



Forest Way School

The Den Curriculum Map EYFS and Key Stage 1 ● ● ●

2022-2023

	Autumn		Spring		Summer	
Theme	The Sea	Into the Woods	Castles	The World is a Stage	Julia Donaldson	Farms
Time allocation	Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (7 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)
Class Visit/ Visitor	Sealife Centre Garden Centre – Fish shop	Outwoods Beacon Hill Conkers	Ashby Castle Warwick Castle Bosworth Battlefield	Theatre trip Circus Local church - RE Mount St Bernad Abbey - RE	Author visit Space centre – Neil Armstrong	Stonehurst Farm
Engagement activities	Finding Nemo Finding Dory Blue Planet	Barefoot walk Bear hunt textures walk Woodlands	Build a castle Knights and princesses day	The greatest showman Circus	Visit the library - coalville	Planting herbs/ flowers to grow Farm to fork (tesco or similar)
End of theme celebration	Design, create our own aquarium. Aquarium open day – parents stay and play	Winter wonderland – linked to Christmas party. Forest schools shelter building day	Medieval Banquet	Put on own performance Have a fancy dress parade	Author to visit/teams call	End of term picnic – stay and play
Book Study	Commotion in the ocean The Big Blue Whale The Snail and the Whale The Little Mermaid The Rainbow Fish Blue Planet Finding Nemo	Leaf Stick Man – Christmas/woods Hansel and Gretel The Gruffalo The Gruffalo’s Child We’re Going on a Bear Hunt Foggy foggy forest Winnie the witch Funny bones The jolly Christmas postman	Jack and the beanstalk Frozen Cinderella Rapunzel Knights and princesses Kings and Queens Dragons Zog The jolly postman	The acrobat Up Elmer the elephant	Room on the Broom A Squash and a Squeeze The Scarecrows Wedding Superworm Monkey Puzzle The Smartest Giant in Town Rabbits Nap Postman Bear	The Three Little Pigs Old Macdonald had a farm The little red hen Is that you wolf?
English Literacy	Phase 1 phonics – environmental sounds Recap and Phase 2 Talk Boost Attention Autism Fiction: Character description (rainbow fish) Non-fiction: Save our seas campaign Fact files – habitats – sea focus Name writing EYFS - Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out,	Phase 1 phonics – instrumental sounds Recap and Phase 2 Talk Boost Attention Autism Fiction: Story recount (bear hunt) Independent write Letters to Santa Write a magic potion (winnie the witch/Halloween) Non-fiction: Letters of the alphabet in order Changing seasons (I see, I hear) EYFS - Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to	Phase 1 phonics – body percussion Recap and Phase 2 Talk Boost Attention Autism Fiction: Traditional tales Wanted poster (giant/big bad wolf/dragon) Non-fiction: Name and address writing Following instructions Writing instructions (jam sandwich) EYFS - Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their	Phase 1 phonics – rhythm and rhyme Recap and Phase 2 Talk Boost Attention Autism Fiction: Drama Characters from films Independent write Non-fiction: Interview questions Animal life cycles EYFS - Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with	Phase 1 phonics – alliteration Recap and Phase 2 Talk Boost Attention Autism Fiction: Julia Donaldson story sequence Rhyming words Poetry Non-fiction: Letter to invite author EYFS - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what	Phase 1 phonics – voice sounds Recap and Phase 2 Talk Boost Attention Autism Fiction: Postcard summer holiday Non-fiction: Farm animals Invitation to stay and play picnic

