



Danbury Park Community Primary School Key Stage 1 Long Term Curriculum Map Class Flamingo (Year 2) 2019 - 2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Tell Me a Story	Tell Me a Story	Home and Away	Home and Away	Fire! Fire!	Fire! Fire!
English	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry
Maths	Number and Place value Geometry Addition and Subtraction	Counting and Money Multiplication Division	Fractions Measures - Length, Capacity and Mass Time 4 operations	Statistics Position and Direction Number and Place value Addition and Subtraction Division and Multiplication	Measure - Time and Money Addition and Subtraction Multiplication and Division Fractions Position and Direction	Reading Scales, Length, Height, Mass, Capacity, Temperature Statistics Number and Place value 4 operations Geometry
Science	To identify and compare the suitability of materials for particular uses. To investigate materials can be changed by stretching, heating and cooling. To identify properties of an material. Work Scientifically To ask simple questions and recognise that they can be answered in different ways	To investigate how materials can be changed by stretching, heating and cooling. To investigate the suitability of materials for a purpose. Work Scientifically To ask simple questions and recognise that they can be answered in different ways including gathering and recording data. To observe closely,	To investigate living things, including plants. And their habitats To investigate different ways animals have adapted to live in their habitats. To learn about food chains. To observe and investigate how seeds and bulbs grow. To devise an investigation to answer the question: What do seeds need to grow?	To identify and name a variety of plants and animals in their habitats including micro-habitats. To identify and classify living things. To use observations and ideas to suggest answers to questions. To describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.	To learn about animals, including humans. To investigate keeping healthy with a balanced diet, exercise and sufficient rest. To devise a healthy lunchbox and, linking with PE, a keep fit routine. Work Scientifically To ask simple questions and recognise that they can be answered in	To devise a healthy lunchbox and, linking with PE, a keep fit routine. Work Scientifically To ask simple questions and recognise that they can be answered in different ways including gathering and recording data. To observe closely, using simple equipment. To perform simple tests.



	<p>including gathering and recording data. To observe closely, using simple equipment. To perform simple tests.</p>	<p>using simple equipment. To perform simple tests.</p>	<p>To investigate the needs of plants and make comparisons with the needs of seeds.</p> <p>Work Scientifically To ask simple questions and recognise that they can be answered in different ways including gathering and recording data. To observe closely, using simple equipment. To perform simple tests.</p>	<p>To explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>Work Scientifically To ask simple questions and recognise that they can be answered in different ways including gathering and recording data. To observe closely, using simple equipment. To perform simple tests.</p>	<p>different ways including gathering and recording data. To observe closely, using simple equipment. To perform simple tests.</p>	
Computing	<p>e-Safety To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. To respect others work stored on a shared drive of a network or presented online.</p>	<p>Programming To use logical reasoning to predict the behaviour of simple programs. To make predictions when programming devices (actual or on screen), estimating distances and turns. Use logical reasoning to explain the prediction.</p> <p>Digital Literacy and Information Technology</p>	<p>e-Safety To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. To respect others work stored on a shared drive of a network or presented online.</p>	<p>Programming To understand what algorithms are: how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. To create and debug simple programs. To understand that algorithms are a sequence of step by step instructions. To input precise</p>	<p>e-Safety To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. To respect others work stored on a shared drive of a network or presented online.</p>	<p>Programming To create and debug simple programs. To be able to talk about their use of computer simulations (games) and compare with reality To create and debug a simple program to correct errors, to see if they can program a floor robot to reach a specific location. To discuss ways 'control technology' is used in the world, e.g.</p>



