



**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.						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Reading Fiction	Fantastic Mr Fox The Tiger Who Came to Tea The Couch Potato	Paddington's Post Paddington's Christmas Post Enid Blytons 15 Christmas Stories	Vlad and the Great Fire of London	The Sheep Pig	The Enchanted Wood	The Boy who Grew Dragons Lila and the Secret of Rain – David Conway
Reading Non-Fiction	The Story of Food: An Illustrated History of Everything We Eat (DK A History of)	Recipes	The Great Fire of London – Emma Adams & James Weston Lewis Why Do We Remember? The Great Fire of London – Izzi Howell Who Was Samuel Pepys? – Paul Harrison	Growing Frogs – Vivian French How Does a Tadpole Grow?: Life Cycles with The Very Hungry Caterpillar (The World of Eric Carle)	Meet Captain Cook – Rae Murdie Roots, Stems, Leaves and Flowers Ruth Owen	Big Book of Blooms – Yuval Zommer I am the Seed That Grew the Tree – Fiona Waters If You Were Me and Lived in ...Kenya: A Child's Introduction to Cultures around the World: 5
Writing	Fiction: Character Description (Fantastic Mr Fox, The Farmers) Fiction: Narrative – The Tiger Who Came to Tea Non- Fiction: Report/Information	Non-fiction: Instructions (Paddington's Post) Fiction: Recount – Diary (Paddington's Christmas Post)	Fiction – Quest (The Papaya That Spoke) Performance Poetry – The Great Fire of London Non Fiction: Explanation Text – How did the Great Fire of London Spread?	Non-Fiction: Explanation (The Life Cycle of a Frog) Fiction: Poetry Life in the Pond	Fiction: Portal Story (linked to Enchanted Wood) Non Fiction: Information Text – Sir Joseph Banks Fact File	Fiction: A Finding Tale: The Boy Who Grew Dragons Non-fiction: Persuasive writing. A Trip to Kenya!

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	Poster – How to Be Healthy	Poetry – T'was the Night Before Christmas				
Maths	Numbers 10-100. Calculations within 20.	Fluency add and subtract within 10. Addition and subtraction of two-digit numbers (1) Introduction to multiplication.	Introduction to multiplication. Introduction to division structures.	Shape Addition and subtraction of two-digit numbers (2)	Money. Fractions. Time. Position and direction.	Multiplication and division – doubling, halving, quotative and partitive division. Sense of measure – capacity, volume, mass.
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	Animals including Humans What does your body need to be a superhero? Pupils explore what humans need to stay healthy and survive, investigating the importance of exercise, a balanced diet, hygiene, water,	Uses of Everyday Materials Can you build it? Choosing the right material. Pupils investigate the properties and uses of everyday materials, identifying and comparing the suitability of materials for different purposes.	Animals including Animals How do animals and humans grow up? Pupils explore how animals and humans have offspring that grow into adults, observing and comparing the life	All living things and their habitats What makes a habitat a home? Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different	Plants Can you grow the perfect plant? Pupils investigate how seeds and bulbs grow into mature plants, observing changes over time. They explore what plants need to	Plants The Secret Life of Plants. Pupils continue to develop their understanding of plant growth through long-term observation and investigation, comparing how different plants grow from seeds and bulbs. They collect and record observations, identify patterns in growth and explain how

