Forest Way School

Key Stage 1 Wider Curriculum Map 2025-26

Cycle 2 2025/26	Autumn 1 Our School	Autumn 2 Our community	Spring Traditional Tales	Summer Colour, Light and Sound
Science	**Forces- Toys** Intent: To explore the physical world through toy-based activities that introduce fundamental forces. These sessions foster sensory awareness and early scientific inquiry, helping learners understand cause, effect, and movement within their environment. Implementation: Pupils will explore push and pull forces, weight (heavy/light), and direction (up/down) using high-interest toys. Supported by communication aids (AAC, visuals, Makaton), learners will observe forces in action and build confidence in predicting and describing physical movements. Impact: Learners will demonstrate increased intentionality and engagement. Progress is measured through the functional use of "push" and "pull" and the ability to communicate preferences between "heavy" and "light," leading to improved cognitive development and environmental interaction.	**Keeping Healthy** Intent: To introduce the concept of a healthy lifestyle through sensory activities and personal care routines. Pupils will develop physical awareness and a functional understanding of self-care, learning what their bodies need to stay well. Implementation: Pupils will identify body parts and explore healthy habits through high-interest provocations. Lessons include mobility and exercise sessions, guided hand-washing, and exposure to basic food groups. Communication aids (AAC, visuals, Makaton) are used to help pupils' express preferences and understand the importance of hygiene and nutrition. Impact: Learners will demonstrate increased engagement in self-care and greater bodily awareness during physical activity. Progress is shown through communicating preferences for foods or exercises and a growing link between hygiene and health, leading to greater personal autonomy.	**Materials and Habitats** Intent: To explore physical properties and the diversity of living things through sensory investigation. Pupils will develop a functional understanding of material manipulation and animal survival, using seasonal changes from Winter to Spring to build cognitive mapping and communication skills. Implementation: Term 1 (Materials): Pupils explore wood, metal, plastic, glass, and rock. They investigate how shapes change by squashing, bending, twisting, and stretching to compare uses and properties. Term 2 (Habitats & Seasons): The focus shifts to local environments, identifying habitats and animal types (carnivores, herbivores, omnivores). Using communication aids, pupils explore food chains and observe the transition from Winter to Spring. Impact: Learners will show increased engagement with the natural world and an improved ability to categorize materials and animals. Progress is measured through communicating observations—such as describing textures or identifying habitats—leading to a deeper, more meaningful understanding of environmental science.	**Animals and plants** Intent: To explore the biological world through sensory-based investigations of growth and survival. Pupils will develop a functional understanding of life cycles and environmental responsibility, building cognitive awareness of what living things need to thrive. Implementation: Term 1 (Animals): Pupils use tactile models and live observations to explore offspring and adults (e.g., caterpillars to butterflies). They identify basic survival needs, water, food, and air, learning to distinguish between things that are living, dead, or never alive. Term 2 (Plants): Using the school grounds, pupils engage in gardening to observe seeds maturing into plants. They explore how water, light, and temperature affect growth, using communication aids (AAC, visuals, Makaton) to describe a plant's needs. Impact: Learners will show increased engagement and awareness of growth stages. Progress is measured by the ability to identify health requirements for living things and communicate observed transitions, resulting in enhanced observation skills and a deeper connection to the natural world.
	Integrating Seasonal Changes into every term ensures that science is not just an abstract classroom activity, but a lived experience rooted in the real world. By revisiting the environment as it transforms, pupils can make direct, sensory connections between their learning and the changes they see, feel, and hear outside their window. Intent: The curriculum is designed so that pupils revisit Seasonal Changes every term, ensuring their scientific learning is consistently rooted in real-world experiences. By observing the environment in "real-time," learners develop a functional understanding of the passing of time and the cyclical nature of the world. This approach provides a predictable yet evolving framework for pupils to build sensory awareness and cognitive mapping as the seasons transition. Implementation: In addition to the core science topic, each term includes a dedicated focus on the current season (Autumn, Winter, Spring, and Summer). Lessons will use the school grounds as a living laboratory where pupils explore and observe immediate environmental shift, such as the change in temperature, the colour of leaves, or the presence of specific plants and animals. Using high-interest sensory provocations (e.g., crunching frost, feeling summer heat, or searching for spring buds) and communication aids like Makaton and visuals, pupils will identify and name the unique characteristics of each season as they happen. Impact: Learners will demonstrate a deeper, more meaningful connection to their surroundings, showing increased engagement as they recognize familiar seasonal markers. Pupils will make measurable progress in communicating their observations and preferences for different weather and environmental conditions. By anchoring science in these tangible, real-world changes, pupils build the confidence to navigate and understand the evolving world around them throughout the school year.			
