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? Self portraits.
- Following the Golden Rules and routines of the class
- Looking after equipment
- Circle Time
- How do we look after our environment? Keeping to 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

- 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
- Go Noodle

Rackheath Rocks Content Autumn 2025

Literacy

- 'Starting School' Going on bear hunt', Funnybones
- Author study – Julia Donaldson
- Phonics – RWI
- Story predictions
- Nursery rhymes and rhyming words
- Three Little Pigs
- Active Story Telling: Little Red Hen
- Story maps
- Writing letters to santa
- Bible story – Harvest, Christmas
- 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 – writing numbers
- Ordering numbers
- Counting songs
- Number lines and counting activities
- Introducing 2D shapes and going on shape walks around the school
- One more / one less
- Adding two groups
- Repeated patterns
- Subitising games
- Weight and capacity

Expressive Arts and Design

- Drawing self-portraits
- Making paper plate faces
- Colour mixing and colour recognition
- Leaf rubbings
- Make bread
- Creating winter pictures
- Cutting out snowflakes
- Junk modelling
- Vegetable printing
- Singing – World nursery rhyme week, Christmas songs and carols
- Painting with natural objects.
- Painting with items other than paintbrushes.

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
- Bonfire / firework safety
- Seasons – Autumn and Winter
- Harvest and Christmas

Communication & Language

*Learn rhymes, poems and songs.
*Listen carefully to rhymes and songs, paying attention to how they sound.
*Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
*Use new vocabulary in different contexts.
*Develop social phrases.
*Engage in story times.
*Understand how to listen carefully and why listening is important.
*Learn new vocabulary.

Personal, Social, Emotional Development

*Build constructive and respectful relationships.
*Express their feelings and consider the feelings of others.
*Show resilience and perseverance in the face of challenge.
*Manage their own needs.- Personal hygiene

Physical Development

* Further develop the skills they need to manage the school day successfully:
- lining up and queuing
- mealtimes
* Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
* Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
*Develop their small motor skills so that they can use a range of tools competently,safely and confidently.
Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
*Use of gross motor skills – playing in outside space,

Rackheath Rocks Objectives Autumn 2025

Literacy

*Read individual letters by saying the sounds for them.
*Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
*Read some letter groups that each represent one sound and say sounds for them.

Maths

*Count objects, actions and sounds.
*Continue, copy and create repeating patterns.
*Select, rotate and manipulate shapes to develop spatial reasoning skills.
*Count to ten and beyond.
*Compare numbers.
*Understand the 'one more than/one less than' relationship between consecutive numbers.
*Count objects, actions and sounds.

Expressive Arts and Design

*Listen attentively, move to and talk about music, expressing their feelings and responses.
*Sing in a group or on their own, increasingly matching the pitch and following the melody.
*Explore, use and refine a variety of artistic effects to express their ideas and feelings.
*Return to and build on their previous learning, refining ideas and developing their ability to represent them.
*Create collaboratively, sharing ideas, resources and skills.

Understanding the World

*Talk about members of their immediate family and community.
*Name and describe people who are familiar to them.
*Recognise that people have different beliefs and celebrate special times in different ways.
*Explore the natural world around them.
*Describe what they see, hear and feel whilst outside.
*Understand the effect of changing seasons on the natural world around them.

