



Danbury Park Community Primary School

Key Stage 1 Long Term Curriculum Map

Class Goldfinch (Year 1 & 2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Time Travellers (Castles) Were castles a good home to live in?	Time Travellers (Castles) Who lived in a castle?	Voyage of Discovery Who was Neil Armstrong and why is he famous?	Voyage of Discovery Where did Christopher Columbus travel to?	Where the Wild Things Are How have animals adapted to survive in their habitats?	Where the Wild Things Are
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 Addition and subtraction	Addition and subtraction Geometry: shape Number and Place Value Y2 Number: Y2 Money	Number: Addition and subtraction Number: Place value Y2 Number: Multiplication and Division Y2 Statistics	Y2 Geometry Y2 Number: Fractions Measurement: length and height Measurement: weight and volume	Number: multiplication and division Number: Fractions Geometry: Position and direction Y2 Measurement: time, length and height	Y1 Number: Place value Y1 Measurement: Money Measurement: Time Y2: Measurement: Mass, Capacity and Temperature Four operations
Science	To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. To investigate how	To explore and investigate the effect of temperature and the concept of fair testing. To investigate the suitability of the components of a castle.	To investigate animal characteristics, including humans. To understand how to keep healthy with a balanced diet, exercise and sufficient rest. To devise a healthy lunchbox and, linking	To investigate animal characteristics, including humans. To understand how to keep healthy with a balanced diet, exercise and sufficient rest. To devise a healthy lunchbox and, linking	To investigate living things, including plants, and their habitats. To understand different ways animals have adapted to live in their habitats. To understand food chains.	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.



	materials can be changed by stretching, heating and cooling. Working Scientifically To ask simple questions and recognise that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To gather and record data to help in answering questions.	Working Scientifically To ask simple questions and recognise that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To gather and record data to help in answering questions.	with PE, a keep fit routine. Working Scientifically To ask simple questions and recognise that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To gather and record data to help in answering questions.	with PE, a keep fit routine. Working Scientifically To ask simple questions and recognise that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To gather and record data to help in answering questions.	To observe and investigate how seeds and bulbs grow. To devise investigation to answer the question: What do seeds need to grow? Investigate the needs of plants and make comparisons with the needs of seeds. Working Scientifically To ask simple questions and recognise that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To gather and record data to help in answering 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. Explore and compare the differences between things that are living, dead and things that have never been alive. Working Scientifically To ask simple questions and recognise that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To gather and record data to help in answering questions.
Computing	Online Safety To understand the dangers of using the internet and how they should seek help and support if necessary. To use technology safely and respectfully, keeping	Creating Media Y1 Digital painting Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally. Y2 Digital photography	Online Safety To understand the dangers of using the internet and how they should seek help and support if necessary. To use technology safely and respectfully, keeping	Data and Information Y1 Grouping data Exploring object labels, then using them to sort and group objects by properties. Y2 Pictograms Collecting data in tally charts and using	Online Safety To understand the dangers of using the internet and how they should seek help and support if necessary. To use technology safely and respectfully, keeping	Programming B Y1 Programming animations Designing and programming the movement of a character on screen to tell stories. Y2 Programming



	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. Computing Systems & Networks Y1 Technology Around Us Recognising technology in school and using it responsibly. Y2 Information technology around us Identifying IT and how its responsible use improves our world in school and beyond.	Capturing and changing digital photographs for different purposes.	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. Programming A Y1 Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes. Y2 Robot algorithms Creating and debugging programs, and using logical reasoning to make predictions.	attributes to organise and present data on a computer.	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. Creating Media Y1 Digital writing Using a computer to create and format text, before comparing to writing non-digitally. Y2 Digital music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
History	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 era of building castles in a time line.	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 know how people lived in castles and the different jobs that had to be done. To recognise some of the similarities and differences between	To use primary and secondary sources for research. To know about the lives and times of: Christopher Columbus and Neil Armstrong.	To use primary and secondary sources for research. To know about the lives and times of: Christopher Columbus and Neil Armstrong.		



