



# Riverside Primary Academy

## Curriculum Topic Web



**Year: 1**  
**Topic 5**

**Novel:**  
**Educational Visit: possible visit from guides / scouts**

**Project Work / Home - School links:**  
**Design outdoor adventure play park.**

### English: Non Fiction Only

Read Write Inc.  
Descriptive sentences.  
Selecting good adjectives.

### History:

**Geography:** Contrasting the great outdoors with built up areas. What is a bird's eye view? Investigate the view of a play park using maps and symbols Investigating seasonal weather patterns in the UK. Human and physical features of local area. Use geographical vocabulary to refer to key physical features including forest, hill, valley, mountain, river, soil and vegetation. Geographical vocabulary including city, town, village, factory, farm, house, office, port, harbour, shop. Using aerial photographs and fieldwork. Recap countries and capital cities of the UK

PSHE Link - Physical Health and Wellbeing - **Health Prevention** - Safe and unsafe exposure to the sun. and how to reduce the risk of sun damaae. including skin cancer.

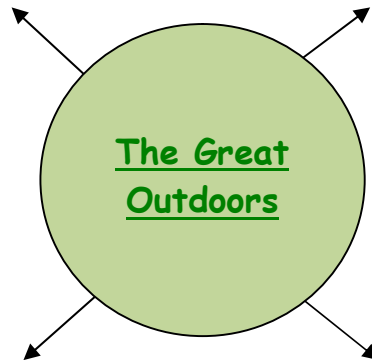


Forest School Link to Weather and Seasonal Changes

**Subjects Taught**  
**Discretely:**  
Maths,  
PE , athletics  
RE- Judaism

### Computing:

Coding and programming  
Algorithms linked to orienteering and outdoor learning using Digi Maps.  
Digital content  
Create and organise information about plants or animals in the great outdoors (tables and charts).



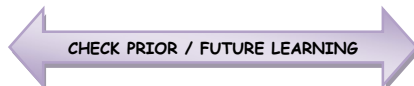
### PSHE / SMSC:

Keeping Safe - Road safety (organise speaker). What to do if you get lost. Being safe in the woods. Sun safety. Keeping warm outside. Being safe near outdoor fires & barbecues  
Being Safe - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  
How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources.

Outdoor Learning:  
Grow plants and flowers in the bee and butterfly garden / classroom garden links to science.  
Forest School:  
Outdoor camping experiences with fire pit.  
Growing peppers from seeds  
Outdoor musical instruments - wind chimes using natural materials  
Following routes on maps of the local area and parks.  
Orienteering

### Science / Eco:

Seasonal Changes  
Observe and describe weather associated with the seasons and how day length varies Weather and seasons linked to plants.  
Plants  
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.  
Habitats around school and local area.  
How do plants grow? Pupils to grow peas, French beans, lettuce,



### Art / DT: -

Name various fruits & sort according to various factors such as how they grow/ citrus - non citrus etc.  
Fruit is healthy & provide vitamins for our body. Design, plan & make a fruit salad.

### Music:

Charanga music scheme and a visit from the music teacher each Thursday afternoon



Note: this topic web is an over view of teaching possibilities - class teachers are expected to develop creativity within the topic.