Forest Lodge Academy Curriculum Map LTP Year 1

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	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 'and' to join ideas within a sentence. ('I went to the park and played on the swing.')		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 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 rd person. (<i>E.g.</i> : adding s/es; box, fox, fix, pencil, pen)	
Handwriting	I sit correctly at a table, holding a pencilcomfortably and correctly. Iform the digits 0-9 correctly		I form lower case letters in the correct direction, starting and finishing in the right place. (cursive- kicks and flicks)		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	

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- Being in a classroom - Being special - Families - Rights and responsibilities - Rights and responsibilities - Rights and responsibilities - Respecting my body - Seeking help - Jobs - Safety - Safety - Dealing with bullying - Seing a good friend - Celebrations RE - Where do I belong & What do I believe? Who is a Christian and what do they believe? Who is a Respecting my body - Res		- Understanding feelings	- Identifying talents	- Perseverance			
- Being gentle - Rights and responsibilities - Reeking friendships - Falling out - Falli			, .	- Goal-setting		- Friendships	- Respecting my body
- Rights and responsibilities - Rights and responsibilities - Making friends - Making friends - Standing up for yourself - Achieving goals RE Where do I belong & What do I believe? - Who is a christian and what do they believe? Who celebrates what and why? - Keeping clean - Safety - Safety - Dealing with bullying - Fun and dears - Celebrations - Celebrations - Celebrations - Who celebrates what and why? - Who is a Hindu and what do they believe? - What can stories teach us about life? - Show we care for others? - Safety - Fun and dears - Celebrations - Who is a Hindu and what do they believe? - What can stories teach us about life? - Show we care for others? - Safety - Fun and dears - Celebrations - Celebrations - Who is a Hindu and what do they believe? - What can stories teach us about life? - Show we care for others?		- Being gentle		- Overcoming obstacles	- Sleep	- Breaking friendships	
- Making friends - Standing up for yourself - Achieving goals - Being a good friend - Celebrations RE Where do I belong & What do I believe? Who is a christian and what do they believe? Who celebrates what and why? believe? Who is a Hindu and what do they believe? Iife? Show we care for others? Music Rhythm & Pulse unit Pitch Unit Music Technology unit			- Where we live	- Seeking help	- Keeping clean	- Falling out	- Growth and change
RE 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? Who is a Hindu and what do they believe? Who is a Hindu and what do they believe? Who is a Hindu and what do they believe? What can stories teach us about life? show we care for others? Music Rhythm & Pulse unit			- Making friends	- Jobs	- Safety	- Dealing with bullying	- Fun and dears
believe ? believe ? life? show we care for others? Music Rhythm & Pulse unit Pitch Unit Music Technology unit			- Standing up for yourself	- Achieving goals		- Being a good friend	- Celebrations
Music Rhythm & Pulse unit Pitch Unit Music Technology unit	RE	Where do I belong & What do I	Who is a christian and what do they	Who celebrates what and why?	Who is a Hindu and what do they	What can stories teach us about	•
			believe?		believe?		show we care for others?
$A = \{A, A, A$	Music	·		Pitch Unit		Music Technology unit	
4 seasons (Vivaidi) – respond to music and identify the season. National Anthem		4 seasons (Vivaldi) – respond to music and identify the season.		National Anthem			

	Phonic songs – practise singing, chanting and clapping pulse.		Materials song			
Art & DT	(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
PE	Jo- games (FMS) Teacher- games (FMS)	Jo- games (FMS) Teacher-gymnastics	Jo-Dance (linked to animals) Teacher- games (FMS)	Jo- team work Teacher- games (FMS)	Jo- games (striking and fielding) Teacher- games (FMS)	Jo- athletics Teacher- games (FMS)