Autumn 2025 – **Rackheath Rocks** Curriculum Plan Year 1 and 2

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

History objectives - Explore significant events, people and places in locality –Look at Changes within living memory Significant events – Great Fire of London – Samuel Pepys looking out of his window **Overview of History Content** Great Fire of London – timeline from present back to 1666, London past and present, sequencing events, key vocab, making 3D Tudor houses History detectives: looking at evidence for how it started, why it spread and what the impact was on London – including use of Key Stage History website. Burning our hand-made Great Fire of London houses	**Science Objectives** - **Living Things and their 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. Explore and compare the differences between things that are living, dead and things that have never been alive **Overview of Science Content** Trip to How Hill Food chains cutting and sticking Sorting habitats – micro, local, world Making bug hotels Identifying living and non-living; alive/used to be alive/never alive (Y2)	**DT** Generate and develop, model and communicate ideas through talking and drawing Select from and use a range of materials **Overview of DT Content** Make Bug hotels Make Fire of London houses with boxes Design and make Christmas decorations Geography Day – designing and making a new country Making clay Diva lamps (Y2)
Geography Objectives – fieldwork and observational skills in the school grounds and local area Know and understand lines of addresses Name, locate and identify 4 countries of UK and capital cities **Overview of Geography Content** Nature scavenger hunts in school grounds (Y1) Letters written to parents about Year 1 & 2, posted in envelope where they had written own address including post code; planned a route to the Post Office and walked the route 4 countries of the UK located on maps, including capital cities, flags and interesting facts, craft work completed Geography Day – designing and making a new country	**Art** Use a range of materials to design and make products Use drawing, painting and sculpture to develop and share ideas, experience and imagination Develop a wide range of art and design techniques Learn about the work of artists (Andy Goldsworthy) **Overview of art content** Environmental art at How Hill Drawing houses from London 1666 and comparing to modern houses Environmental art linked to Claude Monet (Y1); finding out about the artist, evaluating artwork and creating own Patterns in nature Primary & Secondary colours; hues and tones (y2) Great Fire of London artwork inspired by Van Gogh	**PE** Master basic movements including running, jumping, throwing and catching Participate in team games developing simple tactics of attacking and defending Master basic moves including developing balance, agility and co-ordination Perform simple dances using simple movement patterns **Overview of PE content** GetSet4PE: Fundamentals of PE and Ball Skills Sending and Receiving and Invasion Games Dances in Christmas Play and linked to curriculum Circus skills with Circus Ferrel Irish dancing (Y1)
RE 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	**Music** 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	**PSHE** We are following the objectives of the PSHE Association linked to KS1 programme of study. Class rules and behaviour systems Road Safety Local Walk

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 **Overview of RE content** Christmas – Nativity Story, celebrations, comparing different celebrations Following Norfolk Agreed RE Syllabus: Year 1 – looking at Christian celebrations Year 2 – the importance of light as a symbol to Hindus Looking at how some people celebrate Diwali	**Overview of Music content** Class assemblies – times tables and counting songs Christmas Performance Listen to classical music/listen to Irish and Welsh music (Y1) Charanga – Year 1 and 2 Great Fire of London with glockenspiels for Y2 Singing Assemblies	Fire Safety – Great Fire of London - burning our hand-made Great Fire of London houses Water Safety – Trip to How Hill Zones of Regulation class lessons
Computing Execute programs by following precise and unambiguous instructions Recognise common uses of IT beyond school. Use technology purposefully **Overview of Computing content** Beebots to explore UK map (y1) Purple Mash Coding using Purple Mash linked to Great Fire of London (y2) Times Tables Rockstars (y2) Topmarks maths games (y1)	**Languages**	

Autumn 2025 – **Rackheath Rocks** Curriculum Plan Year 3 and 4

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

History Objectives	**Science Objectives**	**DT Objectives**
-Complete a local history study. -A study of an aspect of British History that will extend their chronological knowledge beyond 1066 (Victorians) • Can they spot old and new things in a picture? • Can they ask and answer questions about old and new objects? • Can they answer questions using an artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past? • Can they find out more about a person or event from the past from a given source? **Overview of History Content** Complete a local history tour, thinking about the history of Norwich and the history of Rackheath - Reflect on local history of Rackheath (old and new school and the changes to the population over the past 30 years). - Studied the Victorian Era – learning about Queen Victoria's life, the Industrial Revolution (with its positive and negative impacts on the British population and economy). - Explored the progression of health knowledge and treatment of diseases. - Discussed Victorian leisure activities compared to our leisure activities today. - Explored that life of a Victorian child.	*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. **Overview of Science Content** - Considered the local environment (Norfolk). In Autumn 1 we visited How Hill (situated along the Norfolk Broads). During our visit, we studied food chains and looked at minibeasts' habitats. The children also completed some pond dipping and used animal classification sheets to identify the aquatics (water scorpion beetle, newt etc.). - Explored living and non-living things alongside the 7-life processes all living things have/ need. - Used Venn diagrams to group living things according to their characteristics. - Learned about and identified vertebrates (and their five groups: mammals, birds, fish, reptiles and amphibians) and invertebrates. - Looked at the different skeletons of invertebrates: exoskeleton and hydrostatic skeleton. - Identified living creatures using classification keys and made some classification keys of our own. - Explored the impact of changing environments on our habitats. -Considered the impact of tourism on the broads and think about how this is impacting our local environment and the wildlife that lives there.	-Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -Generate, develop, model and communicate their ideas through discussion, annotated sketches, **Overview of DT Content** -Discovered that Sculpture is the part of visual art that uses 3D shape to create something. It is made by modelling, carving or constructing materials. - Explored sculptures including famous statues from across the world: The Terracotta Army (China), Statue of Liberty (New York Harbour, USA) and the Statue of Unity (India) - Looked at our local sculpture trail GoGo safari trail where fifty-five sculptures were placed around Norwich/Norfolk (these were gorillas, rhinos, giraffes, lions and elephants). The children shared their opinions of these sculptures and selected their favourites. - We explored modelling techniques required for using clay with playdough to explore and trial the shape of their chosen animal. - Explored how to mould/ shape clay whilst making our own safari animal (giraffe, rhino or elephant) from clay. - We then designed a pattern and once dry, the children painted their own sculptures using their designs. - Each child thought of a suitable name for their sculpture (dependant on animal and pattern) and placed them around school as a trail before marking them on a map of the school for another class to follow.

