



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1







Summer 2

IVY C1

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 books, we are providing children, parents and carers with the opportunity to explore the power of words and images with us.

Christian Value: Friendship How can we be friends of the world?	Christian Value: Courage What is a giant leap for mankind?	Christian Value: Hope When are the signs of hope in our world?	Christian Value: Thankfulness What are we thankful for around the world?	Christian Value: Compassion How can we make the world a better place?	Christian Value: Trust What makes us a trusted friend?
Journey Home  <p>Books: Boot by Shane Hegarty Beegu by Alexis Deacon Little Red Reading Hood by Lucy Rowland & Ben Mantle</p>	To Infinity and Beyond  <p>Books: Man on the Moon by Simon Bartram The Darkest Dark by Chris Hadfield The Sea of Tranquility by Mark Haddon & Christian Birmingham</p>	Expedition: Ice  <p>Books: Trapped in the Ice by Eric Walters Shackleton's Journey by William Grill Search for the Giant Arctic Jellyfish by Chloe Savage</p>	Tropical  <p>Books: Up in the Canopy by James Aldred Cornelia and the Jungle Machine by Nora Brech The Great Kapok Tree by Lynne Cherry</p>	The Secret of Black Rock  <p>Books: Wildsmith: Into the Dark Forest by Liz Flanagan & Joe Todd-Stanton The Secret of Black Rock by Joe Todd-Stanton The Mystery of the Golden Wonderflower by Benjamin Flouw</p>	Dinosaur Park  <p>Books: The Fossil Hunter by Kate Winter The Dinosaurs of Waterhouse Hawkins by Barbara Kerley & Brian Selznick Dear Dinosaur by Chae Strathie & Nicole O'Byrne</p>

IVY (Cycle 1)

	Experiences and Inspirations Visit a town Visit a new place, e.g. post office Learn about positional language on a journey Look at the colours and shapes of road signs	Experiences and Inspirations Design a rocket Learn about constellations Learn the names of the planets and their order from the Sun Use binoculars/telescope	Experiences and Inspirations Learn about animals that live in the cold Visit a zoo Visit a wood/forest Pack for an expedition Create a shelter to survive in the cold	Experiences and Inspirations Look at globes and atlases Eat a range of fruits/vegetables Visit an aquarium/reptile house Sing the song ‘Heads, Shoulders, Knees and Toes’ Keep a nature log from their garden	Experiences and Inspirations Visit Bempton Cliffs (puffins) Climb a mountain Paddle in the sea Take a boat ride Pack a rucksack for a day trip Plant an unusual flower (a golden wonderflower) Find out about the RSPB	Experiences and Inspirations Visit a sculpture park Visit The Deep Dino-man visit Chicken wire dinosaurs Create clay dinosaurs
	Writing focus: <ul style="list-style-type: none"> • Writing to entertain (poetry) • Writing to entertain • Writing to inform 	Writing focus: <ul style="list-style-type: none"> • Writing to inform (e.g. Space vehicle design) 	Writing focus: <ul style="list-style-type: none"> • Writing to entertain-description • Writing to inform 	Writing focus: <ul style="list-style-type: none"> • Writing to entertain (poetry) • Writing to entertain • Writing to instruct 	Writing focus: <ul style="list-style-type: none"> • Writing to entertain • Writing to inform 	Writing focus: <ul style="list-style-type: none"> • Writing to inform • Writing to entertain • BcL 500 words
	Themes: At the start of a new year, we discover what it means to belong and why we belong. We think about what makes us all special. We show Beegu around our local area and learn about the villages of Blyton and Laughton. We also think about our own journey to school. On our travels through the streets of our village, we identify materials and consider how they are used for different purposes. We also experience Harvest time in a rural village.	Themes: This term we learn about exploration and life in space inspired by fictional characters and key figures, both past and present. By considering our learning about materials in science, we then investigate, design and construct our own space traveller in need. We learn more about our place in the world and develop a wider knowledge of the planet we live on.	Themes: As we start the new year we discover how it feels to experience Winter for humans and animals. We look at the different habitats animals call home and how they adapt to their conditions. This inspires our artwork this term as we look carefully at the patterns and textures on a variety of creatures. On our expedition we think about how the weather affects different landscapes, create characters inspired by Leaf and write reports about an important explorer from the past.	Themes: Our journey will now take us to a warmer climate. We learn about animals both at home and around the world and consider what they need to survive, including in the canopy of tropical trees. We will use atlases and globes (including the use of ipad apps) to explore contrasting countries around the world. Influenced by this term’s stories we learn about different fruits and vegetables from around the world and create tasty recipes.	Themes: To begin the Summer Term we link our reading of The Secret of Black Rock, The Mystery of the Golden Wonderflower and Wildsmith to learning how we have the responsibility for looking after the environment and learning about plants and trees. We explore artists who use natural materials to create sculpture and we are inspired to create our own. By exploring the features of our own school environment, including the local plants and trees, we will identify how to use the space to create the park.	Themes: The final term of the year is very exciting as we explore the world of the Dinosaurs, culminating in the creation of a Dinosaur Sculpture Park with Waterhouse Hawkins as our guide. We will learn about the life of Mary Anning; a key figure in dinosaur discovery.

