



Forest Way School  
Key Stage 1 (Year 1) Wider Curriculum Map 2022-23

Year 1 2022/23	Autumn 1 – Houses and Homes	Autumn 2 Buildings and Construction	Spring – Seasons and Weather	Summer Pets and Animals
Science	<u>EYFS CURRICULUM</u>	<u>EYFS CURRICULUM</u>	<p><b>Spring Term 1</b> <b>Seasonal Changes x1 lesson - Winter</b> <b>Materials</b> Explore different types of materials Distinguish between a material and the object. Identify and name a range of everyday materials Describe the physical properties of everyday materials. Compare and group together a variety of materials on a basis of their simple properties.</p> <p><b>Spring Term 2</b> <b>Seasonal Changes x1 lesson – Spring</b> <b>Animals</b> Observe many different types of animals Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Find out about and describe the basic needs of animals.</p>	<p><b>Summer Term 1 - Animals</b> Observe many different types of animals Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Find out about and describe the basic needs of animals.</p> <p><b>Summer Term 2</b> <b>Seasonal Changes x1 lesson - Summer</b> <b>Plants</b> Explore a range of plants and trees in the local environment, noticing differences and similarities. Observe different types of plants in different environments Children should identify and name a variety of common and wild plants. To identify and name key parts of the common plant.</p>
Food Technology	<u>EYFS CURRICULUM</u>	<u>EYFS CURRICULUM</u>	<p><b>Healthy snacks</b> Spring Term - Food Technology lessons embedded into Maths, English, PSHE and Science Lessons.</p> <p><b>Skills used:</b> Peeling, chopping, planting, following step by step recipes.</p> <ul style="list-style-type: none"> <li>• To communicate about likes and dislikes of food.</li> <li>• To prepare a fruit salad</li> <li>• To grow our own cress</li> <li>• Where do fruits and vegetables grow?</li> <li>• Show awareness of personal hygiene practices when handling food.</li> </ul>	<p><b>Food and Different Cultures</b> Summer Term – Food Technology lessons embedded into Maths, English, PSHE and Science Lessons.</p> <p><b>Skills used:</b> Spreading, cutting, slicing, rolling,</p> <ul style="list-style-type: none"> <li>• To demonstrate personal hygiene practises when handling food.</li> <li>• To taste different foods from key countries showing likes and dislikes.</li> <li>• To create a pizza. (Italy)</li> <li>• To make Mexican veggie wraps. (Mexico)</li> <li>• To make a vegetarian paste and apply it to bread.</li> <li>• To organise a cultural food tasting party.</li> </ul>
Art	<u>EYFS CURRICULUM</u>	<u>EYFS CURRICULUM</u>	<p><b>FIRST HALF TERM</b> <b>Seasons and weather</b></p> <ul style="list-style-type: none"> <li>• To begin to understand about the four seasons.</li> <li>• To begin to understand about the season Spring.</li> <li>• To develop fine motor skills to create a rainbow.</li> <li>• To learn about rain</li> <li>• To learn about sun</li> <li>• To learn about snow</li> </ul>	<p><b>FIRST HALF TERM</b> <b>Pets and animals</b></p> <ul style="list-style-type: none"> <li>• To body paint a safari animal</li> <li>• To identify the print of an animal</li> <li>• To design an animal mask</li> <li>• To identify colours to create a rainbow fish.</li> <li>• To make a choice of texture or colour to decorate a bird.</li> <li>• To use the technique of papier-mâché to create a pig.</li> <li>• To create a tin foil elephant</li> </ul>
Design Technology	<u>EYFS CURRICULUM</u>	<u>EYFS CURRICULUM</u>	<p><b>SECOND HALF TERM</b> <b>Seasons &amp; Weather Moving pictures (Moving pictures)</b></p> <ul style="list-style-type: none"> <li>• To design a thunder cloud</li> <li>• To learn about weather and create a weather board.</li> <li>• To design a season’s wheel.</li> <li>• To create a sliding weather image</li> <li>• To design and create a pop-up umbrella.</li> <li>• To design and create a rainbow mobile.</li> </ul>	<p><b>SECOND HALF TERM</b> <b>Making sock puppets</b></p> <ul style="list-style-type: none"> <li>• To create a rabbit sock puppet</li> <li>• To develop scissor skills when creating an octopus sock puppet.</li> <li>• To design a snake sock puppet</li> <li>• To design a create a spider sock puppet.</li> <li>• To create a tiger sock puppet.</li> <li>• To create a chicken sock puppet.</li> </ul>



