



Danbury Park Community Primary School Key Stage 1 Long Term Curriculum Map Class Goldfinch (Years 1 and 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 2-D and 3-D Shape Counting and Money Multiplication Division Addition and Subtraction		Number and Place value Length and Mass/weight Addition and Subtraction Addition and Subtraction 2-D and 3-D shape Sequencing and Sorting Fractions Fractions Capacity and Volume Money Time		Number and Place value Addition and Subtraction Capacity and Volume Fractions Position and Direction Time 2-D and 3-D shape Time Multiplication and division Statistics including finding the difference Measurement Sorting	
Science	To identify and compare the suitability of materials for particular uses. To investigate materials can be changed by stretching, heating and cooling Work Scientifically To ask simple questions and	To investigate how materials can be changed by stretching, heating and cooling. To investigate the suitability of materials for a roof of a house. Work Scientifically To ask simple questions and recognise that they can be answered in different ways	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 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	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	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,



	<p>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>including gathering and recording data. To observe closely, using simple equipment. To perform simple tests.</p>	<p>To devise an investigation to answer the question: What do seeds need to grow? To investigate the needs of plants and make comparisons with the needs of seeds. Y1 children To observe changes across the four seasons and Observe and describe weather associated with the seasons and how day length varies. 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>kinds of animals and plants and how they depend on each other. To explore and compare the differences between things that are living, dead and things that have never been alive. Y1 children To observe changes across the four seasons and Observe and describe weather associated with the seasons and how day length varies. 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>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>using simple equipment. To perform simple tests.</p>
Computing	<p>e-Safety To use technology safely and respectfully, keeping personal information</p>	<p>Programming To use logical reasoning to predict the behaviour of simple programs.</p>	<p>e-Safety To use technology safely and respectfully, keeping personal information</p>	<p>Programming To understand what algorithms are: how they are implemented as programs on digital</p>	<p>e-Safety To use technology safely and respectfully, keeping personal information</p>	<p>Programming To create and debug simple programs. To be able to talk about their use of</p>



	<p>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. 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>Y1 Children To save their own content in their own personal folder. To start to know to keep personal information private</p>	<p>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 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>Y1 Children To know that</p>	<p>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. 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>Y1 Children To save their own content in their own personal folder. To start to know to keep personal information private when communicating online.</p>	<p>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 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>Y1 Children To create/follow instructions (algorithms) to navigate programmable toys around a course. To make choices in an adventure game or simulation.</p> <p>Digital Literacy and Information Technology To use technology purposefully to create, organise, store,</p>	<p>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. 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>Y1 Children To save their own content in their own personal folder. To start to know to keep personal information private when communicating online.</p>	<p>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. 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</p>
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	<p>when communicating online. To know the school Acceptable Use Policy and the SMART online rules</p>	<p>multimedia includes sound, text and graphics and can be used to communicate in different ways. To use appropriate buttons, menus and hyperlinks to navigate online sites. 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 the school Acceptable Use Policy and the SMART online rules</p>	<p>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 data. To recognise basic incorrect data.</p> <p>Y1 Children With help save and retrieve documents in own folder. To use images and text in simple presentations. To create a picture using some simple tools in a paint package. To take a digital image.</p>	<p>To know the school Acceptable Use Policy and the SMART online rules</p>	<p>and text in simple presentations. To edit font size, style and colour.</p> <p>Y1 Children To use software to explore sounds. To use a digital microscope to look more closely at objects. To develop simple classification skills by carrying out sorting activities.</p>
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				To use simple graphing programs to produce pictograms and other simple graphs.		
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. To use simple compass directions and locational and directional language to	Geographical skills and fieldwork To design a fantasy world map, using simple coordinates and compass points. Locational Knowledge To know the countries and capital cities of	Geographical skills and fieldwork To use aerial photographs to recognise landmarks and basic human and physical features. To devise a simple map and use and construct basic symbols in a key	To use the secondary sources globes and atlases to find answers to questions. Place Knowledge To understand geographical similarities and differences through studying the human and physical geography



			<p>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>the United Kingdom and the continents and oceans of the world.</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>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 painting techniques to develop and share their ideas,</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, plaiting. To join fabrics by sewing and gluing.</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 and disciplines, and making links to their own work.</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 own work.</p>



	experiences and imagination.			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.		
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 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	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	We will be creating rhythm patterns with an autumnal theme, and composing music inspired by <i>The Minpins</i> for our topic of 'Tell Me a Story'. We will also be	We will be discovering the orchestra and its instrument families looking at the different ways the instruments are made. We will also be listening to music by	This half term we will be listening to music that represents different places for our topic Home and Away, composing a group piece for each place. We will also be	This half term we will be listening to music inspired by the Great Fire of London and creating our own song with movement. We will be learning about and listening to our	We will be using the glockenspiels, handbells and xylophones to learn the names of the notes and create our own melodies. We will also study our final



	Night and learning some traditional Christmas songs and carols as well as our songs for the Christmas production.	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.	our two Composers of the Month, Brahms and Stravinsky.	learning about and listening to music by our next Composer of the Month, Haydn.	two Composers of the Month, Chaminade and Faure.	Composers of the Month, Copland and Bernstein.
PE	<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 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>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 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>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 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>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 body feels when still and when exercising. To watch, copy and describe movements.</p> <p>Outside Games Balls skills and team games</p>	<p>Dance Country Dancing</p> <p>Outside Games Athletics skills</p> <p>Year 2 To practise for CSSP Year 2 Games Tournament.</p>	<p>Outside Games Cricket</p> <p>Athletics skills Preparation for Sports Afternoon.</p>
RE	Special words, stories and writings. To learn and understand the meanings behind religious stories and writings.	Special words, stories and writings. To learn and understand the meanings behind religious stories and writings.	Special People, Special Places.	Special People, Special Places. Festivals of Light, including Christmas, the Chinese Moon Festival.	To know Hindu celebrations and family life. To compare symbols and special people	To know about Hindu celebrations and family life. To investigate the theme of nature within different religions and its importance.



<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 set simple goals. To recognise a range of feelings and strategies to manage these feelings.</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 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>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 hurt. To learn that hurtful teasing and bullying is wrong and what to do if it happens.</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. 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>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 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>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 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 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</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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