



Forest Way School

The Den Curriculum Map Key Stage 1

2023-2024

	Autumn		Spring		Summer	
Theme	Chocolate	Imagine that...	Dinosaurs	Rainforests	China	Achievers and Inventors
Time allocation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Visit/ Visitor	Café	Panto trip	New walk museum	Visit from reptiles?	Chinese tea party	Aeropark visit or visit from local achiever
Engagement activities	Design their own chocolate bar	Special box/suitcase left from a secret visitor	Dinosaur dig day	Using zoo cameras to research animals	Link with school in China? Write emails or letters	Who is your hero day
End of theme celebration	Chocolate afternoon tea- stay and play	Dressing up theme day	Make a class book to share with parents	Rainforest parade	Celebrate China day- have lunch/do a workshop day	Dress up as your hero
Book Study	Chocolate cake poem- Michael Rosen Recipe week Charlie and the chocolate factory or Matilda	Would you rather You choose fairytales Picture book- Journey Where the Wild things are The magic finger	Tyrannosaurus Drip Dinosaur fact files	The Gecko and the Echo Dear Earth The Rainforest Book by Charlotte Milner		Little people- three key people focus - David Attenborough - Steven Hawkins - Amelia Earheart
Literacy	Stories with Familiar Settings Instruction	Poetry – Poems to Perform Shape and calligraphy poems	Non fiction Reports	Mystery Adventure Stories	Information Poetry – Language Play	Authors – this is a reading unit with several possible written outcomes Dialogues and Plays
Maths (White rose)	Number- Place value (5 weeks) Number- Addition and subtraction (5 weeks) Geometry- Shape (1 week)		Number- Place value (3 weeks) Number- Addition and subtraction (3 weeks) Number- Place value within 50 (2 weeks) Measurement- Length and height (2weeks) Measurement- Mass and volume (2 weeks)		Number- Multiplication and division (3 weeks) Number- Fractions (2 weeks) Geometry- Position and direction (1 week) Number- place value (2 weeks) Measurement- Money (1 week) Measurement- Time (2 weeks)	
Science	Forces and magnets Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Light Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change.	Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.	Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Animals inc Humans Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	STEM Focus each week on topics covered and learning will be recapped through practical based experiments
Computing	Creating media- Digital photography Computing systems and Networks- IT all around us		Creating media- Making Music		Programming B- An introduction to quizzes	
History	Christopher Columbus -What did he discover? -Timeline of his journey History of chocolate	Local History- Coalville and mining -What is mining? -Coalville history as a mining town -What was it like to be a miner?	Stone Age to iron Age - Being archaeologists- how do we find out about the past? - Timeline - The Stone Age - The Bronze Age	Not taught this topic	Ancient China The achievements of the earliest civilizations – an overview of where and when the first civilizations	Not taught this topic

			- The Iron Age		appeared and a depth study of The Shang Dynasty of Ancient China - What was life like in the Shang Dynasty - How did the Shang army fight? - What did the Shang people believe in? - What jobs were there in the Shang Dynasty? - The story of Fu Hao - What does writing from the Shang Dynasty look like?	
Geography	Where does food come from? - To understand issues around food, such as storage, processing and transport -To know how we can support local by eating seasonal food -To study food from around the world and how it gets to us	Locational knowledge -Name and locate countries and cities of the United Kingdom	Not taught this topic	Place knowledge Understand geographical similarities and differences through the study of UK comparison with South America	Not taught this topic	Human and physical geography Human geography- the distribution of natural resources including energy, food, minerals and water.
RHE	Family Relationships	What makes a good friend	Manners and Respect	Online Gaming	My Community	What animals Need
PSHE	My Behaviours	Fruit and Vegetables	Dentists and Doctors	Online Gaming	999 - Emergency	Mindfulness
RE	What is the trinity and why is it important for Christians?	What is it like for someone to follow God?	What kind of world did Jesus want?	Why do Christians call the day Jesus died 'Good Friday'?		For Christians what was the impact of Pentecost?
Music/ Therapies	Music therapy block					
Art & DT	Food technology Chocolate recipes	Design and Technology Designer study- William Morris, Charles Rennie Mackintosh and Vivienne Westwood Design a wallpaper pattern, chair and jacket	Design and Technology Hinge and lever models Create own fossils Architect study- Sir Richard Owen/ Alfred Waterhouse Dinosaur sketches Design and create a sculpture from clay	Art and Design Painting and sketching - To study the layering and detail of Henri Rousseau's rainforest art. - To record observations about the paintings of Amazonian artist Nixiwaka Yawanawá and British artist John Dyer. - To develop pastel techniques to create artwork featuring plants and animals living in the rainforest. -	Food Technology Seasonal produce	Art and Design Artist study- Joan Miro and Barbara Hepworth Sculpture and 3D design
Life Skills	Money Matters To identify at least one way of tracking your money. To plan and track savings by keeping simple records. To explain why it is important to keep track of spending and saving. To explain the difference between a 'need' and a 'want'. To calculate the total price and change when paying for goods or a service.	Helping around the home To understand how to store food safely. To make a hot drink using a kettle. • To fold clothes ready for storage. To wash and dry a range of kitchen equipment. To follow a simple recipe.	Caring is kind Caring for myself To identify three products that are needed to maintain personal hygiene. To select the appropriate products/items to complete a personal hygiene activity (washing hair, applying deodorant, washing clothes). To explain why it is important to maintain good personal hygiene routines. Caring for the environment To explain why it is important to look after the environment. To identify two ways to care for your local environment. To participate in an activity that helps to improve the local environment (litter pick).	Pedestrian safety To identify two hazards that a pedestrian should be aware of. To identify two safety precautions a pedestrian could take. To identify a safe place to cross the road. To explain how to cross a road safely.	Work skills and enterprise Gardening To recognise and use two or more garden tools. To explain how to stay safe when using garden tools. To take part in activities to grow and care for plants. To begin to understand the difference between weeds and other plants.	On the move Planning and undertaking a bus journey To use a bus timetable to identify the location for the start and end of a journey. To use a bus timetable to identify the arrival time of a bus. To state the required destination when travelling on a bus. To give the appropriate fare when travelling on a bus.
PE	Planning done by Maisie					