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:

Everyday materials:

Focus Scientist:

INNOVATOR John Dunlop (car tyre)

Distinguish between an object and the material from which it is made

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rocks

Observe changes across the four seasons



Book: Storm by Sam Usher

Science:

Everyday materials:

Focus Scientist:

EXPLORER Chris Hadfield (Astronaut)

Describe the simple physical properties of a variety of everyday materials on the basis of their simple physical properties

Compare and group together a variety of everyday materials on the basis of their simple physical properties

Observe changes across the four seasons

Observe and describe weather associated with the seasons and how day length varies



Book: Snow by Sam Usher

Science:

Animals, including humans:

Focus Scientist: INNOVATOR

Margaret A. Wilcox (car heater)



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

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

Identify and name a variety of common animals that are carnivores, herbivores and omnivores



Books: Fanatical About Frogs by Owen Davey

Tad by Benji Davies



Science:

Animals, including humans:

Focus Scientist: CARER Rachel Carson (naturalist)

Book: HerStory by Katherine Halligan & Sarah Walsh



Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense

Observe changes across the four seasons and describe weather associated with the seasons and how day length varies



Book: Rain by Sam Usher

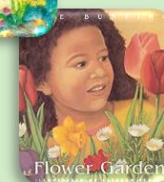
Science:

Plants:

Focus Scientist: CARER Joseph Banks (botanist)

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Plus: We monitor our own planted seeds in the local environment



Books: The Wild Outside by Rachel Ip & Katie Hickey Flower Garden by Eve Bunting & Kathryn Hewitt

Science:

Plants:

Focus Scientist: INNOVATOR

Anna Atkins (botanist)

Book: The Bluest of Blues by Fiona Robinson



Identify and describe the basic structure of a variety of common flowering plants including trees

Observe changes across the four seasons

Books: The Big Book of Blooms by Yuval Zommer Sun by Sam Usher



Art/Design & Technology:

Drawing/Painting

Outcome: Self-portrait inspired by 'We're All Wonders' using shades and tones

To use **drawing, painting** and sculpture to develop and share ideas, experiences and imagination.

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.

Digital Media

Use the app 'Kids Draw' to create Beegu

Art/Design & Technology:

Context: Space Vehicle Design – Can you help Bob return home?

DESIGN AND DEVELOP: Design a purposeful, functional, appealing product for themselves and other uses based on a design criteria.

MAKING: Select from and use a range of tools and equipment to perform practical tasks (for example, **cutting, shaping, joining and finishing**)

PRODUCT & EVALUATION:

Explore and evaluate a range of existing products
Evaluate their ideas and products against design criteria
TECHNICAL KNOWLEDGE: Build structures, exploring how they can be made stronger, stiffer and more stable

Christmas Industry Week:

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

Art/Design & Technology:

Spots and Stripes Abstract Painting (inspired by Lifesize animal patterns)

Outcome: Large scale painting inspired by animal print

Focus Artist: Wassily Kandinsky

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Book:
Lifesize
by
Sophie Henn



Art/Design & Technology:

Context: Home

Fruit Salad – children learn about fruits and vegetables from around the world.

DESIGN AND DEVELOP: Design a purposeful, functional, appealing product (fruit salad) for themselves and other uses based on a design criteria.

MAKING: Select from and use a wide range of materials and components, including construction materials, textiles and **ingredients**, according to characteristics

Select and use a range of tools and equipment to perform practical tasks (for example, **cutting, shaping, joining and finishing**)

PRODUCT & EVALUATION:

Explore and evaluate a range of existing products
Evaluate their ideas and products against design criteria

Cooking and nutrition:

Use the basic principles or a healthy and varied diet to prepare dishes
Understand where food comes from



Book:
Oliver's Fruit Salad
by Vivien French & Alison Bartlett

Art/Design & Technology:

Collage/Printing

Outcome: Collage landscape inspired by Benjamin Flouw's The Mystery of the Golden Wonderflower



Focus Artist: Megan Coyle

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Sculpture: CREATOR Andy Goldsworthy – use natural materials to create large scale artwork (KS1 1 week project)

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.