Food Technology	**Drinks & Snacks** Intent: To develop essential life skills and autonomy through functional food technology. By preparing their own food, pupils build fine motor strength, cognitive sequencing, and nutritional awareness, empowering them to express agency over their dietary choices and hygiene habits. Implementation: Food Technology is integrated into daily snack routines and DT planning. Pupils practice culinary skills such as mixing, pouring, chopping, and spreading to prepare items like toast, fruit, and sandwiches. Using tools such as a hand whisk and salad spinner. Supported by communication aids (AAC, visuals, Makaton) to express likes and dislikes. A consistent focus remains on safety and personal hygiene, such as hand washing and surface cleaning. Impact: Learners will demonstrate increased independence and coordination when using kitchen tools. Progress is measured by the ability to follow sequences to complete a snack and communicate personal preferences clearly. This results in a greater sense of self-sufficiency and pride in their daily school routines.	**Drinks and snacks** Intent: To build functional independence and fine motor control through daily food routines. By embedding Food Technology into snack and drink times, pupils develop a practical understanding of nutrition and self-care, fostering the agency needed to make meaningful dietary choices. Implementation: Lessons are integrated into the daily rhythm of preparing snacks like toast and fruit. Pupils focus on mastering core skills: mixing, measuring, pouring, chopping, and spreading. Safety and health are prioritized through prompted personal hygiene practices and workspace clearing. Staff use AAC, visuals, and Makaton to empower pupils to identify and express sensory preferences, likes, and dislikes during every session. Impact: Learners will show increased confidence and dexterity when using kitchen tools. Progress is measured by the ability to follow short sequences and lead their own snack preparation. This results in improved hygiene habits, stronger self-advocacy, and a more functional relationship with food and drink.	**Baked goods** Intent: To use Food Technology as a functional vehicle for learning across Maths, English, and PSHE. By embedding culinary tasks into core subjects, pupils generalize their skills, moving toward following more complex sequences and building a sense of achievement through creative food preparation. Implementation: Projects like making and decorating gingerbread biscuits and porridge integrate specific subject goals: Maths skills: Measuring and pouring to explore volume and quantity. English Skills: Following step-by-step recipes and instructional language. PSHE: Practicing personal hygiene and communicating likes/dislikes. Staff use AAC, visuals, and Makaton to facilitate naming ingredients and exploring textures. Pupils develop precision in mixing and decorating through high-interest sensory provocations. Impact: Learners will demonstrate an improved ability to follow multi-step instructions and apply mathematical concepts in a functional context. Progress is measured by increased precision in fine motor skills and the ability to name a wider variety of ingredients, resulting in enhanced communication and greater confidence in real-world tasks.	**Fruits and Vegetables** Intent: To explore the journey of food from "seed to plate" through integrated learning. By investigating growth and preparing fresh produce, pupils develop a functional understanding of healthy eating and the natural world, building fine motor precision and cognitive sequencing. Implementation: Lessons focus on the origin of food, asking: "Where do fruits and vegetables grow?" Science & DT: Pupils grow their own cress and learn about growth conditions. Maths & English: Learners follow recipes to prepare a fruit salad, practicing peeling, chopping, and planting. High-interest sensory provocations, such as the smell of fruit and the texture of soil, make learning tangible. Communication aids (AAC, visuals, Makaton) are used to express likes and dislikes, while staff model essential personal hygiene and food safety. Impact: Learners will demonstrate increased curiosity about food origins and improved tool handling with peelers and safety knives. Progress is measured by the ability to follow a sequence to grow a plant or prepare a dish, resulting in enhanced fine motor control and a deeper connection to nature and healthy lifestyles.

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Art		**Our community** Intent: To explore a sense of belonging and the local environment through the theme of "Our Community." By investigating significant artists and using sensory media, pupils develop fine motor control and aesthetic awareness, using creative expression to connect with their school and natural surroundings. Implementation: Lessons provide high-interest sensory provocations where pupils draw, paint, and sculpt. Key projects include: Landscape & Textiles: Creating oil paintings in the style of John Constable and designing patchwork based on Michael James. Tactile Construction: Sculpting clay acorns, sketching woodland areas, and building a "Handprint Forest Way" tree. Pupils develop techniques in colour, pattern, texture, and shape. Communication aids (AAC, visuals and Makaton) are used to empower pupils to share their artistic choices and preferences. Impact: Learners will demonstrate increased engagement with diverse media and pride in their contributions to the school. Progress is measured by the intentional use of tools—such as paintbrushes, pencils, and clay implements—resulting in enhanced sensory processing and increased confidence in art as a functional communication method.	**Toys** Intent: To explore the creative potential of familiar objects through the theme of "Toys." By using toys as artistic tools, pupils develop a functional understanding of cause and effect while investigating how physical movements create visual marks, building both fine and gross motor strength. Implementation: Lessons provide high-interest sensory provocations focusing on colour, shape, and pattern. Pupils develop drawing, painting, and sculpting techniques through action-based activities: Printing & Painting: Lego brick printing, bubble wand painting, and spinning top art. Movement Art: Skipping rope flick art and exploring push and pull through messy play. Pupils use a wide range of materials to design and make products, using AAC, visuals, and Makaton to communicate preferences and describe the patterns they create. Impact: Learners will show increased curiosity and an improved ability to manipulate objects for specific artistic effects. Progress is measured by gains in coordination and control when using various tools. This results in a stronger cognitive connection between physical movement and visual outcomes, fostering agency and joy in creative work.	**Colour, Light & Sound** Refined "Colour, Light, and Sound" Art Overview Intent: To explore the relationship between visual stimuli and personal identity through Pop Art. By investigating high-contrast colours and repetitive patterns, pupils develop sensory processing and fine motor precision, using art as a confident tool for self-expression and communication. Implementation: Lessons provide high-interest sensory provocations inspired by Andy Warhol. Pupils explore a wide range of art and design techniques, including Pop Art Projects: Creating handprints, self-portraits, and spot-painting phrases. Skill Building: Developing dexterity through scissor skill flower art and tactile self-portrait collaging. Pupils use a variety of materials to design and make products, utilizing AAC, visuals, and Makaton to communicate their choice of bold colours and identify the patterns they have created. Impact: Learners will demonstrate increased engagement with high-contrast media and a growing awareness of their physical features. Progress is measured by improved tool handling—specifically with scissors and brushes—showing greater control and intentionality. This results in enhanced sensory integration and a meaningful way to share their identity.
