



Danbury Park Community Primary School Key Stage 1 Long Term Curriculum Map Class Hummingbird (Year 1) 2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All creatures great and small	All creatures great and small	Once upon a time	Once upon a time	Superheroes are fighting fit	Superheroes are fighting fit
English	Non-fiction Fiction Poetry	Non-fiction Fiction Poetry	Non-fiction Fiction Poetry	Non-fiction Fiction Poetry	Non-fiction Fiction Poetry	Non-fiction Fiction Poetry
Maths	Number and Place value Number and Place value Addition and Subtraction Addition and Subtraction	2-D and 3-D shape Money Number and Place Value Addition and Subtraction Sorting	Time Number Addition and Subtraction Multiplication Division Position, Length and Height Size, Weight and Volume	Length and Mass/weight Addition and Subtraction Fractions Position and Direction Time	Multiplication and Division Number and Place value Addition and Subtraction Fractions	Time Subtraction - difference Place Value Capacity and Volume Multiplication and Division
Science	Working scientifically To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To identify and name a variety of common animals that are carnivores, herbivores and omnivores. To identify, name, draw and label the basic parts of the human body and say	Working scientifically Using the local environment to explore and answer questions about animals in their habitat. To observe changes across the four seasons; To observe and describe weather associated with the seasons and how day length varies. To identify and name a variety of common wild and garden plants including deciduous and evergreen trees. Using the local	Working scientifically To observe changes across the four seasons; To observe and describe weather associated with the seasons and how day length varies. To identify and name a variety of common wild and garden plants including deciduous and evergreen trees. Using the local	Working scientifically To observe changes across the four seasons; To observe and describe weather associated with the seasons and how day length varies. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles,	Working scientifically To identify and name a variety of common wild and garden plants including deciduous and evergreen trees. To observe the changes across the four seasons. To identify and describe the basic structure of a variety of common flowering plants, including trees.	Working scientifically To identify and describe the basic structure of a flowering plant. To identify and name a variety of common wild plants. To observe and describe the weather. To be able to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and



	<p>which part of the body is associated with each sense.</p> <p>To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.</p>	<p>variety of common wild and garden plants including deciduous and evergreen trees.</p>	<p>environment to explore and answer questions about animals in their habitat.</p>	<p>birds and mammals, including pets)</p>	<p>To observe and describe the weather related to the four seasons and how day length varies.</p> <p>To be able to distinguish between an object and the material from which it is made.</p>	<p>rock.</p> <p>To be able to describe the simple physical properties of a variety of everyday materials.</p> <p>To be able to compare and group together a variety of everyday materials on the basis of their physical properties.</p>
<p>Computing</p>	<p>e-Safety</p> <p>To understand the dangers of using the internet and how they should seek help and support if necessary using 'Smartie the Penguin'.</p> <p>To create and manipulate and retrieve digital content using art software.</p>	<p>To communicate and present ideas using digital images, text and sound.</p> <p>To understand the dangers of using the internet and how they should seek help and support if</p>	<p>Controlling and Sensing</p> <p>To conduct a school survey designed to identify machines, recording findings.</p> <p>To explore how machines know what to do.</p> <p>e-Safety</p> <p>To experiment with recording sounds and speech and use the iPad film short videos necessary.</p>	<p>Controlling and Sensing</p> <p>To give and record a set of instructions to control a floor robot, Designing a simple route.</p>	<p>Handling Data</p> <p>To conduct a school survey designed to identify information sources.</p> <p>To conduct a survey to discover what forms of transport children have experienced and record results using a simple graphing program e.g. as a pictogram</p> <p>To use a digital sound recorder.</p> <p>e-Safety</p> <p>To understand the dangers of using the internet and how they should seek help and support if necessary.</p>	<p>Communication</p> <p>To use a word bank to label a picture or diagram.</p> <p>To create a word bank of beach words</p> <p>To use a keyboard to label exploring undo and backspace functions.</p> <p>To use electronic books</p>



