



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	Innovation Teacher has lost glasses – where in school does the pigeon go? Writing to Inform: Recount Postcards from President to others	Alternative ending What other idea does Lubna have to help Amir? Writing to Inform: Letters Thank you letter from Amir to Lubna	New pages Pip's story (while Egg is away) Writing to Explain: Instructions How to make the perfect nest!	Alternative version Change the problem with the toy box Writing to Inform: Information Texts Writing about our own toy	New Setting New place for Funni & Zoo to improve Writing to Argue: Persuasion Invitations to the opening of the sky garden and to the places in The Wonder	New Plot Teddy's story Writing to Inform: Recounts 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 key geographical vocabulary 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 cities? What are other capital cities in the UK? Children to look at modern day London – human	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 is 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 games, actions, songs and rhymes.	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 with that you still play with today. Use words and phrases such as old, new, before (I	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 seaside – 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 predictions for future seaside holidays. Focus in on the piers within the middle section. What is

	geography – identifying landmarks and their use. Understanding transport in London. Write a tourist guide of London. Comparing London with Swindon/ Purton			was born), after (I was born), past, present, then, now, a long time ago.		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"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests 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"> - 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 	<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 - 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"> - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 	<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"> - 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"> - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies
Geography	<ul style="list-style-type: none"> - Know the four countries that make up the UK - Know the capital cities of these 4 countries. - Know the names of the seas that surround the UK 		<ul style="list-style-type: none"> - Know that the country we live in is England which is part of the UK - Know what temperature means - Know that a thermometer can find the temperature 			<ul style="list-style-type: none"> - Know and understand the vocabulary cliff, beach, coast, harbour, port. - Locate coasts in the UK - Name some of the physical features of coasts

	<ul style="list-style-type: none"> - Know that the continent we live in is Europe - Know some characteristics of the four countries in the UK e.g. Scotland has lots of mountains. 		<ul style="list-style-type: none"> - Know the name of the seasons - Know weather vocabulary and which weather links to which seasons - Know the four seasons and the current season and describe some seasonal changes. - Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 		<ul style="list-style-type: none"> - Explain the location of UK coasts using the four compass directions. - Name features of coasts and label these on a photograph. - Know human features in a coastal town. - Describe how people use the coast. - Describe how the local coast has been used.
History		<ul style="list-style-type: none"> - Know what London is like in the present and past (how it has changed). - Know where the Great Fire of London was and what year it happened. - Know that the fire began in Thomas Farrier's bakery on Pudding Lane. - Know that the fire spread quickly because of the housing in London. - Know the events of the Great Fire of London. 		<ul style="list-style-type: none"> - Know what toys are like today. - Know that toys were different in the past. - Know toys were made of different materials. - Know that chronological is time order. - Know photos of toys and artefacts can be placed in chronological order. - Know that toys have changed over generations. 	
Art	<p>Art Painting and mixed media: colour splash</p> <p><i>Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by the artists Clarice Cliff and Jasper Johns.</i></p>	<p>Art – Craft and design – Embellishments</p> <p><i>Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña. Children will develop skills such as measuring, choosing materials, and resilience</i></p>	<p>Sculpture and Art 3D Paper Play</p> <p><i>Creating simple three-dimensional shapes and structures using familiar materials, children develop their skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of</i></p>		<p>Art drawing : making your mark</p> <p><i>Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They</i></p>

