





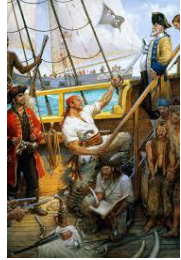



**Igniting a passion for learning in all;  
emboldening a community of high aspiration and fulfilment.**

At Rauceby Church of England School, our curriculum is ambitious, inspiring and creative, igniting a passion for life-long learning in all our children. We endeavour to ensure that all children reach their potential academically and personally through a rich curriculum rooted in shared values and consistent high expectations. We aim to embolden our children to be confident, articulate, global citizens who have high aspirations for themselves and others. and who are personally fulfilled.

**Reception (EYFS)**

**Long Term Plan: 2024/2025**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Enquiry Themes</b> <i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	<b>Down on the farm</b> 	<b>A stary night</b> 	<b>My home</b> 	<b>Amazing animals</b> 	<b>It's a pirate life for me!</b> 	<b>Under the ocean</b> 
<b>Possible texts and 'old favourites'</b>	Farmyard time Scarecrows wedding Leaf man Oliver's Vegetables Supertato collection Goldilocks and the 3 bears Farmer duck Going on a leaf hunt	Winnie the witch series Pumpkin soup A selection of non-fiction books about Diwali and Hanukka Where the poppies grow The Jolly Christmas Postman The Nativity	Handa's Surprise The Dragon Dance NF Books regarding CNY The Three Little Pigs Paddington Bear visits London The Queens knickers/handbag Maps and atlas	When will it be Spring? Poo at the zoo Tiger who came for tea Owl babies Dear Zoo A pet shop	Pirate stories The Hungry Caterpillar The very lazy ladybird What the ladybird heard	The Rainbow fish The Runaway Pea Mr Grumpy's outing Sharing a shell
<b>Possible Wow moments</b>	Making bread	Making pumpkin soup	Wear red for Chinese new year Tasting Chinese food	Visit from a vet	Pirates day	
<b>School Values</b>	<i>Aspiration, Equality, Honesty, Kindness and Forgiveness</i> The school values will be modelled, discussed and celebrated over the year during Collective worship, adult modelled play story times Circle time child led play reflection time PSE sessions whole class teaching sessions					

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<b>Parental Engagement</b>	Introduction to EYFS evening Phonic parent session Parent evening	Christmas Nativity performance	Parent evening  Parent invitation to support making GBMen.		Parent evening  Family assembly	Sports day
<b>Education visits</b>			Walk and visit to our church	Visit to farm		Visit to the sea life centre
<b>Personal Fulfilment</b>	Setting into school Gaining confidence Making new friends Trying new activities	SOW week in celebration assembly Role model in celebration assembly Collecting and completing house point certificates Celebrating birthday with class and in assembly Producing work to display on our 'child led display' board				
<b>Communication and Language</b> <b>Communication and Language</b> is developed throughout the year through; ▪ High quality interactions ▪ Class/group discussions ▪ Sharing circles PSHE sessions ▪ Stories ▪ Daily Story Time ▪ Singing Learn rhymes, poems and songs	<b>Welcome to EYFS Settling in</b> ▪ Making friends ▪ Children talking about experiences that are familiar to them ▪ Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" ▪ Understand how to listen carefully and why listening is important.	<b>Tell me a story! Develop vocabulary</b> ▪ Discover Passions ▪ Understand how to listen carefully and why listening is important; introduce talk partners. ▪ Engage in shared stories and story time ▪ Listen and respond to stories ▪ Take part in discussion. ▪ Use new vocabulary throughout the day. ▪ Ask questions to find out more and to check they understand what has been said to them.	<b>Tell me why! Develop vocabulary</b> ▪ Articulate their ideas and thoughts in well-formed sentences. ▪ Retell a story using story language; provide puppets and props in CP. ▪ Encourage and model describing events in some detail ▪ Encourage and model the use of how and why questions ▪ Listen to and talk about stories to build	<b>Talk it through! Explore vocabulary</b> ▪ Connect one idea or action to another using a range of connectives when children are telling their news from home or retelling stories. ▪ Children to listen carefully and ask questions circle time ▪ Sustained focus when ▪ listening to a story ▪ Engage in non-fiction books. ▪ Listen to and talk about selected non-	<b>What happened? Explore vocabulary</b> ▪ Listen to and talk about stories to build familiarity and understanding. ▪ Engage in non-fiction books. ▪ Listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary. ▪ Re-read some favourite stories/ stories we have used in our learning to revisit and consolidate	<b>Time to share! Explore vocabulary</b> ▪ Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. ▪ Select books containing photographs and pictures model using the features of nonfiction books. ▪ Retell a story once they have developed a deep familiarity with text; some as exact