	<p>To know that online communication is not always confidential and that it can be monitored. To identify some risks presented by new technologies inside and outside school</p> <p>To know some of the school e-safety rules</p> <p>To know that you can be diverted from a website through a link to a new website, advertising or pop-up.</p>	<p>To take a digital image, save in own folder and edit. To enter text into a search engine and URLs in the address bar to find specific given web sites. To start to apply research skills using different search engines and websites. To understand that some information is stored on single computers or devices (a hard drive), some is stored on a small network (School server) and some is stored on big servers and accessed by everyone in the world.</p> <p>To recognise common uses of information technology beyond school. To discuss different jobs that involve ICT for research (e.g. space industry.) To begin to evaluate web sites by giving opinions about preferred sites.</p>	<p>To know that online communication is not always confidential and that it can be monitored. To identify some risks presented by new technologies inside and outside school To know some of the school e-safety rules To know that you can be diverted from a website through a link to a new website, advertising or pop-up.</p>	<p>algorithms into a program to create a simple shape on screen or to control a device. To be able to talk about their use of computer simulations (games) and compare with reality.</p> <p>Digital Literacy and Information Technology To use technology purposefully to create, organise, store, manipulate and retrieve digital content. To save worked documents in own folder. Locate the saved file or image, re-use and resave. To use sound, images and text in simple presentations. Edit font size, style and colour. To use a range of tools in a paint package. To use simple graphing programs to produce pictograms and other simple graphs and manipulate the way a graph displays the</p>	<p>To know that online communication is not always confidential and that it can be monitored. To identify some risks presented by new technologies inside and outside school To know some of the school e-safety rules To know that you can be diverted from a website through a link to a new website, advertising or pop-up.</p>	<p>thermostats.</p> <p>Y1 Children To make choices in an adventure game or simulation. To debug a given instruction (algorithm) to correct simple errors. To program a simple floor robot to carry out a short sequence of steps.</p> <p>Digital Literacy and Information Technology To record and playback sounds. To create a simple animation. To participate in whole class discussions of a data logger monitoring live data. To use sound, images and text in simple presentations. To edit font size, style and colour.</p>
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				data. To recognise basic incorrect data.		
History	To use primary and secondary sources for research. To tell the difference between the past and present in their own and other people's lives.	To use primary and secondary sources for research. To tell the difference between the past and present in their own and other people's lives.	To use primary and secondary sources for research. To explain the difference between past and present in their own and other people's lives. To recognise similarities and differences between periods of time; To place the era in a time line. To learn about significant historical places in their own locality.	To use primary and secondary sources for research. To tell the difference between past and present in their own and other people's lives. To recognise some of the similarities and differences between periods of time and to place the events in a time line.	To use primary and secondary sources for research. To explain the difference between past and present in their own and other people's lives. To recognise similarities and differences between periods of time; To place the era in a time line. To learn about events beyond living memory that are significant nationally or globally, the Great Fire of London.	To use primary and secondary sources for research. To tell the difference between past and present in their own and other people's lives. To recognise some of the similarities and differences between periods of time and to place the events of the Great Fire of London in a time line. To learn about events beyond living memory that are significant nationally or globally, the Great Fire of London.
Geography			Human and Physical Geography To use basic geographical vocabulary to refer to key physical and human features.	Geographical skills and fieldwork To design a fantasy world map, using simple coordinates and compass points. Locational Knowledge	Geographical skills and fieldwork To use aerial photographs to recognise landmarks and basic human and physical features.	To use the secondary sources globes and atlas' to find answers to questions. Place Knowledge To understand geographical similarities and



