



# Believe ~ Learn ~ Grow

## Ridgeway Farm CE Academy Curriculum Map

### Year 1

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Value	Thankfulness Generosity	Trust Compassion	Perseverance Courage	Justice Forgiveness	Friendship Service	Truthfulness Respect
	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 are some of the UK's amazing features and landmarks?	Why did the great Fire of London spread so far & so fast?	How are animals different?	How have toys changed?	What do plants need to grow?	What is it like by the coast?
	Experiences and Inspiration	London Bus Role-Play Experience day – exploring each of the UK countries Local Walk around Ridgeway Farm	Fire Brigade Visit Create 3D London – launch day Learn how to light fires in Forest School sessions Bake bread and run their own bakery (role play)	Visit from a local GP/vet Grow chicks! Animal hunts around school – launch day Role-play - safari Forest school – building habitats Jungle Jonathon visit Open Session – fire London	Bring in own toys – launch day Bring in parents / grandparents toys Create a toy museum Role-play – home corner	Dissect plants – launch day Plant and grow vegetables Go on a tree hunt Create weather reports	Visit to the Seaside RNLI to visit Bring in their favourite teddy bear Create our own seaside in school – launch day
	Texts & Film						
Additional texts	All Are Welcome The King's Hats Maps from Anna to Zane Jolly Postman Our Class is a Family We're Going on a Bear Hunt We Completely Must Go to London	Vlad and the Great Fire of London Katie in London Shhh! Don't Wake the Royal Baby! Queens Knickers The Queens Handbag The Rhyming Rabbit	Midnight at the Zoo Giraffes Can't Dance Amazing Animal Journeys Eye to Eye Animal Rhymes for you & me Eggs and Chicks Bugs Night Animals	Knuffle bunny Dogger Not a Stick The World is Full of Babies When I Was Young Lost in the Toy Museum Toys in Space Traction Man The Everywhere Bear	Jack and the Beanstalk The Wonder Tidy Olivers Vegetables Leaf Bloom It Starts with a Seed The Tiny Seed	The Snail and the Whale The Lighthouse Keeper's Lunch Under the Sea Tiddler The Pirate Cruncher Commotion in the Ocean The Stormwhale The Lighthouse Keepers Lunch	

	Meerkat Mail Martha Maps it Out	Jolly Christmas Postman Emergency	Superbat Home		Katie's Sunflowers	Flotsam
Writing Focus	<b>Innovation</b> Teacher has lost glasses – where in school does the pigeon go? <b>Writing to Inform: Recount</b> Postcards from President to others	<b>Alternative ending</b> What other idea does Lubna have to help Amir? <b>Writing to Inform: Letters</b> Thank you letter from Amir to Lubna	<b>New pages</b> Pip's story (while Egg is away) <b>Writing to Explain: Instructions</b> How to make the perfect nest!	<b>Alternative version</b> Change the problem with the toy box <b>Writing to Inform: Information Texts</b> Writing about our own toy	<b>New Setting</b> New place for Funni & Zoo to improve <b>Writing to Argue: Persuasion</b> Invitations to the opening of the sky garden and to the places in The Wonder	<b>New Plot</b> Teddy's story <b>Writing to Inform: Recounts</b> Recount of trip
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. Learn about the countries and capitals of the UK and develop <b>key geographical vocabulary</b> and skills such as using maps, atlases and globes. Children will know the flags and flowers of each country. Look at the UK as an island of Great Britain, Northern Ireland and many smaller islands Great Britain is an island surrounded by seas. The Republic of Ireland is not a country of the UK. Understanding that London is the capital city of England. What other countries make up the UK and what are their capital	Where is London? Why is London important?  Comparing London at the time of the fire with modern London – similarity and difference.  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. Children to look at modern day London. What survived the fire? What didn't?	Pupils will the local environment throughout 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. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. 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	Children will sort toys between old and new. They will identify similarities and differences between them. Discuss how the materials from which toys are made have changed over time and why this is the case. They will place toys on a timeline in the chronology in which they were played with. Write a short description describing the toy. 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. Discuss which toys your grandparents have played	Pupils should use the local environment 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.  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).	Identifying what the seaside is. Identify different 'seasides' – cliffs, beaches. What do different beaches look like? Identify oceans and seas around the UK. Do seaside look the same around the world? Show a selection of seaside. Children to compare 2 seasides – Weston Super Mare & another from the UK. Why people go on holiday to the beach? What do people do at the seaside now? What did people do at the seaside in 1910s and 1960s? Identifying similarity and differences between past seaside holidays and present seaside holidays using Venn diagram. Look at the middle section of Venn diagram to make

	cities? What are other capital cities in the UK? Children to look at modern day London – human geography – identifying landmarks and their use. Understanding transport in London. Write a tourist guide of London. Comparing London with Swindon/ Purton		games, actions, songs and rhymes.	with that you still play with today. Use words and phrases such as old, new, before (I was born), after (I was born), past, present, then, now, a long time ago.		predictions for future seaside holidays. 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 seaside and understand the impact of Grace Darling and her legacy.
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	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: <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions.</li> </ul>					
Science	- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies	- 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 - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies	- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	- observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies	- 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.	- observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies
Geography	Name and locate the world's seven continents and five oceans.	Identify and describe the key features of a location.	Use simple fieldwork and observational skills to study the geography of their school and its grounds and	Identify the key features of a location in order to say whether it is a city, town,	identify seasonal and daily weather patterns in the United Kingdom and the location of hot and	Name and locate the world's seven continents and five oceans.

	<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>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</p>		<p>the key human and physical features of its surrounding environment.</p>	<p>village, coastal or rural area. Identify and describe the key features of a location.</p>	<p>cold areas of the world in relation to the Equator and the North and South Poles</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 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>
--	---	--	--	--	---	---

	<p>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>					
History		<p>Children should be taught about events beyond living memory that are significant nationally or globally</p> <p><b>Chronology</b> Match images of London to then 1666 and now Sequence objects from distinctly different time periods (sorting pairs of image into which came first)</p> <p><b>Historical Enquiry</b> 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><b>Continuity and Change</b> <b>Identify differences</b> 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 - ;</p>		<p>Changes within living memory.</p> <p><b>Chronological Understanding</b> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time 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</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 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>

		<p>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 faced in brick and some streets wider</p> <p>Historical Terms Use terms concerned with the passing of time: then, now, old, new</p>		<p>reliable are their memories?</p> <p>Historical enquiry Find answers to simple questions about the past from sources of information e.g. artefacts</p>		
Art	Art Painting and mixed media: colour splash	Art – Craft and design - Embellishments	Sculpture and Art 3D Paper Play		Art drawing : making your mark	
Design and Technology		DT Structures – Creating a windmill	DT Making a moving book	DT Mechanisms wheels and axles	DT Puppets	DT Cooking and Nutrition Smoothies
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)	Tempo (theme: snail and mouse)	Timbre and rhythmic patterns (Theme: Fairy tales)	Pitch and tempo (Theme: Superheroes)	Vocal and body sounds (Theme: By the sea)
Spanish	Mini beasts (MO)		In my Town (MO)	My Dream House (MO)	Superheroes (MO)	Teddy Bear Picnic (MO)