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<ul style="list-style-type: none"> <li>▪ Speech and language interventions</li> <li>▪ Talk for Writing</li> <li>▪ EYFS productions ▪ Assemblies</li> <li>▪ Nurture sessions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engage in shared stories and story time</li> <li>▪ Carefully choose stories to develop the children’s vocabulary.</li> <li>▪ Use new vocabulary throughout the day.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop social phrases</li> </ul>	<p>familiarity and understanding.</p> <ul style="list-style-type: none"> <li>▪ Encourage and model connecting one idea or action to another using a range of connectives.</li> </ul>	<p>fiction to develop a deep familiarity with new knowledge and vocabulary</p> <ul style="list-style-type: none"> <li>▪ Describe events in some detail</li> <li>▪ Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen</li> </ul>	<p>vocabulary and events – making our learning sticky!</p>	<p>repetition and in their own words.</p> <ul style="list-style-type: none"> <li>▪ Use new vocabulary in different contexts</li> </ul>
<p><b>Personal, Social and Emotional Development –</b></p>	<p>Through adult lead, adult modelling, carpet sessions and child led activities the children will be able to develop the following skills:</p> <p>Controlling own feelings and behaviours          Applying personalised strategies to return to a state of calm          Being able to curb impulsive behaviours          Being able to concentrate on a task          Being able to ignore distractions          Behaving in ways that are pro-social          Planning their own activities          Thinking before acting in a range of situations          Delaying gratification          Keeping themselves safe          Leading a healthy lifestyle          Managing own personal care and hygiene</p>					
<p><b>Jigsaw Scheme</b></p>	<p><b>Being me</b></p>	<p><b>Celebrating Difference</b></p>	<p><b>Dreams and Goals</b></p>	<p><b>Healthy Me</b></p>	<p><b>Relationships</b></p>	<p><b>Changing me</b></p>
<p><b>Physical development - Gross motor</b></p>	<p>Further develop the skills they need to manage the school day successfully; lining up, mealtimes, personal hygiene. Move around safely, follow instructions and stop safely. Develop control of equipment, playing safely, following a path and taking turns.</p>		<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running hopping, skipping, climbing, throwing, catching, kicking, passing, batting, and aiming. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>			

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<p><b>Fine motor</b> <i>Daily opportunities for Fine Motor Activities</i> <i>Continuously check the process of children's handwriting (pencil grip and letter formation,). Provide extra help and guidance when needed.</i></p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Cut along a straight line with scissors</p>		<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation, with increasing control and pace. Use one hand consistently for fine motor tasks Develop scissor control and accuracy</p>			
<p><b>Ongoing throughout the year in provision and adult led sessions</b></p>	<p>Cosmic yoga sessions relating to our topic to develop strength, balance and co-ordination Correct use of knife, fork, spoon during lunchtime and within role play areas Using a range of equipment (hoops, balls, rackets, bikes, scooters) during playtime and lunchtime Creating and using obstacle courses in our outside area Large physical play (wobble board, crates, tyres, planks...) in outside area A range of tools and materials available over the year for self-chosen activities (scissors, pencils, stencils, glue sticks, cellotape, masking tape, paint brushes, painting equipment, playdough) Sand pit and tools Water play</p>					
<p><b>Get Set for PE Scheme</b></p>	Introduction into PE unit 1	Dance	Gymnastics unit 1	Balls unit 1	Games unit 1	Ball unit 2
<p><b>Literacy focus</b></p>	<p>To develop the correct pencil grip Shows awareness of rhyming and alliteration Orally create and form a simple sentences To begin to write a simple dictated sentence. Continues a rhyming string Begin to develop descriptive vocabulary, orally. Joins in with repeating refrains</p>		<p>To develop descriptive language orally and within writing To continue rhyming strings and alliteration To orally be able to describe characters, settings and events within stories To write dictated sentences without support To begin to write own simple sentences, supported</p>		<p>To develop independence and building stamina when writing. To write sentences that contain punctuation To be able to compose and write their own sentence To recognise different types of writing – non-fiction report, instructions, story, letter, poem To confidently use adjectives when giving an oral description and begin to use in written sentences.</p>	