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<b>History</b>	<u>EYFS CURRICULUM</u>	<u>EYFS CURRICULUM</u>	<b>First half term</b> <b>Homes in the past</b> <ul style="list-style-type: none"> <li>This unit investigates homes then and now by looking at the features of a variety of different types of homes and exploring a timeline of homes in Britain before taking a closer look at what houses were like in Victorian times.</li> </ul>	<b>First half term</b> <b>Transport through time</b> <ul style="list-style-type: none"> <li>This unit explores the evolution of transport across world regions</li> <li>This unit intends to develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past and will continue to develop in the future in comparison with present day.</li> </ul>
<b>Geography</b>	<u>EYFS CURRICULUM</u>	<u>EYFS CURRICULUM</u>	<b>SECOND HALF TERM</b> <b>The Four Seasons</b> <ul style="list-style-type: none"> <li>Children will learn the key characteristics of the four seasons: - Winter typically has cold weather, little daylight, and limited plant growth. In spring, plants sprout, tree leaves unfurl, and flowers blossom. Summer is the warmest time of the year and has the most daylight, so plants grow quickly. In autumn, temperatures drop, and many trees lose their leaves.</li> <li>They will also briefly learn about climate change and the impact this is having on the weather in the seasons.</li> </ul>	<b>SECOND HALF TERM</b> <b>Habitats</b> <ul style="list-style-type: none"> <li>The children will learn how they can make Forest Way and their gardens a home for wildlife.</li> <li>In this unit, children will discover, polar, ocean, woodland, rainforest, urban, desert and pond habitats. They will explore these contrasting localities as well as what animals need to survive.</li> </ul>
<b>RE</b>	<u>EYFS CURRICULUM</u>	<u>EYFS CURRICULUM</u>	<b>Which People are Special and Why?</b> <ul style="list-style-type: none"> <li>Which people are special and why?</li> <li>Who is special to you and why?</li> <li>Why are some people special?</li> <li>What story do Sikhs tell about a special person?</li> <li>What is a good friend like? How did Jesus make some very special friends?</li> <li>What can a Christian learn from actions in a story?</li> <li>What story shows Jesus being a friend and caring for others?</li> </ul>	<b>Which places are special and why?</b> <ul style="list-style-type: none"> <li>To identify where is special to me?</li> <li>To identify what makes a special place for different people?</li> <li>To identify what a place of worship is</li> <li>Where is a special place for Christians to go? What makes a church special?</li> <li>Where is a special place for Muslims to go? What makes a mosque special?</li> <li>To understand what is special to a Jewish person.</li> <li>To understand what is special to a Hindu.</li> <li>To understand what is special to a Sikh.</li> <li>To identify how a dad/Grandad/special cares for us. (Father's Day)</li> <li>To understand what is special to a Buddhist.</li> <li>To explore that there are special places in other community buildings e.g., schools and Hospitals.</li> <li>To explore that there are special places in other community buildings e.g., Airports.</li> </ul>
<b>Music</b>	<u>EYFS CURRICULUM</u>	<u>EYFS CURRICULUM</u>	<p style="text-align: center;">FOREST SCHOOLS / MUSIC</p> <p>Music- How Does Music Tell Stories About the Past? Adding Rhythm and Pitch</p> <ul style="list-style-type: none"> <li>To experience different pieces of music from a widening range of genres</li> <li>To understand that songs often tell stories</li> <li>To reflect on how music from the past can help us understand events in history</li> <li>To build on our knowledge of pulse</li> <li>To understand that short and long sounds combine to make the rhythm</li> <li>To understand that notes can be high and low (The Pitch)</li> <li>To consider how these three elements (pulse, rhythm and pitch) are the building to create music</li> </ul>	<p style="text-align: center;">FOREST SCHOOLS/MUSIC</p> <p>'How Does Music Make the World a Better Place? Introducing Tempo &amp; Dynamics</p> <ul style="list-style-type: none"> <li>To experience different pieces of music from a widening range of genres</li> <li>To understand that songs often tell stories</li> <li>To reflect on how music from the past can help us understand events in history</li> <li>To build on our knowledge of pulse</li> <li>To understand that short and long sounds combine to make the rhythm</li> <li>To understand that notes can be high and low (The Pitch)</li> <li>To consider how these three elements (pulse, rhythm and pitch) are the building to create music</li> </ul>