To use drawing, painting and **sculpture** to develop and share ideas, experiences and imagination.

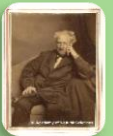
Art/Design & Technology:

Sculpture/Collage

Outcome: 3D dinosaur model using recycled materials and collage

Focus Artist: Waterhouse Hawkins

Context: Gardens and Playgrounds – A Dinosaur Sculpture Park (inspired by The Dinosaurs of **Waterhouse Hawkins** CREATOR)



To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

To use a range of materials creatively to design and make products (model Dinosaur Sculpture Park)

Computing:

To be used during Mathematics Data Handling focus - Y2: Introduce Data Handling

- Understand what data is and collect it as a tally
- Label a pictogram and add data to each column
- Edit a table with correct titles and numbers
- Create a bar chart/pie chart/line chart suitable for the data
- Interpret a pictogram/bar chart/line chart

INNOVATORS Betty Snyder, Jean Jennings & Kay McNulty



Book:
Instructions Not Included
by Tami Lewis Brown, Debbie Loren Dunn & Chelsea Beck

Y1: Digital Art Y2: Digital Art	Y1: Early Music Creation Y2 Internet Research	E-Safety 5-7	Y2: Animation Software: I Can Animate	Y1: Introduce Programming Y2: Develop Programming	Y2: Programming with Scratch Jr
Geography: Location knowledge: Beegu's Guided Tour of the UK (Short unit) Name and locate the four countries and capital cities of the United Kingdom and the surrounding area. Identify where Lincolnshire is on a map of the UK. Book: Maps of the United Kingdom by Rachel Dixon & Livi Gosling  Location knowledge: Basic geographical vocabulary to refer to throughout the year – Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Human features: city, town, village, factory, farm, house, office, port, harbour and shop Book: Katie Morag by Mairi Hedderwick 		Geography: Location knowledge: North and South Poles	Geography: Human and physical geography: We are Weather Reporters Using Apps, create news and weather reports for contrasting countries. Identify seasonal and daily weather patterns in the United Kingdom. (linked to science and the growing of crops) Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (focusing on the countries included in the term's stories) Context: Link to EXPLORER Christopher Colombus  Location Knowledge: Understand geographical similarities and differences through studying the human and physical geography of the Amazon Rainforest and the Poles	Geography: Geographical skills and fieldwork: (First stage for designing a Dinosaur Sculpture Park in Summer 2) Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment  Book: Maps from Anna to Zane by Vivian French & Ya Ling-Huang	Geography:
History: Short unit: Significant historical events, people and places in their own locality  Context: Learn about LEADER Queen Elizabeth II LEADER King Charles 3 rd	History: Explorers: Who is EXPLORER Neil Armstrong and what was it like to land on the Moon? (link to Tim Peake and Chris Hadfield)  Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements, comparing aspects of life in different periods.	History: Who was EXPLORER Ernest Shackleton and what was it like to be an Arctic Explorer? 	History:	History: Local Study History Detectives: Blyton – What clues are there about our past in the local area?	History: Who was EXPLORER Mary Anning and how did she make a difference? 