<p>History</p>	<p>To describe and compare the characteristics of how animals are used today compared with years ago.</p> <p>To compare some aspects of life in different periods using artefacts, photographs and on-line resources.</p>	<p>To understand how animals helped during the First World War.</p> <p>To compare some aspects of life in different periods using artefacts, photographs and on-line resources.</p> <p>To identify similarities and differences between ways of life in different periods.</p>			<p>To investigate seaside holidays in the past.</p> <p>To examine images of Victorian street and seaside scenes.</p> <p>To discuss and identify some similarities and differences.</p> <p>To demonstrate factual knowledge of the past beyond living memory.</p>	<p>To select and combine information from a variety of sources to answer the questions: What did people do at the seaside long ago? How did people have fun at the seaside long ago? What it would be like to spend a day at the seaside 100+ years ago?</p>
<p>Geography</p>		<p>To label and identify the 7 continents in the world.</p> <p>To identify the UK and its countries;</p> <p>To name capital cities in the UK.</p> <p>To identify weather patterns in the UK and use associated geographical language</p> <p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Using observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p> <p>To create maps showing key landmarks and using arrows to show direction.</p> <p>To use simple compass directions.</p> <p>To learn why some parts of world are in darkness and others in light.</p>	<p>To identify the UK and its countries; To name capital cities in the UK.</p> <p>To use simple compass directions.</p> <p>To identify weather patterns in the UK and use associated geographical language.</p>	<p>To know where the seaside is in relation to the locality using maps and plans.</p> <p>To relate specific human and physical features to a given place; To compare lifestyles at home with living by the sea.</p> <p>To name some physical and human features of landscape.</p>	<p>To know where the seaside is in relation to the locality using maps and plans.</p> <p>To relate specific human and physical features to a given place.</p>



			<p>Using small globes, Lego / Play Mobil people and torches to create day and night conditions on globe.</p> <p>To collect examples of night workers.</p>			
Art & Design	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To explore water colours, oil pastels and other media's.</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To explore the work of a range of artists, looking at the illustrations from the <i>Old Bear</i>' stories.</p> <p>To create observational drawing of an animal teddy.</p> <p>To create 3d clay model of an animal teddy.</p>	<p>To explore the works of other artists using Van Gogh's <i>Starry, Starry Night</i>.</p> <p>To use a range of materials and processes to create a day and night mobile and collages of night animals.</p>	<p>To use a range of materials and processes to create collages of night animals and collages of planets</p>	<p>To record from first-hand observation and explore ideas.</p> <p>To investigate the possibilities of a range of materials and processes:</p> <ul style="list-style-type: none"> •Making observational drawing of shells, sea creatures; •Bubble printing; •Marbling; •Collage work with templates for jellyfish, seahorses, sea anemones, fish etc; <p>To explore colour mixing:</p> <ul style="list-style-type: none"> •Mix different sunset shades by adding black and white paints; •Create an effective colour wash for an ocean-scape. 	<p>To record from first-hand observation and explore ideas.</p> <p>To investigate the possibilities of a range of materials and processes:</p> <p>To explore colour mixing:</p> <ul style="list-style-type: none"> •Mix different sunset shades by adding black and white paints; •Create an effective colour wash for an ocean-scape. <p>To create clay fish and shell shapes using clay tools to create texture and line.</p> <p>To explore the works of other artists: <i>Matisse's In Polynesia</i></p>
Design	To use a range of tools	To use a range of tools	To use a range of tools	To use a range of tools	To design a superhero	To design and make



<p>Technology</p>	<p>and equipment to perform practical tasks of cutting and shaping.</p>	<p>and equipment to perform practical tasks of cutting and shaping. Select from and using a wide range of materials. Use split pins to make a moving animal. To select from and using a wide range of materials, to make a Christmas decorations for a Christmas hoop. Class enterprise project.</p>	<p>and equipment to perform practical tasks of cutting and shaping. To select from and using a wide range of materials. Puppet project Design, make and evaluate a project.</p>	<p>and equipment to perform practical tasks of cutting and shaping. To select from and using a wide range of materials. Food technology: Pancake day Easter nests.</p>	<p>cape. To label their design. To make a cape and say what they like and dislike about it.</p>	<p>fruit smoothies from a selection of fruit and discuss their health benefits. To comment on their finished product using a self-evaluation pro-forma.</p>
<p>Music</p>	<p>To find the beat (pulse) in different pieces of music, playing along to the beat. To copy, create and record simple rhythms, including how rhythms To learn and perform songs for the Autumn Celebration.</p>	<p>To explore pitch (high and low notes) to create melodies using both voice and a variety of tuned instruments. To experiment with different ways of signalling pitch change and also work on controlling voices when singing a melody. To learn and perform songs for the Infant Christmas Production.</p>	<p>To learn about the music of John Williams. To listen to a wide variety of his music and think about the effect of the instruments used. To create mood and atmosphere with the instruments in school.</p>	<p>To learn about rhythm. To practise and create repeating back rhythms. To experiment with instruments to discover which instruments are best for performing rhythms. To explore how rhythm and beat / pulse are linked.</p>	<p>To experiment with different tuned and un-tuned instruments and the ways in which they are played and the sounds they create.</p>	<p>Using the music of 'Peter and the Wolf' by Prokofiev to know how music can tell a story when the instruments are chosen for a specific purpose. To recreate this on a smaller scale and add instruments to a story after experimenting further with the sounds created by instruments. We will also study Composers of the Month, Copland and Bernstein.</p>
<p>PE</p>	<p>Gymnastics To use space and equipment safely. To travel on different</p>	<p>Dance To come up with sequences of movements in pairs.</p>	<p>Gymnastics To use space and equipment safely. To travel and take</p>	<p>Dance To come up with sequences of movements as a team.</p>	<p>Gymnastics To use space and equipment safely. To travel curling and</p>	<p>Dance To use balance and co-ordination when performing dances</p>



