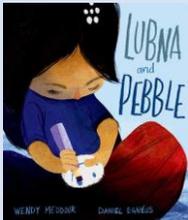
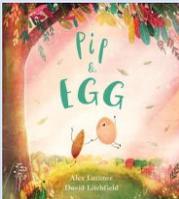
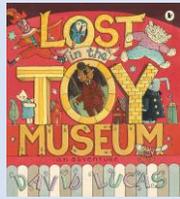
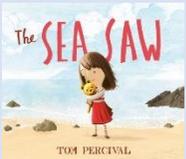




Believe ~ Learn ~ Grow

Ridgeway Farm CE Academy Curriculum Map

Year 1 2022-2023

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Value	Thankfulness	Trust	Perseverance	Justice	Friendship	Truthfulness
	Inspirational Theme	Explorers	Community	Diversity	Children	Creation	Leadership
		Exploring the UK (G)	Great Fire of London (H)	Animals (S)	Changes in living memory (H)	Plants (S)	Seaside (G)
	Big Question	What is the UK?	Why did the great Fire of London spread so far & so fast?	As we grow, do we change?	Did my parents play with the same toys as me?	What do plants need to grow?	Why do we still remember Grace Darling?
	Experiences and Inspiration	Virtual tour of the UK On a giant map of the UK mark and identify features and locations Local Walk around Ridgeway Farm	Fire Brigade Visit Create 3D London Learn how to light fires in Forest School sessions Bake bread and run their own bakery (role play)	Visit from a local GP and Vet about how humans and animals grow. Animal hunts around school	They will bring in their own toys, parents/carers' toys and then grandparents/carers' toys - identify similarities and differences. Children will put them in order from newest to oldest.	Plan and grow vegetables for the kitchen in the veg garden	Visit to the Seaside – Weston Super Mare RNLI to visit Bring in their favourite teddy bear
	Texts & Film						
	Writing Focus						
	Maths	Place Value Addition & Subtraction	Addition & Subtraction Geometry	Place Value Addition & Subtraction	Place Value Length and height Mass & Volume	Multiplication and division Fractions Geometry	Place Value Money Time
Theme	To explore the four nations.	Where is London? Why is London important?	Pupils will the local environment throughout	Children will sort toys between old and new.	Pupils should use the local environment	Identifying what the seaside is. Identify different 'seasides'	

	<p>Learn about the countries and capitals of the UK and develop key geographical vocabulary and skills such as using maps, atlases and globes.</p> <p>Children will know the flags and flowers of each country.</p> <p>Look at the UK as an island of Great Britain, Northern Ireland and many smaller islands</p> <p>Great Britain is an island surrounded by seas.</p> <p>The Republic of Ireland is not a country of the UK.</p> <p>Understanding that London is the capital city of England. What other countries make up the UK and what are their capital cities? What are other capital cities in the UK?</p> <p>Children to look at modern day London – human geography – identifying landmarks and their use.</p> <p>Understanding transport in London. Write a tourist guide of London.</p> <p>Comparing London with Swindon/ Purton</p>	<p>Comparing London at the time of the fire with modern London – similarity and difference.</p> <p>Look at the fire – why it started, why it spread, how it was stopped. Find out how we know about the great fire from sources of information.</p> <p>Children to look at modern day London. What survived the fire? What didn't?</p>	<p>the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study.</p> <p>Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.</p> <p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p>	<p>They will identify similarities and differences between them.</p> <p>Discuss how the materials from which toys are made have changed over time and why this is the case.</p> <p>They will place toys on a timeline in the chronology in which they were played with. Write a short description describing the toy.</p> <p>Place the chronology of previous learning (e.g. Great Fire of London, RNLI) on the same timeline as toys. Discuss which toys children will have been playing with in those times.</p> <p>Discuss which toys your grandparents have played with that you still play with today.</p> <p>Use words and phrases such as old, new, before (I was born), after (I was born), past, present, then, now, a long time ago.</p>	<p>throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.</p> <p>They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</p>	<p>– cliffs, beaches. What do different beaches look like? Identify oceans and seas around the UK.</p> <p>Do seashores look the same around the world? Show a selection of seashores. Children to compare 2 seashores – Weston Super Mare & Newquay</p> <p>Why people go on holiday to the beach? What do people do at the seashore now? What did people do at the seashore in 1910s and 1960s?</p> <p>Identifying similarity and differences between past seaside holidays and present seaside holidays using Venn diagram.</p> <p>Look at the middle section of Venn diagram to make predictions for future seaside holidays.</p> <p>Focus in on the piers within the middle section. What is the purpose of a pier? Look at Weston Pier now and in the past. Look at Clevedon pier. Why do they look different? Understand how to be safe at the seashore and understand the impact of Grace Darling and her legacy.</p>
RE	UC 1.1 What do Christians believe God is like?	1.3 Who is Jewish and what do they believe? (part 1)	1.7 What does it mean to belong to a faith community?	1.3 Who is Jewish and what do they believe? (part 2)	UC 1.2 Who do Christians say made the world?	1.7 How should we care for the world and for others, and why does it matter? (C, J, NR)
Working Scientifically	<p>During years 1 pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ▪ asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ performing simple tests 					

