Forest Way School
Key Stage 1 (Year 2) Wider Curriculum Map 2022-23

Year 2 2022/23	Autumn 1 – Our School	Autumn 2 Our community	Spring Traditional Tales	Summer Colour, Light and Sound
Science	**Forces- Toys** Explore a range of toys that use push and pull forces. Observe forces in action To name and explore forces push and pull. To explore the concepts of heavy and light. To explore up and down.	**Seasonal Changes** x1 lesson - Autumn **Keeping Healthy** To observe examples of a healthy lifestyle To take part in a range of mobility/ exercise classes and express preferences. To experience hand washing. Describe the importance of exercise, eating the right foods. Begin to understand basic food groups. Describe the importance of hygiene. Identify and name the basic parts of the human body.	**Spring Term 1** **Seasonal Changes** x1 lesson - Winter **Materials** Explore a range of different materials Identify and name a range of common materials including wood, metal, plastic, glass, rock, paper, and cardboard. Find out how the shapes of solid materials can change by squashing, bending, twisting, and stretching. To compare the uses and properties of everyday materials. **Spring Term 2** **Seasonal Changes** x1 lesson - Spring **Habitats** Explore habitats in their local environment Observe different types of habitats Identify and name a range of common animals that are carnivores, herbivores, and omnivores. Identify the habitat of some common animals including fish, reptiles, and mammals. Describe how animals obtain their food from plants and other animals using the idea of a basic food chain and identify and name different sources of food.	**Summer Term 1** **Lifecycles** To explore baby and grown animals. To observe different types of life cycles e.g., caterpillar to butterfly, frogspawn to tadpole to frog. Notice that animals including humans have offspring which grow into adults. Be introduced to an animal's basic needs for survival (e.g., water, food, air etc) and how these needs differ according to the animal. To compare the differences between things that are living, dead and have never been alive. **Summer Term 2** **Seasonal Changes** x1 lesson - Summer **Plants** Explore a variety of plants and trees in the local environments. Observe how seeds grow into mature pants Find out how plants need water, light, and a sustainable temperature to grow. Communicate a plant needs to be healthy
Food Technology	**Drinks and snacks** Autumn 1 - Food Technology lessons embedded into preparing snacks and drinks. **Skills used:** Mixing, measuring, pouring, chopping, spreading, following step by step recipes. • To communicate about likes and dislikes of food and drinks. • To prepare simple drinks and snacks such as toast, fruit. (Snack Time) • Show awareness of personal hygiene practices when handling food.	**Drinks and snacks** Autumn 2 - Food Technology lessons will be embedded into preparing snacks and drinks. **Skills used:** Mixing, measuring, pouring, chopping, spreading, following step by step recipes. • To communicate about likes and dislikes of food and drinks. • To prepare simple drinks and snacks such as toast, fruit. (Snack Time) • Show awareness of personal hygiene practices when handling food.	**Baked goods** Spring Term - Food Technology lessons embedded into Maths PSHE and English Lessons. **Skills used:** Mixing, measuring, pouring, following step by step recipes. • To communicate about likes and dislikes of food. • To develop mixing skills and naming ingredients • To follow step-by-step recipes • Show awareness of personal hygiene practices when handling food.	**Fruits and Vegetables** Summer Term - Food Technology lessons embedded into Maths, English and Science Lessons. **Skills used:** Peeling, chopping, planting, following step by step recipes. • To communicate about likes and dislikes of food. • To prepare a fruit salad • To grow our own cress • Where do fruits and vegetables grow? • Show awareness of personal hygiene practices when handling food.