		periods of time and to place the era of building castles in a time line.				
Geography	To design a fantasy landscape and map, using simple coordinates and compass points. To know the countries and capital cities of the United Kingdom and the continents and oceans of the world.	To design a fantasy landscape and map, using simple coordinates and compass points. To know the countries and capital cities of the United Kingdom and the continents and oceans of the world.	To identify landscape features and locate castles on a simple map. To know key human features for castle settlements.	To devise a 2-D map for a castle and use simple coordinates and compass points.	To create an island map, using simple coordinates and compass points. To know the capital cities of the United Kingdom. To understand differences in habitat and be able to locate the hottest and coldest parts of our world. To use the secondary sources of a globe and atlases.	To use the secondary sources globes and atlas' to find answers to questions. To understand similarities and differences between Danbury, and contrasting localities. To use basic geographical vocabulary to name physical and human features.
Art & Design	To develop sketching and painting techniques using the lunar landscape as the starting point. To experiment with a variety of media: pencils, crayons, pastels, charcoal, and chalk.	To experiment with a variety of media: pencils, crayons, pastels, charcoal, and chalk. To learn about the work of a range of artists, describing the differences and similarities between their work, and making links to their own work.	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 use a variety of pencil techniques for drawing and shading.	Weaving/Plaiting material or paper (glue strips) To investigate printing and over printing. To explore using natural materials to create sculptures.	To explore 3D art to make model animals. To study art from different countries and cultures. To recognise the media being used. To experiment with a variety of media: pencils, crayons, pastels, charcoal, and chalk.	To explore using natural materials to create sculptures.
Design Technology	To generate, develop, model and communicate ideas through talking and			To generate, develop, model and communicate ideas through talking,	To generate, develop, model and communicate ideas through talking and	To design and make habitat dioramas (3D models set inside shoe boxes).



	drawing. To construct a 3D rocket and/or lunar buggy model and evaluate finished product.			drawing and templates. To explore a variety materials and methods of joining them, to be used in the construction of a 3-D castle model.	drawing. To investigate the best fruits to combine to make a fruit smoothie and evaluate the finished project.	
Music	Rhythm, composition, singing Learn a song for topic Composer of the Month	Listen to mediaeval music- lute Learn songs for KS1 Christmas Production Composer of the Month	Listening, appraising, tuned percussion, singing Autumn rhythm patterns Learn a song about Neil Armstrong/ Astronauts Composer of the Month	Online Theremin Create a tuned percussion piece about a space journey Composer of the Month	Discovering the Orchestra, listening, appraising Listen to the animals with African theme Watch performance Discover instruments Composer of the Month	Comparing styles and sounds of different instruments Compose a piece for a missing animal- giraffe Composer of the Month
PE	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.	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.	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.	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.	Country Dancing 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 dance in groups, pairs and individually.	Games- Multi skills To improve hand-eye co-ordination when using equipment. To practise and improve throwing and catching skills. To work co-operatively in a team. To devise simple games involving throwing and catching.



	Outside Games Balls skills - tag rugby	Outside Games Balls skills - football	Outside Games Hockey	Outside Games Multiskills	Outside Games Athletics	Outside Games Cricket	
RE	Y1	Christianity	Christianity	Buddhism	Christianity	Judaism	Judaism
		Creation Story	Christmas	Significance of the Buddha to many Buddhists	Easter - Palm Sunday	The special relationship Jews have with God.	Shabbat
		Christianity	Christianity	Sanatana Dharma	Christianity	Islam	Judaism
	Y2	What did Jesus teach?	Christmas - Jesus as gift from God	Brahman as one supreme being in everything and everywhere.	Easter-Resurrection	The 99 names of Allah The prophet Muhammad	Rites of Passage and good works
PSHE	<u>Being Me in My World</u> Who am I and how do I fit? <u>Celebrating Difference</u> Respect for similarity and difference. Anti-bullying and being unique.			<u>Dreams and Goals</u> Aspirations, how to achieve goals and understanding the emotions that go with this. <u>Healthy Me</u> Being and keeping safe and healthy.		<u>Relationships</u> Building positive, healthy relationships. <u>Changing Me</u> Coping positively with change.	