

# Forest Lodge Academy Curriculum Map LTP Year 1 ● ● ●

	Autumn		Spring		Summer	
Theme	Animal Kingdom	Whatever the weather	Rule Britannia	Material World	Time Travelers	Blooming Marvellous
Time allocation	Autumn 1 (6 weeks)	Autumn 2 (9 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)
Class Visit/ Visitor	Walk to Western Park – link to woodland habitat.		Fieldwork – walk around local area			Plantasia Trip
‘Hook / Wow’	Transition activities based on animal habitats. Children get to explore and learn about animals from a particular habitat.	Sensory room – experience different seasons. What can children see, feel, hear, touch and taste?	Talk presentation – Tour guide of the UK	WOW science experiment – waterproof Jack Pollack - big art	Queen Victoria research	Planting herbs/ flowers
End of theme celebration	Show and tell about your favourite animal. Describing habitat, features and animal class.	Winter wonderland – linked to Christmas party.	British Values – Parent event	Year 1 assembly – three little pigs	Victorian day	Plantasia trip
Book Study	Meerkat Mail Gruffalo Lost and found Snail and the Whale Farmer Duck	Stickman Tidy Brenda’s Boring Egg My friend the weather monster	The Storm Whale Cops and Robbers Grandad and the Secret Giant	The Three Little Pigs The Gingerbread Man Stuck The Smartest Giant in Town	Queens Knickers The Broken Roof The Day the Crayons Quit  Dear Greenpeace	Leaf The Bog Baby The Big Blue Whale
Speaking and Listening	I listen carefully to the things other people have to say in a group I join in with conversations in a group I join in with role play		I start a conversation with an adult I know well or with my friends. I keep to the main topic when we are talking in a group. I hold attention when playing and learning with others.		I ask questions in order to get more information. I speak clearly and confidently in front of people in my class. I re-tell a well-known story and remember the main characters.	
Reading	Use phonic knowledge to help decode words. Check what I say matches the letters and correct graphemes. Show awareness of punctuation marks Read books aloud so that reading sounds like talking Explain clearly their understanding of what is being read to them and what they’ve read Link what I hear or read to my own experiences I understand what I have read and can talk about it in a sequence Making predictions		To imagine a picture in my mind and be an active reader Draw upon what they already know or on background information from teacher To remember what I have read and to be able to link the sentences I make inferences on the basis of what is being done		Check that the text makes sense to me, self-correct when make mistakes and talk about word meanings and link new meanings to these	
Writing (From Focus)	Inform -Description of habitats and characters. Posters. Narrative - Postcard Recount -Retell stories		Recount – diary entry from Noi Letter from Noi to the whale Inform – information booklet on transport. Fact sheet about whales Poetry	Inform – booklet about house materials, missing posters Recount- Newspaper reports Instruct- How to make a gingerbread man	Inform- fact file, description of toys and characters Narrative- retell stories Instruct Persuade- letter to toy maker Compare- Victorian classroom to a modern classroom	Recount – Letter to Rabbit Instruct - Invitation to come play at the Bog Inform Persuade - poster to stop climate change
Grammar (From Focus Document)	I use the personal pronoun ‘I’		I use ‘and’ to join ideas within a sentence. ( <i>‘I went to the park and played on the swing.’</i> )		I may attempt to use other conjunctions (because, but) I make sure that word choices are relevant to the context and I use word banks to support this. I begin to use adjectives to add detail to my sentences.	
Spelling (from Focus Document)	I spell unknown words using my phonemes (sounds). ( <i>phonetically plausible attempts: yoo, rayn- rain, sed- said friend for friend</i> )		I use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words. I write from memory simple dictated sentences including the words taught so far.		I use letter names to show alternative spellings of the same phonemes. I spell words that use suffixes for plurals or 3 <sup>rd</sup> person. ( <i>E.g.: adding s/es; box, fox, fix, pencil, pen</i> )	
Handwriting	I sit correctly at a table, holding a pencil comfortably and correctly. I form the digits 0-9 correctly		I form lower case letters in the correct direction, starting and finishing in the right place. ( <i>cursive- kicks and flicks</i> )		I name the letters of the alphabet in <u>order</u> . I form capital letters.	
Maths	Number: Place Value (within 10)		Number: Addition & Subtraction (within 20)		Number: multiplication & Division	