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	Shows enjoyment of stories and poems Beginning to talk about story structures Beginning to talk about Main events and characters Hear and say initial sounds Segmenting sounds Recognising and writing own name Blending/ reading cvc words		To begin to recognise and use capital letters and full stops To recognise a non fiction book. To orally ask questions and recognise a question mark To begin to understand the features of a non chronological report		To orally begin to use similes.	
T4W unit	The Little Red Hen	How to catch a star	The Gingerbread Man	Billy Goats Gruff	The story of Pirate Tom	The Snail and the Whale
Poetry	Dingle dangle scarecrow The farmers in his den	Twinkle twinkle	Sing-a-song-of-sixpence	Poem – Spring is here	Acrostic poems	Riddles
Non fiction focus	Instructions – How to make bread	Instructions – Based on model text How to catch a monkey?	Instructions – How to trap the gingerbread man	Non chronological report – The truth about trolls	Non chronological report – Pirates Instructions – how to find the treasure	
<b>Maths (White Rose/Master the curriculum/Number blocks)</b>	<u>White Rose Maths Match, Sort and Compare</u> Match and sort Making comparisons (Compare amounts Compare size, mass and capacity)  <i>It's me 1, 2, 3!</i> Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3  Circles and triangle	<u>White Rose Maths 1 2 3 4 5</u> Subitising, representing, noticing groups of, composition of, part models containing  <i>Shapes with 4 sides</i>  <i>Exploring Pattern: Make simple patterns Light and dark (Taught during KUW)</i>	<u>White Rose Maths Alive in 5!</u> Introducing zero Comparing numbers to 5 Composition of 4 and 5  <i>Growing 6, 7, 8</i> Subitising, representing, noticing groups of, composition of, part models containing numbers up to 8  Combining 2 groups	<u>White Rose Maths Building 9 and 10</u>  Comparing numbers to 10  Bonds to 10 Explore 3D shape  Pattern (2) <i>Consolidation</i>	<u>White Rose Maths To 20 and beyond</u> Building numbers beyond 10 Counting patterns beyond 10  Manipulate, compose and decompose  Sharing and groups  Visualise, build and map	

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<b>Understanding of the world</b>	<p><i>Talk about the lives of the people around them and their roles in society.</i></p> <p><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p> <p><i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p> <p><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i></p> <p><i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</i></p> <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p> <p><i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p>					
<b>Curriculum Areas:</b>						
<b>RE</b>	<p>Children will encounter a range of religions and worldviews through visitors, books, story time, and objects and by visiting a place of worship. They will listen to and talk about a range of stories.</p> <p>The children will initially take part in one whole school celebration assembly, with aim of slowly introducing at least another whole school collective worship by the end of the year. The children will receive one class assembly, using ‘Jack in the box’</p> <p>Through the year the children will have the opportunity to experience a range of different festivals and celebrations.</p> <p>Harvest, Bonfire night, Remembrance, Diwali, Hanukkah, Advent, Christmas, Shrove Tuesday, Chinese New Year, Lent, Easter,</p>					
<b>Lincolnshire Agreed Syllabus Units</b>	Why am I special? (Unit 1)	Who are my heroes? (Unit 3/4)	Which books are special to me? (Unit 11)	Why do Christians put a cross in an Easter garden? (Core)	Why is the word God important to Christians? (Core)	Why should we look after our world? (Unit 7)
<i>During whole class sessions, possible enquiry questions and provision enhancement</i>	Harvest is a time to say thank you for what we have.	<p>I know that families celebrate in different ways.</p> <p>I know people celebrate their birthday to remember the day they were born.</p> <p>I know that people can belong to a religious group.</p> <p>I know the word God is a name.</p>	I know different people celebrate different things and have different traditions.	<p>I know that Lent is a period of time in the Christian calendar</p> <p>I know why Christians celebrate Easter</p> <p>I know why we have Easter eggs at Easter.</p>		