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	food and air. They investigate how different foods, physical activities and hygiene routines contribute to a healthy lifestyle and consider how our bodies change when we exercise.	Through practical investigations and challenges, they test materials and explore how the shapes of solid objects can be changed by squashing, bending, twisting and stretching.	cycles and stages of growth of different animals, including humans. They identify similarities and differences between young animals and adults and use observations and information to describe how animals change as they grow.	habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats 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.	grow and stay healthy, investigating the importance of water, light and a suitable temperature through practical experiments and observations.	environmental conditions affect plant health.
RE	What are sacred texts and why do they matter? Autumn 1 - Pupils will now be introduced to the term Dharmic religions and begin to compare their understanding with previous knowledge of Abrahamic religions. Autumn 2- Christianity Case Study – Christmas around the world - What do stories from religious tradition teach about God? What can we learn from other stories?		What do we mean by religion and worldviews? During this unit, pupils will use their knowledge of different beliefs to look at what is meant by 'religion' and 'worldview'. Their knowledge from different religions will be used to think about how religious worldviews connect with each other and at how diversity is shown within religions. This term will focus on Abrahamic religions. Case Study - Sara's Life & Kaisan's Visit to the Mosque Sara's Life: Being a Young Muslim. Background: 11-year-old Sara lives in London and presents her life, family, and faith, sharing that she enjoys hobbies like caring for her guinea pig and has ambitions to be a fashion designer. Faith and Practice: Sara explains that the 5 Pillars of Islam are not just duties but are deeply rooted in her inner		What beliefs, values and practices are important in religions and worldviews? During this unit, pupils will use their knowledge of different beliefs to look at what is meant by 'religion' and 'worldview'. Their knowledge from different religions will be used to think about how religious worldviews connect with each other and at how diversity is shown within religions. This term will focus on Dharmic religions. Case study to be developed by class teacher, working alongside Diocese representative	

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		belief. She explains the significance of fasting during Ramadan for self-discipline, devotion, and sympathy for the poor. Pilgrimage (Hajj): Sara describes the Hajj as a major spiritual goal, explaining the rituals like wearing Ihram (simple clothing to signify equality) and the symbolic throwing of pebbles to reject temptations. Identity: She explains her decision to start wearing the hijab upon beginning secondary school as an expression of her faith. Case study - Kaisan's Visit to the Mosque KS2 Religious Studies: My Life, My Religion - Islam - BBC Teach The case study emphasises that Islam is a way of life, with rituals designed to strengthen faith. The East London Mosque: 12-year-old Kaisan takes viewers on a tour of the East London Mosque, which serves as a centre for prayer, study, and community for over 1.6 million people annually. Purpose of the Mosque: The mosque is described as a place to learn how to worship, study the Quran, and learn to be a good human being. Architecture and Beliefs: The mosque features intricate Islamic architecture, but no images of God or Prophet Muhammad are displayed, as this is considered disrespectful in Islam. Prayer Routine: Kaisan demonstrates the <i>Wudu</i> (washing ritual) required before prayer and explains the importance of praying five times a day, facing the <i>Qibla</i> (niche in the wall pointing to Mecca). Community and Structure: The mosque has separate prayer halls for men and women to maintain focus during worship, which are not seen as sexist by the participants.
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Spirituality	Self-awareness and Reflection: A sense of self-worth and the worth of others. Encouraging self-reflection and recognising individual talents. Value: Aspiration	Empathy and Compassion: A sense of others as feeling, thinking persons. Understanding the importance of connection, empathy, and respect. Value: Equality	Courage and Resilience Nurturing courage to face challenges. Value: Aspiration	Global Awareness and Responsibility: A sense of the human capacity for choice, decision making and personal responsibility. Encouraging open mindedness and understanding of spiritual diversity. Value: Equality	Courage and Resilience Understanding the power of hope in adversity. Value: Forgiveness	Empathy and Compassion: A sense of life's joys and achievements. Exploring different forms of love and how they impact relationships. Value: Kindness
PSHE /RSE	Balancing Needs in Friendships Looking After Ourselves What Family Relationships Need to Stay Healthy What Makes a Strong Friendship? Celebrating Difference What Are British Values?	Healthy Boundaries and Early Assertiveness Big Feelings and Small Feelings When We Need Help with Family Problems Friendship ups and downs Avoiding Stereotypes Democracy	Managing Feelings (Frustration, Disappointment, Anger) Support and Feeling Safe Healthy Bodies: Food, Exercise and Healthy Choices Feeling Uncomfortable With Friends Prejudice & Discrimination Rule of Law	Respecting Others and Challenging Unfairness Inspirational Person: Malala Yousafzai Media literacy and digital resilience My Body Belongs to Me Growing Up Looking After Changing Bodies	Types of Bullying and Bystander Behaviour Inspirational Person: Stephen Hawking Looking After My Body Keeping Safe Every Day Money and Work Individual Liberty	Safe Relationships and Seeking Help Promoting Equality-equality champions Emergencies, First Aid and Getting Help What Goes into My Body? Making Safe Choices About Harmful Substances Respect and Tolerance