Art	No Art this half term	**Our community** **Artist - John Constable** • To draw, paint and sculpt to develop and share ideas. • To develop a range of techniques in using colour, pattern, texture and shape. • To be taught about a range of artists. • Create a school. • Create a patchwork classroom chair (Michael James) • Sculpt a clay acorn. • Handprint Forest Way tree. • Sketching woodland surroundings. • Oil painting of school (John Constable)	**FIRST HALF TERM** **Toys** • To begin to develop Art and Design techniques e.g., colours, shapes, patterns. • To develop their use of drawing, painting and sculpting to develop and share ideas. • To begin to use a wide range of materials to design and make products. • Lego brick printing. • Spinning top art. • Skipping rope flick art. • Push and pull in messy play. • Bubble wand painting.	**FIRST HALF TERM** **Colour, Light & Sound. Artist - Andy Warhol** • To use a wide range of art and design techniques using colour and patterns. • To use a wide range of art materials to design and make products. • To experience a range of painting, drawing and sculpting techniques. • Pop art handprints (Andy Warhol) • Scissor skill flower art (Andy Warhol) • Self-portrait pop art (Andy Warhol) • Collaging a self-portrait • Spot paint a pop art phrase (Andy Warhol)

Design Technology	Winding up – simple mechanics	No DT this half term	SECOND HALF TERM	SECOND HALF TERM
	• To explore the concept of a winding mechanism. • To use a winding mechanism to raise or lower a load. • To make a magnetic fishing game. • To use a winch to move a load. • To learn how to make a crane. • To explore and design a wind-up toy. • To build and design a Duplo car. • To use a crane to move a load up and down. • To use a magnet to pick up a magnetic object. • To use a winding hand drill. • To use a hole punch to experience up and down.		**Traditional Tales – designing and making masks** • To select and use a wide range of tools and techniques practically to create a product. • To select from and use a range of materials and textiles to create an independent product. • To explore a wider range of design products that already exist. • Design a superhero mask. • Create a snout for a pig. • Make the mask of a giant. • Design your own gingerbread man. • Create the mask of a goat. • A mask for the masquerade ball.	**Colour, Light & Sound. Joseph's Coat** • To design a purposeful and appealing product for themselves. • To select and choose from a wide range of materials. • To coactively choose a range of tools to make a product. • To be able to communicate their wants and ideas in order to create an end product. • To design a coat of many colours. • To design a colour wheel. • Paper plate coat design. • Design a cow from Joseph's dream. • Crisp packet coat of many colours. • Tie-dye t-shirt coat of many colours.
History	**Castles** This unit explores the following… Cause - The main reason castles were built was not for luxury, but for defence and protection. Another reason for the construction of castles was to remind the people of the land who was in charge. Consequence – Created a class divide and a wealth system. They were places for attack. • To identify what a Castle is. • To begin to recognise elements of a castle. • To explore the types of materials used to build Castles. • To identify who lived in Castles. • To begin to recognise local castles. • To begin to recognise similarities and differences between Castles.	No history this half term	First half term **Dinosaurs** This unit explores dinosaurs when they were alive and the reasons why they became extinct. The children will learn that dinosaurs became extinct about 65 million years ago at the end of the cretaceous period. There are many different theories about why this happened. All theories state different causes. There are – Asteroid Impact, Ice Age Theory, Volcano Theory and Diseases. • To recognise when Dinosaurs were alive. • To explore the reasons Dinosaurs became extinct. • To explore the impact Asteroids, Volcanos and the Ice Age had on Dinosaurs. • To explore the different Dinosaur species that lived on Earth.	First half term **Nursery Rhymes** This unit will teach the children that throughout history, lullabies and nursery rhymes have been used as educational tools to teach about morality, history, and proper behaviour. • To engage with different lullabies and Nursery rhymes. • To explore historical events through Nursery rhymes. • To explore and use nursery rhymes for education purposes – counting, phonics, life skills lessons.
