



**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.

Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Reading</b>	Another twist in the tale	Cosmic	Who Let the Gods Out?	Wonder	Viking Boy	High- rise mystery
<b>Writing Purpose</b>	Poetry Portal stories	Poetry Information texts	Openings and Endings Discussion	Suspense Explanation	Character and Dialogue Recount – newspaper report	Action Information
<b>Spelling and Grammar</b>	Converting nouns or adjectives into verbs using suffixes like -ate, -ise, -ify Using relative clauses starting with who, which, where, when, whose, that Showing degrees of possibility using adverbs or modal verbs Using words and phrases to build cohesion within a paragraph Linking ideas across paragraphs using adverbials of time, place, and number, or tense choices Using brackets, dashes, or commas to indicate parenthesis Using commas to clarify meaning	Converting nouns or adjectives into verbs using suffixes like -ate, -ise, -ify Using relative clauses starting with who, which, where, when, whose, that Showing degrees of possibility using adverbs or modal verbs Using words and phrases to build cohesion within a paragraph Linking ideas across paragraphs using adverbials of time, place, and number, or tense choices Using brackets, dashes, or commas to indicate parenthesis Using commas to clarify meaning	Converting nouns or adjectives into verbs using suffixes like -ate, -ise, -ify Using relative clauses starting with who, which, where, when, whose, that Showing degrees of possibility using adverbs or modal verbs Using words and phrases to build cohesion within a paragraph Linking ideas across paragraphs using adverbials of time, place, and number, or tense choices Using brackets, dashes, or commas to indicate parenthesis Using commas to clarify meaning	Converting nouns or adjectives into verbs using suffixes like -ate, -ise, -ify Using relative clauses starting with who, which, where, when, whose, that Showing degrees of possibility using adverbs or modal verbs Using words and phrases to build cohesion within a paragraph Linking ideas across paragraphs using adverbials of time, place, and number, or tense choices Using brackets, dashes, or commas to indicate parenthesis Using commas to clarify meaning	Converting nouns or adjectives into verbs using suffixes like -ate, -ise, -ify Using relative clauses starting with who, which, where, when, whose, that Showing degrees of possibility using adverbs or modal verbs Using words and phrases to build cohesion within a paragraph Linking ideas across paragraphs using adverbials of time, place, and number, or tense choices Using brackets, dashes, or commas to indicate parenthesis Using commas to clarify meaning	Converting nouns or adjectives into verbs using suffixes like -ate, -ise, -ify Using relative clauses starting with who, which, where, when, whose, that Showing degrees of possibility using adverbs or modal verbs Using words and phrases to build cohesion within a paragraph Linking ideas across paragraphs using adverbials of time, place, and number, or tense choices Using brackets, dashes, or commas to indicate parenthesis Using commas to clarify meaning
<b>Maths</b>	Place value Addition and Subtraction	Multiplication and Division A Fractions A	Multiplication and Division B Fractions B Decimals and Percentages	Decimals and Percentages Perimeter and Area	Statistics Shape Position and Direction Decimals	Negative Numbers Converting Units Volume

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<b>Working Scientifically</b>	<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p>					
<b>Science Content Knowledge</b>	<p>Chemistry</p> <p>Properties and changes of materials</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p>	<p>Physics - Earth and Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p>	<p>Chemistry - Properties and changes of materials:</p> <p>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Demonstrate that dissolving, mixing and changes of state are reversible changes. Describe chemical and physical changes.</p>	<p>Biology - Living things and habitats.</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.</p>	<p>Physics - Forces and magnets</p> <p>Explain that unsupported objects fall towards the earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers and pulleys and gears, allow a smaller force to have greater effect.</p>	<p>Biology - Animals including humans</p> <p>Describe the changes as humans develop from birth to old age.</p>
<b>RE</b>	<p>LAS Compulsory Being Human – Hinduism</p> <p>[How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How</p>	<p>LAS Compulsory Being Human – Islam</p> <p>[What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are</p>	<p>Salvation UC 2b.7 (core)</p> <p>What difference does the resurrection make for Christians? [How do Christians behave/act because of their beliefs about Jesus and the resurrection?]</p>	<p>Incarnation UC 2b.4 (core)</p> <p>Was Jesus the Messiah? [Was Jesus who he said he was? Did the resurrection happen? Does it matter if it didn't?]</p>	<p>LAS Additional Expressing Beliefs through the Arts (including Christianity)</p> <p>[How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively?</p>	

