



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	<u>Why couldn't they cure the Black Death in the Middle Ages?</u> 	<u>Does deforestation matter?</u> 	<u>What happened to the Mayans?</u> 	<u>Why is Mount Everest the tallest mountain in the world?</u> 	<u>Who were the Anglo-Saxons and where did they come from?</u> 	<u>What happens to your food after you eat it?</u> 
Reading	'The Wild Robot' – Peter brown	'The Christmas Carrolls' – Mel Taylor-Bessent	Varjak Paw – S.F.Said	The remarkable story of Edmund Hillary and Tenzing Norgay The Abominables – Eva Ibbotson	Anglo-Saxon Boy – Tony Bradman	Charlie and the Chocolate factory – Roald Dahl
Writing Purpose	Narrative: The Adventures of Robin Hood - Marcia Williams Recount: A Day in the Life of a Medieval Knight Performance Poetry: Macbeth the Witches	To inform - Persuasive text – The Great Kapok Tree Non-chronological report - information – children are researchers for David Attenborough's new documentary for children about the Amazon	To inform – Instructions-write instructions for Pik (Rain Player) to play Pok-a-Tok To entertain - To retell The rain Player from the main character's point of view Non-chronological report – Mayan life	Explanation text – water cycle Biography The Remarkable Story of Edmund Hilary and Tenzing Norgay Poetry – Personification. - Writing	Narrative - Strategies of effective story telling Discussion – is it better to be an adult or a child.	Narrative - new character and chapter for Charlie and the Chocolate Factory Explanation – how the digestive system works Poetry – analysis
Cross curriculum reading	The Adventures of Robin Hood - Marcia Williams Charlotte's Web – E.B.White A Day in the Life of a Medieval Knight Hair Love -Matthew A Cherry	The Great Kapok Tree Ravenous rainforests Lonely Planet Kids – Unfolding Journeys Amazon Adventure Turtle Moon – Hannah Gould The Christmasaurus – Tom Fletcher	The hero twins against the lords of death The history of the Mayan empire Rain Player – David Wisniewski	Everest The moth and the mountain The remarkable story of Edmund Hillary and Tenzing Norgay Water cycle science texts	Anglo-Saxon Britain Explore! Anglo-Saxons	Disgusting digestion Rollercoaster around the body Little bad man and the killer aunties The poo that animals do The Missing Golden Ticket

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Spelling and Grammar	The grammatical difference between plural and possessive 's' Noun phrases expanded by the addition of modifying nouns and preposition phrases Fronted adverbials and use of commas after fronted adverbials Introduce inverted commas to punctuate direct speech. (Y3)	Introduction to paragraphs as a way to group related materials. Headings and subheadings to aid presentation (Y3) Apostrophes to mark singular and plural possession Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas, e.g. The conductor shouted, "Sit down!"	Standard English – subject/verb agreement (e.g. was/were and did/done) Use of paragraphs to organise ideas around a theme. Use of inverted commas and other punctuation to indicate direct speech.	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Fronted adverbials and use of commas after fronted adverbials	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Apostrophes to mark singular and plural possession Noun phrases expanded by the addition of modifying nouns and preposition phrases	Use of paragraphs to organise ideas around a theme. Use of inverted commas and other punctuation to indicate direct speech Fronted adverbials and use of commas after fronted adverbials
Maths	Column addition and subtraction Numbers to 10,000 Perimeter	3,6,9 times table 7 times table	Multiplicative relationships Coordinates	Multiplicative relationships Coordinates	Fractions	Symmetry Time Division with remainders
Working Scientifically	Observe and identify living things, group using observable features, use classification keys accurately, and make careful observations.	Plan simple fair tests, record results, compare observations over time, identify patterns and draw conclusions.	Carry out sound investigations, make predictions, record results and identify patterns.	Use long-term observations, investigate change over time, make predictions and use evidence to answer questions.	Build and test circuits, make predictions, test materials, record results and explain findings.	Analyse data, identify long-term patterns, present findings, draw conclusions and evaluate predictions.
Science Content Knowledge	Classify living things, use and create classification keys, identify solids, liquids and gases, and understand that materials can change state.	Understand melting, freezing, evaporation and condensation, explain the water cycle, understand food chains, and recognise how changing environments affect living things.	Understand how sounds are made and travel, and explore pitch, volume and distance.	Understand how seasonal changes affect habitats, food chains and living things.	Understand simple electrical circuits, switches, conductors and insulators, and learn about the human digestive system.	Identify different types of teeth and their functions, understand dental health, and review changes in habitats across the year.
RE	How do people welcome new life into the world? How do people show their commitment to a religion?		How do people celebrate marriage		What do people believe about the afterlife? How is this expressed in the funeral practices?	

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PSHE	Friendships, wellbeing, family resilience, diversity and British Values.	Boundaries, emotions, family safety, communication, stereotypes and democracy.	Communication, help-seeking, healthy eating, unhealthy friendships, discrimination and laws.	Stereotypes, equality, online safety, body privacy, growing up and hygiene.	Relationship safety, discrimination, sleep, dental health, money and individual liberty.	Help-seeking, equality, first aid, harmful substances, vaping and respect.
History Content Knowledge	<u>Why could people in the Middle Ages not cure The Black Death?</u> 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)		<u>What happened to the Mayans?</u> 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.		<u>Who were the Anglo-Saxons and where did they come from?</u> 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 20 th Century.	
Geography Content Knowledge		<u>Why are the worlds rainforests located around the equator?</u> South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and		<u>Why is mount Everest the tallest mountain in the world?</u> Name and locate geographical regions and their identifying human and physical characteristics, key		<u>Why did people choose to settle in the UK?</u> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical

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		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 belts.		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.		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.
Art and Design	<u>Story-telling through drawing.</u> 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.		<u>Exploring Still life</u> 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.		<u>Sculpture, Structure, Inventiveness and Determination</u> Exploring artwork. Exploring medias used and expressive drawings. Planning how I will construct a nest. Reflecting and improving.	
Design and Technology		<u>Textiles unit: 2D shape to 3D product</u> 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 create a paper pattern using 2-D shapes. Provide a range of fabrics – children to consider whether fabrics are suitable for the		<u>Food unit: Healthy and varied diet.</u> Know how to use appropriate equipment to prepare and combine food. Know about a mixture of fresh and processed foods, whether they are grown, reared or caught. To use relevant vocabulary appropriately.		<u>Electricity: Simple circuits and switches.</u> Gather information about needs and wants to develop a design criteria. Select from and use materials and components appropriate for use. Understand and use electrical systems in their products, such as series circuits incorporating buzzers and bulbs.

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		chosen purpose and user. The fabrics also can be used for demonstrating and testing out a range of decorative finishing techniques e.g., embroidery, fabric pens/paints, printing. Use questioning to develop understanding e.g. Which joining technique makes the strongest seam? Why? Which stitch is appropriate for the purpose? How can you stiffen your fabric? What is the purpose of the fastenings?				
PE	Fitness Football	Hockey Dance	Gymnastics Forest School	Netball Tennis	Athletics Cricket	OAA Swimming
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: pastoral	Christmas Fair	Parents Evening: academic	Family Assembly		Sports day Summer Fair
Educational visits	Hindu experience day	Rainforest Experience Day Pantomime	PGL		Life as an Anglo Saxon Experience Day	

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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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