Geography	No Geography this half term	**In the City** • Children will learn about their nearest city which is Leicester. They will learn about the population, the size and how it offers a diverse and multi-cultural society. • Children to experience sights and sounds in their local city – Leicester. • Children will identify where features are in cities, and why some cities have different features to others. • Children will look and compare the two cities of London and Cape Town. Children will recognise the main differences which is: Cape Town has physical features of a mountain and a harbour.	SECOND HALF TERM **Positions, directions, and maps** - Use maps to investigate Coalville and where their school is positioned. - Understand where they live and their home address. - Explore and identify characteristics of the four countries that form to create the United Kingdom.	SECOND HALF TERM **Recycling** • To explore the ways our school recycles. • Engage with the concept of climate change and the effect it has on our world. • Identify local waste disposal and recycling places in your local area. • Explore where our household waste goes and how it gets there.
RE	**Times that are special to us** • To give examples of special occasions and suggest features of these celebrations. • To recall simple stories in relation to celebrations. • To explore and say why these celebrations are special to believers. • Harvest Christianity	**Times that are special to us** • To give examples of special occasions and suggest features of these celebrations. • To recall simple stories in relation to celebrations. • To explore and say why these celebrations are special to believers. • Christening/Baptism	**Where do we belong?** • To re-tell religious stories making connections with personal experiences. • To share and record occasions with things that have happened in their lives. • To recall a religious event such as Baptism. Spring Term 1 • Church • Family	**What is special about our world?** • To talk about things, they find interesting around the world. • To be able to retell stories. • To think about the wonders of the world. • To express ideas of how to look after plants and animals. • To talk about what people do to mess up the world and what they do to look after it.

	• Harvest Judaism (Sukkot) • Diwali Hinduism • Bonfire night • Birthdays • Remembrance Day	• Christmas – Christingle • Nativity Story • Hannukah – Judaism • New Year • Eid-ul-Fitr • Holi Festival	• Birthday celebration • Baptism • Mother's Day **Spring Term 2** • Our home • Father's Day • Growing up with family • When a baby is welcomed to Islam • Groups we belong to EG football, Rainbows etc • Friendship Groups / Classroom / Bus / Taxi	**Summer Term 1** • Listening walk of natural sounds within the environment. • What is right and wrong? (Muhammed and the camel) – Muslims looking after the world. • Special people – God's creation. • Recycling/Composting – looking after the world • What is special about the world? **Summer Term 2** • Being a creator (creating own plants) • Caring for animals (Muhammed) • Protecting wildlife • Looking after animals (trip to the farm) • Caring for our environment – litter picking.
Music	Music - Singing and Signing **Intent**: To become confident in performing Infront of others. To sing along using vocalisations or actions/signs. **Implementation**: - Showing a response to different music by stillness, movement, sound, facial expression, body language and exploration of messy media or art. - Responding to different music or songs by vocalisation, touch, reaction, showing a preference - Anticipating what will happen next - Remembering a learned response - Vocalize to known songs, changing canon, pitch and speed - Using instruments purposefully - Responding to number rhymes - Joining in with number rhymes **Impact**: The students will grow in confidence when Infront of an audience. Children will have a deeper understanding of musical genres they like or dislike. Children will have the ability to sign or sing along to a known piece of music.	Forest schools covered this half term.	Music- How Can We Make Friends When We Sing Together? Introducing Beat **Intent**: To understand that pulse is a steady beat **Implementation:** • To experience different pieces of music from a range of genres • To share music we enjoy • To think about how music brings us together • To reflect on how music makes us feel • To develop the ability to find a steady beat (the pulse) • To explore the Foundational Elements of Music that build and deepen over time • To handle instruments carefully and respectfully • To practice playing a range of instruments • To perform a practiced piece of music • To improvise using instruments • To learn and sing well known and new songs **Impact:** That students will be able to recognise and create a steady beat with body percussion and instruments Forest school covered the second half term.	Music- How Does Music Tell Stories About the Past? Adding Rhythm and Pitch **Intent**: To know how rhythm is different and the pulse is the same. To know notes can be high and low **Implementation:** • To experience different pieces of music from a widening range of genres • To understand that songs often tell stories • To reflect on how music from the past can help us understand events in history • To build on our knowledge of pulse • To understand that short and long sounds combine to make the rhythm • To understand that notes can be high and low (The Pitch) • To consider how these three elements (pulse, rhythm and pitch) are the building to create music • To explore the Foundational Elements of Music that build and deepen over time • To handle instruments carefully and respectfully • To practice playing a range of instruments • To perform a practiced piece of music • To improvise using instruments • To learn and sing well known and new songs **Impact:** The students will develop their understanding of the three key components of music – Pulse, Rhythm and Pitch Forest school covered the second half term.