Geography Objectives -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. • Can they use some basic map symbols? • Can they present their research? E.g. reports, brochures, drama, art **Overview of Geography Content** - Pupils' name and located the countries of UK and Europe using maps/ atlases. - Used Google Maps and online resources to observe, measure and record human and physical features in the local area. Sketch maps, plans and use digital technology. Pupils used they use some basic map symbols/ a key. - Created our own graphs and presentations to demonstrate what is around us. Studying the future, past and present of Rackheath. Looking at the impact of Rackheath's increasing population. - Pupils created a map of the KS2 area in school and they used a map of school to plot where they had put their sculptures as part of our DT unit (link to Norwich's GoGo trails).	**Art Objectives** -Create sketch books to record observations -Explore different mediums -Edit, evaluate and improve work -Explore great artists in history • Can they identify what colours work well together? • Can they create a background using a wash? • Can they use a range of brushes to create different effects? • Can they use their sketches to develop a final piece of work? • Can they use drawing as a tool to express and idea? • Can they communicate what they feel the artist is trying to express in their work? • Can they communicate what they are trying to express in their own work? • Can they add detail to a piece of work? • Can they add texture to a piece of work? **Overview of Art Content** - We explored the work of Henri Rousseau and completed painting inspired by his artwork.	**PE Objectives** **Overview of PE content** • Master fundamental movement skills with a good level of consistency when moving and standing still (specifically master basic movements including running, jumping, throwing and catching) • Throw and catch with control when under limited pressure to keep possession and score goals • Show an awareness of opponents and team mates during games • Select running speed for appropriate activity • Show good awareness of space and the actions of others • Use simple rules fairly and extend them to devise their own games • Recognise good performances in themselves and others and use what they have learned improve their own work • Take part in relay activities remembering when to run and what to do • Begin to understand the importance of warming up **Year 3 – During Autumn 1 we completed a ball skills unit of work and in Autumn 2 we studied dance.** **Year 4 - Swimming lessons during the whole of the Autumn term. Football and Netball Club for both year groups**
RE Objectives -Norfolk Agreed Syllabus. **Overview of RE Content** **Year 3** – Enquiry question: 'How do people express commitment to a religion/ worldview in different ways?' – discovering what it means to be committed to something, how Christians show commitment (the Ten Commandments), how Jewish people show commitment to their religion	**Music Objectives** -Play and perform in solo ensemble pieces with increasing accuracy, fluency and control -Listen with attention to detail -Use and understand musical notation • Do they modulate and control their voice when singing and pronounce the words clearly? • Do they sing songs from memory with increasing expression, accuracy and fluency?	**PSHE Objectives** -At Rackheath Primary, we follow Zone of Regulation curriculum. **Overview of PSHE Content** **Year 3 and 4** -We have undertaken circle time to set our class rules. During this time, we considered the importance of rules and thought about general class challenges alongside what it means to be a 'team' (using to a video of the Olympic games to support this). -We have studied our feelings and how to identify our feelings.

(Bar Mitzvah and Bat Mitzvah) and how Sikhs show commitment (the 5 Ks). **Year 4** -Explored and discussed the importance of the Bible. Both year groups recapped the Christmas Story and made Christingles.	• Can they internalise the pulse in a piece of music? **Overview of Music content** - Year 3: We studied the Glockenspiel unit on Charanga. - Year 4: Pupils have had weekly ukulele lessons with Anna Patterson. - Christmas Carol Service practise for all KS2 pupils	- We have identified the colour zones of mood and considered how emotions are visitors whilst considering how different experiences- e.g. Christmas, can make our emotions greater and harder to regulate. - General support around boosting positive feelings and emotional resilience - Remembrance Day
Computing Objectives -Using technology such as the Internet safely • Can they find relevantinformation by browsing a menu? **Overview of computing content** - Year 3 explored Coding (Purple Mash) - Year 4 completed Animate (Purple Mash)	**Languages Objectives** -French: Engage in conversations, ask and answer questions. -Speak in sentences using familiar vocabulary -Write phrases from memory • Do they understand short passages made up of familiar language? • Do they understand instructions, messages and dialogues within short passages? • Can they identify and note the main points and give a personal response on a passage? • Can they have a short conversation where they are saying 2-3 things? Conversational, visits, hobbies etc • Can they use short phrases to give a personal response? • Can they name and describe places? • Can they read and understand short and simple texts using familiar language, already taught? **Overview of French Content** - In Year 3, we have learned French greetings, common school items, days of the week, colours and numbers.	