Design Technology	**Winding up – simple mechanics** Intent: To explore the functional world of engineering through hands-on investigation of simple mechanics. By focusing on how objects are moved, raised, and lowered, pupils develop a practical understanding of cause, effect, and physical agency while building fine and gross motor strength. Implementation: Lessons provide high-interest sensory provocations centred on winding mechanisms. Key practical projects include Lifting & Moving: Building cranes, using winches to move loads, and creating magnetic fishing games. Designing & Making: Developing Duplo cars, exploring wind-up toys, and using hand drills and hole punches to experience vertical movement. Staff use AAC, visuals, and Makaton to help pupils communicate their design choices and describe the mechanical movements they observe. Impact: Learners will demonstrate increased intentionality and persistence when using mechanical tools. Progress is measured by the ability to predict outcomes (such as how winding affects a load) and follow short assembly sequences. This results in stronger cognitive mapping of mechanical principles and increased confidence in describing how things work.		**Traditional Tales – designing and making masks.** Intent: To immerse pupils in storytelling through the functional process of designing and making masks. Using Traditional Tales as a springboard, learners develop the ability to select tools and materials to transform their appearance, building fine motor precision and an understanding of design for purposeful role-play. Implementation: Lessons provide high-interest sensory provocations where pupils explore existing masks and character representation. Learners select from a range of textiles to create independent products, focusing on: Character Features: Creating a snout for a pig, a giant's mask, and a goat's mask. Creative Variation: Designing superhero masks, crafting gingerbread men, and making sophisticated masquerade masks. Pupils use a wide range of tools and techniques while staff utilize AAC, visuals, and Makaton to help them communicate design choices—such as "big," "scary," or "soft"—and identify character features. Impact: Learners will demonstrate increased engagement with character-based play and a growing ability to intentionally select materials (felt, card, elastic) for specific goals. Progress is measured by improved tool handling—such as using glue spreaders or attaching fasteners—resulting in enhanced fine motor control and a deeper cognitive connection between narrative and physical design.	**Colour, Light & Sound. Joseph's Coat** Intent: To explore the functional application of colour and textiles through the theme of "Joseph's Coat." By combining diverse materials, pupils develop a practical understanding of design purpose and aesthetic choice, building fine motor control and the agency to communicate unique creative ideas. Implementation: Lessons use the narrative of Joseph as a sensory provocation for pupils to design appealing, purposeful products. Activities include Colour & Design: Creating a colour wheel to understand relationships and designing a paper plate coat. Textile Exploration: Selecting from a wide range of materials—including traditional fabrics and unconventional items like crisp packets—to produce a tie-dye t-shirt. Story Integration: Designing a cow from Joseph's dream. Staff use AAC, visuals, and Makaton to support pupils in communicating their wants, ideas, and material selections throughout the making process. Impact: Learners will demonstrate increased confidence in making independent choices and manipulating joining and colouring tools. Progress is measured by improved tactile discrimination (choosing materials based on texture and colour) and a greater sense of ownership over finished designs. This results in enhanced fine motor precision and a more vibrant way for pupils to express their personal identity.

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History	**Castles** Intent: To explore the historical significance of fortified buildings. By investigating why castles were built, pupils develop a functional understanding of safety, authority, and social hierarchy, helping them recognize how the need for protection and displays of power shaped the lives of people in the past. Implementation: Lessons provide high-interest sensory provocations where pupils identify castle features, such as battlements, moats, and drawbridges. Learners explore defensive materials, comparing the textures of stone and wood. The curriculum illustrates early class systems by identifying who lived in castles—from kings to servants. Using local studies and communication aids (AAC, visuals, Makaton), staff help pupils communicate that castles were symbols of wealth and essential structures built for defence and protection. Impact: Learners will demonstrate an increased awareness of historical time and the features of the built environment. Progress is measured by the ability to identify historical roles and materials, resulting in an improved understanding of "rich and poor" and a deeper connection to the defensive structures within their own community.		**Dinosaurs** Intent: To explore the prehistoric world and the concept of the past and time. By investigating how dinosaurs lived and why they disappeared, pupils develop a functional understanding of cause and consequence, building their understanding of the Earth's past and the impact of natural phenomena on living things. Implementation: Lessons provide high-interest sensory provocations to help pupils recognize when dinosaurs lived. Using tactile models and visual aids, pupils distinguish between species and explore extinction theories involving asteroids, volcanoes, and the Ice Age. To make these theories tangible, learners engage with sensory materials like ice, heat, and textured "lava." Staff use AAC, visuals, and Makaton to support pupils in communicating the relationship between environmental changes, such as extreme cold or volcanic heat and the survival of creatures. Impact: Learners will demonstrate increased engagement with the concept of the "past" and the ability to identify prehistoric species. Progress is measured by the ability to communicate how environmental events (volcanoes or asteroids) lead to specific outcomes. This results in stronger cause-and-effect reasoning and a deeper connection to the history of the planet.	**Nursery Rhymes** Intent: To explore the historical significance of oral traditions by investigating how songs are passed through generations. Pupils develop a functional understanding of how music has been used to teach morality, behaviour, and record significant events, anchoring historical concepts in familiar rhythms. Implementation: Lessons provide high-interest sensory provocations where pupils experience the sounds and patterns of traditional storytelling. Learners uncover the hidden stories and historical causes behind famous verses while using rhymes as functional tools for counting, phonics, and life skills. Through repetitive song and rhythmic movement, staff use AAC, visuals, and Makaton to help pupils communicate the moral lessons embedded in lyrics and identify differences between the past and the present day. Impact: Learners will demonstrate increased engagement with historical narratives and the purpose of traditional songs. Progress is measured by the ability to use rhymes to support memory and sequencing skills in subjects like Maths and English. This results in an enhanced understanding of cultural history and a deeper awareness of how people in the past shared important information.