Computing	**Multimedia** **Art and Presentation** • To access a range of multimedia content • To create a simple digital content e.g., digital art • To access content in a range of formats e.g., image, video, audio **Photography and Music**	**Handling data** **Sorting, labelling and branch databases.** • To sort familiar objects into 1 or more categories • Identify properties of objects. • To explore how to present simple data using images. • To explore answering basic questions about information displayed in images	**Programming and Algorithms** • To follow instructions to control a device. • To recognise that we control technology e.g., remote control car. • To explore directions of forwards, backwards, left and right movements and turns. • To experience giving directions to another person using preferred communication method.	**Technology in Our Lives** • To explore and recognise different digital devices e.g., computer, camera, tablet. • To Identify and use technology for a range of purposes e.g., camera to take a photo.

	• Explore devices that take photographs. • Use an iPad to take photographs of our school. • To choose a song from a grid (touch screen or switch scanning) **Online safety** • Online relationships	**Online Safety** • Online bullying	• To experiment with turn and move commands to move a robot. • To experience identifying and ordering the steps of a known task. • To explore the recognition of patterns in groups of objects. **Online Safety** • Reliability of information • Online reputation	• To explore that information and media can be stored on a digital device e.g., photo that has been taken on the iPad. • To choose appropriate technology to fulfil a familiar task e.g., home. • Recognise the basic parts of a computer. • To explore using a web browser to access information stored on the internet. • Use technology to communicate with others. **Online Safety** • Privacy and security • Health and Wellbeing
PE	**Fundamental Movement Skills** • To practise fundamental movement skills in a range of advanced contexts. • To begin to implement fundamental movement skills into isolated, sporting practises. • To begin to use specific sporting equipment in isolated practises, safely and appropriately **Gymnastics** • To begin to implement the fundamental movement skills: co-ordination and reaction time into isolated throwing practises. • To begin to implement the fundamental movement skills: speed and balance into isolated running practises. • To begin to implement the fundamental movement skills: power into isolated bating practises.	**Fundamental Movement Skills** • To begin to implement the fundamental movement skills: co-ordination, power, and reaction time into isolated passing practises. • To begin to implement the fundamental movement skills: speed and balance into invasion game movement styles. • To begin to understand the concept of invasion games (attacking and defending team). **Gymnastics** • Practises a clear starting position at the start of a routine, responding to a cue to begin. • Can follow a simple sequence between 3 to 5 movements. • Displays an awareness of space and obstacles during movements	**Spring Term 1 - Fundamental Movement Skills** • To begin to implement the fundamental movement skills of co-ordination and reaction time into throwing net related activities. • To begin to implement the fundamental movement skills: speed and balance into net game movement practises. • To begin to practise a variety of volleyball specific passing. **Spring Term 2 – Dance** • To begin to explore a variety of specific dance movements. • To develop and demonstrate enjoyment of using the body to move in creative and expressive ways. • To implement simple dance movements into a sequence.	**Summer Term 1 – Fundamental Movement Skills** • To begin to apply fundamental movement skills, into a range of athletic based activities. • 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). **Summer Term 2 - Outdoor Adventurous Activities** • To continue to develop movement and balance through riding scooters, trikes, and bikes, with set goals. • To begin to respond to and give directional based instructions, including 'forward' and 'backward'. • To continue to develop boundaries and safety awareness.
