

### Communication & Language

- Talking about family life and traditions
- Introducing talking partners and working together
- Encouraging talk through play
- Learning vocabulary linked to the topic - knowledge organiser
- Asking questions about the topic
- Sound lotto and other listening games
- Learn rhymes, poems and songs
- Retelling stories
- Teacher sharing class story daily
- Encourage social phrases eg good morning

### Personal, Social, Emotional Development

- Reflections in a mirror - what do we look like?
- Following the Golden Rules and routines of the class
- Looking after equipment
- R-Time and SEAL
- How do we look after our environment? Keeping the rules etc
- Encouraging independence - tidying up areas they have used, setting up areas independently (i.e. accessing toys, putting out paints etc)

### Physical Development

- Use large plastic needles to thread conkers/leaves to make necklaces.
- Make woodland animals out of playdough - push natural materials in to make them i.e. twigs for the hedgehogs spikes
- Practising cutting skills by cutting out 2D shapes, snowflakes etc
- Using different tools/materials to make marks - sticks, forks, chalk, shaving foam, rice, flour
- Using the bikes and obstacle course safely in the outdoor area
- Fine motor Carousel
- Scribble Write
- Dough Disco

## Curriculum Plan -Rackheath Rocks! Reception

### Literacy

- 'Starting School' Going on bear hunt' 'Stanley's Stick'
- Phonics - RWI
- Story predictions
- Nursery rhymes and rhyming words
- Goldilocks and the Three Bears
- Active Story Telling: Little Red Hen
- Story maps
- Writing letters to characters and santa
- Bible story - Creation story, Harvest, Christmas
- Positional language - following instructions
- Stick poetry
- Collecting adjectives
- Questions and opinion about texts

### Maths

- Counting items from outside i.e. leaves, stones, conkers etc
- Counting caterpillars game, ten green bottles
- Number formation rhymes
- Ordering numbers
- Counting songs
- Number lines and counting activities
- Introducing 2D shapes and going on shape walks around the school
- Measure - size, weight
- 3d shapes
- One more / one less
- Adding two groups
- Repeated patterns

### Expressive Arts and Design

- Drawing self-portraits
- Making paper plate faces
- Colour mixing and colour recognition
- Leaf rubbings
- Make Autumn shakers using conkers, barley, dried peas, beans and glitter.
- Make bread
- Exploring textures with paint and sand etc
- Creating winter pictures
- Cutting out snowflakes
- Torn paper poppies
- Junk
- Vegetable printing
- Singing - World nursery rhyme week, Christmas songs and carols
- Musical instruments

### Understanding the World

- What can we see from our classroom window?
- Collect leaves from around the school and use nature detective sheets to identify them
- Growing from a baby to a child and then an adult
- How are we similar/different to when we were babies?
- Who lives in my house? Jobs our parents/grandparents do. Job aspirations.
- Bonfire / firework safety

## Autumn 2021 – Rackheath Rocks Curriculum Plan Year 1 and 2

**Note – This document should be used alongside the progression maps documents**

<p><b>History objectives</b></p> <ul style="list-style-type: none"> <li>- Explore significant events, people and places in locality</li> <li>–Look at Changes within living memory – eg in Rackheath,</li> <li>Significant events – Great Fire of London – Samuel Pepys looking out of his window</li> </ul> <p><b>Overview of History Content</b></p> <p>Life changes from grandparents to pupils, timelines</p> <p>Great Fire of London – London past and present, sequencing events, key vocab, making Tudor houses (including 3D) and burning them!</p>	<p><b>Science Objectives</b></p> <ul style="list-style-type: none"> <li>- <b>Living Things and their habitats</b> - 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.</li> <li>Explore and compare the differences between things that are living, dead and things that have never been alive</li> </ul> <p><b>Overview of Science Content</b></p> <p>Trip to How Hill, food chain cutting and sticking, sorting habitats, making bug hotels</p>	<p><b>DT</b></p> <p>Generate and develop, model and communicate ideas through talking and drawing</p> <p>Select from and use a range of materials</p> <p><b>Overview of DT Content</b></p> <p>Make Bug traps and bug hotels</p> <p>Make Fire of London houses with shoeboxes</p> <p>Design a Wild Area</p>
<p><b>Geography Objectives</b></p> <ul style="list-style-type: none"> <li>– fieldwork and observational skills in the school grounds and local area</li> <li>Know and understand lines of addresses</li> <li>Name, locate and identify 4 countries of UK and capital cities</li> </ul> <p><b>Overview of Geography Content</b></p> <p>Nature scavenger hunts in school grounds; walk to post office to post letters to Santa</p> <p>Letters written to parents about Year 1, posted in envelope where they had written own address including post code</p> <p>4 countries located on maps, including capital cities, flags and interesting facts, craft work completed</p>	<p><b>Art</b></p> <p>Use a range of materials to design and make products</p> <p>Use drawing, painting and sculpture to develop and share ideas, experience and imagination</p> <p>Develop a wide range of art and design techniques</p> <p>Learn about the work of artists (Andy Goldsworthy)</p> <p><b>Overview of art content</b></p> <p>Making Scottish Thistles, English Dragons, Shamrock salt painting, tartan patterns/designs. Loch Ness</p> <p>Environmental art at How Hill</p> <p>Drawing houses from London 1666 and comparing to modern houses</p> <p>Environmental art linked to Andy Goldsworthy</p> <p>Patterns in nature</p>	<p><b>PE</b></p> <p>Master basic movements including running, jumping, throwing and catching</p> <p>Participate in team games developing simple tactics of attacking and defending</p> <p>Master basic moves including developing balance, agility and co-ordination</p> <p>Perform simple dances using simple movement patterns</p> <p><b>Overview of PE content</b></p> <p>Invasion games, attacking and defending linked to football, netball</p> <p>Dances in Christmas Play and linked to curriculum; Go Noodle</p>

