



**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.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading Fiction	Fantastic Mr Fox	Christmasaurus	The Great Phoenix of London	Pugs of the Frozen North	The Enchanted Wood	The Boy who Grew Dragons
Reading Non-Fiction	Healthy Me	Life cycle of a Frog	Who was Samuel Pepys?	Polar Explorers	Captain Cook	Plants
Writing	Fiction Poetry	Explanation Recount - Diary	Fiction – Quest News Report	Instructions Poetry	Fiction – Meeting	Narrative Information Text
Maths	Place value Addition Subtraction	Addition Subtraction Shape	Money Multiplication Division	Length Height Mass Capacity	Fractions Time	Statistics Position Direction
Working Scientifically	Ask simple questions and recognise that they can be answered in different ways. Gather and record data to help answer a question. Perform a simple test. Use observations and ideas to suggest answers to questions.					
Science Content Knowledge	<b>Animals including Humans</b>  Describe the importance for humans of exercise,	<b>Animals including Animals</b>  Notice that animals, have offspring which grow into adults	<b>Uses of Everyday Materials</b>  Identify and compare the suitability of a variety of everyday	<b>All living things and their habitats</b>  Explore and compare the differences	<b>Plants</b>  Observe and describe how seeds and bulbs grow into mature plants	<b>Plants</b>  Observe and describe how seeds and bulbs grow into mature plants

**‘I can do all things through him who gives me strength’. (Philippians 4.13)**

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	<p>eating the right amounts of different types of food, and hygiene.</p> <p>Notice that humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of humans, for survival (water, food and air)</p>	<p>Find out about and describe the basic needs of animals, for survival (water, food and air)</p>	<p>materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p style="text-align: center;">Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
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RE	<p><b>Being Human – Islam</b></p> <p>What does the Qur’an say about how Muslims should treat others and live their lives?</p>	<p><b>Incarnation Christianity</b></p> <p>Why does Christmas matter to Christians?</p>	<p><b>Life Journeys Islam</b></p> <p>What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?</p>	<p><b>Salvation Christianity</b></p> <p>Is the Easter story happy or sad?</p>	<p><b>Thankfulness Christianity/Islam/Judaism</b></p> <p>Believing, Living, Thinking</p>
PSHE/RSE	<p><b>Living in the Wider World</b></p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>The internet in everyday life; online content and information.</p> <p>What money is; needs and wants, looking after money.</p>		<p><b>Relationships</b></p> <p>Making friends; feeling lonely and getting help.</p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.</p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions.</p>		<p><b>Health and Wellbeing</b></p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>Growing older; naming body parts; moving class or year.</p> <p>Safety in different environments; risk and safety at home; emergencies.</p>
History Content Knowledge	<p><b>What did my community used to be like?</b></p>  <p>Looks carefully at pictures or objects to find information about the past.</p>		<p><b>What was the Great Fire of London, and how did it change London forever?</b></p>  <p>Describes objects, people and events.</p>		<p><b>Who was Joseph Banks?</b></p>  <p>Significant local person</p>

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	<p>Asks and answers questions such as: 'what was it like for a ...?', 'what happened in the past?', 'how long ago did ... happen?',</p> <p>Uses information to describe differences between then and now</p>		<p>Writes simple stories and recounts about the past.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p>			
Geography Content Knowledge		<p style="text-align: center;"><b>What does our wonderful world look like?</b></p>  <p>Name and locate the world's continents and oceans on a world map or globe.</p> <p>Use maps, atlases and globes to identify the continents and oceans studied at this key stage.</p>		<p style="text-align: center;"><b>How do animals survive in the polar regions?</b></p>  <p>Use maps, atlases and globes to identify the continents and oceans studied at this key stage.</p> <p>Identify the location of hot and cold areas of the world in relation to the equator and the North and South poles</p>		<p style="text-align: center;"><b>What would we experience if we went on safari?</b></p> <p>Understand</p>  <p>geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country.</p> <p>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Begin to use eight points of a compass.</p>

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<b>Art and Design</b>	<b>Explore and Draw</b> How can we become open, curious, explorers of the world, and use what we find to inspire us to make art?		<b>Be an architect</b> How can we make our own architectural models and design structures which other people respond to?		<b>Mono Print</b> How can we bring our own experience to the things we draw? How can we create narratives by connecting objects or animals/habitats?	
<b>Design and Technology</b>		<b>Food and Nutrition</b> <i>Perfect Pizzas</i> Explain hygiene and keep a hygienic kitchen Describe properties of ingredients and importance of varied diet Say where food comes from (animal, underground etc.) Describe how food is farmed, home-grown, caught Draw eat well plate; explain there are groups of food - describe "five a day" cut, peel and grate with increasing confidence		<b>Wheels and Axles</b> <i>Design and make a car</i> Measure materials Describe some different characteristics of materials Join materials in different ways Use joining, rolling or folding to make it stronger Use own ideas to try to make product stronger Use levers or slides Begin to understand how to use wheels and axles		<b>Moving Animals</b>

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PE	Fitness	Net and Wall Games Yoga	Dance	Sending and Receiving Invasion Games	Striking and Feilding	Athletics Swimming
Outdoor	Forest School		Forest School		Forest School	
Music		Exploring Music		Instrumental Performance		Composing Music
Computing	Computing Systems and Networks – IT Around Us	Creating Media - Digital Photography	Programming – Robot Algorithms	Data and Information – Pictograms	Creating Media – Digital Music	Programming – Programming Quizzes
Parental Engagement	Harvest Festival	Christingle Service	Family Assembly	Mothers’ Day Easter service		Sports Day
Educational Visits	Islamic Centre Visit				Belton House	
Personal Fulfilment		Christmas Production		#thisfamilycan		

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