Geography		**In the City** Intent: To explore the vibrant and complex nature of urban environments through the theme of "Cities." By investigating their local city, Leicester, and comparing it to global locations like London and Cape Town, pupils develop a functional understanding of how infrastructure and physical features—such as mountains and harbours—impact the lives of diverse societies. Implementation: Lessons provide high-interest sensory provocations where pupils experience the sights and sound of Leicester, exploring its multicultural society and identifying key features like shops, parks, and stations. To understand human geography, pupils explore various job roles that keep a city safe and functional. The curriculum includes a comparative study between London and Cape Town, where learners use AAC, visuals, and Makaton to identify specific physical differences, such as the mountains and harbours found in Cape Town that are absent in inland cities. Impact: Learners will demonstrate an increased awareness of their local area and a growing ability to distinguish between different urban and natural features. Progress is measured by the ability to communicate observations of city life and identify the roles of people within the community. This results in enhanced social and spatial awareness, a stronger understanding of cultural diversity, and a more meaningful connection to the wider world.	**Positions, directions, and maps** Intent: To explore a sense of place in the world through the functional study of positions, directions, and maps. By moving from the immediate scale of the home and school to the wider context of the United Kingdom, pupils develop a practical understanding of spatial awareness, navigation, and identity, helping them communicate their location and recognize the diverse characteristics of their wider community. Implementation: Lessons provide high-interest sensory provocations where pupils use maps to investigate the local area of Coalville and pinpoint their school's position. To build essential life skills, learners practice recognizing their home addresses and identifying familiar landmarks near their houses. The curriculum expands to a national scale as pupils explore and identify characteristics of the four countries within the United Kingdom using tactile maps and cultural symbols. Staff use AAC, visuals, and Makaton to help learners practice positional and directional language—such as "near," "far," "up," and "down"—to describe movements both on a map and within their physical environment. Impact: Learners will demonstrate an increased awareness of their local environment and a growing ability to orient themselves within familiar spaces. Progress is measured by the ability to communicate personal location details and identify unique features of the four UK nations. This results in enhanced spatial reasoning, a stronger sense of belonging, and increased confidence in navigating the world around them.	**Recycling** Intent: To explore the functional relationship between daily actions and the wider environment through the study of recycling. By investigating waste management at school and in the community, pupils develop a practical understanding of environmental responsibility and sustainability, helping them recognize how sorting waste contributes to global efforts against climate change. Implementation: Lessons provide high-interest sensory provocations where pupils participate in sorting paper, plastic, and food waste. Learners engage with the concept of climate change through visual and tactile activities that demonstrate environmental effects on weather and habitats. To bridge the gap between school and the community, pupils identify local disposal sites, such as the Coalville or Ibstock recycling centres, and investigate the journey of household waste from the bin to the refuse truck. Staff use AAC, visuals, and Makaton to help pupils identify different materials such as metal, plastic, and glass, and communicate which bin they belong in. Impact: Learners will demonstrate increased engagement with sustainable routines and a growing ability to sort materials correctly within the classroom. Progress is measured by the ability to communicate the cause and effect of waste management and identify key geographical locations for recycling. This results in enhanced environmental stewardship, a stronger sense of social responsibility, and a more meaningful connection to the health of the planet.

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RE	**Times that are special to us and why** Intent: To explore the concept of shared celebration and memory by investigating religious and secular markers of time. By understanding why certain occasions hold deep meaning, pupils develop a functional grasp of empathy and social awareness, recognizing the common threads of gratitude and remembrance that connect different cultures. Implementation: Lessons provide high-interest sensory provocations where pupils identify features of celebrations, such as specific foods, symbols, and clothing. Learners explore the origins of Diwali in Hinduism and Harvest traditions in Christianity through visual storytelling. The curriculum covers diverse traditions including the Jewish festival of Sukkot and communal events like Bonfire Night and birthdays. Pupils also engage with solemn occasions like Remembrance Day to understand its national importance. Staff use AAC, visuals, and Makaton alongside sensory items, such as Diva lamps and poppies, to help pupils communicate why these times are significant to believers. Impact: Learners will demonstrate increased engagement with cultural diversity and a growing ability to recognize the unique rituals associated with special days. Progress is measured by the ability to identify how people express gratitude and memory, resulting in enhanced social-emotional understanding and a stronger sense of community.	**Times that are special to us** Intent: To explore the functional significance of rites of passage and seasonal festivals. By investigating diverse religious celebrations, pupils develop a practical understanding of how symbols, stories, and rituals create a sense of belonging, building the social awareness and empathy needed to recognize the joy and commitment expressed by believers across different faiths. Implementation: Lessons provide high-interest sensory provocations where pupils identify features of celebrations, such as the light of a candle or the sharing of food. Learners recall key narratives, including the Nativity Story and the miracle of Hanukkah in Judaism. The curriculum explores various markers of life and the year, from the significance of Christening and the symbolism of a Christingle at Christmas to the vibrant celebrations of New Year, Eid-ul-Fitr, and the Holi Festival. Staff use AAC, visuals, and Makaton alongside tactile items, such as baptismal water, Christingle oranges, and colourful Holi powders to help pupils communicate why these sacred moments are special to believers. Impact: Learners will demonstrate increased engagement with the diverse ways people express faith and a growing ability to recognize symbols associated with different religions. Progress is measured by the ability to identify shared human experiences of celebration and new beginnings. This results in enhanced social-emotional development, a stronger understanding of their multicultural community, and increased confidence in sharing their own special times.	**Where do we belong?