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	<p>might a Hindu seek to achieve moksha? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</p>	<p>Muslim beliefs expressed in practice? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</p>			<p>Why might some religious people not use pictorial representation to express belief, e.g. Muslims? Spirited Arts competition run by NATRE]</p>
PSHE	<p>Managing friendships and peer influence. Physical contact and feeling safe. Responding respectfully to a wide range of people; recognising prejudice and discrimination.</p>		<p>Protecting the environment; compassion towards others How information online is targeted; different media. types, their role and impact. Identifying job interests and aspirations; what influences career choices; workplace stereotypes.</p>		<p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies. Personal identity; recognising individuality and different qualities; mental wellbeing. Keeping safe in different situations, including responding in emergencies, first aid and FGM.</p>
History Content Knowledge	<p>How did the Industrial Revolution and the ideas of the Victorian era impact modern Britain and the rest of the world?  Local study A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066: The effects of Britain on the rest of the world and the British Empire.</p>		<p>Why is ancient Greece considered to be so influential to the modern world?  A study of Greek life and achievements and their influence on the Western World</p>		<p>Who were the claimants to the throne in 1066?  The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p>
Geography Content Knowledge		<p>Biomes Longitude and Latitude Greenwich meridian British empire countries how are countries different</p>		<p>Does our coastline stay the same?  Features of a coastline. Structure of a coastline. Case study.</p>	<p>Would the Vikings leave Scandinavia now?  Location of Scandinavia: major countries and cities. Climate, physical features.</p>

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		<p>Where are countries located and what is their climate</p> <p>Climate zones</p> <p>Day and night/ hemispheres</p> <p>8 points of a compass and 4-fig grid references.</p>		<p>Coastal wildlife – adapted plants.</p> <p>How to protect beaches.</p> <p>Coastal erosion.</p> <p>Coastal formations.</p> <p>Human uses of a coastline.</p>		<p>Human characteristics – population distribution, movement of natural resources, tourism.</p> <p>Case study of a major city.</p>
Art and Design	<p>Monotype print making</p> <p>Sketch books to record, review, develop and revisit ideas. Improve mastery of art and design techniques</p> <p>Artist Study – Kevork Mourad</p>		<p>Sculpture- set design making in 3D</p> <p>Artist Study – Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage- Dickson</p>		<p>Typography and maps, drawing, collage, sketchbooks</p> <p>Artist study- Louise Fili, Grayson Perry, Paula Scher, Chris Kenny.</p>	
Design and Technology		<p>Designing a pop-up book.</p> <p>Understand input and output and that mechanisms control movement.</p> <p>Design, make and evaluate a book to include a mixture of structures and mechanisms, using sliders, pivots and folds to produce movement.</p>		<p>Cookery and Nutrition</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>The Great British Space Dinner – STEM.org</p>		<p>Viking Long ships</p> <p>Understand the Design, Make, Evaluate process.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>About the design and shape of Viking longboats. How sails have been used to power travel on water in different cultures.</p> <p>To use trial and error to get a better result.</p> <p>How to evaluate the impact of changes to a design.</p>
PE	<p>Fitness</p> <p>Tag Rugby</p>	<p>Gymnastics</p>	<p>Handball</p> <p>Yoga</p>	<p>Netball</p> <p>Dance</p>	<p>Tennis</p> <p>Swimming</p>	<p>Athletics</p> <p>Rounders</p>

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Music	Getting started with music tech – how does music bring us together?	Emotions and musical styles – how does music connect us with our past?	Exploring key and time signatures – how does music improve our world?	Introducing chords – how does music teach us about our community?	Words, meaning and expression – how does music shape our way of life?	Identifying important musical elements – how does music connect us with the environment?
Computing	Computing systems, networks and searching	Creating media and video production	Programming in physical computing	Data and information- flat file databases	Creating media an introduction to vector graphics	Programming selection in quizzes
MFL	Language Angels Phonetics 3 & What Is The Date/Weather (I)		Language Angels Pets (I)		Language Angels Clothes (I)	
School Values	Aspiration	<i>Honesty</i>			Forgiveness	Kindness Aspiration
Parental Engagement		Parent invitation	Possible parent presentation			Sports day
Global Citizenship			Greek day	Lambing Rauceby walk	Malham residential	
Personal Fulfilment		<i>Planetarium</i>	Use of Forest School area for science (reversible changes)	Science/ gardening		

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