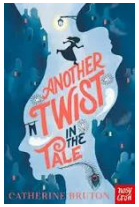
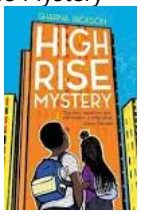
Igniting a passion for learning in all;
emboldening a community of high aspiration and fulfilment.

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
Reading	Another twist in the tale 	Cosmic 	Who Let the Gods Out? Greek Myths e.g. Anthony Horowitz and Usborne 	Wonder 	Viking Boy 	High Rise Mystery 
Writing Purpose	Poetry- The highway man Portal stories- Clock close Non-fiction- explanation text	Performance- Lost in space Information texts- Biome report Discussion text	Dialogue/ finding tale-- Dobber and the silver ring Non- chronological report- Ancient Greece Performance poetry	Writing to entertain- The whale Persuasion- plastic in our oceans	Writing to inform- Tell me a Dragon Narrative- Smaug	Autobiography- Malala Film unit Poetry- Night Mail
Spelling and Grammar	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	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	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	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	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	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

'I can do all things through him who gives me strength'. (Philippians 4.13)

#thischildcan

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

	Using brackets, dashes, or commas to indicate parenthesis Using commas to clarify meaning	Using brackets, dashes, or commas to indicate parenthesis Using commas to clarify meaning	Using commas to clarify meaning	Using brackets, dashes, or commas to indicate parenthesis Using commas to clarify meaning	Using commas to clarify meaning	Using commas to clarify meaning
Maths	Understand tenths as part of a whole, represent and calculate mentally Compose and calculate with decimals including column addition and subtraction Understand hundredths as parts of a whole and represent Use knowledge of decimals to solve problems in different contexts: length Negative numbers	Negative numbers Multiplication by partitioning leading to short multiplication (2 by 1-digit) Multiplication by partitioning leading to short multiplication (3 by 1-digit) Division by partitioning leading to short division (2 and 3-digits by 1-digit)	Understand the concept of area Link area of rectangles to multiplication Compare and describe measurements using knowledge of multiplication and division	Calculating with decimal fractions Understand the concept of volume Multiply 3 or more numbers (commutative and associative laws)	Understand and use the concept of factorisation (square and prime numbers) Use common factors and multiples to solve calculations efficiently Multiply a proper fraction by a whole number Multiply improper fractions and mixed numbers by a whole number	Find unit and non-unit fractions of whole numbers exploring parts and wholes Comparing fractions using equivalence and decimals Converting units Angles: compare, name, estimate and measure angles
Working Scientifically	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Identifying scientific evidence that has been used to support or refute ideas or arguments 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 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					

'I can do all things through him who gives me strength'. (Philippians 4.13)
#thischildcan

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

Science Content Knowledge	Life cycles; reproduction in plants and animals; seasonal observations; the movement of the Earth; day and night; our local environment; scientific thinking.		Properties of materials; reversible and irreversible changes; making predictions; our changing environment; anomalies in results; scientific thinking.		The movement of the Earth, day and night; air resistance, water resistance and friction; mechanisms, including levers, pulleys and gears; our environment; working scientifically and scientific thinking.	
RE	How do people express their beliefs through worship and caring for others? How do people use their senses in worship? **Religions and World views**: Christianity, Islam, Buddhism, Humanism		What do we mean by religious and spiritual experiences? **Religions and World views:** Christianity, Islam, Hinduism, Humanism		Introduction to Philosophy **Religions and World views:** Focus is upon philosophical rather than religious ideas, but religions will be included as and when appropriate.	
Spirituality	Self-awareness and Reflection: A sense of self-worth and the worth of others. *Reflecting on inner strengths and recognizing personal growth.* Value: Aspiration	Empathy and Compassion: An increasing ability to empathise with others. *Developing empathy and understanding diverse experiences.* Value: Kindness	Global Awareness and Responsibility: An awareness of disappointment and failure, suffering and pain, decay and loss. *Expanding awareness of global interconnectedness.* Value: Equality	Courage and Resilience. *Understanding the power of hope in overcoming challenges.* Value: Forgiveness	Spirituality and Connection: A growing self-confidence in expressing inner thoughts. *Expanding understanding of spiritual beliefs and the divine.* Value: Equality	Ethical action: A reflective attitude to the natural world. *Inspiring proactive action and responsibility.* Value: Honesty
PSHE	Understanding complex needs and priorities; mental and physical health; long-term commitments within families; friendship, identity and influence; celebrating difference.	Setting and respecting boundaries (including online); change, loss and grief; supporting ourselves and others with family worries; handling friendship conflicts; avoiding stereotypes; democracy.	Emotional regulation and assertive conflict management; effects of bullying and how to get help; healthy bodies: food, exercise and heathy choices; when friendships become harmful; prejudice and discrimination; rule of law.	Kindness vs control, self-respect vs self-neglect; inspirational person: Emmeline Pankhurst; media literacy and digital resilience; my body belongs to me; growing up; looking after changing bodies.	Bullying, including online; inspirational person: Martin Luther King jnr; looking after my body; keeping safe every day; money and work; individual liberty.	Recognising harmful friendships and seeking help; promoting equality: leading a community campaign; emergencies, first aid and getting help; what goes into my body?; making safe choices about harmful substances; respect and tolerance.
History Content Knowledge	How did the Industrial Revolution and the ideas of the Victorian era impact modern Britain and the rest of the world?		Why is ancient Greece considered to be so influential to the modern world?		Who were the claimants to the throne in 1066? The Viking and Anglo-Saxon struggle for the kingdom of	

