

Forest Way School  
KS2 Wider Curriculum Map 2022-23



	Autumn 1 – Technology Bank Hol: (7 weeks planning) Term:	Autumn 2 – Toys (7 weeks planning) Term:	Spring – Heroes & Villains (6 weeks & 5 weeks) Term:	Summer – The Great Outdoors (5 weeks & 5 weeks) May Day: Term:
Science (Holly)	<p><b>Living things</b></p> <ul style="list-style-type: none"> <li>Recognise some common animals and show preferences.</li> <li>Recognise that things can be grouped in a variety of ways.</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>Pupils will explore the functions of different parts of a plant.</li> <li>Explore the life cycle of some plants.</li> <li>Notice similarities and differences in plants and animals including vertebrates and invertebrates.</li> <li>Understand that some things are living, dead and have never been alive (<b>recap KS1</b>)</li> </ul>	<p><b>Habitats</b></p> <ul style="list-style-type: none"> <li>Explore common habitats within the local environment</li> <li>Explore animals from the local environment in their natural habitats (eg pond dipping, looking under logs.)</li> <li>Name common animals and assign them to their correct habitat, commenting on reasons why they live there.</li> <li>Classify animals by their habitat and discuss why they might choose to live there.</li> <li>Recognise that environments can change, and this can sometimes pose a danger to living things. Identify how animals are adapted to suit their environment in different ways and how this could lead to evolution.</li> </ul>	<p><b>States of Matter</b></p> <ul style="list-style-type: none"> <li>Explore materials in different states, eg water and chocolate.</li> <li>Explore materials that are both hot and cold and notice differences.</li> <li>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees.</li> <li>Compare and group materials together according to whether they are solids, liquids or gases.</li> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>Explore a variety of electrical toys and appliances.</li> <li>Experience activating switches to 'turn on' a variety of toys/appliances.</li> <li>Identify common appliances that run on electricity</li> <li>Sort appliances that run on mains and batteries.</li> <li>Construct a simple electrical circuit, naming its basic parts (<b>REPEAT FROM CYCLE 2</b>)</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs and on/off switches.</li> </ul>
Food Technology (Holly)	<p>First Group Rotation <b>Baking</b> <b>Skills Covered:</b> Mixing, kneading, cutting, slicing, spreading, heating Tasting foods made with different types of flour <b>Foods Made</b> – Make cheese twists, healthy pizza with dough vs pita, mince pies, children's baking – butterfly cakes, muffins, fairy cakes, cake pops <b>Food and farming</b> – How is wheat made? <b>Sustainability</b> – Look at food packaging for different items. How should they be disposed of? <b>Healthy Eating</b> – Compare wholewheat and white flour</p>	<p>Second Group Rotation <b>Baking</b> <b>Skills Covered:</b> Mixing, kneading, cutting, slicing, spreading, heating Tasting foods made with different types of flour <b>Foods Made</b> – Make cheese twists, healthy pizza with dough vs pita, mince pies, children's baking – butterfly cakes, muffins, fairy cakes, cake pops <b>Food and farming</b> – How is wheat made? <b>Sustainability</b> – Look at food packaging for different items. How should they be disposed of? <b>Healthy Eating</b> – Compare wholewheat and white flour</p>	<p>First Group Rotation <b>Healthy eating</b> <b>Skills Covered:</b> Slicing, use of sharp knives and chopping boards, blending <b>Foods Made:</b> Fruit smoothies and frozen smoothies, fruit kebabs, salad <b>Food and farming:</b> Planting seeds for vegetables. <b>Sustainability:</b> Look at the packaging of bought items vs items from the garden. Take any trimmings out to the compost heap and see what happens to them over the coming weeks. <b>Healthy Eating</b> - Analysing traffic light system on packaging. Creating healthy alternatives to food.</p>	<p>Second Group Rotation <b>Healthy eating</b> <b>Skills Covered:</b> Slicing, use of sharp knives and chopping boards, blending <b>Foods Made:</b> Fruit smoothies and frozen smoothies, fruit kebabs, salad <b>Food and farming:</b> Planting seeds for vegetables. <b>Sustainability:</b> Look at the packaging of bought items vs items from the garden. Take any trimmings out to the compost heap and see what happens to them over the coming weeks. <b>Healthy Eating</b> - Analysing traffic light system on packaging. Creating healthy alternatives to food.</p>