** Intent: To explore the concepts of identity and community. By investigating how individuals are welcomed into faith groups and the wider world, pupils develop a functional understanding of personal value and social connection. These sessions aim to build self-esteem and security, helping learners recognize their place within various groups while exploring religious beliefs about the significance of every person. Implementation: Lessons provide high-interest sensory provocations where pupils recognize groups they belong to, such as family, class, and school. Learners explore symbols of belonging, comparing school jumpers to religious icons to understand how identity is displayed. The curriculum guides pupils to explore their own uniqueness and Christian beliefs regarding being special to God through the story of Jesus blessing the children. To understand the start of a faith journey, pupils investigate welcoming ceremonies, such as Christian Baptism and the Islamic tradition of Aqiqah. Practical exploration includes examining objects from a Hindu home shrine to see how physical items represent belonging. Staff use AAC, visuals, and Makaton to help pupils communicate feelings of being "special" and "welcomed" within their communities. Impact: Learners will demonstrate increased confidence in their identity and a growing ability to identify the groups they are part of. Progress is measured by the ability to recognize different ways of welcoming new members into a community. This results in enhanced social-emotional awareness, a deeper understanding of religious diversity, and a stronger sense of security within both school and home environments.	**What is special about our world?** Intent: To explore the functional and spiritual relationship between humans and the natural environment. By investigating the wonders of the world and religious teachings on stewardship, pupils develop a practical understanding of responsibility and care. These sessions aim to build a foundational sense of right and wrong in the context of the environment, helping pupils recognize their role as protectors of plants, animals, and the planet. Implementation: Throughout the Summer Term, lessons provide high-interest sensory provocations where pupils talk about things they find interesting around the world and engage in a listening walk of natural sounds. To understand the ethics of care, learners explore the story of Muhammad and the Camel, investigating how Muslims believe in looking after the world and its creatures. The curriculum is delivered through a hands-on approach to stewardship, including recycling, composting, and litter picking to distinguish between what people do to mess up the world and what they do to look after it. Pupils also experience being a creator by growing their own plants and protecting wildlife, reinforced by a functional trip to the farm. Staff use AAC, visuals, and Makaton to help pupils retell stories of kindness to nature and express ideas of how to look after plants and animals. Impact: Learners will demonstrate an increased awareness of their natural surroundings and a growing ability to perform simple acts of care, such as watering plants or sorting waste. Pupils will make measurable progress in communicating their understanding of environmental responsibility and the special qualities of living things. This results in enhanced empathy, a stronger grasp of moral consequences, and a more meaningful connection to the preservation of their local community and the wider world.
Music	**Introducing Beat** Intent: To explore the foundational elements of music through active listening, singing, and playing simple instruments. By focusing on the enjoyment of diverse sounds, pupils develop a functional understanding of rhythm and melody, providing a creative outlet for self-expression and building a foundational appreciation for different musical genres. Implementation: Lessons provide high-interest sensory provocations where pupils explore a variety of musical styles and engage with accessible instruments like drums and xylophones. Learner's practice creating simple melodies and following consistent beats to develop their internal sense of rhythm. A key focus of the curriculum is the physical handling of equipment, teaching pupils to treat instruments gently and with care. Staff use AAC, visuals, and Makaton to help pupils communicate their preferences for different sounds and to follow rhythmic cues during group performances. These activities encourage pupils to synchronize their movements with the pulse of the music, fostering both individual timing and ensemble awareness. Impact: Learners will demonstrate an increased enjoyment of music and a growing ability to recognize specific sounds, rhythms, and patterns. Progress is measured by the pupils' confidence in participating in hands-on musical activities and their improved ability to communicate their creative ideas. This results in enhanced auditory discrimination, better fine motor coordination, and stronger social skills developed through collaborative music-making.	**Adding Rhythm and Pitch** Intent: To explore the dynamic elements of music by introducing rhythm and pitch through listening, singing, and instrumental play. By investigating how high and low sounds combine with timed patterns, pupils develop a functional understanding of musical structure, encouraging creative expression and a deeper appreciation for the variety of sounds within different musical genres. Implementation: Lessons provide high-interest sensory provocations where pupils explore various types of music and experiment with instruments like drums for rhythm and xylophones for pitch. Learner's practice creating simple melodies, moving beyond a basic beat to explore the "up and down" of notes and the "long and short" of rhythmic patterns. A core focus remains the physical mastery of tools, ensuring pupils learn to treat instruments with care. Staff use AAC, visuals, and Makaton to help pupils identify and communicate whether a sound is high or low, or if a rhythm is fast or slow. These sessions provide a structured way for pupils to synchronize their movements and vocalizations with melodic changes. Impact: Learners will demonstrate an increased engagement with musical complexity and a growing ability to distinguish between different pitches and rhythmic sequences. Progress is measured by measurable improvements in auditory discrimination and the confidence to manipulate instruments to create specific sounds. This results in enhanced fine motor control, improved communication through shared performance, and a more vibrant connection to the expressive power of music.	**Introducing Tempo** Intent: To explore the foundational concept of speed in music through listening, singing, and instrumental play. By investigating how the pace of a sound changes, pupils develop a functional understanding of tempo, helping them express energy and emotion while building a broader appreciation for how different speeds impact the music they hear. Implementation: Lessons provide high-interest sensory provocations where pupils explore diverse musical styles, from slow, calming melodies to fast, high-energy beats. Using instruments like drums and xylophones, learners practice changing the speed of their playing—moving between "fast" and "slow" while following a conductor or a backing track. The curriculum emphasizes the physical coordination required to maintain a steady pace and the care needed to handle instruments gently at varying speeds. Staff use AAC, visuals, and Makaton to help pupils identify and communicate tempo changes, using visual prompts to signal when to speed up or slow down. These activities help pupils synchronize their actions with others, fostering a shared sense of timing. Impact: Learners will demonstrate an increased awareness of musical speed and a growing ability to adjust their own playing to match a specific tempo. Progress is measured by the pupils' ability to distinguish between fast and slow sounds and their confidence in participating in group music-making. This results in enhanced motor planning, better social-emotional regulation through rhythmic synchronization, and a more nuanced way to communicate feelings through music.