			<p>To use simple compass directions and locational and directional language to describe the features and routes on a map.</p> <p>To design a fantasy world map, using simple coordinates and compass points.</p> <p>Locational Knowledge To know the countries and capital cities of the United Kingdom and the continents and oceans of the world.</p>	<p>To know the countries and capital cities of the United Kingdom and the continents and oceans of the world.</p>	<p>To devise a simple map and use and construct basic symbols in a key</p> <p>To create an island map, using simple coordinates and compass points.</p> <p>Place Knowledge To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small contrasting non-European Country. To use the secondary sources to find answers to questions.</p>	<p>differences through studying the human and physical geography of a small area of the United Kingdom and of a small contrasting non-European Country. To use basic geographical vocabulary to name physical and human features.</p> <p>To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator, North Pole and South Pole.</p>
Art & Design	<p>To experiment with a variety of media; pencils, crayons, pastels, charcoal, chalk.</p> <p>To use a variety of pencil techniques for drawing and shading.</p> <p>To use a range of materials creatively to design and make products. To use drawing and</p>	<p>To experiment with a variety of media; pencils, crayons, pastels, charcoal, chalk.</p> <p>To use a variety of pencil techniques for drawing and shading.</p>	<p>To experiment with a variety of media; pencils, crayons, pastels, charcoal, chalk.</p> <p>Textile work</p> <p>To use a variety of pencil techniques for drawing and shading.</p>	<p>To experiment with a variety of media; pencils, crayons, pastels, charcoal, chalk.</p> <p>To match and sort fabrics and threads for colour, texture, length, size and shape. To change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting,</p>	<p>To investigate tone by drawing light/dark lines, light/dark patterns and shapes.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices</p>	<p>To investigate printing and over printing.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their</p>



	painting techniques to develop and share their ideas, experiences and imagination.			plaiting. To join fabrics by sewing and gluing. To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	and disciplines, and making links to their own work.	own work.
Design Technology	To generate, develop, model and communicate ideas through talking, drawing and templates. To explore a variety of materials and methods of joining to be used in the construction of a fantasy machine. To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	To generate, develop, model and communicate ideas through talking, drawing and templates. To explore a variety of materials and methods of joining to be used in the construction of a fantasy machine. To make chocolate to go into packaging designed.	To use the basic principles of a healthy and varied diet to prepare dishes. To understand where food comes from.	To design purposeful, functional, appealing products for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	To generate, develop, model and communicate ideas through talking, drawing and templates. To explore a variety of materials and methods of joining to be used in the construction of a 3-D model. To evaluate the finished product.	To build structures, exploring how they can be made stronger, stiffer and more stable
Music	Autumn 1 We will be composing music in groups with an autumnal theme inspired by linocut	Autumn 2 This half term we will be responding to music by our next two Composers of the	Spring 1 This half term we will be discovering the orchestra and its instruments, listening	Spring 2 We will be listening to music that represents different places for our topic Home and Away, being	Summer 1 We will be listening to music inspired by fire to do with our topic and learning some songs	Summer 2 This half term we will be playing the tuned percussion and learning the notes and their names to



	<p>pictures, and creating rhythm patterns and music inspired by <i>George's Marvellous Medicine</i> for our topic 'Tell me a Story'. We will also be learning our songs for the Harvest Festival and learning about and listening to music by our first two Composers of the Month, Vaughan Williams and Amy Beach. Autumn 2 This half term we will be responding to music by our next two Composers of the Month, Chopin and Prokofiev, listening to and composing music inspired by Bonfire Night and learning our songs for the Christmas production.</p>	<p>Month, Chopin and Prokofiev, listening to and composing music inspired by Bonfire Night and learning our songs for the Christmas production.</p>	<p>to music and creating some artwork. We will also be listening to music by our two Composers of the Month, Brahms and Stravinsky.</p>	<p>musical detectives by looking for clues to tell us about it. We will also be listening and responding to music by our next Composer of the Month, Haydn.</p>	<p>about The Great Fire of London, accompanied with some percussion instruments. We will be learning about and listening to our two Composers of the Month, Chaminade and Faure</p>	<p>write our own melodies with. We will also study our final Composers of the Month, Copland and Bernstein.</p>
<p>PE</p>	<p>Gymnastics To copy or create and link movement phrases with beginnings, middles and ends To perform, with control, movement phrases using a range of body actions and body parts. To recognise how the</p>	<p>Gymnastics To copy or create and link movement phrases with beginnings, middles and ends To perform, with control, movement phrases using a range of body actions and body parts. To recognise how the</p>	<p>Gymnastics To copy or create and link movement phrases with beginnings, middles and ends To perform, with control, movement phrases using a range of body actions and body parts. To recognise how the</p>	<p>Dance To copy or create and link movement phrases with beginnings, middles and ends To perform, with control, movement phrases using a range of body actions and body parts. To recognise how the</p>	<p>Dance To copy or create and link movement phrases with beginnings, middles and ends To perform, with control, movement phrases using a range of body actions and body parts. To create a variety of</p>	<p>Gymnastics To copy or create and link movement phrases with beginnings, middles and ends To perform, with control, movement phrases using a range of body actions and body parts. To recognise how the</p>