Art (Laura)	N/A	<p><b>Artist/Designer/Architect focus:</b> Robert Bradford and Debbie Shirley</p>  <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>- to begin to express meaning in their own work.</li> <li>- to use a growing art vocabulary to describe the work of other artists.</li> <li>- to choose tools and materials which are appropriate to an activity.</li> <li>- to imitate the use of tools, materials and simple actions.</li> <li>- to communicate preferences.</li> <li>- to explore materials in different ways.</li> </ul> <p><b>Skills focus:</b> Drawing with pencils in sketch books Sculpting with clay</p> <p><b>Careers link:</b> Toy designer</p>	<p><b>Artist/Designer/Architect focus:</b> Ralph Eggleston (Pixar)</p>  <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>- to develop the use of pattern and texture using charcoal, pencils and chalk</li> <li>- about the Pop Art movement and popular artists of this period and explain with reasoning preferences about different styles of art work within this movement</li> <li>- to choose tools and materials which are appropriate to an activity.</li> <li>- to imitate the use of tools, materials and simple actions.</li> <li>- to communicate preferences.</li> <li>- to explore materials in different ways.</li> </ul> <p><b>Skills focus:</b> Sketching with charcoal and chalk in sketch books Painting</p> <p><b>Careers link:</b> Animation artist</p>	<p><b>Artist/Designer/Architect focus:</b> Andy Goldsworthy</p>  <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>- to observe and comment on colour, shape and form.</li> <li>- to create with intention – making decisions, communicating choices and reasoning.</li> <li>- to choose tools and materials which are appropriate to an activity.</li> <li>- to imitate the use of tools, materials and simple actions.</li> <li>- to communicate preferences.</li> <li>- to explore materials in different ways.</li> </ul> <p><b>Skills focus:</b> Sculpting with natural materials Photography</p> <p><b>Careers link:</b> Florist</p>

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<p style="text-align: center;"><b>Design Technology</b> (Laura)</p>	<p><b>Artist/Designer/Architect focus:</b> Steve Jobs and Clayton Bailey</p>  <p><b>Skills focus:</b> Designing Evaluating Making (construction materials)</p> <p><b>Careers link:</b> Framer</p> <p><b>Equals Unit KS2 3.4 - Photo frames</b></p> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>• the importance of structures being stiff</li> <li>• to disassemble familiar products and make an evaluation of them</li> <li>• to design and make a photograph frame for their own use or as a gift for another user</li> </ul>	<p style="text-align: center;">N/A</p>	<p><b>Artist/Designer/Architect focus:</b> Gareth Pugh</p>  <p><b>Skills focus:</b> Making (textiles) Evaluating</p> <p><b>Careers link:</b> Fashion designer</p> <p><b>Equals Unit KS2 6.2 – Slippers</b></p> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>• to explore how fabrics are made.</li> <li>• to explore a range of footwear.</li> <li>• to personalise a pair of slippers for themselves.</li> </ul>	<p><b>Artist/Designer/Architect focus:</b> Gaudi</p>  <p><b>Skills focus:</b> Making (construction)</p> <p>Technical knowledge (building structures, exploring mechanisms)</p> <p><b>Careers link:</b> Tiler</p> <p><b>Equals Unit KS2 5.3 – Moving Toys</b></p> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>• how various types of movement can be controlled</li> <li>• to extend making skills by developing cutting, shaping and joining accurately</li> <li>• to consider both functional and decorative aspects of a completed product</li> </ul>
<p style="text-align: center;"><b>History</b> (Jenny)</p>	<p style="text-align: center;">N/A</p>	<p><b>Seaside Holidays in the Past</b></p> <ul style="list-style-type: none"> <li>• Children will investigate what they like about seaside holidays today before taking a look back to Victorian seaside holidays, as explore why they became popular and how they have changed since.</li> <li>• Children will learn about similarities and differences related to clothing e.g. The Victorian people were very modest and were fully clothed at all times. As well as comparing bathing machines to beach huts and how children played.</li> <li>• Children will learn that Seaside resorts first developed in Britain in the 1700s.</li> <li>• Children will learn that improvements to Britain's transport system, particularly the railways, contributed significantly to the growth of the British seaside resort</li> </ul>	<p><b>Florence Nightingale</b></p> <ul style="list-style-type: none"> <li>• The children will explore how Florence Nightingale lived not far from Coalville. Florence Nightingale's family's Derbyshire home was at Lea Hurst, near Matlock, Derbyshire.</li> <li>• Children will be introduced to Florence Nightingale, exploring her childhood, family, and education. They will find out when she lived and about the expectations at this time for wealthy women, finding out why wanting to be a nurse went against everything her family had hoped for her.</li> </ul>	<p><b>Mayan Civilisation</b></p> <ul style="list-style-type: none"> <li>• This unit identifies the significant features of Mayan society and how these have changed over time. The children will compare these features with those of other societies studied</li> <li>• The children will learn why different historians have differing arguments about why the Maya declined as well as understanding the importance of the Maya society and why it remains significant today.</li> </ul>
