

Ryecroft Primary Academy
Curriculum Map 2019/20
Key Stage 1 Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Texts	*Amazing Grace *Supertato *Tractor Man	*The true story of the three little pigs *Detective Dog *Burglar Bill	*Owl who is afraid of the dark.	*Beegu *Man on the moon *Baboon on the moon	*Dougal's Deep Sea Diary	*Black Rock Diary + The Lighthouse Keeper's Lunch
Educational Visits	Local Area walk	Place of Worship-synagogue	Nocturnal Animals	Astronaut visit to school	Nell Bank	Sea-Life Centre
Science	Using our senses <ul style="list-style-type: none"> To sort living and non-living things. To name the parts of the human body that I can see. 	Everyday Materials <ul style="list-style-type: none"> To distinguish between an object and the material it is made from. To name wood, plastic, glass, metal, water and rock. To describe the properties of everyday materials. To group objects based on the materials 	Looking at Animals <ul style="list-style-type: none"> I can name a variety of animals including fish, amphibians, reptiles, birds and mammals. I can classify and name animals by what they eat (carnivore, herbivore and omnivore). I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals). 	Life Cycles <ul style="list-style-type: none"> Explain the basic stages in a life cycle for animals, including humans. 	Animals and Humans <ul style="list-style-type: none"> Describe what animals and humans need to survive. Explain the importance of exercise, eating healthily and keeping clean. 	Plant Detectives <ul style="list-style-type: none"> Name a variety of common wild and garden plants. Name the petals, stem, leaf and root of a plant. Name the roots, trunk, branches and leaves of a tree.

	<ul style="list-style-type: none"> To link the correct part of the human body to each sense. 	<p>they are made from.</p> <ul style="list-style-type: none"> To identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. To suggest why a material might or might not be used for a specific job. To explain how objects made from some materials can be changed. 				
Geography	<p>Human and Physical Feature</p> <p>S</p> <ul style="list-style-type: none"> I can ask simple geographical questions Use simple observation skills to study the geography of the 		<p>Seasonal and daily weather patterns</p> <ul style="list-style-type: none"> I can keep a weather chart and answer questions about the weather I can 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. Explain some of the main things that are in hot and cold places I can explain how the weather changes throughout the year and name the seasons 		<p>Compass and Maps</p> <p>Local Area</p> <ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. Explain where I live and tell someone my address. 	

	<p>school and its grounds</p> <ul style="list-style-type: none"> • Use simple maps of a local area • Name, describe and compare places I know • Link home with other places in my area 					
History		<p>Kings and Queens Stealing jewels</p> <ul style="list-style-type: none"> • Identify where events come on a simple timeline • Describe events outside living memory • Describe significant historical events, people and places. • Compare what life was like at different stages of history • Use words and phrases like: before, after, past, present, then and now 		<p>Moon Landing</p> <ul style="list-style-type: none"> • Answer questions using books and the internet • Research the famous person from the past using different evidence. • Compare what 		<p>Titanic</p> <ul style="list-style-type: none"> • Identify where events come on a simple timeline • Describe events outside living memory • Describe significant historical events, people and places. • Compare what life was like at different stages of history • Use words and phrases like: before, after, past,

				life was like at different stages of history		<p>present, then and now.</p> <ul style="list-style-type: none"> • Answer questions using books and the internet • Research the famous person from the past using different evidence. • Compare what life was like at different stages of history
Art and Design	<p>Vegheroes</p> <ul style="list-style-type: none"> • Roll and coil materials. • Sort, cut and shape fabrics and experiment with ways of joining them. • Think of an idea and plan what to do next. • Choose 	<p>Purpose wrapping paper/Mechanism Christmas cards</p> <ul style="list-style-type: none"> • Make marks in print using different objects and basic tools and use these to make repeating patterns 	<p>Paper Mache eggs</p> <ul style="list-style-type: none"> • Choose the right materials to use for my artwork and use them well. • Use IT to create a picture. • explore a range of existing products. • Build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms such as levers, sliders, wheels and axles in products. 	<p>Structures - rocket</p> <ul style="list-style-type: none"> • Make structures by joining simple objects together. • Measure materials to use in a model or structure. • explore a range of existing 	<p>Sculptures - clay and sand</p> <p>Sea Collages</p> <ul style="list-style-type: none"> • Choose the right materials to use for my artwork and use them well. • Use IT to create a picture. 	<p>Colour mixing sea pictures</p> <ul style="list-style-type: none"> • Use the names of tools, techniques and elements I use in my artwork. • Choose the right materials to use for my artwork and use them well. • Create brown with paint. • Create tones with paint by adding black

	<p>tools and materials and explain why I have chosen them.</p> <ul style="list-style-type: none"> • Join materials and components in different ways. • Explain what went well with my work. • Explain why I have chosen specific textiles. 			<ul style="list-style-type: none"> • ng products. Build structures, explaining how they can be made stronger, stiffer and more stable. • Explore and use mechanisms such as levers, sliders, wheels and axles in products. 		<ul style="list-style-type: none"> • Create tint with paint by adding white.
<p>Personal, Social and Health Education</p>	<p>Who am I? Keeping safe in school Being a</p>	<p>Gifts and Talents Understanding jealousy What is bullying?</p>	<p>Our Daily Routine Keeping Clean Dental Health Growing and Changing Families and Care</p>	<p>Staying Healthy Medicines Who gives</p>	<p>Cooperation in a Group Living together Outdoor safety Environment</p>	<p>Value of coins Needs and wants Looking after money</p>

	good friend Identifying feelings	Secrets and surprises		us medicine? Going to Hospital		Understanding change
Religious Education	Special days and places Shabbat, Eid SUKKOTH Jewish (Harvest)	Special days and places Remembrance Christmas	What is special to faith communities? http://www.thegrid.org.uk/learning/re/ks1_2/resources/herts.sow/year2.shtml	Special Books and stories - Koran (BBC stories)	How does what the believer does show what they believe? - http://www.exeter.anglican.org/wp-content/uploads/2014/12/Year-2-Unit-4-Believing.pdf	How does what the believer does show what they believe? (continued)

Use basic geographical vocabulary to refer to human features including city, town, village, factory, farm, house, office, port, harbour and shop.

Use basic geographical vocabulary to refer to physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Objectives threaded throughout the curriculum.