'I can do all things through him who gives me strength'. (Philippians 4.13)

#thischildcan

Igniting a passion for learning in all;

emboldening a community of high aspiration and fulfilment.

	Local study A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066: The effects of Britian on the rest of the world and the British Empire.		A study of Greek life and achievements and their influence on the Western World		England to the time of Edward the Confessor.	
Geography Content Knowledge		Biomes Longitude and Latitude, Greenwich meridian, British empire countries how are countries different, Where are countries located and what is their climate? Climate zones, Day and night/ hemispheres, 8 points of a compass and 4-fig grid references.		Does our coastline stay the same? Features of a coastline. Structure of a coastline. Case study. Coastal wildlife – adapted plants. How to protect beaches. Coastal erosion. Coastal formations. Human uses of a coastline.		Would the Vikings leave Scandinavia now? Location of Scandinavia: major countries and cities. Climate, physical features. Human characteristics – population distribution, movement of natural resources, tourism. Case study of a major city.
Art and Design	Monotype print making Sketch books to record, review, develop and revisit ideas. Improve mastery of art and design techniques Artist Study – Kevork Mourad		Sculpture- set design making in 3D Artist Study – Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage- Dickson		Typography and maps, drawing, collage, sketchbooks Artist study- Louise Fili, Grayson Perry, Paula Scher, Chris Kenny.	
Design and Technology		Mechanisms/ CAMS- Find existing products using CAMS, make models using moving parts.		Textiles- Using and testing a range of fastenings and materials according to their functional properties and aesthetic qualities		Cookery and Nutrition- Making smoothies Understand and apply the principles of a healthy and varied diet. Understand seasonality and know where and how a variety of ingredients are grown and processed.

'I can do all things through him who gives me strength'. (Philippians 4.13)

#thischildcan

Igniting a passion for learning in all;

emboldening a community of high aspiration and fulfilment.

PE	Dance Netball	Rugby Fitness	Forest School Gymnastics	Dodgeball Hockey Land-based water safety	Swimming Athletics Cricket	Rounders Tennis
Music		Exploring music – Italian terms to describe dynamics and tempo, complex rhythmic ideas, improvisation, ensembles, timbres, notation.		Instrumental Performance – ukelele		Listening & responding/appraising – Discuss and compare different music, speak like a music specialist, compose a backing track to a story/poem.
Computing	COMPUTING SYSTEMS AND NETWORKS - Sharing information Online safety	CREATING MEDIA - Video editing online safety	PROGRAMMING A - Selection in physical computing	DATA AND INFORMATION – Flat-file databases	CREATING MEDIA – Vector drawing Online safety	PROGRAMMING B – Selection in quizzes
MFL	Language Angels Phonetics 3 & What Is The Date/Weather (I)		Language Angels Pets (I)		Language Angels Clothes (I)	
Parental Engagement	Parents' evening – pastoral	Christmas Fair	Parents' evening – academic Classroom invitation		Parents' evening – academic Class collective worship	Sports day Summer Fair
Educational Experiences and Visits	Rauceby Walk – the Victorians	Earth and Space – under the stars	Ancient Greek experience day		Malham residential	
Personal Fulfilment			Bikeability Young Voices	Ballet trip	Swimming on site	

'I can do all things through him who gives me strength'. (Philippians 4.13)

#thischildcan