<p style="text-align: center;"><b>Geography</b> (Jenny)</p>	<p><b>Animals around the world</b></p> <ul style="list-style-type: none"> <li>• Children will compare the wildlife of different animals from around the world to the animals that we can observe and see in and around our school in Coalville and the National Forest.</li> <li>• Children will learn that Forest Way is in the heart of The National Forest. It spans across parts of Derbyshire, Leicestershire and Staffordshire. With a history of coal mining and heavy industry, the landscape is now that of rolling farmland, ancient forests and new planted woodlands. Its main towns and villages include Burton upon Trent Coalville and Swadlincote and the town of Ashby-de-la-Zouch.</li> <li>• Some of the British native animals that teachers may include are the grey squirrel, the red fox and the wood mouse</li> </ul>	<p style="text-align: center;">N/A</p>	<p><b>Arctic Adventures</b></p> <ul style="list-style-type: none"> <li>• The children will think about the features of arctic animals compared with animals that we will see in the surrounding forests of Coalville. Features that can be compared are: - their appearance, their fur coats, their padded feet, their grip and their skin texture.</li> <li>• Children will learn that The Arctic is dominated by the Arctic Ocean basin, and the icy reaches of Scandinavia, Russia, the U.S. state of Alaska, Canada, and Greenland.</li> </ul>	<p><b>Volcanos</b></p> <ul style="list-style-type: none"> <li>• In this unit, the children will explore where in the world volcanoes are found before looking at how and why volcanoes erupt. The children will explore the positive and negative impact of eruptions on the environment. They will also have the opportunity to explore two volcanic areas in more detail.</li> <li>• Children will have the opportunity to explore a world map and identify the northern hemisphere, southern hemisphere and the equator. The children will use geographical vocabulary and knowledge to find and locate some famous volcanoes around the world. They will learn interesting facts about different volcanoes and why they are famous.</li> </ul>
<p style="text-align: center;"><b>RE</b> (Jacqui)</p>	<p><b>What does it mean to belong to a faith community?</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Talk about stories of people who belong to groups; groups to which children belong, including their families and school, what</li> </ul>	<p style="text-align: center;">N/A</p>	<p><b>How should we care for others and the world, and why does it matter?</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Be introduced to the idea that each person is unique and important.</li> </ul>	<p><b>What do different people believe about God?</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• Talk about ways in which we exercise trust and faith in our everyday lives, linking to the idea of believing in God.</li> </ul>



	<p>they enjoy about them and why they are important to them.</p> <ul style="list-style-type: none"> <li>Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean; symbols of belonging in children's own lives and experience.</li> <li>Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean.</li> <li>Compare this with a welcoming ceremony from another religion e.g. Judaism: Brit Milah; Islam: Aqiqah.</li> <li>Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the chuppah in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding.</li> </ul>		<ul style="list-style-type: none"> <li>Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong.</li> <li>Consider the idea that we all have special gifts we can use to benefit others. Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer.</li> <li>Talk about how the "golden rule" can make life better for everyone.</li> <li>Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Jewish and Christian believers about what God is like, and what these stories tell believers about God and creation.</li> <li>Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account.</li> <li>Investigate ways that people can look after the world and think of good reasons they think this is important. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B'shevat (new year for trees).</li> </ul>	<ul style="list-style-type: none"> <li>Find some examples of how we know about something we have not seen or experienced for ourselves.