



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 Canon	The enormous turnip Traditional tales/ stories	Revoltig recipes Spider sandwiches	Oi Frog Fox's socks	Grandad's island If I ran in the rainforest The tin forest	The Pirates of Scurvy sands The Pirates Next door Never mess with a pirate princess	The Snail and the Whale
Writing Purpose	Talk 4 writing- The enormous Turnip (Cumulative) Poetry-Oi Frog (Rhyming couplets)	Talk 4 writing- instructions. How to make a disgusting sandwich. Letter writing. The Polar Express	Talk 4 writing- Jack and the Beanstalk (Defeating the monster) Poetry- Senses poem	Talk 4 writing- information text. Tree Giants. Poetry- 100 Cats (Rhyming patterns)	Talk 4 writing- Sayeeda the pirate princess. (Finding/losing tale) Poetry- List poem	Non-fiction- Persuasive poster (Rapunzel) Poetry- Acrostic Poem Film unit- TBC
Spelling and Grammar	Stage 1- Suffixes	Stage 1- Digraphs Split digraphs	Stage 2- Alternate sounds	Stage 2- Suffixes	Stage 3- Alternate sounds	Stage 3- Prefixes Suffixes
Maths	Place value Addition and subtraction	Addition and subtraction Shape	Place value Addition and subtraction	Place value Length and height Mass and volume	Multiplication and division Fractions Position and directions	Place value Money Time
Working Scientifically	<i>Using their observations and ideas to suggest answers to questions</i>	Asking simple questions and recognising that they can be answered in different ways • While exploring the world, the children	Identifying and classifying • Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting.		Identifying and classifying • Children use their observations and testing to compare	Asking simple questions and recognising that they can be answered in different ways

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	<ul style="list-style-type: none"> Children use their experiences of the world around them to suggest appropriate answers to questions. They are supported to relate these to their evidence e.g. observations they have made; measurements they have taken or information they have gained from secondary sources. <p>Performing simple tests</p> <ul style="list-style-type: none"> The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. 	<p>develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions.</p> <ul style="list-style-type: none"> The children answer questions developed with the teacher often through a scenario. <p>Performing simple tests</p> <ul style="list-style-type: none"> The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. 	<p>Asking simple questions and recognising that they can be answered in different ways</p> <ul style="list-style-type: none"> While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions. The children answer questions developed with the teacher often through a scenario. 	<p>objects, materials and living things. They sort and group these things, identifying their own criteria for sorting.</p> <p>Observing closely, using simple equipment</p> <ul style="list-style-type: none"> Children explore the world around them. They make careful observations to support identification, comparison and noticing change. They use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations. 	<ul style="list-style-type: none"> While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions. The children answer questions developed with the teacher often through a scenario.
Science Content Knowledge	<p>My body</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>In the garden (plants and trees)</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p>	<p>Materials</p> <p>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 rock.</p>		

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RE	<p style="text-align: center;">Animals and their habitats</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>		<p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p style="text-align: center;">Seasons</p>		<p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>
RE	God	Creation	Islam – Believing	Islam – Living	Places of worship
	What do Christians believe God is like?	Who do Christians believe made the world?	Who is Allah?	How do Muslims express their beliefs?	Looking at 3 key objects, places and symbols for Islam, Christianity and one other religion
PSHE	Living in the wider world		Relationships		Health and wellbeing
	Belonging to a community Media literacy and digital resilience Money and work		Families and friendships Safe relationships Respecting ourselves and others		Physical health and mental wellbeing Growing and changing Keeping safe
History content Knowledge	How have toys changed?		What is a monarch?		Have people always liked to visit the seaside?
	<ul style="list-style-type: none"> – Recognise some similarities and differences between the past and the present. – Use simple vocabulary to describe the passing of time (e.g. now, then, long ago, before, after) – Ask and respond to simple questions about the past, using sources of information – Retell a story or significant event from their own past Use simple source material (e.g. photographs) to answer questions about an event beyond living memory.		<ul style="list-style-type: none"> – Recognise some similarities and differences between the past and the present. – Use simple vocabulary to describe the passing of time (e.g. now, then, long ago, before, after) – Ask and respond to simple questions about the past, using sources of information – Use simple source material (e.g. photographs) to answer questions about an event beyond living memory. – Identify similarities and differences between ways of life in different periods. 		<ul style="list-style-type: none"> – Recognise some similarities and differences between the past and the present. – Use simple vocabulary to describe the passing of time (e.g. now, then, long ago, before, after) – Ask and respond to simple questions about the past, using sources of information – Retell a story or significant event from their own past – Use simple source material (e.g. photographs) to answer questions about an event beyond living memory.