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		<p>I know that the festival of Diwali is the Hindu festival of light</p> <p>I know Hanukkah is the festival of light for Jewish people.</p> <p>I know that Advent is a time of preparation for Christmas.</p> <p>I know that Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus.</p>				
<b>Science</b>	<p>I know in Autumn some leaves change colour and start to fall off the trees.</p> <p>I know that bread is made from flour which comes from wheat.</p> <p>I know that some animals hibernate in Autumn</p> <p>I can identify some animals that hibernate.</p> <p>I know that animals live on a farm.</p>	<p>I know there are many different types of light sources</p> <p>I know light cannot pass through some objects.</p> <p>I know light is important for seeing things</p> <p>I know I cannot see in the dark</p> <p>I can name some animals that are nocturnal and I understand what this means.</p>	<p>I know that houses are made of different materials.</p> <p>I know there are lots of different types of materials</p> <p>I know that some materials are more suited to jobs than others.</p>	<p>I know animals live in different places</p> <p>I know the names of different animals: from our country and far away.</p> <p>I know what baby animals are called?</p> <p>I can name different habitats.</p> <p>I know that different animals eat different things.</p> <p>I know that animals need the correct care</p> <p>I know how to look after animals</p>	<p>I know the name of different materials</p> <p>I know that some materials float and some sink.</p> <p>I know that some materials are more suited to jobs than others.</p> <p>I know the name of some insects.</p> <p>I can recognise an insect because it has 6 legs and 3 body parts</p> <p>I know that different insects like different habitats</p> <p>I can describe a life cycle of an insect</p>	<p>I know the features of a fish, jellyfish and a sea turtle</p> <p>I know there are different animals that live in the ocean.</p> <p>I can identify a selection of ocean animals.</p>

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				I know that animals need to visit the Vets regularly		
<b>History</b>	I know there are lots of different types of machinery are used on a farm and farmers used to collect the Harvest in a different way. I know that flours used to made in windmills.	I know why Bonfire Night is on the 5 <sup>th</sup> November and why they celebrate with bonfires and fireworks. I know why Remembrance is important I know some facts about people from the past – Guy Fawkes	I know that things have changed since my Mum and Dad were little I know which objects are from the past and which are modern.	I know why we have pancakes.	I know there is a difference between fictional and real pirates. I know that pirates still exist. I know what a pirate is. I know that pirates used to live on their ships.	
<b>Geography</b>		I am beginning to understand that there are lots of places I can visit.  I am beginning to name a range of countries.  I am beginning to understand that all countries are different.	I know where I live, I know there are lots of different types of houses I know some of the features of my immediate environment. I know the name of my school and can say some of the things I pass on my way to school. I know that I live in the UK and England. I know that London is the capital of England. I know the King lives in London	I know the names of different animals: from our country and far away.	I know what an island is. I know that we live on an island. I know there are 5 oceans I know a map will show me how to get somewhere. I know that the UK is made up from and England, Wales, Scotland and N Ireland. I am beginning to understand compass points (NESW) I can give instructions I can follow instructions	I know there is more sea than land on earth. I know there are 5 oceans. I know that animals are losing their habitats due to human behaviour.