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Computing	Multimedia Intent: To explore the creative and functional possibilities of digital technology through the theme of "Multimedia." By investigating various digital formats, pupils will develop a practical understanding of how to capture, create, and interact with content. These sessions aim to build fine motor control and digital literacy, helping pupils recognize how technology can be used for self-expression, music, and communication while staying safe in online relationships. Implementation: Lessons provide high-interest sensory provocations where pupils access content in a range of formats, including image, video, and audio. Learners develop their digital art skills by creating simple content on touchscreens and exploring devices that take photographs. Practical activities involve using an iPad to document the school environment and learning to choose songs from a grid using touchscreens or switch scanning. To foster social awareness and safety, the curriculum integrates lessons on online relationships, helping pupils understand how to interact safely with others in a digital space. Staff use AAC, Visuals, and Makaton to support pupils in communicating their creative choices and identifying the different tools they use to make their digital masterpieces. Impact: Learners will demonstrate increased confidence in using digital devices and a growing ability to capture and create their own media. Pupils will make measurable progress in their technical accuracy—such as framing a photograph or navigating a music grid—showing greater independence in their digital choices. This results in enhanced sensory integration, a foundational understanding of online safety, and a more meaningful way for pupils to share their perspective of the world through technology.	**Handling data** Intent: To explore the logical foundations of information technology through the theme of "Handling Data." By investigating the properties of familiar objects and learning to sort them into categories, pupils develop a functional understanding of organization and classification. These sessions aim to build cognitive mapping and digital literacy, helping learners recognize how information can be structured, presented, and understood through images and simple databases. Implementation: Lessons provide high-interest sensory provocations where pupils identify the physical properties of objects to sort them into one or more categories. Learners explore how to present simple data using images, creating visual representations of their findings. Practical activities guide pupils to answer basic questions about information displayed in pictures, fostering early data-literacy skills. To ensure a safe learning environment, the curriculum includes a focus on online safety, specifically addressing the concept of online bullying. Staff use AAC, visuals, and Makaton to help pupils communicate the labels they choose and describe the patterns they see within their sorted data. Impact: Learners will demonstrate an increased ability to categorize information and a growing awareness of how images can represent facts. Pupils will make measurable progress in their logical reasoning and their capacity to interpret simple visual data. This results in enhanced critical thinking skills, a stronger grasp of digital organization, and a foundational understanding of how to maintain positive and respectful interactions in an online world.	**Programming and Algorithms** Intent: To explore the logical building blocks of technology through the theme of "Programming and Algorithms." By investigating how specific instructions lead to predictable outcomes, pupils develop a functional understanding of control and sequencing. These sessions aim to build spatial awareness and computational thinking, helping learners recognize that they have the agency to command digital devices and robots through structured steps. Implementation: Lessons provide high-interest sensory provocations where pupils recognize their role in controlling technology, using devices like remote-control cars and robots. Learners explore the directions of forwards, backwards, left, and right, experimenting with move and turn commands to navigate a physical space. Practical activities involve giving directions to peers and identifying the correct order of steps for a known task, such as making a snack or getting dressed. The curriculum also focuses on recognizing patterns in groups of objects to foster logical reasoning. To ensure digital literacy, pupils explore online safety topics including the reliability of information and the importance of a positive online reputation. Staff use AAC, visuals, and Makaton to help pupils communicate directional commands and sequence the "algorithms" needed to reach a successful end goal. Impact: Learners will demonstrate an increased ability to follow and give multi-step instructions and a growing awareness of how to control the technology around them. Pupils will make measurable progress in their spatial reasoning and their capacity to order tasks logically. This results in enhanced problem solving skills, a stronger grasp of cause-and-effect in programming, and a more critical understanding of how to navigate information safely in the digital world.	**Technology in Our Lives** Intent: To explore the diverse and essential role of digital tools in everyday life. By investigating various devices and their specific functions, pupils develop a functional understanding of how technology supports communication, creativity, and information gathering. These sessions aim to build digital competence and personal agency, helping learners recognize which tools are most appropriate for specific tasks while fostering a healthy and secure relationship with the digital world. Implementation: Lessons provide high-interest sensory provocations where pupils explore and recognize different digital devices, such as computers, cameras, and tablets. Learners identify the basic parts of a computer and practice using technology for purposeful tasks, such as using a camera to capture an image or a web browser to access information on the internet. Practical activities guide pupils to understand that media, like a freshly taken photo, can be stored and revisited on a device. The curriculum also focuses on using technology to communicate with others and choosing the right tools for familiar tasks at school or home. To support digital citizenship, pupils explore critical online safety topics including privacy, security, and the impact of technology on their health and wellbeing. Staff use AAC, visuals, and Makaton to help pupils identify various hardware and communicate their preferences when selecting technology for a specific goal. Impact: Learners will demonstrate an increased awareness of the technology surrounding them and a growing ability to select the correct device for a given purpose. Pupils will make measurable progress in their technical vocabulary—identifying parts like the screen or keyboard—and in their ability to navigate simple interfaces safely. This results in enhanced digital independence, a stronger understanding of data storage, and a more mindful approach to using technology for communication and personal well-being.