	<p>to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name</p>	<p>right and from top to bottom • the names of the different parts of a book • page sequencing Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother</p>	<p>early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them.</p>	<p>known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>they have written to check that it makes sense.</p>	
Mathematics	<p>Numberblocks: Series 1 Counting in 1's</p> <ul style="list-style-type: none"> Number: <p>Place Value (within 10) Rote counting Ordering 1-1 correspondence Number bonds to 5 Subitising Read and write numbers to 10</p> <ul style="list-style-type: none"> Calculation: Addition & Subtraction (within 5) Geometry and measure 2D shape Length height Time (day and night, morning, afternoon, night, daily sequence) 2D shape <p>EYFS - Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Subitise.</p>	<p>Numberblocks: Series 2 Counting in 1's</p> <ul style="list-style-type: none"> Number: <p>Place value (within 20) Number bonds to 10 Read and write numbers to 20</p> <ul style="list-style-type: none"> Calculation: Addition and Subtraction (within 10) Odd and even numbers Geometry and measure: 3D shape Mass weight Time (days of the week/months of the year) Position and direction Patterns and sequence <p>EYFS - Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Link the number symbol (numeral) with its cardinal number value. Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</p>	<p>Numberblocks: Series 3 Counting in 2's</p> <ul style="list-style-type: none"> Number: <p>Place Value (within 50) Read and write numbers to 50</p> <ul style="list-style-type: none"> Calculation Addition & Subtraction (within 20) Division sharing/halving Number bonds to 20 Geometry and measure: Capacity and volume Time (o'clock) Money Jigsaw puzzles <p>EYFS - Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Build with a range of resources. Complete inset puzzles. Make comparisons between objects relating to size, length, weight and capacity. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and</p>	<p>Numberblocks: Series 3 Counting in 2's</p> <ul style="list-style-type: none"> Number <p>Place value (within 50) Missing numbers Read and write numbers to 50 More than less than equals to < > = Estimating</p> <ul style="list-style-type: none"> Geometry and measure: Symmetry Fractions Time o'clock Position and direction: Direction <p>EYFS - Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind' Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.</p>	<p>Numberblocks: Series 4 Counting in 5's</p> <ul style="list-style-type: none"> Number: <p>Place value (within 100) Read and write numbers to 100 Using 100 square/splat square</p> <ul style="list-style-type: none"> Calculation: multiplication & Division Time (o'clock and half past) Money Statistics: Pictograms <p>EYFS - Automatically recall number bonds for numbers 0–5 and some to 10 Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare length, weight and capacity</p>	<p>Numberblocks: Series 4 Counting in 10's</p> <ul style="list-style-type: none"> Number: <p>number bonds to 20 Read and write numbers to 100 Using 100 square/splat square Place value (within 100)</p> <ul style="list-style-type: none"> Calculation: Commutative law Inverse operations Geometry and measure: Time (o'clock, half past, quarter past / to) Statistics: Tally chart

		<p>Notice patterns and arrange things in patterns. Continue, copy and create repeating patterns. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc</p>	<p>correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>			
<p>Science</p> <p>Understanding the World</p>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> Habitats Microhabitats Habitats – focus on sea/ocean Describe how animals obtain their food from plants and other animals and identify and name different sources of food. Compare the differences between things that are living, dead & things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other 	<p>Plants</p> <ul style="list-style-type: none"> To observe and describe how seeds and bulbs grow into mature plants (plant cress) Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Change in plants due to season (autumn/winter) Looking after the environment - recycling <p>EYFS - Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Everyday materials</p> <ul style="list-style-type: none"> Familiar with names of materials. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Properties of materials - hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; Materials experiment – waterproof/not waterproof Materials experiment – Opaque/transparent Change the shape of materials by squashing, bending, twisting and stretching Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Compare and group together a variety of everyday materials on the basis of their simple physical properties <p>EYFS - Explore materials with different properties. Explore natural materials, indoors and outside. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice.</p>	<p>Seasonal changes- Spring</p> <ul style="list-style-type: none"> To observe changes relating to Spring To observe and describe weather associated with the Spring and how day length varies. <p>Animals including humans.</p> <ul style="list-style-type: none"> Identify and name common animals (fish, amphibians, reptiles, birds, mammals) Identify and name a variety of common animals that are carnivores, herbivores and omnivores Notice that animals including humans have offspring which grow into adults <p>EYFS - Understand the effect of changing seasons on the natural world around them</p>	<p>Animals including humans</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. Say which part of the body is associated with each sense. Sight Hearing Taste Smell <p>EYFS - Describe what they see, hear and feel whilst outside.</p>	<p>Animals including humans</p> <p>Animal life cycles</p> <ul style="list-style-type: none"> Frog Chicken Caterpillar <ul style="list-style-type: none"> Basic needs of animals including humans for survival (water, food and air) Describe the importance for humans of exercise, eating well and hygiene
<p>Computing</p>	<p>Multimedia – art and presentation</p> <ul style="list-style-type: none"> Access content in a range of formats, e.g. image, video, audio. 	<p><i>Not covered this term</i></p> <p>1 x online safety lesson</p>	<p>Programming and Algorithms</p> <ul style="list-style-type: none"> Programming with BeeBots and Bluebots 	<p><i>Not covered this term</i></p> <p>1 x online safety lesson</p>	<p>Technology in our lives</p> <ul style="list-style-type: none"> Recognise common uses of information technology beyond school 	<p><i>Not covered this term</i></p> <p>1 x online safety lesson</p>