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History	Rauceby Then and Now: What Has Changed? Children investigate how Rauceby has changed over time, using photographs, maps, buildings, objects and other historical sources to uncover what life was like in the village in the past. They explore homes, work, transport, school and everyday life, identifying similarities and differences between Rauceby then and Rauceby today. Pupils develop their understanding of chronology by placing events and evidence on a timeline and use historical sources to ask and answer questions about their local area.		1666: What was the Great Fire of London and how did it change London forever? Children investigate the events of the Great Fire of London in 1666, developing an understanding of what happened, why the fire spread and how people responded. Through contemporary images, maps, objects and written accounts, pupils use historical evidence to reconstruct events and explore how London and people's lives were affected. They develop chronological understanding and explain causes, consequences, similarities and differences between life in 1666 and today.		How did Joseph Banks change the world? Children investigate the life and achievements of the Lincolnshire local naturalist Sir Joseph Banks, exploring his childhood, education, voyages and contribution to the study of plants and the natural world. Using objects, images, maps and other historical sources, pupils investigate what made Banks significant and consider how his travels and discoveries connected their local area to the wider world. Children develop an understanding of historical significance and use evidence to explain why Banks is remembered today.	
Geography		Could you become a world explorer? Children develop their locational		Extreme Earth: Hot and Cold... could you survive?		The Great Kenyan Safari. Children explore the geography of Kenya

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		knowledge of the world, naming and locating the seven continents and five oceans. They use globes, atlases and world maps to identify and describe locations, developing an understanding of the position of the UK within the wider world. Children begin to use geographical vocabulary and simple directional and positional language to describe where places are located.		Children explore hot and cold areas of the world, locating the Equator, North Pole and South Pole using globes, atlases and maps. They investigate why some parts of the world are hot and others are cold, and explore the contrasting physical characteristics of the Arctic and Antarctic regions. Children consider how animals and people live in and adapt to these environments, developing their understanding of how geographical location influences climate and the environments in which we live.		through a safari-themed study, developing an understanding of its location, landscapes, climate, settlements and ways of life. They compare a small area of Kenya with their local area in the UK, identifying geographical similarities and differences in both human and physical geography. Pupils use maps and simple compass directions to locate features and plan routes, applying their geographical knowledge to create and interpret maps.
Art and Design	Explore and Draw		Be an architect		Mono Print	
	How can we become open, curious, explorers of the world, and use what we find to inspire us to make art?		How can we make our own architectural models and design structures which other people respond to?		How can we bring our own experience to the things we draw? How can we create narratives by connecting objects or animals/habitats?	

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Design and Technology		Sewing Children will design and make Christmas gingerbread man puppets, developing their understanding of textiles and practising joining materials using a running stitch. They will safely use a needle, thread and scissors, decorate their puppets and evaluate their finished product. Design purposeful, functional and appealing products based on design criteria; select and use appropriate tools, equipment and materials; evaluate ideas and products against design criteria		Food and Nutrition: Healthy Smoothies Children will explore healthy eating and design and make their own healthy fruit smoothies. They will learn about different ingredients, prepare fruit safely, use simple kitchen equipment and evaluate their smoothie in terms of taste, texture, appearance and nutritional value. Use the basic principles of a healthy and varied diet to prepare dishes; understand where food comes from; select and use appropriate tools, equipment and ingredients; evaluate ideas and products against design criteria.		Wheels and Axles: Safari Jeeps Children will design and make a safari jeep, exploring how wheels and axles work to create a moving vehicle. They will measure and select suitable materials, investigate their different characteristics and explore ways of joining, rolling and folding materials to make their structures stronger. Children will develop their own ideas to improve the strength and stability of their vehicles and test and evaluate how effectively their wheels and axles work.

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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	Information technology in the world beyond school.		Using IT to organise and present data.		Building sequences in programmes.	
Parental Engagement	Harvest Festival Churst Service	Christingle Service		Mothers' Day Easter service		Sports Day
Educational Visits			Rauceby Farms – Lambing (Science Link) Visit to Sleaford Mosque (RE link)	Great Fire of London School Workshop (History Link)	Belton House – Orangery (Science and history link)	
Personal Fulfilment		Christmas Production				Forest School sleepover

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