</li> <li>Consider the question: What do people believe about God?</li> <li>Explore some of the ways in which Christianity expresses ideas about God, including how Christians think of God as Trinity – Father, Son and Holy Spirit; how Christians create art expressing ideas about God, how Christians reflect on biblical stories to develop ideas about God and how religious experiences help believers to understand God.</li> <li>Explore some of the ways in which Islam expresses ideas about Allah / God including how Muslims use the 99 Names of Allah; calligraphy to express ideas, stories which help Muslims understand the nature of God.</li> <li>Explore some of the ways in which Hindus express ideas about ultimate reality and the gods and goddesses.</li> <li>Examine similarities and differences between varied ideas about God and the influence believing in God has on the lives of believers.</li> <li>Explore the fact that many people do not believe in God.</li> </ul>
<p style="text-align: center;"><b>Music (Jess)</b></p>	<p><b>Listen and Appraise – Exploring simple patterns</b></p> <p>Music is full of patterns. Those patterns can be found in the Foundational Elements of Music, such as repeated rhythmic ideas, basslines or melodies; or they can be structural, such as a chorus that keeps coming back. There are many other ways patterns play a role in music.</p> <p>Engage children with music and to encourage and grow their love of it.</p> <ul style="list-style-type: none"> <li>Children will experience different styles of music (e.g. Jazz, classical, modern, techno)</li> <li>Children will be encouraged to share their opinion on the different music styles</li> <li>Move different body parts to music</li> <li>Use simple instruments to mimic music patterns they have listened to</li> <li>Music and technology</li> </ul> <p>To listen to all styles and to have informed discussions about that music.</p> <ul style="list-style-type: none"> <li>Children will explore how certain types of music dominated in different periods of history (eg. 1920's - Blues, Jazz and Broadway; 1950's - Rock and Roll, Rhythm and Blues). The patterns between periods of time and instruments played.</li> </ul>	<p style="text-align: center;"><u>N/A</u></p>	<p><b>Musical Activities – Dynamics and tempo</b></p> <p>Experiment with, create, select and combine sounds.</p> <ul style="list-style-type: none"> <li>Explore sounds and music through play.</li> <li>Linking to topic – popular hero and villain songs will be explored every lesson. What is the difference between the music? Compare the dynamics and tempo.</li> <li>Children will explore what tempo and dynamics are.</li> <li>Tempo – how 'fast' or 'slow' the music is played – plays an important part in the kind of 'energy' we sense the music has.</li> <li>Dynamics – mainly used to describe how loudly or softly music is played – are a powerful tool in conveying emotion and atmosphere.</li> <li>That rhythm (long and short sounds) and pitch (high and low sounds) are two musical building blocks that can only be used once the pulse is established. Rhythm is long and short sounds that happen over the pulse (steady beat) so, rhythm changes and pulse stays the same.</li> <li>An integrated approach to music where games, the interrelated dimensions of</li> </ul>	<p><b>Perform and Share – Exploring feelings through music</b></p> <p>In this unit, students will explore and create a range of sounds, vocal and instrumental, using different techniques to represent a story or art form and express their emotions.</p> <ul style="list-style-type: none"> <li>Follow visual cues to start and stop.</li> <li>Students will explore creative art forms and mark making in response to a variety of musical excerpts.</li> <li>To begin to combine and layer sounds using voice, sounds and instruments</li> <li>To recognise and link graphic scores to music.</li> <li>Children will have the opportunity to make links between sounds and symbols to structure composition based on emotion.</li> <li>To create movements with music</li> <li>To share their areas of love for music</li> <li>The children will have a performance at the end where they can work solo or in groups to create a musical piece that incorporates an area of music they have enjoyed. Whether that be singing, dancing, playing an instrument or mark-making.</li> <li>How feelings are expressed through music</li> </ul>

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	- Children will discuss their preferences of music era and give reasons to why.		music (pulse, rhythm, pitch, tempo and dynamics), singing and playing instruments are all linked. - Children will play with multiple instruments including the glockenspiel.	- Referring to Autumn where we explored different styles of music and what we liked and didn't like.