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			<ul style="list-style-type: none"> <li>To explore the Foundational Elements of Music that build and deepen over time</li> <li>To handle instruments carefully and respectfully</li> <li>To practice playing a range of instruments</li> <li>To perform a practiced piece of music</li> <li>To improvise using instruments</li> <li>To learn and sing well known and new songs</li> </ul>	<ul style="list-style-type: none"> <li>To explore the Foundational Elements of Music that build and deepen over time</li> <li>To handle instruments carefully and respectfully</li> <li>To practice playing a range of instruments</li> <li>To perform a practiced piece of music</li> <li>To improvise using instruments</li> <li>To learn and sing well known and new songs</li> </ul>
<b>Computing</b>	<u>EYFS CURRICULUM</u>	<u>EYFS CURRICULUM</u>	<p><b>Programming and Algorithms</b></p> <ul style="list-style-type: none"> <li>To follow instructions to control a device.</li> <li>To recognise that we control technology e.g., remote control car.</li> <li>To explore directions of forwards, backwards, left and right movements and turns.</li> <li>To experience giving directions to another person using preferred communication method.</li> <li>To experiment with turn and move commands to move a robot.</li> <li>To experience identifying and ordering the steps of a known task.</li> <li>To explore the recognition of patterns in groups of objects.</li> </ul> <p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>Reliability of information</li> <li>Online reputation</li> </ul>	<p><b>Technology in Our Lives</b></p> <ul style="list-style-type: none"> <li>To explore and recognise different digital devices e.g., computer, camera, tablet.</li> <li>To Identify and use technology for a range of purposes e.g., camera to take a photo.</li> <li>To explore that information and media can be stored on a digital device e.g., photo that has been taken on the iPad.</li> <li>To choose appropriate technology to fulfil a familiar task e.g., home.</li> <li>Recognise the basic parts of a computer.</li> <li>To explore using a web browser to access information stored on the internet.</li> <li>Use technology to communicate with others.</li> </ul> <p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>Privacy and security</li> <li>Health and Wellbeing</li> </ul>
<b>PE</b>	<u>EYFS CURRICULUM</u>	<u>EYFS CURRICULUM</u>	<p><b>Spring Term 1 - Fundamental Movement Skills</b></p> <ul style="list-style-type: none"> <li>To begin to implement the fundamental movement skills of co-ordination and reaction time into throwing net related activities.</li> <li>To begin to implement the fundamental movement skills: speed and balance into net game movement practises.</li> <li>To begin to practise a variety of volleyball specific passing.</li> </ul> <p><b>Spring Term 2 – Dance</b></p> <ul style="list-style-type: none"> <li>To begin to explore a variety of specific dance movements.</li> <li>To develop and demonstrate enjoyment of using the body to move in creative and expressive ways.</li> <li>To implement simple dance movements into a sequence.</li> </ul>	<p><b>Summer Term 1 – Fundamental Movement Skills</b></p> <ul style="list-style-type: none"> <li>To begin to apply fundamental movement skills, into a range of athletic based activities.</li> <li>To practise and begin to apply a variety of skills for athletic throwing disciplines, including grip, body positioning, pace and release (standing long jump, triple jump, and high jump etc).</li> </ul> <p><b>Summer Term 2 - Outdoor Adventurous Activities</b></p> <ul style="list-style-type: none"> <li>To continue to develop movement and balance through riding scooters, trikes, and bikes, with set goals.</li> <li>To begin to respond to and give directional based instructions, including 'forward' and 'backward'.</li> <li>To continue to develop boundaries and safety awareness.</li> </ul>