	<ul style="list-style-type: none"> ▪ identifying and classifying ▪ using their observations and ideas to suggest answers to questions ▪ gathering and recording data to help in answering questions. 					
Science	<ul style="list-style-type: none"> - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
Geography	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>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.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Identify and describe the key features of a location.</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Identify and describe the key features of a location.</p>	<p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name locate and identify characteristics two coastal towns and their surrounding seas.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea, ocean, and river.</p> <p>Key human features including: city, town, village, house, office and shop.</p> <p>Children to identify and explore human and physical features. Children to identify some similarities and differences.</p> <p>Identify the key features of a location in order to say</p>

	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Use compass directions (north, south, east and west) and locational language (near and far) to describe the location of features and routes on a map. Compass directions and locational language are used to describe place.</p> <p>Devise a simple map and use and construct basic symbols in a key. Use simple maps and keys</p>					<p>whether it is a city, town, village, coastal or rural area. Identify and describe the key features of a location.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Identify coastal physical features</p>
History		<p>Children should be taught about events beyond living memory that are significant nationally or globally</p> <p><u>Chronology</u> Match images of London to then 1666 and now Sequence objects from distinctly different time periods (sorting pairs of</p>		<p>Changes within living memory.</p> <p><u>Chronological Understanding</u> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time</p>		<p><u>Continuity and Change</u> Identify differences between life in the present and life in the past – sort beach artefacts into modern day and past.</p> <p><u>Chronology</u> Sequence artefacts from distinctly different periods of</p>

		<p>image into which came first)</p> <p>Historical Enquiry Ask simple questions about the event. Know how to find out about the past from a range of sources (pictures, simple secondary source of information).</p> <p>Continuity and Change Identify differences between life in the present (modern London) + life in the past: e.g. City of London and cathedral look very different today compared to pre 1666 - ; wooden buildings in narrow streets in past but brick/stone buildings + some wider streets in present; modern London is much larger.</p> <p>Cause and Consequence Cause Identify why the fire started (spark from oven onto wood, wooden houses, no fire brigade)</p> <p>Consequence third of London, including St Pauls cathedral, destroyed; some buildings survived; many people lost their homes + work places; took many years to rebuild, new houses had to be</p>		<p>Match objects to people of different ages</p> <p>Range and depth of historical knowledge Recognise the difference between past and present in their own and others' lives They know and recount episodes from stories about the past</p> <p>Interpretations of history Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?</p> <p>Historical enquiry Find answers to simple questions about the past from sources of information e.g. artefacts</p>		<p>time – sort artefacts from beach holidays in 1910s and current day.</p> <p><u>Historical Terms</u> Use terms concerned with the passing of time: then, now, old, new, Use terms concerned with the passing of time</p>
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		faced in brick and some streets wider Historical Terms Use terms concerned with the passing of time: then, now, old, new				
Art/Design and Technology	Art Painting	DT Structures and Freestanding	Art 3D	DT Mechanisms sliders and levers	Art Printing	DT Food preparing fruit and veg
Computing	- Online Safety and Exploring Purple Mash - Grouping & Sorting	- Pictograms Lego Builders	- Maze Explorers - Animated Story Books	Animated Story Books Coding	Coding	- Spreadsheets - Technology Outside School
PSHE	Being me in my world	Healthy Mind	Dreams and Goals	Celebrating Differences	Relationships	Changing Me
PE	Multi-Skills	Story Time Dance	Groovy Gymnastics	Cool Core (Strength)	Skip to the Beat	Gymfit Circuits
	Boot Camp	Fitness Frenzy	Mighty Movers (Running)	Brilliant Ball Skills	Throwing and Catching	Active Athletics
Music	Pulse and rhythm (Theme: All about me)	Musical vocabulary (Under the sea)	Classical music, dynamics and tempo (Theme: Animals)	Timbre and rhythmic patterns (Theme: Fairytales)	Pitch and tempo (Theme: Superheroes)	Vocal and body sounds (Theme: By the sea)