<b>Computing (Jacqui)</b>	N/A	<p><b>Multimedia – Art and Presentation</b></p> <ul style="list-style-type: none"> <li>The children will access and create a range of simple multimedia content. They will learn how to select basic options in the Purple Mash word processor and will begin to learn how to change the appearance of text and media.</li> <li>The children will learn about different types of media, for example, text, image, video and audio and choose an appropriate media for a given purpose.</li> <li>The children will use an art package to mark make and present information.</li> </ul> <p><b>Handling Data</b></p> <ul style="list-style-type: none"> <li>The children will sort objects into categories and begin to answer questions about information that is displayed in images.</li> </ul>	<p><b>Programming and Algorithms</b></p> <ul style="list-style-type: none"> <li>The children will practise following and giving instructions, using movements, turns and the words forwards, backwards, left and right.</li> <li>They will identify and order the steps of a familiar task and learn the vocabulary, "Algorithm."</li> <li>The children will learn that humans control technology by giving it instructions. They will then follow simple instructions to use a simple programming app to control a digital device.</li> </ul>	<p><b>Technology in Our Lives</b></p> <ul style="list-style-type: none"> <li>The children will use a variety of different devices and recognise their different uses.</li> <li>They will look at the different parts of a computer, such as mouse, screen, and of a keyboard, such as letters and the space bar.</li> <li>The children will use a touchscreen, keyboard or mouse and keyboard to enter text and explore how we use technology to communicate, learning about e-mails, messaging and video calls.</li> <li>The children will learn that information and media can be stored to a digital device and use iPads to take photos which they then look at afterwards.</li> </ul>
<b>Forest School (Beth)</b>	<p>Planned by FSL3 practitioners following learner interests and the Wild Warrior Award system and curriculum model.</p> <p>FS aims:</p> <ul style="list-style-type: none"> <li>To inspire a lifelong love of recreation and learning in the outdoors</li> <li>To develop learners' social and emotional development through measured, constructive risk taking</li> <li>To develop learners' awareness of their place in the natural world</li> <li>To promote environmental awareness, encouraging sustainability and responsible land use</li> <li>To ensure children encounter a wide range of opportunities to communicate and interact</li> <li>To promote the wellbeing of all learners in a holistic outdoor setting</li> </ul>	<p>Planned by FSL3 practitioners following learner interests and the Wild Warrior Award system and curriculum model.</p> <p>FS aims:</p> <ul style="list-style-type: none"> <li>To inspire a lifelong love of recreation and learning in the outdoors</li> <li>To develop learners' social and emotional development through measured, constructive risk taking</li> <li>To develop learners' awareness of their place in the natural world</li> <li>To promote environmental awareness, encouraging sustainability and responsible land use</li> <li>To ensure children encounter a wide range of opportunities to communicate and interact</li> <li>To promote the wellbeing of all learners in a holistic outdoor setting</li> </ul>	<p>Planned by FSL3 practitioners following learner interests and the Wild Warrior Award system and curriculum model.</p> <p>FS aims:</p> <ul style="list-style-type: none"> <li>To inspire a lifelong love of recreation and learning in the outdoors</li> <li>To develop learners' social and emotional development through measured, constructive risk taking</li> <li>To develop learners' awareness of their place in the natural world</li> <li>To promote environmental awareness, encouraging sustainability and responsible land use</li> <li>To ensure children encounter a wide range of opportunities to communicate and interact</li> <li>To promote the wellbeing of all learners in a holistic outdoor setting</li> </ul>	<p>Planned by FSL3 practitioners following learner interests and the Wild Warrior Award system and curriculum model.</p> <p>FS aims:</p> <ul style="list-style-type: none"> <li>To inspire a lifelong love of recreation and learning in the outdoors</li> <li>To develop learners' social and emotional development through measured, constructive risk taking</li> <li>To develop learners' awareness of their place in the natural world</li> <li>To promote environmental awareness, encouraging sustainability and responsible land use</li> <li>To ensure children encounter a wide range of opportunities to communicate and interact</li> <li>To promote the wellbeing of all learners in a holistic outdoor setting</li> </ul>