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<b>Technology</b> Teachcomputing	<b>Computing systems and networks – Technology around us</b> <ul style="list-style-type: none"> <li>– To identify technology</li> <li>– To identify a computer and its main parts</li> <li>– To use a mouse in different ways</li> <li>– To use a keyboard to type on a computer</li> <li>– To use the keyboard to edit text</li> <li>– To create rules for using technology responsibly</li> </ul>	<b>Digital painting</b> <ul style="list-style-type: none"> <li>– To describe what different freehand tools do</li> <li>– To use the shape tool and the line tools</li> <li>– To make careful choices when painting a digital picture</li> <li>– To explain why I chose the tools I used</li> <li>– To use a computer on my own to paint a picture</li> <li>– To compare painting a picture on a computer and on paper</li> </ul>	<b>Moving a robot</b> <ul style="list-style-type: none"> <li>– To explain what a given command will do</li> <li>– To act out a given word</li> <li>– To combine forwards and backwards commands to make a sequence</li> <li>– To combine four direction commands to make sequences</li> <li>– To plan a simple program</li> <li>– To find more than one solution to a problem</li> </ul>	
<b>Expressing Arts and Designs</b>	<p><i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i></p> <p><i>Use a range of small tools, including scissors, paintbrushes and cutlery.</i></p> <p><i>Begin to show accuracy and care when drawing.</i></p> <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Share their creations, explaining the process they have used.</i></p> <p><i>Make use of props and materials when role playing characters in narratives and stories</i></p> <p><i>Sing a range of well-known nursery rhymes and songs.</i></p> <p><i>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</i></p>			

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<b>Art</b> Access art	<b>How can we explore colour? What can we see?</b> Investigating a range of colour, mark making and shapes and patterns in the natural world.		<b>How can we build, explore materials and marks?</b> Variety of marks using paint, and transforming objects	<b>How can we use our imaginations?</b> Imaginary landscapes, mark making and sounds, collage activities.	<b>How can we explore 3D materials?</b> Insects heads, clay objects, marbled pictures and magic caring boxes.	<b>How can we build worlds? Cardboard creations and show box creations</b>
<b>DT – Skills taught within adult lead and child led activities:</b>  Select appropriate resources *Use gestures, talking and arrangements of materials and components to show design * Use contexts set by the teacher and myself *Use language of designing and making (join, build, shape, longer, shorter, heavier etc *Construct with a purpose, using a variety of resources *Use simple tools and techniques *Build / construct with a wide range of objects *Select tools & techniques to shape, assemble and join *Replicate	<b>To design a moving starry night picture</b> I can make a slider horizontally I can make a slider vertically  I can follow instructions I can use scissors safely and in increased accuracy I know that sliders need to be made from a strong material.	<b>To design and make a ginger biscuit</b> I am beginning to understand some food preparation tools, techniques and processes Practise stirring, mixing, pouring, blending I can discuss how to make an activity safe and hygienic I can discuss use of senses.				<b>To design and make a fabric fish</b> I can work safely with a selection of tools I can begin to use a needle, with adult support to sew two pieces of material together (pre cut with holes) I can create my own design I can say whether I like my finished product I can say what I would change

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structures with materials / components *Discuss how to make an activity safe and hygienic *Record experiences by drawing, writing, voice recording *Understand different media can be combined for a purpose						
<b>Music</b> Taught by GF		<b>Exploring music</b>		<b>Listening and appraising</b>		<b>Instrumental performance and composing music.</b>
<b>Forest School</b> Over arching theme but following FS principles		<b>Dinosaurs –</b> Knowledge based around sticks, leaves, trees. Looking at changes to the environment through Autumn and Winter		<b>Nursery Rhymes –</b> Developing awareness of the environment and introducing basic FS skills (knots and shelter building/0		<b>Teeny Tiny Creatures –</b> Developing knowledge minibeasts, habitats, and our environment.

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