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
Year Long Term Plan 2024/2025	**Why couldn't they cure the Black Death in the Middle Ages?** 	**Does deforestation matter?** 	**What happened to the Mayans?** 	**Why is Mount Everest the tallest mountain in the world?** 	**Who were the Anglo-Saxons and where did they come from?** 	**What happens to your food after you eat it?** 
Reading	'The Boy who grew dragons' – Andy Shepherd	The Explorer	'Oh Maya Gods' – Max Evans Hero twins Rain Player	The remarkable story of Edmund Hillary and Tenzing Norgay	Anglo-Saxon Boy	Charlie and the Chocolate factory
Writing Purpose	Warning stories – The Old Warehouse Poetry – I am	Persuasion Instructions	Finding tale	Discussion	Tale of fear	Persuasion
Cross curriculum reading	Letter from your teacher – PSHE. People will always need people – PSHE – poetry. The Old warehouse – Literacy.	The Great Kapok Tree Ravenous rainforests	The hero twins against the lords of death The history of the Mayan empire	Everest The moth and the mountain The remarkable story of Edmund Hillary and Tenzing Norgay	Anglo-Saxon Britain Explore! Anglo-Saxons	Disgusting digestion Rollercoaster around the body Little bad man and the killer aunties The poo that animals do
Spelling and Grammar	Plural and possessive s Standard English Pronouns and nouns Adverbials Paragraphs Direct speech Apostrophes Commas after fronted adverbials Types of pronouns **Spelling scheme:** Homophones Prefix – in, im, ir,il,sub,inter	Plural and possessive s Standard English Pronouns and nouns Adverbials Paragraphs Direct speech Apostrophes Commas after fronted adverbials Types of pronouns	Plural and possessives Standard English Pronouns and nouns Adverbials Paragraphs Direct speech Apostrophes Commas after fronted adverbials Types of pronouns	Plural and possessive s Standard English Pronouns and nouns Adverbials Paragraphs Direct speech Apostrophes Commas after fronted adverbials Types of pronouns	Plural and possessive s Standard English Pronouns and nouns Adverbials Paragraphs Direct speech Apostrophes Commas after fronted adverbials Types of pronouns	Plural and possessive s Standard English Pronouns and nouns Adverbials Paragraphs Direct speech Apostrophes Commas after fronted adverbials Types of pronouns
Maths	Number and place value, Addition and subtraction Multiplication	Length and Perimeter, Multiplication and division	Multiplication and division, area, fractions	Fractions and decimals	Decimals, money, time, statistics	Properties of shape, position and direction

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Working Scientifically	**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** *As Year 3 plus:* • Children are supported to present the same data in different ways in order to help with answering the question.	**Asking relevant questions and using different types of scientific enquiries to answer them** *As Year 3 plus:* • Given a range of resources, the children decide for themselves how to gather evidence to answer the question. They recognise when secondary sources can be used to answer questions that cannot be answered through practical work. They identify the type of enquiry that they have chosen to answer their question.	***Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions*** *As Year 3 plus:* • They draw conclusions based on their evidence and current subject knowledge. **Setting up simple practical enquiries, comparative and fair tests** *As year 3 plus:* • They follow their plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking.	**Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units,** *As Year 3 plus:* They use a range of equipment, including thermometers and data loggers	***Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions*** *As Year 3 plus:* • Children use their evidence to suggest values for different items tested using the same method e.g. the distance travelled by a car on an additional surface. • Following a scientific experience, the children ask further questions which can be answered by extending the same enquiry.	**Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions** *As Year 3 plus:* • They communicate their findings to an audience both orally and in writing, using appropriate scientific vocabulary.
Science Content Knowledge	**Living things and their habitats: Are snakes the same as frogs?** 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	**Nature and the environment: What would happen if all of oak trees died?** Construct and interpret a variety of food chains, identifying producers, predators and prey. Recognise that environments can change and that this can sometimes pose dangers to living things	**Sound: How do we hear sounds from across the room?** Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from a sound travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	**States of matter: What causes rain?** 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 (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	**Electricity: How does a battery light a bulb?** Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors.	**Animals including humans: what happens to our food after we eat it?** Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions
RE	What do different religions say about forgiveness?	How do Hindus worship?	How does Muslim worship build a sense of community?	What do Christians learn from the creation story?	What is pilgrimage?	What is pilgrimage?