	<p>body feels when still and when exercising. To watch, copy and describe movements.</p> <p>Outside Games Balls skills - throwing and catching Tag rugby</p>	<p>body feels when still and when exercising. To watch, copy and describe movements.</p> <p>Outside Games Ball skills - attacking and defending Football</p>	<p>body feels when still and when exercising. To watch, copy and describe movements.</p> <p>Outside Games Balls skills - ball control using a stick hockey</p>	<p>body feels when still and when exercising. To watch, copy and describe movements.</p> <p>Outside Games Balls skills and team games Multi-skills</p>	<p>animal dances linked to the teaching in Music. Year 2 To learn a routine for the Year 2 Infant Music Festival school performance.</p> <p>Outside Games Multi skills Year 2 To practise for CSSP Year 2 Games Tournament.</p>	<p>body feels when still and when exercising. To watch, copy and describe movements.</p> <p>Outside Games Athletics skills Preparation for Sports Afternoon.</p>
RE	<p>Special People Special 'me' (e.g. my uniqueness, my worth and value, my qualities and abilities) People who are special to me, people I love and care about: family and close friends</p> <p>Festivals/celebrations Birthdays Christmas</p> <p>Additional Foci: Sikh naming ceremonies Hindu festival of Raksha Bandhan (rakhis) Shabbat Christian belief that</p>	<p>Special Places Our homes Our bedrooms Our gardens Our special places at home (eg dens, tree houses, Wendy Houses)</p> <p>Christianity The home as a special place for the family In some Christian homes there is a special place where people will pray before a cross or an image of Jesus, Mary or a saint</p> <p>Additional Foci: Judaism: Shabbat Hinduism: Puja, Divali</p>	<p>The Home</p> <p>Special And Stories Our special books Our special stories Our special poems and rhymes Our special songs Our special letters and cards</p> <p>CHRISTIANITY The Bible in the home Family Bibles, that used to be read aloud every evening Stories from the Bible, shared with children Stories shared with children about Jesus,</p>	<p>Special Things In Nature Our pets Flowers, house plants Our gardens The seasons Recycling Light and water (all life depends on these)</p> <p>Additional Foci: Buddhism - Prince Siddhartha and the swan, - lotus flower symbolism</p>	<p>The Home</p> <p>Special Symbols And Objects Objects that are special to us Family heirlooms Our special clothes Family photographs Family crests</p> <p>Festivals/Celebrations Birthday cake</p> <p>Christianity Crosses Rosaries Images of Jesus, Mary and saints in the home (eg devotional statues in Roman Catholic</p>	<p>Special Ways Of Living Daily rituals in our lives Things we enjoy doing Our hobbies and interests What we do in the holidays What we do at weekends Showing kindness, care, love Giving to charity Healthy living Our carbon footprint Preserving/wasting energy Using renewable sources of energy</p>



