform the basic gymnastic actions with co-ordination, control and variety. Choose and plan sequences of contrasting actions.

### PE

**Netwall (Table Tennis and Tennis)**

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.

### PE

**Striking and fielding (Cricket/Rounders)**

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.

### PE

**Athletics/Skills Circuit**

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.

successfully apply attacking and defending skills to games.

### Circuit Training

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

### SWIMMING

### PSHE:

#### Health & Wellbeing (Trust)

H1. what positively and negatively affects their physical, mental and emotional health  
(Focus on meditation techniques of Buddhism – Dalai Lama)



**H1 Book:**  
**Brave Molly** by  
**Brooke Boynton-Hughes**

H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

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

### PSHE:

#### Health & Wellbeing (Courage)

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 (Asian food ingredients and meals)

**H3 Book:**  
**Lunch at 10 Pomegranate Street** by  
**Felicita Sala**



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

H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

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

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

H11. to recognise how their increasing independence brings

### PSHE:

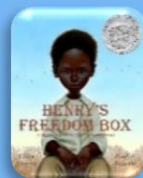
#### Living in the Wider World (Compassion)

L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people (Use BBC Newsround)

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

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

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:**  
**Henry's Freedom Box** by  
**Ellen Levine & Kadir Nelson**

### PSHE:

#### Relationships (Friendship)

R1. to recognise and respond appropriately to a wider range of feelings in others

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

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



**Tallec**

**R4 & R5 Books:**  
**Jerome's Heart** by  
**Thomas Scotto & Olivier**

### PSHE:

#### Relationships (Trust)

R7. that their actions affect themselves and others

R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond (NSPCC: PANTS)

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'

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

### PSHE:

#### Living in the Wider World (Compassion)

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



**L6 Book:** **Weslandia** by **Paul Fleischman & Kevin Hawkes**

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

**Health & Wellbeing (Courage)**  
H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement

**H8 Book:**  
**Finn's Feather** by  
**Rachel Noble & Zoey Abbott**



H5 Book:  
Girls/  
Boys by  
Lauren  
Ace &  
Jenny  
Lovlie



increased responsibility to keep  
themselves and others safe

The Girl  
With Two  
Dads by Mel  
Elliott



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