		<p>Book: The Sea of Tranquility by Mark Haddon & Christian Birmingham</p> 	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>  <p>Book: Shackleton's Journey by William Grill</p>			<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> 
	<p>Religious Education: Understanding Christianity 1.1 GOD What do Christians Believe God is Like?</p> <p>Book: What is God Like? By Rachel Held Evans & Matthew Paul Turner</p> 	<p>Religious Education: Understanding Christianity 1.2 GOD Who do Christians Believe Made the World?</p> <p>Book: When God Made Light by Matthew Paul Turner & David Catrow</p> 	<p>Religious Education: Lincolnshire Agreed Syllabus God-Islam</p>	<p>Religious Education: Lincolnshire Agreed Syllabus Community-Islam</p>  <p>Book: Sister Friend by Jamilah Thompkins-Bigelow & Shahrzad Maydani</p>	<p>Religious Education: Lincolnshire Agreed Syllabus Places of Worship (Including Christianity)</p>  <p>Book: In my Mosque by M O Yusef & Hatem Aly</p>	<p>Religious Education: Lincolnshire Agreed Syllabus Places of Worship (Including Christianity)</p> <p>Book: Amma, take me to the Golden Temple by Bhakti Mathur & Priyanka Gupta</p> 
	Languages: N/A	Languages: N/A	Languages: N/A	Languages: N/A	Languages: N/A	Languages: N/A
	<p>Music: Harvest Sing songs with pitch range and with increasing voice control</p>	<p>Music: Nativity Use voices expressively and creatively by singing songs and speaking chants and rhymes at the same pitch</p>	<p>Music: Exploring Music Apps and tuned instruments Create a soundtrack to a scene from a film. e.g. Frozen/Ice Age/documentary about an expedition to the North/South Pole.</p>	<p>Music: African Drumming Play tuned and un-tuned instruments musically African Songs Use voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Music: Use voices expressively and creatively by singing a wide range of call and response songs and pentatonic songs</p>	<p>Music: The Dinosaur (Dragon) Who Ate Our School by Nick Toczek & Dragon Dance Use voices expressively and creatively by singing songs and speaking chants and rhymes</p>
	<p>PE: Invasion games (Netball: Attacking and defending) Introduce basic techniques and skills for invasion games. Introduce dribbling, bouncing,</p>	<p>PE: Ball Skills To be able to under arm throw to a target, roll to a target, catch after a bounce and catch before</p>	<p>PE: Gymnastics/Apparatus Introduce basic gymnastic movements, both individually and with a partner. Improve confidence on lots of different</p>	<p>PE: Co-ordination & Netwall (Tennis based skills) Demonstrate basic sending skills in isolation and small games. Be able to track the path of the ball</p>	<p>PE: Striking and fielding (Cricket) Introduce striking a moving ball and use a range of different skills, e.g. throwing, catching,</p>	<p>PE: Athletics/Skills Circuit Explore running and throwing activities and take part in simple challenges and competitions. Experiment with different ways</p>

passing, in isolation, with a partner and within small groups. Introduce simple tactics and apply to small games.

SWIMMING: YEAR 2 ONLY

it bounces. Improve confidence with these basic skills.

equipment, whilst exploring how to travel across, over and under it all.

and hit with the racquet with some consistency.

tracking and stopping, with a small level of control. Apply these skills to some simple games.

of travelling and throwing increasing an awareness of different speeds.

PSHE:

Health & Wellbeing (Trust)

H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (Focus on **FIGURE OF FAITH** Dina Asher-Smith)



H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences

Relationships (Compassion)

R1. to communicate their feelings to others, to recognise how others show feelings and how to respond



R1 Book: I'm Sticking With You by Smriti Halls & Steve Small

R2. to recognise that their behaviour can affect other people

R2 Book: Inch & Grub: A Story of Cavemen by Alastair Chisholm & David Roberts



R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid

Living in the Wider World (Friendship)

PSHE:

(NSPCC Speak Out Stay Safe assembly, lesson and workshop March)

Health & Wellbeing (Courage)



H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

H3 Book: The Mystery of the Golden Wonderflower by Benjamin Flouw

H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings

H4 Book: Rain Before Rainbows by Smriti Hall & David Litchfield



H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)

H5 Book: The Sea Saw by Tom Percival

Relationships (Friendship)

R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong

R4 Book: Green Lizards, Red Rectangles & the Blue Ball



R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

PSHE:

Health & Wellbeing (Trust)

H6. the importance of, and how to, maintain personal hygiene
H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading



H7 Book: The Germ Lab by Richard Platt & John Kelly

H8. about the process of growing from young to old and how people's needs change



H8 Books: Do you Remember? By Sydney Smith & One Little Bag by Henry Cole

Relationships (Friendship)



R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
R7. to offer constructive support and feedback to others

R6&R7 Books:

On Sudden Hill by Linda Sarah & Benji Davies
The Boy, the troll and the Chalk by Anne Booth & David Litchfield



Living in the Wider World (Compassion)



L1. how they can contribute to the life of the classroom and school

L1 Book: Iced Out by CK Smouha & Isabella Bunnell

L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them

L2 Books: Don't Cross the Line by Isabel Minhos Martins & Bernardo P Carvalho

The Way Home for Wolf by Rachel Bright & Jim Field

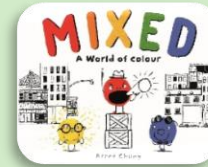


R4 & R5 Book: The Day the Crayons Quit by Drew Daywalt & Oliver Jeffers

Living in the Wider World (Compassion)

L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)

L3 Book: Mixed – A World of Colour by Arree Chung



(Link to The Secret of Black Rock)

L4. that they belong to different groups and communities such as family and school

L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) Link to [Greta Thunberg](#)

L5 Books: Somebody Swallowed Stanley by

Sarah Roberts & Hannah Peck

Greta and the Giants by Zoe

Zoe Persico

Leaf by Sandra Dieckmann



Tucker &