	<p>every person is special to God</p>	<p>Buddhism: Buddha in the home</p>	<p>saints and other people who have followed the teachings of Jesus Grace before meals Prayers said before going to sleep</p> <p>Festivals Christmas (celebrating the story of the birth of Jesus) Easter (celebrating the story of Jesus' resurrection)</p> <p>Additional Foci: Hindu Bhajan songs</p>		<p>homes and icons in Orthodox homes) (could also be covered in unit on 'Special People') The fish symbol (ICHTHUS) on clothing, cars, etc Certificate of baptism</p> <p>Festivals/Celebrations Symbols associated with Christmas (Christmas tree, holly, mistletoe, robin redbreast, lights, etc) Hot cross buns eaten on Good Friday Symbols associated with Easter day (eggs, bunnies, daffodils, etc)</p> <p>Additional Foci Hindu symbols and the festival of Holi</p>	<p>Festivals/Celebrations Birthdays</p>
<p>PSHEe & C</p>	<p>Health and Wellbeing Rights and Responsibility Healthy lifestyles To learn how to keep our bodies healthy. To understand about making healthy choices. To recognise what they are good at and</p>	<p>Health and Wellbeing Keeping safe Growing and changing To learn about how it feels when there is change or loss. To learn about basic hygiene and why this is important. To learn about growing and changing and</p>	<p>Relationships Feelings and Emotions To learn about the importance of respect for differences and similarities between people. To think about special people in their lives. To learn that bodies and feelings can be</p>	<p>Relationships Feelings and Emotions Healthy relationships To learn about listening to others and playing cooperatively. To learn about the importance of respect for differences and similarities between people.</p>	<p>Living in the Wider World Rights and Responsibilities Taking care of the environment. To learn about group and class rules and why they are important. To learn about</p>	<p>Living in the Wider World Money Rights and Responsibilities To learn about where money comes from and what it is used for. To learn how to keep money safe. To learn that</p>



	<p>set simple goals. To recognise a range of feelings and strategies to manage these feelings.</p>	<p>becoming more independent. To learn that household products, including medicines, can be harmful if not used correctly. To learn about rules for keeping safe. To learn how to ask for help if they are worried about something.</p>	<p>hurt. To learn that hurtful teasing and bullying is wrong and what to do if it happens.</p>	<p>To think about special people in their lives. To learn that bodies and feelings can be hurt. To learn that hurtful teasing and bullying is wrong and what to do if it happens.</p>	<p>respecting the needs of ourselves and others. To think about groups and communities that they belong to. To learn about looking after the local environment.</p>	<p>everybody is unique. To learn about the ways we are similar to other people. To learn about the people who work in their community, how to get help, including in an emergency.</p>
<p>Languages French</p>	<p>Unit 7 - On y va! In this unit children learn to name some French-speaking countries and some towns in France. They learn the days of the week and some phrases about the weather. They will learn songs and rhymes to help them remember new vocabulary. They will be able to write dates and using the verb 'aller' as well as preposition for mode of transportation (en, a).</p>	<p>Unit 8 - L'argent de poche In this unit children gain confidence in manipulating numbers and learn further expressions for likes and dislikes. They begin to learn about the euro. They prepare and perform an advert for a toy.</p>	<p>Unit 9 - Raconte-moi une histoire In this unit children will work on sounds and spellings. They continue to gain confidence in manipulating numbers. They learn some common adjectives and revise how to make simple feminine agreements. The unit is based on a simplified version of the story of Sleeping Beauty.</p>	<p>Unit 10 - Vive le sport Children will learn the names for some sports. They learn the names of some food and drinks associated with healthy and unhealthy lifestyles. They revise the days of the week and learn to say what activities they do on particular days.</p>	<p>Unit 11 - La Carnaval des Animaux Children will learn about animals, how to describe them and characterised them by music, talk about their habitats. They will learn to tell the time, asking and answering questions and adjectives agreement.</p>	<p>Unit 12 - Quel temps fait-il? Children will learn phrases about the weather and how to say the temperature. Aesop's fable Le Vent et le Soleil is used as a text. Children learn the names of some common clothing and relate these to the weather. They learn to say the date.</p>