	Number: Addition & Subtraction (within 10) Geometry: Shape (2D & 3D) Number: Place Value (within 20)		Number: Place Value (within 50) Measurement: Length & Height Measurement: Weight & Volume		Number: Fractions Geometry: Position & Direction Number: Place Value (within 100) Measurement: Money Time (o'clock, half past, quarter past / to)	
<b>Science</b>	Explore human and animal body parts Explore 5 senses Identify animal classes (mammals, reptiles, amphibians, insects, birds, fish) Class animals as carnivore, herbivore & omnivore Experiment – What can our hand do? Experiment – What is camouflage for?	Name and identify the four seasons. Observe changes in weather within 4 seasons. Experiment – how do leaves change? Experiment – how big is a rain drop?	(Science not covered in this topic)	Properties of materials Compare different materials Identify what an object is made from Science Week – working scientifically  Experiment - How does it feel? Experiment – What keeps us dry?	(Science not covered in this topic)	Plants – name a variety of common wild and garden plants Identify and describe the basic structure of flowering plants (leaves, flowers, petals, roots, stem for plant and roots, trunk, branches and leaves for tree). Experiment – Are all leaves the same? Experiment – Planting a seed in different conditions
<b>Computing</b>	Programming beebots to navigate between habitats (put animal on beebot and navigate to the right habitat)		Computing Day (CS) Online safety		Computer Day – Create digital content / store digital content / retrieve digital content	
<b>History</b>	(History not covered in these topic)		Local history day – changes to forest lodge and the school. Study of pictures, maps, local famous person (Alice Hawkins)	(History not covered in this topic)	Compare Queen Victoria to Queen Elizabeth Compare Victorian toys to modern toys Identify old and new objects in a picture Use words like 'old, new' and ' a long time ago' Ask and answer questions about old and new objects (e.g, toys)	(History not covered in this topic)
<b>Geography</b>	Describe characteristic of hot and cold places and what clothes we would wear. Identify the equator, north and south pole on a globe (lost & found)	Keep a weather chart and identify changes in the weather Name seasons and identify weather changes	Name and locate four countries of UK and their capital cities. Feature of an island Learn and recall my address Four directions of a compass Given an opinion about my local area Draw a basic map of the school grounds.	(Geography not covered in this topic)	UK castles – recap of four countries and their capital cities.	Recap of seasonal changes.
<b>PSHE/SMSC</b>	See SMSC Overview Map in relation to coverage for PSHE, Routes to Resilience, Mental Health and Wellbeing, Anti-Bullying and Safeguarding  British Values- Individual Liberty  Jigsaw Topic – Being me in my world - Self identity - Understanding feelings - Being in a classroom - Being gentle - Rights and responsibilities	See SMSC Overview Map in relation to coverage for PSHE, Routes to Resilience, Mental Health and Wellbeing, Anti-Bullying and Safeguarding  British Values- Individual Liberty  Jigsaw Topic – Celebrating Differences - Identifying talents - Being special - Families - Where we live - Making friends - Standing up for yourself	See SMSC Overview Map in relation to coverage for PSHE, Routes to Resilience, Mental Health and Wellbeing, Anti-Bullying and Safeguarding  British Values-Mutual Respect  Jigsaw PSHE topic – Dreams & Goals: - Challenges - Perseverance - Goal-setting - Overcoming obstacles - Seeking help - Jobs - Achieving goals	See SMSC Overview Map in relation to coverage for PSHE, Routes to Resilience, Mental Health and Wellbeing, Anti-Bullying and Safeguarding  British Values-Mutual Respect  Jigsaw PSHE topic – Healthy Me - Exercising bodies - Physical activity - Healthy food - Sleep - Keeping clean - Safety	See SMSC Overview Map in relation to coverage for PSHE, Routes to Resilience, Mental Health and Wellbeing, Anti-Bullying and safeguarding  British Values-Democracy and The Rule of Law  Jigsaw PSHE topic – Relationships - Family life - Friendships - Breaking friendships - Falling out - Dealing with bullying - Being a good friend	See SMSC Overview Map in relation to coverage for PSHE, Routes to Resilience, Mental Health and Wellbeing, Anti-Bullying and safeguarding  British Values-Democracy and The Rule of Law  Jigsaw PSHE topic – Changing Me - Bodies - Respecting my body - Growing up - Growth and change - Fun and dears - Celebrations
<b>RE</b>	Where do I belong & What do I believe ?	Who is a christian and what do they believe?	Who celebrates what and why?	Who is a Hindu and what do they believe?	What can stories teach us about life?	Living in Harmony: How do we show we care for others?
<b>Music</b>	Rhythm & Pulse unit 4 seasons (Vivaldi) – respond to music and identify the season.		Pitch Unit National Anthem		Music Technology unit	

	Phonic songs – practise singing, chanting and clapping pulse.		Materials song			
<b>Art &amp; DT</b>	(DT) – Mechanisms, sliders and levers: design a greeting card	(ART) Portrait - Seasonal tree paper sculpture. Artist link: Paul Signac	(ART) Imagination – give opinions on different works of William Morris. Create your own William Morris print using repeating patterns Artist link: William Morris.	(DT) Structures : Bridges, design and make a bridge : talk about materials used and uses of bridges  Extra: (COOKING) – Gingerbread men	(Cooking) : Fruit salad  Extra: (DT) : Design a Victorian toy and make a ball and a cup – Practical	(ART) Still Life - Design a flower. Artist link: Elizabeth Blackadder & Andy Goldsworthy – drawing and mark making
<b>PE</b>	<b>Jo-</b> games (FMS)  <b>Teacher-</b> games (FMS)	<b>Jo-</b> games (FMS)  <b>Teacher-</b> gymnastics	<b>Jo-</b> Dance (linked to animals)  <b>Teacher-</b> games (FMS)	<b>Jo-</b> team work  <b>Teacher-</b> games (FMS)	<b>Jo-</b> games (striking and fielding)  <b>Teacher-</b> games (FMS)	<b>Jo-</b> athletics  <b>Teacher-</b> games (FMS)