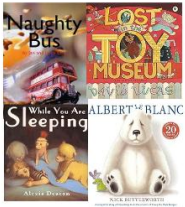
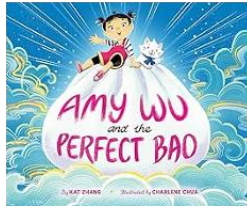
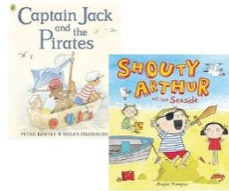




Igniting a passion for learning in all; emboldening a community of high aspiration and fulfilment.

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
End of day reads	Traditional tales Naughty Bus Lost in the Toy Museum While you are Sleeping Albert le Blanc (To include texts linked to other curriculum focuses and to also follow the children's interests.) 	Revolting Recipes Spider Sandwiches How Winston Delivered Christmas Animal stories (e.g. The Owl Who was Afraid of the Dark, Percy the Park Keeper series, Bear Stays Up for Christmas. Town Mouse, Country Mouse). 	Traditional Tales – Rapunzel George and the Dragon 	Amy Wu and the Perfect Bao 	Shouty Arthur at the Seaside Captain Jack and the Pirates 	Sea lights – Ruth Symons Snail and the Whale 
Writing Purpose	1. Narrative- The Enormous Turnip	1. Instructions- Disgusting sandwiches	1. Narrative- Jack and the Beanstalk 2. Invitations- George and the	1. Description- Amy WU and the patchwork Dragon	1. Narrative- Sally and the Limpet	1. Narrative- The lighthouse keeper's lunch

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	2. Descriptive writing -Dogger 3. Poetry- Oi Frog 4. Sequencing- Freddy's Teddies	2. Descriptions- Freddy's Teddies 3. Information writing- Woodland animals 4. Letter writing – Polar express	royal chocolate cake 3. Poetry- performance	2. Recount- Garden centre trip 3. Instructions- Dragon puppet (DT)	2. Information- The big book of the blue	2. Information writing- Grace Darling 3. Poetry- Performance
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	Previous Reception experiences Counting within 100	Comparison of quantities and part-whole relationships Number 0-5	Recognise, compose, decompose and manipulate 2D and 3D shapes Numbers 0 to 10	Additive structures Addition and subtraction facts within 10	Numbers 0 to 20 Unitising and coins recognition	Position and directions Time
Working Scientifically	Using their observations and ideas to suggest answers to questions • 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	Asking simple questions and recognising that they can be answered in different ways • 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,	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. Asking simple questions and recognising that they can be answered in different ways • 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.		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. Observing closely, using simple equipment • Children explore the world around them.	Asking simple questions and recognising that they can be answered in different ways • 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,

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	have taken or information they have gained from secondary sources. Performing simple tests • The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher.	they answer these questions. • The children answer questions developed with the teacher often through a scenario. Performing simple tests • The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher.		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.	they answer these questions. • The children answer questions developed with the teacher often through a scenario.
Science Content Knowledge	Seasons Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Materials 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. Describe the simple physical properties of a variety of everyday materials.	Seasons Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. In the garden (plants and trees) Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.	Seasons Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. In the garden (plants and trees) Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Animals and their habitats		

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	Compare and group together a variety of everyday materials on the basis of their simple physical properties.				Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.		
	My body Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.				Identify and name a variety of common animals that are carnivores, herbivores and omnivores		
	Animals and their habitats Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.				Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).		
	Identify and name a variety of common animals that are carnivores, herbivores and omnivores						
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).							
RE	Judaism What do stories from religious traditions teach about God? How are stories and celebrations linked?	Christianity What do stories from religious traditions teach about God? How are stories and celebrations linked?	Case study – Carolyn Windy – Christian Story of creation What do creation stories teach people about God and human nature?		Case Study: Yana - Easter for an Orthodox Christian Case study - Aisha – Eid-UI-Fitr What do people learn from stories and festivals?		
Spirituality Exploring relationships and compassion	Listening to the Divine: Simple prayers or moments of silence, reflecting	Walking in Someone Else’s Shoes: Role-play different perspectives (e.g., being new at school or feeling sad).	The Power of Courage: Share stories of courageous figures and discuss how pupils	The Garden of Hope: Pupils plant a seed together, discussing how hope is like a	Acts of Kindness Challenge: Pupils write or draw daily acts of kindness they've done or seen.	World of Wonders: Pupils explore different countries/cultures through music, food, or pictures and discuss	

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Theme: Windows and Doors	on gratitude and love.		can be brave in their own lives.	seed that grows with care.		how we learn from others.
PSHE	- Relationships - Wellbeing and mindfulness - Families and people who care for me - Caring friendships - Equality and diversity - British values	- Relationships - Wellbeing and mindfulness - Families and people who care for me - Caring friendships - Equality and diversity - British values	- Relationships - Wellbeing and mindfulness - Physical health - Caring friendships - Equality and diversity - British values	- Relationships - Equality and diversity - Living in the wider world - Developing bodies - Developing bodies - Developing bodies	- Relationships - Equality and diversity - Physical health - Physical health - Living in the wider world - British values	- Relationships - Equality and diversity - Physical health - Drugs education - Drugs education - British values
History content Knowledge	How have toys changed? Sequence artefacts and events that are close together in time; Order dates from earliest to latest on simple timelines; Describe memories and changes that have happened in their own lives; Use words and phrases such as: old,		What is a monarch? Sequence pictures from different periods; Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; Observe and use pictures, photographs and artefacts to find out about the past		Have people always liked to visit the seaside? Use historical vocabulary to retell simple stories about the past; explain that there are different types of evidence and sources that can be used to help represent the past. start to compare two versions of a past event;	

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	new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. Observe and use pictures, photographs and artefacts to find out about the past;		Start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help represent the past. start to compare two versions of a past event; Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time		Observe and use pictures, photographs and artefacts to find out about the past Use drama/role play to communicate their knowledge about the past. Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time	
	Recognise some similarities and differences between the past and the present; Identify similarities and differences between ways of life in different periods; 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.					
Geography content Knowledge		Where do we live? Name and locate local cities. Use world maps, atlases and globes to identify		Where is China? Use world maps, atlases and globes to identify countries around the world.		What would I find at the coast? Use photographs to recognise landmarks and basic human and physical features.

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		the United Kingdom and its countries. Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps. Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment. Use simple fieldwork and observational skills to study the geography of their school and its grounds		Find and name some continents on a world map. Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.		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; Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom
Art and Design	Spirals Using drawing, collage and mark-making to		Inspired by Flora & Fauna		Making Birds	

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	explore spirals. Introducing sketchbooks. Artist: Molly Haslund		Explore how artists make art inspired by flora and fauna. Make collages of Minibeasts and display as a shared artwork.		Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2D to 3D to make a bird.	
Design and Technology		Mechanisms – axels		Structures Designing, making and evaluating a strong chair for Baby Bear		Cooking Fruit Kebabs
PE	Fitness Ball Skills	Sending and receiving Dance	Target games Gymnastics	Yoga Sending and receiving	Team building Ball skills	Athletics Invasion
Music		Exploring music		Instrumental performance		Listening and responding
Computing	Digital Painting		Digital Writing		Creating Animations	
Parental Engagement	Parents Evening: Pastoral Harvest Festival	Christingle Service	Parents Evening: Academic			Sports Day Summer Fair
Personal Fulfilment		Christmas Performance		Trip to Belton Garden Centre		

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