		<i>in artistic creation.</i>	<i>life' screen at the Sidi Saiyyed Mosque. Pupils may extend their learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.</i>		<i>then apply these skills to a collaborative piece using music as a stimulus. Artist inspiration: Bridget Riley and Zaria Forman.</i>	
Design and Technology		DT Structures – Creating a windmill <i>Constructing a windmill Designing, decorating and building a windmill, developing an understanding of different types of windmill, how they work and their key features. Looking at examples of windmills and exploring the functions that they carry out.</i>	DT Making a moving book <i>Making a moving story book Experimenting with sliders, pupils then plan and make three pages of a moving story book - drawing the page backgrounds, creating the moving parts and assembling it.</i>	DT Mechanisms wheels and axles <i>Wheels and axles Learning about the main components of a wheeled vehicle. Developing understanding of how wheels, axles and axle holders work and problem-solving why wheels won't rotate. Pupils then design and build their own vehicles and evaluate them against a set design criteria.</i>	DT Puppets <i>Puppets Exploring different ways of joining fabrics before creating hand puppets based upon characters from a well-known fairytale. Developing technical skills of cutting, glueing, stapling and pinning.</i>	DT Cooking and Nutrition Smoothies <i>Smoothies Handling and exploring fruits and vegetables and learning how to identify a fruit. Undertaking taste tests to identify ingredients for a smoothie they make, and designing and creating packaging for their smoothie.</i>
Computing	- Online Safety (Online Relationships, Online Reputation, Privacy and Security and Copyright and Ownership) - 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 <i>Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences</i>	Healthy Me <i>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</i>	Dreams and Goals <i>Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</i>	Celebrating Differences <i>Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</i>	Relationships <i>Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</i>	Changing Me <i>Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition</i>
PE	Multi-Skills <i>Perform balances using a number of different parts of</i>	Story Time Dance	Groovy Gymnastics <i>Travel in different directions at different speeds and levels.</i>	Cool Core (Strength) <i>I can control my breathing I can support my body weight</i>	Skip to the Beat <i>I can hop – same foot to same foot</i>	Gymfit Circuits <i>I can develop balance, agility and coordination</i>

<p>the body Co-ordinate the upper and lower body together. Aim a variety of balls and equipment accurately. Use controlled movement to travel in different ways. Quickly change direction whilst running, with control and fluency To practise ABC (agility, balance and co-ordination) at circuit stations.</p>	<p>Practise travelling movements with a change in direction. - Understand beats in the music. Move in time to the music, travelling, gesturing and jumping. Dance to beats of four or eight. Perform dance moves that flow smoothly from one to the next. Use gesture as an image in dance. Perform a dance in time to music and with fluency.</p>	<p>Link isolated moves and shapes when travelling. Explore rolling movements as a way of travelling. Explore travelling to move along, over, around onto and off a bench. Travel with a focus on changing direction and level, using small equipment. - Use a variety of small equipment to perform a travelling sequence, using all of the skills learned so far.</p>	<p>I can perform a movement that demonstrates good core control I can increase the speed at which you can travel through the ladders accurately I can learn the technique for the plank, front support and back support I can support body weight on the hands using the core muscles to keep balanced I can perform a wheelbarrow with a partner, with control I can use techniques to improve core strength and agility Vocabulary: bridge, agility, core, plank, balance, strength, support, wheelbarrow, posture, crab</p>	<p>I can jump – two feet to two feet I can develop the ‘step hop’ technique for a good skip without a rope I can explore the action of skipping at a low level I can skip with a rope I can explore different ways of skipping I can skip with good technique I can perform a skipping circuit Vocabulary: hop, jump, skipping, step over, circuit, weave</p>	<p>I can perform using simple movement patterns master basic movements, as well as developing balance, agility and coordination I can perform using simple movement patterns Vocabulary: travelling, spotting, extend, flexible, stretch, reach</p>
<p>Boot Camp I understand how to prepare the body for exercise I understand what fitness means I can complete a range of circuit-based activities and understand the reason for doing them I understand what happens to the heart rate during exercise I can complete a circuit that includes activities practised in Lessons 1 and 2 I can complete a circuit that includes activities practised in Lessons 1–3 with balance and coordination I can complete a circuit that includes activities practised in Lessons 1-4 with balance and coordination I can complete a circuit that includes activities practised in Lessons 1–5</p>	<p>Fitness Frenzy I can complete a circuit that includes activities learned throughout the year I can explore running at different speeds I can improve agility, balance and coordination I can evaluate performance of gymnastic moves within a circuit I can use techniques already learned to improve performance Vocabulary: basic circuit moves, running, jumping jacks, ball pass, jumping from side to side, running, gait skills, circuit, travelling, spotting, extend, flexible, stretch, reach</p>	<p>Mighty Movers (Running) I understand that running can be done in many ways I can run at different speeds and in different directions with control I can run in a race with a team I understand the purpose of a circuit and how it can improve fitness I can complete a running circuit I understand the importance of using the arms when running Vocabulary: dish, dome, direction, relay, circuit</p>	<p>Brilliant Ball Skills Develop anticipation and reaction when working with beanbags or balls Develop accurate throwing skills. Develop accuracy of send. Understand when to use an underarm throw. Stop, trap or catch the ball while on the move. - To use ball skills in game based activities.</p>	<p>Throwing and Catching Understand the correct technique for catching. Consolidate and practise throwing a ball underarm Throw and catch a ball to self and a partner To know how to stop and retrieve a ball Practise throwing to a target. Use striking skills to play a game. Know the tactics and skills to</p>	<p>Active Athletics Be able to change from fast to slow. Know how to hop, and how to hop, travel and land safely on two feet. Throw in a variety of ways Run with good balance and coordination. Explore which is the best way to jump to cover a distance</p>

