Ryecroft Primary Academy
Curriculum Map 2018/19
Key Stage 1 Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Texts	*Pumpkin Soup *The Magic Porridge Pot *The Smartest Giant in Town	*The Snowman *Stickman	*Toby and the Great Fire of London	*Charlie and the Chocolate Factory	*Gruffalo *Where the Wild Things Are	*The Stone Bird *Flat Stanley
Educational Visits	Eureka	Place of Worship	Warburton's visit to school	Chocolate Factory in school	Nell Bank	Seaside
Science	**Take Care Growing Up** • To sort living and non-living things. • To name the parts of the human body that I can see. • To link the correct part of the human body to each sense.	**Seasons** • To observe and comment on changes in the seasons. • To name the seasons and suggest the type of weather in each season.	**Materials: Shaping Up** **Materials: Shaping Up** • 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 they are made from. • 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.	**Life Cycles** • Explain the basic stages in a life cycle for animals, including humans.	**What is in your habitat?** • Explain the differences between things that are living, dead and things that have never been alive. • Explain that most living things live in habitats which suit them and depend on each other. • Name some plants and animals in their habitats including micro-habitats. • Explain how animals get their food from plants and other animals using a simple food chain.	**The Apprentice Gardener** • Describe how seeds and bulbs grow into plants. • Describe what plants need in order to grow and stay healthy (water, light & suitable temperature).

Geography		**Seasonal and daily weather patterns** • 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		**Capital cities and key features** • Name the four countries in the United Kingdom and locate them on a map • Name some of the main towns and cities in the United Kingdom • Name, place and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		**Continents and oceans** • Name and place the world's seven continents and five oceans • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans studied • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country
History	**Changes over time- local area** • Spot old and new things in a picture. • use words such as: old, new and a long time ago. • Recognise that some objects belonged to the past • I can explain how I have changed since was born.		**Fire of London** • Place known events in the order that they have happened • Sequence events and recount changes • Remember information about a famous person from the past. I can remember things they did at different stages		**Pirates -Past and present seaside towns/Christopher Columbus** • Remember information about a famous person from the past. I can remember things they did at different stages. • Explain how some people have helped to make our lives better.	
Art and Design	**Museli Bar Pumpkin soup** • Describe the ingredients I am using. • Describe how something works. • Make a product which moves.	**Purpose wrapping paper/Mechanism Christmas cards** • Make marks in print using different objects and basic tools and use these to make repeating patterns	**Bread-Where does food come from?** • Describe how something works. • Make a product which moves. • Make my model stronger. • Explain to someone else how I want to make my product.	**Where does chocolate come from?** • Describe how something works. • Make a product which moves. • Make my model stronger.	**Andy Goldsworthy** • Ask questions about a piece of art. • Choose and use three different grades of pencil when drawing. •	**Stitching- eye patch** • Sort, cut and shape fabrics and experiment with ways of joining them. • Think of an idea and plan what to do next. • Choose tools and materials and explain

	• Make my model stronger. • Explain to someone else how I want to make my product. • Choose appropriate resources and tools. • Make a simple plan before making. • Design useful, pleasing products for myself and other users based on a design brief. • Generate, develop, model and explain my ideas through talking, drawing, templates, mock-ups and IT.		• Choose appropriate resources and tools. • Make a simple plan before making. • Design useful, pleasing products for myself and other users based on a design brief. • Generate, develop, model and explain my ideas through talking, drawing, templates, mock-ups and IT.	• Explain to someone else how I want to make my product. • Choose appropriate resources and tools. • Make a simple plan before making. • Design useful, pleasing products for myself and other users based on a design brief. • Generate, develop, model and explain my ideas through talking, drawing, templates, mock-ups and IT.		why I have chosen them. • Join materials and components in different ways. • Explain what went well with my work. • Explain why I have chosen specific textiles.
Personal, Social and Health Education	Keeping safe	Healthy Lifestyle	Growing and Changing Healthy relationships	Feelings and Emotions Valuing difference	Rules, Rights and Responsibilities	Caring for the environment Money
RE	Special Days Eid, Advent, Remembrance, Hannukah	Special Days and places Eid, Advent, (Church visit)Remembrance, Hannukah	Special books and stories- The Bible	Special books and stories- The Bible	Religious objects Christianity and Judiasm	Religious objects Christianity and Judiasm

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.