<p><b>RE</b>  Recall and name different beliefs and practices including festivals  Y1 Learn to reflect on the Christmas Story and decide what gifts would be meaningful for Jesus  To ask questions about religion and religious beliefs around us  What do my senses tell me about the religion and belief around me?  Can we ask questions about the Christian religion and beliefs</p> <p><b>Overview of RE content</b>  Christmas – Nativity Story, celebrations, comparing different celebrations  Sikh visitor to share beliefs  Weekly lessons comparing three religions: Jews, Muslims, Christians looking at religious symbols and places of worship; children asking own questions about religion and beliefs</p>	<p><b>Music</b>  Use voices expressively and creatively by singing songs and speaking chants and rhymes  Play tuned and un-tuned instruments musically  Experiment with, create, select and combine sounds</p> <p><b>Overview of Music content</b>  Class assemblies – performance poetry  Christmas Performance  Harvest service  Listen to classical music/listen to Welsh music</p>	<p><b>PSHE</b>  Class rules and behaviour systems  The Colour Monster Literacy work  Road Safety Local Walk  Fire Safety – Great Fire of London  Water Safety – Trip to How Hill  People and memories that are special to us</p>
<p><b>Computing</b>  Execute programs by following precise and unambiguous instructions  Recognise common uses of IT beyond school.  Use technology purposefully</p> <p><b>Overview of Computing content</b>  Beebots to explore UK map  Changes in technology throughout lives of them to grandparents  Sumdog access</p>	<p><b>Languages</b></p>	

## Autumn 2021 – Rackheath Rocks Curriculum Plan Year 3 and 4

**Note – This document should be used alongside the progression maps documents**

<p><b>History objectives</b>          -Complete a local history study.          - A study of an aspect of British History that will extend their chronological knowledge beyond 1066 (Victorians)  <b>Overview of History Content</b>          Complete a local history tour, thinking about the history of Norwich and the history of Rackheath</p>	<p><b>Science Objectives</b>          Living things and their habitats.          -Recognise that living things can be grouped in a variety of ways.          -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.          - recognise that environments can change and that this can sometimes pose dangers to living things.  <b>Overview of Science Content</b>          Consider the local environment and visit the broads. Visited How Hill and studied food chains. Complete pond dipping and animal classifications.          -Consider the impact of tourism on the broads and think about how this is impacting our local environment and the wildlife that lives there.</p>	<p><b>DT objectives</b></p>
<p><b>Geography Objectives</b>          -Name and locate the countries of UK and Europe.          -Use field work to observe, measure and record human and physical features in the local area. Sketch maps, plans, graphs and use digital technology.  <b>Overview of Geography Content</b>          Study Rackheath and think about what is around us. Plot in on a map in proximity to other cities and countries.          -Use a village tour to plot and study land use. Creating our own graphs and presentations to demonstrate what is around us. Studying the future, past and present of Rackheath. Looking at the impact of increased population.          -Extend this study into Norwich City centre and explore what is there.</p>	<p><b>Art objectives</b>          Create sketch books to record observations          Explore different mediums          Edit, evaluate and improve work          Explore great artists in history  <b>Overview of art content</b>          Study the book 'A world outside my window' and 'Belonging' ask children to explore this through art.          Research an author and explore story telling through pictures sketched in the style of the author.          Recreate their own versions of the view from their window          Use the internet to research mood boards</p>	<p><b>PE objectives</b>  <b>Overview of PE content</b>          HIIT training          Hockey          Dance  <b>Year 4 Swimming this term</b></p>