PE	**Fundamental Movement Skills and Gymnastics** Intent: To master body control by applying fundamental movement skills to specialized sports contexts. By investigating coordination, balance, and power, pupils develop a functional understanding of physical agency and safety, building the confidence and precision needed to use sporting equipment in purposeful, isolated practices. Implementation: In the Fundamental Movement Skills unit, pupils practice core movements in advanced contexts, learning to use equipment safely and appropriately within sporting scenarios. Staff model correct form to help learners explore their physical capabilities. In the Gymnastics and Athletics unit, pupils apply coordination and reaction time to isolated throwing, speed and balance to structured running, and power to batting tasks. Staff use AAC, PECS, and Makaton to help pupils identify their specific movements, using visual cues to guide timing and stability throughout each activity. Impact: Learners will show increased physical control and the ability to use equipment safely. Progress is measured by improvements in reaction time, balance, and coordination during isolated practices. This results in enhanced gross motor development, better safety awareness, and increased confidence in structured physical activity.		**Fundamental Movement Skills and Dance** Intent: To develop physical coordination and creative expression. By investigating net game techniques and dance movements, pupils build spatial awareness and rhythmic control, transitioning from basic motor skills to sequenced physical performances. Implementation: In the Fundamental Movement Skills unit, pupils apply coordination and reaction time to net-related throwing and movement. Learners practice speed and balance while being introduced to specific volleyball passing techniques. Staff use visual aids to help pupils track objects and navigate the playing area. In the Dance unit, pupils explore expressive movements and develop enjoyment in creative physical play. Learners practice simple dance steps and begin to link them into repeatable sequences. Staff use AAC, PECS, and Makaton to help pupils choose their movements and express themselves through their routine. Impact: Learners will show improved agility and the ability to follow structured sequences. Progress is measured by accuracy in net games and engagement in dance activities. This results in enhanced coordination, stronger rhythmic awareness, and increased confidence in expressive movement.	**Fundamental Movement Skills and Outdoor Adventurous Activities** Intent: To refine physical precision and navigational skills through athletic challenges and exploration. By investigating specialized jumping, throwing, and directional movements, pupils develop a functional understanding of body mechanics and spatial awareness, building the stamina and safety consciousness required for adventurous play. Implementation: In the Fundamental Movement Skills unit, pupils apply core techniques to athletics, focusing on grip, positioning, and release for throwing disciplines. They also practice power and coordination through jumping events like the long jump, triple jump, and high jump. In the Outdoor Adventurous Activities unit, pupils develop balance and strength by riding scooters, trikes, and bikes toward specific goals. Lessons emphasize giving and following directional instructions such as "forward" and "backward" to navigate safely. Staff use AAC, PECS, and Makaton to reinforce boundaries and support pupils in following safety protocols while exploring outdoor spaces. Impact: Learners will show increased athletic ability and better control over wheeled equipment. Progress is measured by technical accuracy in jumps and throws and the ability to follow directional commands. This results in enhanced gross motor power, improved spatial awareness, and greater independence in outdoor environments.

Forest Way School
Key Stage 1 Wider Curriculum Map 2025-26

Forest Schools	Intent: To explore the natural world through a hands-on, sensory-rich environment that promotes risk-awareness and physical mastery. By investigating traditional woodland crafts and ecological systems, pupils develop a functional understanding of environmental stewardship and practical engineering. These sessions aim to build resilience, fine and gross motor precision, and a deep connection to the seasonal rhythms of the local landscape. Implementation: Lessons provide high-interest sensory provocations that build upon existing Forest School knowledge. Pupils develop exploratory knot skills, learning to tie the Marlin Spike Hitch and Trucker's Hitch to secure hammocks and rope swings. Learners introduce tool use into their creative work, using bow saws and palm drills to craft wooden medals and necklaces. The curriculum follows the cycle of the year, where pupils observe seasonal changes through pond dipping and the construction of bug hotels and bee houses using loppers. To support physical health, learners practice foraging and fire-lighting skills to prepare and cook a balanced snack on a campfire. Staff use AAC, VISUALS, and Makaton to facilitate communication regarding safety protocols, tool selection, and the identification of various flora and fauna. Impact: Learners will demonstrate increased physical confidence and a growing ability to use complex tools and knots safely and effectively. Pupils will make measurable progress in their observation skills, identifying seasonal shifts and the needs of local wildlife. This results in enhanced fine motor control, a stronger grasp of "cause and effect" regarding fire and tool safety, and a more meaningful sense of agency as they shape and care for their outdoor environment.			
Relationship and Health Education **RHE**	**My Friends & Family** Intent: To explore the roles of family and friends in providing security and love. By investigating healthy relationship traits, pupils learn to build trust, show kindness, and recognize the importance of those who care for them. Implementation: Lessons identify the characteristics of healthy family life, such as protection and spending time together, alongside the values of loyalty and mutual respect in friendships. Pupils practice being a good friend through turn-taking and celebrating differences. The curriculum explicitly covers social boundaries, including appropriate touch and greetings. Staff utilize AAC, PECS, and Makaton to help pupils' express emotions, solve social problems, and identify safe adults within their support network. Impact: Learners will show a deeper understanding of personal connections and social boundaries. Progress is measured by their ability to recognize healthy friendship traits and interact safely. This results in enhanced emotional security and a stronger sense of belonging within their community.	**Sharing** Intent: To understand the mechanics of sharing and its role in building positive connections. By exploring fairness and patience, pupils learn how cooperative play strengthens peer bonds and creates a welcoming environment. Implementation: Lessons focus on turn-taking, group rules, and the conventions of courtesy, such as using manners and waiting for signals. Through guided play and real-life scenarios, pupils learn to recognize others' needs and share resources fairly. Staff use AAC, PECS, and Makaton—supported by visual timers and "my turn" cards—to help pupils navigate the communication required to wait and cooperate successfully. Impact: Learners will demonstrate an increased ability to take turns across various social situations. Pupils will be able to communicate, follow polite conventions and a willingness to share space or equipment. This results in better social-emotional regulation and the foundational skills needed for collaborative play.	**Us: Same/Different/Similar and Online Rules** Intent: To explore identity and digital citizenship. By recognizing individual uniqueness and investigating online safety rules, pupils develop a functional understanding of mutual respect and personal security in both physical and virtual environments. Implementation: In the Us: Same/Different/Similar unit, pupils identify their own strengths and traits while learning to respect others' differences in beliefs or backgrounds. Staff use visual aids to celebrate diversity and promote positive comparisons. In the Online Rules unit, pupils identify trusted adults and learn fundamental principles for staying safe online, such as recognizing risks and reporting concerns. Staff use AAC, PECS, and Makaton to teach e-safety vocabulary and model how to seek help when navigating digital spaces. Impact: Learners will show increased self-awareness and respect for others. Pupils ability to recognize online safety rules and identify people who can help them, will improve This results in enhanced self-esteem and a stronger capacity to navigate technology with caution.	**Me and my body/ What My Body Needs** Intent: To explore body autonomy, personal care, and healthy living. By investigating body ownership and physical well-being, pupils develop a functional understanding of boundaries, hygiene, and the habits required to maintain a healthy body. Implementation: In the Me and My Body unit, lessons focus on the principle that their body belongs to them, exploring appropriate contact, greetings, and safe touch. Pupils link with science to learn about hygiene and identify trusted adults. In the What My Body Needs unit, pupils explore daily habits like healthy eating, dental care, and regular exercise. Practical sessions cover self-help skills and the importance of visiting the doctor. Staff use AAC, PECS, and Makaton to help pupils communicate physical needs and preferences while using visual schedules to model healthy routines. Impact: Learners will show increased physical awareness and an understanding of personal boundaries. Pupils will be able to ability to identify healthy habits and appropriate social touch. This results in enhanced self-care, a sense of personal agency, and a foundational grasp of a balanced life.