<b>RHE- rolling programme year 2 (Laura)</b>	N/A	<p><b>A Happy Home</b> <b>Intention:</b> To learn about the characteristics of a happy family life <b>Implementation</b> Children should learn about: 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. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 21 • that stable, caring relationships, which may be of different types, are at the</p>	<p><b>Bullying</b> <b>Intention:</b> To have an understanding about what bullying is and what to do about it. <b>Implementation</b> <b>Children should learn about:</b> different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. <b>Impact</b> Children may be able to recognise bullying and will have a better idea with how to deal with it. They will have begin to have an understanding about their own responsibilities.</p>	<p><b>Friendly and too friendly</b> <b>Intention:</b> To begin to recognise boundaries in relationships and what crossing these boundaries may look like. <b>Implementation</b> Children should learn about: the importance of permission-seeking and giving in relationships with friends, peers and adults. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p>

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		<p>heart of happy families, and are important for children's security as they grow up How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <b>Different types of family, challenging stereotypes, healthy family life.</b> <b>Food, shelter, love, care</b> <b>Who to talk to/ ask for help</b> <b>Importance of mental health</b> <b>Impact:</b> Pupils recognise what a happy family life looks like, how this can make them happy and may begin to know what to do if any family relationships make them feel unsafe. <b>Healthy relationships (Linking with happy home)</b> <b>Intention:</b> To understand more about the characteristics of healthy relationships. <b>Implementation:</b> Children should learn about: 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <b>Impact:</b> Children may be able to begin to apply their knowledge of the characteristics of a healthy relationship in some of their own relationships.</p>	<p><b>Friend or foe?</b> <b>Intention: (Linking with bullying)-</b> children will begin to recognise attributes of a healthy friendship. <b>Implementation</b> Children should learn about: How important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) <b>Who to trust and who not to trust</b> <b>Impact:</b> Children can begin to identify the difference between a friend and a foe (with support where needed)</p>	<p><b>Saying no to unwanted physical contact. Appropriate touch and relationships</b> <b>Respect</b> <b>Impact:</b> Children can begin to recognise appropriate boundaries in relationships and what to do if these are crossed. <b>Keeping healthy: exercise (linking with sleep and exercise last term – make links with PE)</b> <b>Intention:</b> To continue to begin to understand the impact of exercise on health and wellbeing <b>Implementation</b> Children should learn about: 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). <b>Impact</b> Children begin to understand the importance of exercise for their health and put this into practise.</p>
<p style="text-align: center;"><b>RHE - Physical and mental health (Laura)</b></p> <p style="text-align: center;"><b>Red = former separate PSHE curriculum links</b></p>		<p><b>Teams and triumphs</b> <b>Intention: To learn how to work as part of a team (link with PE)</b> <b>Implementation</b> Children should learn about: Practical steps they can take in a range of different contexts to improve or support respectful relationships <b>Importance of mental health</b> <b>Impact:</b> Children begin to understand more about teamwork and can begin to put this knowledge into practise. <b>A healthy diet</b> <b>Intention:</b> To begin to understand about what a healthy diet is and how it affects our body <b>Implementation</b> Children should learn about: • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) <b>Taking care of our bodies</b> <b>Impact:</b> To have a capacity to make some simple healthy choices (with support where needed).</p>	<p><b>Sleep and exercise (linking with next term Keeping Healthy – exercise and PE)</b> <b>Intention:</b> To begin to understand the positive impact of sleep and exercise on the human body. <b>Implementation</b> Children should learn about: the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 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). <b>Impact:</b> Children begin to understand the importance of sleep and exercise for their health and put this into practise</p>	<p><b>First aid</b> <b>Intention: To learn the basics of first aid</b> <b>Implementation</b> Children should learn about: how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. <b>Impact</b> Children begin to have a knowledge of basic First Aid <b>Fit or fat (linking and recapping previous modules of healthy diet and exercise &amp; link with PE)</b> <b>Intention:</b> To recap on what has already been learned about a healthy lifestyle and to find out the consequences of living an unhealthy lifestyle <b>Implementation</b> Children should learn about: • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours The characteristics and mental and physical benefits of an active lifestyle. • 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). • how and when to seek support including which adults to speak to in school if they are worried about their health <b>Taking care of our bodies. Why we become ill. Communicating illness.</b> <b>Impact:</b> Children have a deeper understanding of the importance of living a healthy lifestyle</p>