<b>Physical and Mental Health</b>	<u>EYFS CURRICULUM</u>	<u>EYFS CURRICULUM</u>	<p><b>Spring Term 1</b> <b>Spots, Itches and Tummy Ache</b></p> <p><b>Intent: To begin to recognise feeling unwell and how to communicate this</b> <b>Implementation:</b> Explore feeling unwell. What might you see, feel, hear, etc? Link to personal experiences where possible making links to their own lives. How and when to seek support including which adults to speak to in school if they are worried about their health. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>	<p><b>Summer Term 1</b> <b>My community</b></p> <p><b>Intent: To recognise their community and their place within it</b> <b>Implementation:</b> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. <b>Socially acceptable behaviour, rules, bullying, sharing. How we are similar/different. Being a good friend. Taking turns. E-safety. People in the community.</b> <b>Impact: Pupils begin to recognise elements of their community and their place within it</b></p> <p><b>Summer Term 2</b></p>



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			<p>More able - the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay)  <b>Understanding and visiting the doctor. Naming body parts.</b>  <b>Impact: Pupils begin to have awareness of their bodies and know who to communicate with if they feel unwell or have health concerns.</b></p> <p><b>Spring Term 2</b>  <b>Online Rules</b></p> <p><b>Intent: To begin to learn the rules about staying safe online</b>  <b>Implementation:</b> how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.  <b>Impact: Pupils begin to understand the rules around staying safe online</b></p>	<p><b>Quick Think Fitness</b></p> <p><b>Intent: To begin to recognise the importance of fitness and how to build this into daily life</b>  <b>Implementation:</b> the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity)  The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness  <b>Impact: Pupils access regular, easily accessible exercise and begin to know that this helps them to be healthy (mental and physical).</b></p>
<b>RHE</b>	<u>EYFS CURRICULUM</u>	<u>EYFS CURRICULUM</u>	<p><b>Spring Term 1</b>  <b>Us: Same/Different/Similar</b></p> <p><b>Intent:</b> To begin to recognise the things they have in common with others and ways they are different.  <b>Implementation:</b> <b>How we are similar and different. What we are good at.</b>  The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  <b>Impact:</b> Children begin to recognise things about themselves and may be able to compare themselves to others.</p> <p><b>Spring Term 2</b>  <b>Online Rules</b></p> <p><b>Intent:</b> To learn the rules that will keep them safe online  <b>Implementation:</b> <b>includes PSHE People who help us topic. Staying safe around others, E-safety, people in the community.</b>  The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  <b>Impact:</b> Children begin to become familiar with basic online safety rules.</p>	<p><b>Summer Term 1</b>  <b>Me and my body</b></p> <p><b>Intent:</b> To explore the ownership of their body, how to care for it and how to behave appropriately with themselves and others.  <b>Implementation:</b> <b>Appropriate touch, greetings, who can we touch? Who cares for us? How are we the same/different?</b>  That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  Health and hygiene (science link)  <b>Impact:</b> Children become more aware of their own bodies. They are exposed to ideas of appropriate behaviour towards others (touch).</p> <p><b>Summer Term 2</b>  <b>What My Body Needs</b></p> <p><b>Intent:</b> To continue from last half term about how to look after their bodies.  <b>Implementation:</b> <b>Healthy food choices, staying active, keeping clean and healthy teeth, self-help skills and staying safe, having fun and being loved, visiting the doctor.</b>  The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.  What constitutes a healthy diet (including understanding calories and other nutritional content)  <b>Impact:</b> To begin to understand the characteristics of living a healthy life.</p>
<b>Forest Schools</b>	<u>EYFS CURRICULUM</u>	<u>EYFS CURRICULUM</u>	<b>FOREST SCHOOLS/MUSIC</b>	<b>FOREST SCHOOLS/MUSIC</b>
			<p>Seasons- to observe seasonal changes in the woodlands-pond dipping, create bee houses and mini beast hotels, incorporating tool use.</p> <p>Healthy eating- to build on cooking skills to create balanced snacks on the fire- incorporating fire lighting skills.</p>	