	Vocabulary: Circuit, heart rate, technique, exercise, fitness, co-ordination					
Music	<p>Pulse and rhythm (Theme: All about me)</p> <p><i>Exploring the concept of keeping a steady pulse together, children engage in music and movement activities inspired by their favourite things. They participate in different activities, moving to the beat of the music while thinking about and expressing their favourite objects or experiences.</i></p>	<p>Musical vocabulary (Under the sea)</p> <p><i>Diving into the unknown, children explore the depths of the sea through music, movement, musical symbols, and the playing of tuned percussion instruments. They engage in activities that allow them to express the mysterious underwater world, such as using their bodies to mimic the movement of sea creatures. They learn to interpret musical symbols to translate visual cues into sounds and play tuned percussion instruments, to represent the wonders of the underwater world.</i></p>	<p>Tempo (theme: snail and mouse)</p> <p><i>Using voices, bodies and instruments to listen and respond to different pieces of music, children learn and perform a rhyme and song with a focus on tempo. They focus on the adventures of the Snail and mouse to understand how tempo can shape a musical story.</i></p>	<p>Timbre and rhythmic patterns (Theme: Fairy tales)</p> <p><i>Examining different favourite fairy tales, children discuss the key moments in these stories. They are guided to clap and read simple sound patterns, matching the different characters of the story. Pupils then use these sound patterns to retell the fairy tale, bringing the story to life through sound and movement.</i></p>	<p>Pitch and tempo (Theme: Superheroes)</p> <p><i>Identifying high and low notes, children use this knowledge to compose a simple tune that represents a superhero. They then listen to different pitches, recognising the difference between high and low sounds. After identifying these notes, pupils experiment with combining different pitches to create a melody that represents their chosen superhero.</i></p>	<p>Vocal and body sounds (Theme: By the sea)</p> <p><i>Exploring the connections between music, sounds, and environments, children aim to represent the seaside. They use percussion instruments, vocal sounds, and body percussion to create sounds like crashing waves, calling seagulls, and rustling sand. They use voices and instruments to practice varying dynamics—showing a contrast between loud and soft sounds.</i></p>
Spanish	<p>Mini beasts (MO)</p> <p><i>In this unit pupils will follow the preparations of ten minibeast characters as they prepare for their school sports day. Pupils will learn the names for ten minibeast creatures and how to understand and follow simple instructions in the foreign language. The unit ends with an animated story of the sports day race.</i></p>		<p>In my Town (MO)</p> <p><i>In this unit pupils will learn the vocabulary for 7 key places in a town. Pupils will have the opportunity to also learn a key phrase for each location in the foreign language. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</i></p>	<p>My Dream House (MO)</p> <p><i>In this unit pupils will learn the vocabulary for 7 key rooms of a dream house. Pupils will have the opportunity to also learn a key phrase for each room in the foreign language. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</i></p>	<p>Superheroes (MO)</p> <p><i>In this unit pupils will learn all about 6 superheroes in the foreign language via colourful and immersive lessons. Pupils will be introduced to a series of colours and high frequency verbs to help describe each superhero character (I am called, I have, I live, I am and I am able to). Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</i></p>	<p>Teddy Bear Picnic (MO)</p> <p><i>In this unit pupils will follow the teddy bear and his friend Anita on their day out together and they will learn the vocabulary for 5 key elements from the story in the foreign language. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in. The unit ends with an animated story of the characters' day out together.</i></p>