



Danbury Park Community Primary School Key Stage 1 Long Term Curriculum Map Class Goldfinch (Year 1 & 2) 2020-21

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Time Travellers (Castles)	Time Travellers (Castles)	Voyage of Discovery	Voyage of Discovery	Let's Go On Safari	Let's Go On Safari
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: Multiplication and Division 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: length and height	Y1 Number: Place value Y1 Measurement: Money Measurement: Time Y2: Measurement: Mass, Capacity and Temperature
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 materials can be changed by stretching, heating and cooling. Working Scientifically	To explore and investigate the effect of temperature and the concept of fair testing. To investigate the suitability of the components of a castle. Working Scientifically	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 with PE, a keep fit routine. Working Scientifically To ask simple	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 with PE, a keep fit routine. Working Scientifically To ask simple	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 observe and investigate how seeds and bulbs grow. To devise investigation to answer the	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



	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Computing</p>	<p>e-Safety To understand the dangers of using the internet and how they should seek help and support if necessary. To use the internet to research about castle jobs and castles around the world. To develop mouse skills using a 'paint' program.</p>	<p>To create an 'electronic book' that incorporates photographs, text and clip art.</p>	<p>e-Safety To understand the dangers of using the internet and how they should seek help and support if necessary. Handling Data To collect, organise and classify data and create graphs and use these to answer questions.</p>	<p>Controlling and Sensing To predict, estimate and create a set of instructions to control devices and achieve specific outcomes To use digital cameras, and flip cameras to film.</p>	<p>e-Safety To understand the dangers of using the internet and how they should seek help and support if necessary. To understand that other people create information online and just because something is on the web, it doesn't mean it is true.</p>	<p>Multimedia To use technology to organise and present ideas in different ways linked to our class topic.</p>



<p>History</p>	<p>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.</p>	<p>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 periods of time and to place the era of building castles in a time line.</p>	<p>To use primary and secondary sources for research. To know about the lives and times of: Christopher Columbus, William Shakespeare, and Neil Armstrong.</p>	<p>To use primary and secondary sources for research. To know about the life and times of Neil Armstrong.</p>		
<p>Geography</p>	<p>To identify landscape features and locate castles on a simple map. To know key human features for castle settlements.</p>	<p>To devise a 2D map for a castle and use simple coordinates and compass points.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>To use the secondary sources globes and atlas' to find answers to questions. To understand similarities and differences between Danbury, an African savannah and rainforest. To use basic geographical vocabulary to name physical and human features.</p>
<p>Art & Design</p>	<p>To experiment with a variety of media: pencils, crayons,</p>	<p>Plan a castle to make at home out of everyday objects.</p>	<p>To develop sketching and painting techniques using the</p>	<p>To contribute ideas and make a large 3D rocket.</p>	<p>To explore 3D art to make clay birds and model animals.</p>	<p>To investigate printing and over printing.</p>



	<p>pastels, charcoal, and chalk.</p> <p>To match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>To change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>To use a variety of pencil techniques for drawing and shading.</p>	<p>Evaluate own castle.</p> <p>To join materials and think about the suitability of materials used.</p> <p>Weaving/Plaiting</p> <p>Blinker or paper (glue strips)</p> <p>Make a Knight's shield - card/shiny paper</p>	<p>lunar landscape as the starting point.</p>			
Design Technology		<p>To generate, develop, model and communicate ideas through talking, drawing and templates.</p> <p>To explore a variety materials and methods of joining them, to be used in the construction of a 3-D castle model at home.</p>		<p>To generate, develop, model and communicate ideas through talking and drawing.</p> <p>To construct a 3D rocket and/or lunar buggy model and evaluate finished product.</p>	<p>To generate, develop, model and communicate ideas through talking and drawing.</p> <p>To investigate the best fruits to combine to make a fruit smoothie and evaluate the finished project.</p>	<p>To design and make habitat dioramas (3D models set inside shoe boxes).</p>
Music	<p>To find the beat (pulse) in different pieces of music, practising playing along to the beat.</p> <p>To understand how rhythms are written, building on the work from last year.</p>	<p>To use extracts from the film 'Beauty and the Beast', composing short extracts of music to fit a scene from the film. To experiment with pitch and dynamics, thinking about how these two musical aspects can be used effectively in a variety of ways.</p>	<p>To work towards the Infant Music Festival performance.</p> <p>To learn words to songs, taking into account breathing techniques and also the importance of diction.</p>	<p>To work towards the Infant Music Festival performance.</p> <p>To learn words to songs, taking into account breathing techniques and also the importance of diction.</p>	<p>Using Saint Saen's <i>The carnival of the animals'</i> to understand the aspects of a composition about different animals.</p> <p>To compose own music about a chosen animal and to select instruments and techniques to create a chosen effect.</p>	<p>Using Saint Saen's <i>The carnival of the animals'</i> to understand the aspects of a composition about different animals.</p> <p>To compose own music about a chosen animal and to select instruments and techniques to create a chosen effect.</p>



<p>PE</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>Daily Mile to be an option if available</p> <p>Outside Games Balls skills - football</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>Daily Mile to be an option if available</p> <p>Outside Games Balls skills - tag rugby</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 - throwing and catching</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 - throwing and catching</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 animal dances linked to the teaching in Music. To learn a routine for the Year 2 Infant Music Festival school performance.</p> <p>Outside Games Multi skills - practice for CSSP Year 2 Games Tournament.</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 Athletics skills Preparation for Sports Afternoon.</p>
<p>RE</p>	<p>Special People, Special Places.</p>	<p>Special People, Special Places. Festivals of Light, including Christmas, the Chinese Moon Festival.</p>	<p>Special words, stories and writings. To learn and understand the meanings behind religious stories and writings.</p>	<p>Special words, stories and writings. To learn and understand the meanings behind religious stories and writings.</p>	<p>To know Hindu celebrations and family life. To compare symbols and special people</p>	<p>To know about Hindu celebrations and family life. To investigate the theme of nature within different religions and its importance.</p>
<p>PSHEe & C</p>	<p>Relationships Families and Friendships Making friends; feeling lonely and getting help Safe Relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour. Respecting ourselves and others</p>		<p>Living in the wider world Belonging to a community Belonging to a group; Roles and responsibilities and being the same and different in the community. Media Literacy and Digital Resilience The internet and everyday life; online content</p>		<p>Health and Wellbeing Physical Health and Mental Wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. Growing and Changing Growing older; Moving Class or year.</p>	



	Recognising things in common and differences; playing and working cooperatively, sharing opinions.		and information. Money and Work What money is; needs and wants; looking after money		Keeping Safe Safety in different environments; risk and safety at home; emergencies.	
Languages	<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>	<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>