<p><b>RE objectives</b></p> <p><b>Year 3</b> – Has Christmas lost its true meaning? Would celebrating Diwali at home bring a sense of belonging to a Hindu Child?</p> <p><b>Year 4</b> How special is the relationship Jewish People have with God?</p>	<p><b>Music objectives</b></p> <p>Play and perform in solo ensemble pieces with increasing accuracy, fluency and control Listen with attention to detail Use and understand musical notation</p> <p><b>Overview of Music content</b></p> <p>Year 4 Ukulele lessons Christmas Carol Service with the Salvation Army</p>	<p><b>PSHE objectives</b></p> <p>Rule setting, consequences and justice Target setting Managing feelings – understanding that feelings make our bodies feel different Positive feelings and emotional resilience Remembrance Day</p>
<p><b>Computing objectives</b></p> <p>Using technology such as the Internet safely</p> <p><b>Overview of computing content</b></p> <p>Using Kiddle for research</p>	<p><b>Languages objectives</b></p> <p>Engage in conversations, ask and answer questions Speak in sentences using familiar vocabulary Write phrases from memory</p>	

## Autumn 2021 – Rackheath Rocks Curriculum Plan Year 5 and 6

**Note – This document should be used alongside the progression maps documents**

<p><b>History objectives</b></p> <ul style="list-style-type: none"><li>- A local History Study</li><li>- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WW2)</li></ul> <p><b>Overview of History Content</b></p> <ul style="list-style-type: none"><li>- visit local farm (old airfield site)</li><li>- walked route of airfield</li><li>- NDR visit</li><li>- Kinda Kafe Trip History of Norwich (year 5)</li><li>- Salhouse Road walk to study change of Rackheath</li><li>- Lovell Building Site visit</li><li>- WW2 themed activities at Aylmerton (Y6)</li><li>- WW2 themed activities at Gressenhall</li><li>- Evacuee Day</li></ul>	<p><b>Science Objectives</b></p> <p><b>Science:</b> <i>Living Things and their habitats</i></p> <ul style="list-style-type: none"><li>- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li><li>- Give reasons for classifying plants and animals based on specific characteristics</li></ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"><li>- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li><li>- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li><li>- Use recognised symbols when representing a simple circuit in a diagram.</li></ul> <p><b>Overview of Science Content</b></p> <p>visited woodland habitats, set bug traps, studied bugs found</p> <ul style="list-style-type: none"><li>- dissected plants</li><li>- Visit to Bat houses</li><li>- seeds germinating experiment</li><li>- growing mould experiment</li><li>- looked at fairy lights (build own)</li></ul>	<p><b>Geography Objectives</b></p> <ul style="list-style-type: none"><li>- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains) and land-use patterns; and understand how some of these aspects have changed over time.</li><li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li><li>- Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li></ul> <p><b>Overview of Geography Content</b></p> <ul style="list-style-type: none"><li>- Map reading and orienteering on residential (year 6)</li><li>- Salhouse road walk to discuss landuse</li><li>- NDR visit (rackheath development)</li><li>- Designing new estate to Rackheath</li><li>- Traffic surveys</li></ul>
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<p><b>Music objectives</b></p> <ul style="list-style-type: none"> <li>- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>- improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>- use and understand staff and other musical notations</li> </ul> <p><b>Overview of Music content</b></p> <p>Ukulele lessons Christmas Carol Service with the Salvation Army</p>	<p><b>Art objectives</b></p> <ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas</li> <li>- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>- about great artists, architects and designers in history</li> </ul> <p><b>Overview of art content</b></p>	<p><b>PE objectives</b></p> <ul style="list-style-type: none"> <li>- use running, jumping, throwing and catching in isolation and in combination</li> <li>- play competitive games and apply basic principles suitable for attacking and defending</li> <li>- perform dances using a range of movement patterns</li> <li>- take part in outdoor and adventurous activity challenges both individually and within a team (year 6)</li> </ul> <p><b>Overview of PE content</b></p> <p>Hockey, Netball, Basketball, Tag Rugby, Dance</p>
<p><b>Computing objectives</b></p> <ul style="list-style-type: none"> <li>- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul> <p><b>Overview of computing content</b></p>	<p><b>Languages objectives</b></p> <ul style="list-style-type: none"> <li>- listen attentively to spoken language and show understanding by joining in and responding</li> <li>- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>- speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul> <p><b>Overview of curriculum content</b></p> <p>Mandarin</p>	

<p><b>RE objectives</b></p>	<p><b>DT Objectives</b></p> <ul style="list-style-type: none"> <li>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul> <p><b>Overview of DT content</b></p> <ul style="list-style-type: none"> <li>- 8 Billion Ideas project</li> <li>- Circuits</li> </ul>	<p><b>PSHE objectives</b></p> <ul style="list-style-type: none"> <li>- that bacteria and viruses can affect health and that following simple routines can reduce their spread</li> <li>- strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</li> <li>- to offer constructive support and feedback to others</li> <li>- to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</li> <li>- that their actions affect themselves and others</li> <li>- to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</li> <li>- to work collaboratively towards shared goals</li> <li>- to develop strategies to resolve dispute</li> <li>- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</li> <li>- how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</li> <li>- what being part of a community means, and about the varied institutions that support communities locally and nationally</li> <li>- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> <li>- to consider the lives of people living in other places, and people with different values and customs</li> </ul>
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