	<ul style="list-style-type: none"> Create very simple digital content, e.g., make marks in an art package. <p>Multimedia – Photography and music</p> <ul style="list-style-type: none"> Respond to music and demonstrate a consistent preference. Interact with music through switch press or similar. <p>Handling data</p> <ul style="list-style-type: none"> Identify objects of a single category e.g. colour. <p>5 lessons plus 1 online safety</p>		<ul style="list-style-type: none"> Follow directions to program a BeeBot Move BeeBot to a specific place/location Using devices and understand that programs execute by following precise and unambiguous instructions (e.g CD player, toaster, microwave, wind machine, bubble machine, iPad, laptop, interactive screen) I can follow an instruction. Make something happen using technology. <p>6 lessons plus 1 online safety</p>		<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content (creating, saving, printing files, copy and paste) identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies use technology safely and respectfully, keeping personal information private; Use different digital devices, e.g. computer, camera, tablet, switch latch timer. <p>5 lessons plus 1 online safety</p>	
<p>History</p> <p>Understanding the World</p>	<ul style="list-style-type: none"> Local history – coal mining Regional history – Ichythosaur at Rutland reservoir ‘sea dragon’ National history – Titanic National history - Titanic International history – Christopher Columbus International history – Christopher Columbus <p>EYFS - Compare and contrast characters from stories, including figures from the past</p>	<i>Not covered this term</i>	<p>Ancient civilisation and past non-European societies</p> <ul style="list-style-type: none"> Ancient Egypt (3 weeks) <p>Expansion and dissolution of empires</p> <ul style="list-style-type: none"> Roman Empire (3 weeks) 	<i>Not covered this term</i>	<ul style="list-style-type: none"> Significant global event – moon landing Significant national person – Neil Armstrong Festival - Mayday tradition – maypole dancing Global events – history of the Olympics, link with Greeks Ancient Greeks 	<i>Not covered this term</i>
<p>Geography</p> <p>Understanding the World</p>	<i>Not covered this term</i>	<p>Identifying landmarks -</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation Identifying physical features (above) on a map Identifying physical features (above) on an aerial photograph Study geography of school and its grounds The weather in autumn/winter Season (winter) key human features, including: city, town, village, factory, farm, house, office, 	<i>Not covered this term</i>	<p>Name and locate the world’s seven continents</p> <p>Continents:</p> <ul style="list-style-type: none"> Europe Africa Asia Oceania North America and South America <p>EYFS - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Recognise some similarities and differences between life in this country and life in other countries</p>	<i>Not covered this term</i>	<ul style="list-style-type: none"> Compass points – North, south, east, west Directions – forwards, backwards Orienteering Seasons (summer) Name and locate the 5 oceans <p>EYFS - Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.</p>

		port, harbour and shop EYFS - Draw information from a simple map.		Recognise some environments that are different from the one in which they live.		
RHE PSED	<p>EYFS – My family. What makes me happy KS1 - My friends & family Sharing feelings</p> <ul style="list-style-type: none"> Exploring Emotions What makes me happy/sad Being Calm Every Kind of Family Importance of Friendship and Family Being a good friend. <p>EYFS - Self-Regulation</p>	<p>EYFS – My class 5 senses KS1 - Sharing Likes and dislikes with food and drink</p> <ul style="list-style-type: none"> Who's in my class? Recognising who can help me Turn Taking Exploring sight Exploring hearing Exploring Smell Exploring taste Exploring Touch <p>EYFS - Self-Regulation & Managing Self</p>	<p>EYFS – All about me Handwashing KS1 – Us, same, different, similar Spots, itches and tummyache</p> <ul style="list-style-type: none"> Recognising similarities and differences Respecting everyone Explore feeling ill Germs and handwashing Visiting medical professionals <p>EYFS - Managing Self-Regulation</p>	<p>EYFS – Using tech KS1 – Personal information Online rules</p> <ul style="list-style-type: none"> Independent exploration of IT equipment Rules of online safety E-Safety Who can help me keep safe online Personal Information Sharing <p>EYFS - Managing Self</p>	<p>EYFS – Class rules My family KS1 – Me and my body My community</p> <ul style="list-style-type: none"> New Rules Respect for property and other people. Helping a friend. Re-Cap Autumn 1 Family Family Tree My Body Belongs to Me Self-Care Where I Live People who can help in my community Community Activities <p>EYFS – Building Relationships</p>	<p>EYFS – Likes and dislikes Action songs KS1 – What my body needs Quick, think fitness</p> <ul style="list-style-type: none"> Daily Action Songs Appropriate Touch Consent Daily Fitness Positive Well-being Healthy Eating Brushing our teeth Visiting the doctors, dentist, optician. <p>EYFS - Self-Regulation, Managing Self</p>
RE Understanding the World	<i>Not covered this term</i>	<p>KS1 Year 1 - What stories are special and why?</p> <ul style="list-style-type: none"> Bonfire night What is the Hindu special book? (Vedas) Hear and explore hindu story – Rama and Sita (Diwali) What is the Christian's special book? (Holy Bible) Hear and explore stories from the bible Share books that are special to us, favourite books, bring in a special book from home to share. Christmas 	<i>Not covered this term</i>	<p>KS1 Year 1 - Which people are special and why?</p> <ul style="list-style-type: none"> Easter Who is special to Christians? Who is Jesus? Bible story - Feeding the 5000 Who is special to Sikhs? Who is Guru Nanak? The Sikh festival of Vaisakhi <p>EYFS - Make connections between the features of their family and other families. Notice differences between people. Talk about members of their immediate family and community.</p>	<i>Not covered this term</i>	<p>KS1 Year 1 - Which places are special and why?</p> <ul style="list-style-type: none"> Special place of worship to a Christian (church) Special place of worship to a Muslim (mosque) Which places are special to you? Which place is special to you at school? Favourite place or place for quiet reflection Visit a place of worship (local church or mount st bernards abbey) <p>EYFS - Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>
Music Expressive Arts and Design	Neil Eaves – Music Therapist		Neil Eaves – Music Therapist		Neil Eaves – Music Therapist	
Art & DT	Art and Design Artist - Jenny Berry	Design and Technology EQUALS SOW KS1 Unit 1.2 Playgrounds	Art and Design Artist - JMW Turner	Design and Technology EQUALS SOW KS1 Unit 2.2 Puppets	Art and Design Artist - Axel Scheffler • Father's day cards	Design and Technology EQUALS SOW KS1 Unit 2.7 Picnics