	<p>body parts. To move and handle large apparatus as a team.</p> <p>Outdoor Games To throw and catch a ball; To participate in team games.</p>	<p>To perform dances using simple movement patterns.</p> <p>Outdoor Games To develop ball control. To participate in team games (football).</p>	<p>weight on different body parts. To travel moving high and close to the ground</p> <p>Outdoor Games To develop ball control skills using a stick. To participate in team games.</p>	<p>To perform dances using simple movement patterns.</p> <p>Outdoor Games To develop ball skills. To participate in team games (multi-skills)</p>	<p>stretching on different body parts.</p> <p>Outdoor Games To develop ball skills using a range of striking equipment (cricket, tennis). To participate in team games.</p>	<p>using simple movement patterns.</p> <p>Outdoor Games To develop athletics skills for Sports Day.</p>
RE	<p>People who are special Places that are special People who help in the community Different ideas and beliefs people have or share and respecting those beliefs.</p>	<p>People who are special Places that are special Christmas and the Christmas story.</p>	<p>Special writing: The creation story, Holi, Story of Mohammed.</p>	<p>Special writing: The creation story, The story of Easter.</p>	<p>Special symbols and objects found in churches, mosques and temples.</p>	<p>Special symbols and objects found in churches, mosques and temples.</p>
PSHEe & C	<p>To develop confidence and responsibility; To make the most of their abilities.</p> <p>To participate in a 'circle time' to share ideas and opinions.</p>	<p>To explore close communities to which children belong.</p> <p>To develop self-awareness in relation to others.</p>	<p>To explore feelings and relationships, the importance of having self-confidence. To understand about growing older. To explore cultural diversity.</p>	<p>To explore feelings and relationships, the importance of having self-confidence. To understand about growing older. To explore cultural diversity.</p>	<p>To learn about: Co-operating and sharing, Fairness, Kind and unkind behaviour, Selfishness, Stealing, Telling lies, Truthfulness.</p>	<p>To learn about: Rights and responsibilities, The right to be safe, The right to education, The right to medical care, Care of a baby, Looking after a pet.</p>



<p>Languages French</p>	<p>Unit 1 - Moi Children will learn to greet others, say how they are and introduce themselves. They begin to respond to and ask questions about name and age. They begin to understand that French is spoken in France and elsewhere. They will learn numbers 1-10, the verb <i>s'appeler</i> and using possessive pronouns.</p>	<p>Unit 2 - Jeux at chanson Children listen and respond to well-known songs. They extend their knowledge of numbers, learn to describe colours and play familiar playground games. They follow simple instructions. They begin to write some familiar words.</p>	<p>Unit 3 - On fait la fête Children learn language relating to celebrations of special occasions and their achievements in activities and games. They learn the months of the year. The children add to their repertoire of games to play in French.</p>	<p>Unit 4 - Portraits The children learn the names for the main body parts and describe colours. They ask and answer questions about physical appearance. They describe themselves and others. They consolidate their knowledge of sound and spelling.</p>	<p>Unit 5 Les Quatre Amis The children will listen and respond to the story called 'les quatre amis' (the four friends). They will give description of an animal, making statements about movement. They will develop language and vocabulary from a simple story.</p>	<p>Unit 6 - ça pousse! The children learn the names of some vegetables grown in a garden and how to say what they like and dislike. They learn how to describe the cycle of a plant and work on the story of <i>Jack and the Beanstalk</i>.</p>
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