Autumn 2025 – **Rackheath Rocks** Curriculum Plan Year 5 and 6

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

History objectives - A local History Study - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WW2) **Overview of History Content** - Salhouse Road walk to study change of Rackheath - WW2 themed activities at Aylmerton (Y6) - WW2 themed activities at Gressenhall (Life on the home front, Rationing, Women's role during the war) - Evacuee Day - Real life 1st hand experience (Brenda Notes) - WW2 food - Anderson Shelters out of shoe boxes - The impact of propaganda - Letters home as an evacuee - Class Book (GoodNight Mister Tom y6) - Battle of Britain Poster/report - Contrasting locations art (evacuee based) - Cold War Bunker visit	**Science Objectives** **Science:** *Living Things and their habitats* - 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 - Give reasons for classifying plants and animals based on specific characteristics *Electricity* - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - 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 - Use recognised symbols when representing a simple circuit in a diagram. **Overview of Science Content** - visited woodland habitats - set bug traps, studied bugs found - seeds germinating experiment - growing mould experiment (y5) - looked at fairy lights (build own) - Making an interactive quiz using Circuits	**Geography Objectives** - 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. - 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. - 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. **Overview of Geography Content** - Map reading and orienteering on residential (year 6) - Rackheath Study walk to discuss land use (y6) - NDR visit (Rackheath development) - Designing new estate to Rackheath - Traffic surveys - Geography day (Creating a new country) - Human and Physical features - Main features of the world - Creating own OS maps
Music objectives - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	**Art objectives** - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design	**PE objectives** - use running, jumping, throwing and catching in isolation and in combination - play competitive games and apply basic principles suitable for attacking and defending

- improvise and compose music for a range of purposes using the interrelated dimensions of music - use and understand staff and other musical notations **Overview of Music content** - Ukulele lessons - Learning notes - Learning chords - musical notation - Christmas Carol Service - Using instruments to depict The Blitz	techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history **Overview of art content** - Sketching of leaves (autumnal colours) - shading (of autumnal colours) y6 - Water colour blending for Blitz - Tessellation y5 - One point perspective with water colours y5 - Kieran Williamson study y6 - Negative Space artwork y5 - Agamograph artwork (Evacuee)	- perform dances using a range of movement patterns - take part in outdoor and adventurous activity challenges both individually and within a team (year 6) **Overview of PE content** Get Set PE plans – Fitness and Ball skills
RE objectives - To understand that people have different opinions - The understand the importance of Christmas to Christians **Overview of RE content** - How and why does religion bring peace and conflict? (Y6) - Can we believe different things? (y5) - Does God exist (y5) - What does God mean to me (y5) - The Christmas Story (y5) - Christmas and other cultures (y5)	**DT Objectives** - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] **Overview of DT content** - 8 Billion Ideas project (creating an invention to change the world) - Building Anderson Shelters - Geography day building projects	**PSHE objectives** - That bacteria and viruses can affect health and that following simple routines can reduce their spread - 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) - to offer constructive support and feedback to others - 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) - that their actions affect themselves and others - 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 - to work collaboratively towards shared goals - to develop strategies to resolve dispute - 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) - how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) - what being part of a community means, and about the varied institutions that support communities locally and nationally - to appreciate the range of national, regional, religious and ethnic

		identities in the United Kingdom - to consider the lives of people living in other places, and people with different values and customs **Overview of curriculum content** We are following the PSHE Association's programme of study for RSHE: https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning
Computing objectives - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact **Overview of computing content** - Internet safety - Coding (purple mash) - Rights and responsibilities - Women in Technology visit (year 6)	**Languages objectives** - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases **Overview of curriculum content** - Number - Greetings - Colour - Feelings - Days and months - Weather conditions - Names of pets	