Forest Schools	MUSIC	Build on existing knowledge of forest school- exploratory knot skills- hammocks and rope swings- marlin spike hitch knot and trucker's hitch. Introduce tool use to make Medals/necklaces- bowsaw and palm drills	MUSIC	To observe seasonal changes in the woodlands, pond dipping, build bug hotels and bee houses - incorporate tool use-loppers Healthy eating- to prepare and cook a balanced snack on the campfire- incorporating fire lighting and foraging skills.
Relationship and Health Ed **Rolling Programme year 2** **Red = former separate PSHE curriculum**	**My Friends & Family** **Intent:** To learn about their family and friends **Implementation:** Who cares for us- friends and family. Being a good friend. Turn taking and rules. How we are similar and different. Having fun, loving and being loved. Appropriate touch, greetings, who can we touch? That families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. how important friendships are in making us feel happy and secure, and how people choose and make friends.	**Sharing** **Intent**: To understand how to share and why it is important **Implementation:** Being a good friend, turn taking, rules. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. **Impact:** That children will begin to be able to take part in turn taking in one or a range of situations.	**Spring Term 1** **Us: Same/Different/Similar** **Intent**: To begin to recognise the things they have in common with others and ways they are different. **Implementation:** How we are similar and different. What we are good at. 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. **Impact:** Children begin to recognise things about themselves and may be able to compare themselves to others. **Spring Term 2** **Online Rules**	**Summer Term 1** **Me and my body** **Intent:** To explore the ownership of their body, how to care for it and how to behave appropriately with themselves and others. **Implementation:** Appropriate touch, greetings, who can we touch? Who cares for us? How are we the same/different? 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) **Impact:** Children become more aware of their own bodies. They are exposed to ideas of appropriate behaviour towards others (touch).

			Intent: To learn the rules that will keep them safe online	**Summer Term 2** **What My Body Needs**
	• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties **Impact:** Children will have a deeper understanding of the relationships with their family and friends		**Implementation: includes PSHE People who help us topic. Staying safe around others, E-safety, people in the** community. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. **Impact:** Children begin to become familiar with basic online safety rules.	**Intent:** To continue from last half term about how to look after their bodies. Implementation: Healthy food choices, staying active, keeping clean and healthy teeth, self-help skills and staying safe, having fun and being loved, visiting the doctor. 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) **Impact:** To begin to understand the characteristics of living a healthy life.
Physical and Mental Health	**Sharing Feelings** **Intent: To begin to be able to recognise and express emotions appropriately** **Implementation:** • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate Socially acceptable behaviour, rules, sharing **Impact: Pupils have a greater awareness of their emotions and can express them appropriately** **(This is also likely to be an EHCP target for many of our pupils)**	**Likes/Dislikes, Food and Drink** **Intent: To have opinions and make choices about foods and drink. To link this with healthy eating where possible.** **Implementation:** what constitutes a healthy diet. What do you like? How do they correlate? What don't you like? How can these preferences be expressed? **Impact: Pupils are able to begin to make choices, some of which may be linked to healthy eating**	**Spring Term 1** **Spots, Itches and Tummy Ache** **Intent: To begin to recognise feeling unwell and how to communicate this** **Implementation:** 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. More able - the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) Understanding and visiting the doctor. Naming body parts. **Impact: Pupils begin to have awareness of their bodies and know who to communicate with if they feel unwell or have health concerns.** **Spring Term 2** **Online Rules** **Intent: To begin to learn the rules about staying safe online** **Implementation:** 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. **Impact: Pupils begin to understand the rules around staying safe online**	**Summer Term 1** **My community** **Intent: To recognise their community and their place within it** **Implementation:** isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Socially acceptable behaviour, rules, bullying, sharing. How we are similar/different. Being a good friend. Taking turns. E-safety. People in the community. **Impact: Pupils begin to recognise elements of their community and their place within it** **Summer Term 2** **Quick Think Fitness** **Intent: To begin to recognise the importance of fitness and how to build this into daily life** **Implementation:** 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 **Impact: Pupils access regular, easily accessible exercise and begin to know that this helps them to be healthy (mental and physical).**