Physical and Mental Health (PSHE)	**Sharing Feelings** **(This is also likely to be an EHCP target for many of our pupils)** Intent: To explore and express the spectrum of human emotions appropriately. By investigating a range of feelings and their intensity, pupils develop a functional understanding of their emotional landscape, aiding self-regulation and effective communication. Implementation: Lessons introduce a varied vocabulary for the normal range of emotions, such as happiness, sadness, anger, and fear. Pupils use emotional scales to understand that feelings vary in intensity depending on the situation. The curriculum focuses on judging whether behaviours are proportionate to feelings, incorporating rules for socially acceptable behaviour and sharing. Staff utilize AAC, PECS, and Makaton—often in alignment with EHCP targets—to help pupils identify their own feelings and recognize emotions in others through visual aids and interactive social scenarios. Impact: Learners will show greater emotional awareness and the ability to express themselves using their preferred communication method. Pupils' ability to name specific emotions and manage their reactions during social interactions, will improve. Resulting in enhanced self-regulation, improved empathy, and a stronger foundation for mental well-being.	**Likes/Dislikes, Food and Drink** Intent: To explore personal preferences and develop the ability to make informed choices. By investigating individual tastes and their relationship to nutrition, pupils develop a functional understanding of how to express opinions while identifying the foundations of a healthy diet. Implementation: Lessons focus on the components of a balanced diet, encouraging pupils to identify and communicate what they like and dislike. Learner's practice expressing these preferences through tasting sessions and sensory exploration, exploring how their favourite choices correlate with healthy eating. Staff use AAC, PECS, and Makaton to help pupils advocate for their choices. Visual menus and choice boards are utilized to model how to select healthy options, bridging the gap between personal taste and physical well-being. Impact: Learners will show an increased ability to communicate opinions and make independent choices. Pupils' confidence in expressing preferences and their emerging ability to select healthy snacks or drinks, will improve. Resulting in enhanced self-advocacy and a practical understanding of how to fuel their bodies well.	**Spots, Itches and Tummy Ache / Online Rules** Intent: To explore physical self-awareness and digital citizenship. By investigating how to recognize illness and understanding the basics of internet safety, pupils develop a functional understanding of personal well-being and how to protect themselves in both physical and virtual spaces. Implementation: Pupils will learn to identify and communicate when they feel unwell by naming body parts and describing symptoms. This unit focuses on hygiene, the spread of germs, and the importance of handwashing. Pupils identify trusted adults for health concerns and explore what happens during a doctor's visit. In the Online Rules unit, pupils explore how to stay safe in digital spaces. Lessons focus on respecting others online and the importance of keeping personal information private. Staff use social stories and visual prompts to model respectful behaviour and help pupils recognize when to seek help from a trusted adult if they encounter something worrying online. Impact: Learners will show increased body awareness and the ability to signal health concerns to the correct people. Pupils familiarity with hygiene routines and their growing grasp of basic e-safety rules, will improve. Resulting in improved self-advocacy, a stronger sense of personal safety, and a foundational understanding of digital boundaries.	**My community / Quick Think Fitness** Intent: To explore the concept of community and the role of physical activity in daily life. By investigating how we belong to social groups and how exercise impacts health, pupils develop a functional understanding of social connection and personal well-being. Implementation: Pupils can identify the people around them and their place within local groups. Lessons focus on being a good friend to combat loneliness, practicing sharing, and following rules for socially acceptable behaviour. Pupils learn to identify trusted community helpers and the importance of discussing feelings with adults. Staff use visual aids to celebrate similarities and differences, fostering a sense of belonging and respect. In the Fitness unit, pupils explore the benefits of regular exercise, such as walking, cycling, or an active mile. The curriculum highlights how being active and spending time outdoors improves mental health and happiness. Pupils participate in daily routines to build stamina and learn about the risks of an inactive lifestyle. Staff use visual timers and schedules to make exercise accessible and fun, encouraging active participation in community-based physical activities. Impact: Learners will show growing recognition of their community and their role within it. Pupils will be more engaged in group tasks and regular fitness routines. Resulting in a stronger sense of belonging, improved physical health, and a foundational understanding of how activity supports a happy life.