<p style="text-align: center;"><b>PE (Maisie)</b></p>	<p style="text-align: center;"><b>Fundamental Movement Skills</b></p> <p style="text-align: center;">Lesson one</p> <p>To practise fundamental movement skills in a range of advanced contexts.</p>	<p style="text-align: center;"><b>Invasion Games</b></p> <p style="text-align: center;">Lesson one</p> <p>To begin to implement the fundamental movement skills: co-ordination, power, and reaction time into isolated passing practises.</p>	<p style="text-align: center;"><b>Dance</b></p> <p style="text-align: center;">Lesson one</p> <p>Displays a distinction in appropriate movements to a variety of music and rhythms.</p> <p>To implement simple dance movements into a sequence.</p>	<p style="text-align: center;"><b>Athletics</b></p> <p style="text-align: center;">Lesson one</p> <p>To begin to apply fundamental movement skills, into a range of athletic based activities.</p>

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	<p>To begin to implement fundamental movement skills into isolated, sporting practises.</p> <p>To practise producing fluent, organised movement and skill into isolated practises.</p> <p>To begin to use specific sporting equipment in isolated practises, safely and appropriately.</p> <p>Demonstrates strength, balance, and coordination in lunchtime activities.</p> <div style="text-align: center;">  <p><b>Lesson two</b> To begin to implement the fundamental movement skills: co-ordination and reaction time into isolated</p> </div> <p>throwing practises.</p> <p>To begin to implement the fundamental movement skills: speed and balance into isolated running practises.</p> <p>To begin to implement the fundamental movement skills: power into isolated bating practises.</p> <p>To begin to understand the basic concepts of striking games (two teams, scoring systems).</p> <p>To begin to develop emotional resilience regarding the concept of winning and losing.</p>	<p>To begin to implement the fundamental movement skills: speed and balance into invasion game movement styles.</p> <p>To begin to understand the concept of invasion games (attacking and defending team).</p> <p>To begin to develop emotional resilience regarding the concept of winning and losing.</p> <div style="text-align: center;">  <p><b>Lesson two</b> To combine and rehearse different movements with developing fluency.</p> </div> <p>Practises a clear starting position at the start of a routine, responding to a cue to begin.</p> <p>Can follow a simple sequence between 3 to 5 movements.</p> <p>Begins to work in a small team to create a routine with modelling.</p> <p>Displays an awareness of space and obstacles during movements.</p>	<p>To begin to recall vocabulary of movements into specific dance-based movements.</p> <p>To begin to explore a variety of specific dance movements.</p> <p>To develop and demonstrate enjoyment of using the body to move in creative and expressive ways.</p> <div style="text-align: center;">  <p><b>Lesson two</b> To begin to implement the fundamental movement skills of co-ordination and reaction time into throwing net related activities.</p> </div> <p>To begin to implement the fundamental movement skills: speed and balance into net game movement practises.</p> <p>To begin to understand the basic concepts of net games (two teams, a net, scoring system).</p> <p>To begin to practise a variety of volleyball specific passing.</p> <p>To begin to develop emotional resilience regarding the concept of winning and losing.</p>	<p>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).</p> <p>To practise and begin to apply a variety of running techniques for a range of short and long-distance athletic track events, including coordination, running fluency, body positioning, stride, pace and acceleration (sprint hurdles, 100m and long distance etc).</p> <p>To practise and begin to apply a variety of techniques in a range of jumping events, including, take-off and landing, explosive power, body positioning, jumping from height and a range of apparatus (speed bounce, standing long jump, triple jump, and high jump).</p> <p>To begin to evaluate and analyse individual performance to improve athletic ability and personal bests.</p> <div style="text-align: center;">  </div> <p>To develop confidence in exploring and navigating the environment, with a set goal.</p> <p>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'.</p> <p>To experience basic, outdoor navigational activities working in a team. To continue to develop boundaries and safety awareness.</p>
<b>Trips</b>	TBA	TBA	TBA	TBA