<p>Expressive Arts and Design</p>	<p>Jenny Berry creates marine life paintings and murals that portray the serene beauty and unique species found in underwater Australia.</p> <ul style="list-style-type: none"> • Marble art whale • Textured sand picture • Large scale mark making using shells, sea creature and sponges. • Paper plate art • Bubble painting • Hand print fish picture. <p>EYFS - Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make</p>	<ul style="list-style-type: none"> • Explore a range of play equipment, in the woodland playground, on the main playground, soft play • Identify and name components of playground equipment, slides, swings, climbing frame etc, what materials are they made from? • Design their own playground. Photocopy ESPO catalogue for ideas if needed. • Create and build their own playground using a range of materials (playdough, lollipop sticks, 3D shapes etc) • Christmas craft • Christmas card • Christmas cooking – mince pies <p>EYFS - Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.</p>	<p>Joseph Mallord William Turner, one of Britain's greatest artists, was born in 1775. In 1882, by the age of 26, he was made a member of the Royal Academy and undertook the first of many journeys around Britain and Europe drawing landscapes, seascapes, ruined abbeys and crumbling castles.</p> <ul style="list-style-type: none"> • Mothers day cards • Easter cards • Famous architects – Gaudi • Valentines day • Printing using different bricks. • Bricks rubbings. <p>EYFS - Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc</p>	<ul style="list-style-type: none"> • Look at different characters in a circus show, explore a range of puppets, choose which puppet they would like to make. Explore different types including such as string, paper plates, hand, finger, sock, puppets on sticks, etc. • Design and create a material mood board for their puppet. Explore a selection of fabrics with different surfaces – patterned, velvet, embroidered, beaded, sequined, appliqué, tie dyed, fur, etc. • Create their own puppet • Use the puppet for their own circus show and performance to their class. Video to send home. • Evaluate their design. <p>EYFS - Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	<ul style="list-style-type: none"> • Axel Scheffler – illustrator • Space art related to moon landing • Making moon sand • Space dough • Scarecrow art <p>EYFS - Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills</p>	<ul style="list-style-type: none"> • Pupils to learn about a healthy packed lunch. Tasting healthy ingredients. • Visit to shop to pick ingredients for healthy packed lunch. • Make and pack their healthy lunch in a lunchbox. • Design and plan a picnic menu, choose ingredients. • Cooking, make foods for a picnic in the last week of term. <p>Use lighthouse keepers lunch story.</p> <p>EYFS - Know and talk about the different factors that support their overall health and wellbeing. Make healthy choices about food.</p>
<p>PE</p> <p>Physical Development</p>	<p>Fundamental Skills</p>	<p>Gymnastics</p>	<p>Fundamental Skills</p>	<p>Dance/Movement</p>	<p>Fundamental Movement Skills</p>	<p>Outdoor adventurous activities Sports Day/Athletics</p>