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	<ul style="list-style-type: none"> – Identify similarities and differences between ways of life in different periods. – Understand that there are reasons why people in the past acted as they did. – Begin to describe similarities and differences between historical artefacts and pictures – Begin to order artefacts and pictures from significantly different time periods – Compare own life and interests now with their babyhood (e.g. clothes, toys, food, size, abilities), recalling a significant memory from the past 	<ul style="list-style-type: none"> – Know and recount episodes from stories and significant events in history. – Understand that there are reasons why people in the past acted as they did. – Describe significant individuals from the past. – Sequence the story of a significant historical figure. – Describe in simple terms the importance of a local place or landmark – Describe, in simple terms, why a significant individual acted the way they did. – Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance. – Start to compare two versions of a past event. 	<ul style="list-style-type: none"> – Identify similarities and differences between ways of life in different periods. – Understand that there are reasons why people in the past acted as they did. – Describe in simple terms the importance of a local place or landmark
Geography content Knowledge	<p style="text-align: center;">Where do we live?</p> <ul style="list-style-type: none"> – Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features including city, town, village, factory, farm, house, office, port, harbour, and shop. – Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas. – Use simple locational and directional language for example, near, far, left, right, to describe the location of features and routes on a map. – Collect and analyse a range of data gathered through experiences of fieldwork of the school, its grounds and surrounding environment. – Name and locate local cities. – Use world maps, atlases and globes to identify countries around the world. – Find and name some continents on a world map. 	<p style="text-align: center;">Where is China?</p> <ul style="list-style-type: none"> – Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features including city, town, village, factory, farm, house, office, port, harbour, and shop. – Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles. – Name and locate local cities. – Use world maps, atlases and globes to identify countries around the world. – Find and name some continents on a world map. – Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps 	<p style="text-align: center;">What would I find at the coast?</p> <ul style="list-style-type: none"> – Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features including city, town, village, factory, farm, house, office, port, harbour, and shop. – Understand processes that give rise to key physical and human geographical features and how they bring about spatial variation and change overtime. – Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – Name and locate local cities. – Use world maps, atlases and globes to identify countries around the world. – Find and name some continents on a world map. – Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps

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	– Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps					
Art and Design	Drawing and sketchbooks: Spirals- Molly Hasund		Surface and Colour: Inspired by Flora & Fauna		Working in Three Dimensions: Making Birds.	
Design and Technology		<p><i>Moving pictures – To design and make a moving Xmas card</i></p> <p>Begin to use levers or slides</p> <p>Begin to measure and join materials, with some support</p> <p>Describe differences in materials</p> <p>Suggest ways to make material/product stronger</p>		<p><i>Textiles- To design and make a puppet</i></p> <p>Begin to measure and join materials, with some support</p> <p>Describe differences in materials</p> <p>Suggest ways to make material/product stronger</p> <p>Measure, cut and join textiles to make a product, with some support</p> <p>Choose suitable textiles</p>		<p><i>Food – to design and make a healthy picnic to take to the beach</i></p> <p>Describe textures wash hands & clean surfaces</p> <p>Think of interesting ways to decorate food</p> <p>Say where some foods come from, (i.e. plant or animal)</p> <p>Describe differences between some food groups (i.e. sweet, vegetable etc.)</p> <p>Discuss how fruit and vegetables are healthy</p> <p>Cut, peel and grate safely, with support</p>
PE	Fitness Ball Skills	Dance	Target games Gymnastics	Yoga	Team building Sending & receiving	Athletics

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Music		Exploring music		Instrumental performance		Listening & appraising
Computing	Creating media – Digital writing <ul style="list-style-type: none"> – To use a computer to write – To add and remove text on a computer – To identify that the look of text can be changed on a computer – To make careful choices when changing text – To explain why I used the tools that I chose – To compare typing on a computer to writing on paper 		Data and information – Grouping data <ul style="list-style-type: none"> – To label objects – To identify that objects can be counted – To describe objects in different ways – To count objects with the same properties – To compare groups of objects – To answer questions about groups of objects 			Programming B - Programming animations <ul style="list-style-type: none"> – To choose a command for a given purpose – To show that a series of commands can be joined together – To identify the effect of changing a value – To explain that each sprite has its own instructions – To design the parts of a project <p>To use my algorithm to create a program</p>
Parental Engagement		Christmas Nativity performance	Class assembly	Instrumental performance (show)	Parental invitation	
Educational visits	Interview with a visitor	Local walk	25/26- Potential trip to Rauceby Castle?	Garden Centre visit	Trip to Belton House	
Personal Fulfilment	Harvest festival & Young writers' poetry competition	Christmas craft fair		Mother Day service Easter Service		

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