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PSHE	**Living in the wider world** Understanding rules. Understanding communities and what it means to belong. Understanding compassion and the impact compassion can have on the wider world – focusing on wildlife through the RSPCA.	**Living in the wider world** Understanding money and the role it can pay in people's life. Understanding budgeting, value and keeping money safe. Understanding where money comes from and how it can be spent.	**Health and wellbeing**	**Health and wellbeing**	**Relationships**	**Relationships**
History Content Knowledge	**Why could people in the Middle Ages not cure The Black Death?** A depth study linked to one of the British areas of study a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)		**What happened to the Mayans?** The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one. A non-European society that provides contrasts with British history.		**Who were the Anglo- Saxons and where did they come from?** Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.	
Geography Content Knowledge		**Why are the worlds rainforests located around the equator?** South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Understand geographical similarities and differences through the study of human and physical geography of a region of South America. Physical geography, including: climate zones, biomes and vegetation		**Why is mount everest the tallest mountain in the world?** Name and locate geographical regions and their identifying human and physical characteristics, key topographical features including mountains. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied and know points of a compass.		**Why did people choose to settle in the UK?** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

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		belts.				
Art and Design	**Story-telling through drawing.** Exploring how artist create stories with sequences of images. Exploring how I can create a single image that tells a story. Creating a sequence of story-telling images – drawing. Reflecting on my work and improving accordingly.	**Exploring Still life** Understanding - what is still life? Comparing contemporary and traditional art. Planning my own still life. Create a piece of still life art. Reflecting and improving art.		**Sculpture, Structure, Inventiveness and Determination** Exploring artwork. Exploring medias used and expressive drawings. Planning how I will construct a nest. Reflecting and improving.		
Design and Technology			**Textiles unit: 2D shape to 3D product** Demonstrate a range of stitching techniques and allow children to practise sewing two small pieces of fabric together, demonstrating the use of, and need for, seam allowances. • Allow children to use a textile product they have taken apart to create a paper pattern using 2-D shapes. • Provide a range of fabrics – children to consider whether fabrics are suitable for the chosen purpose and user. The fabrics also can be used for demonstrating and testing out a range of decorative finishing techniques e.g. appliqué, embroidery, fabric pens/paints, printing. • Use questioning to develop understanding e.g. *Which joining technique makes the*		**What makes a good torch?** *select most appropriate tools / techniques *explain alterations to product after checking it *grow in confidence about trying new / different ideas. *use levers and linkages to create movement *use pneumatics to create movement *measure carefully to avoid mistakes *attempt to make product strong *continue working on product even if original didn't work *make a strong, stiff structure use number of components in circuit *program a computer to control product.	*Why is it important to eat a balanced diet?* Explain how to be safe/hygienic *think about presenting product in interesting/ attractive ways *understand ingredients can be fresh, pre-cooked or processed *begin to understand about food being grown, reared or caught in the UK or wider world *describe eat well plate and how a healthy diet=variety / balance of food and drinks *explain importance of food and drink for active, healthy bodies *prepare and cook some dishes safely and hygienically *use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

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			strongest seam? Why? Which stitch is appropriate for the purpose? Which joining techniques are suitable for the fabric and purpose? How can you stiffen your fabric? What is the purpose of the fastenings?			
PE	Fitness OAA	Hockey Dodgeball	Gymnastics Netball	Yoga Basketball	Dance Swimming	Athletics Golf
Music		*Exploring music*		Instrumental Performance		Composing music
Computing	<u>Computing systems and networks: The internet.</u> Understand the internet and how connections are made across the world. To understand how to keep information safe and secure when using the internet.	<u>Creating media: Audio production.</u> Understanding how to create audio media in the form of a podcast.	<u>Programming A: repetition of shapes.</u> Learning steps leading to: 'To create a program that uses count-controlled loops to produce a given outcome.'	<u>Data and information: Data logging.</u> To collect data and use it to answer big questions.	<u>Creating media: photo editing</u> Editing photos using different methods and creating a purposeful piece of art.	<u>Programming 2: repetition in games</u> To learn steps to create a project that contains repetition.
MFL	Phonetics 2 & Presenting Myself (E)		Family (I)		In Class (I)	
Parental Engagement	Parents evening: settling in. Reading at home: 3 times a week.	Christmas fair				Sports day
Educational visits					Rand Farm residential.	
Personal Fulfilment	Awards, celebrating each other during assembly, working towards house points, clubs, educational trips, this family can, family assembly.	*Awards, celebrating each other during assembly, working towards house points, clubs, educational trips, this family can, family assembly.*	Awards, celebrating each other during assembly, working towards house points, clubs, educational trips, this family can, family assembly.	Awards, celebrating each other during assembly, working towards house points, clubs, educational trips, this family can, family assembly.	Awards, celebrating each other during assembly, working towards house points, clubs, educational trips, this family can, family assembly.	Awards, celebrating each other during assembly, working towards house points, clubs, educational trips, this family can, family assembly.

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