



Danbury Park Community Primary School Key Stage 1 Long Term Curriculum Map Class Hummingbird (Year 1) 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Toys	Toys	Day and Night	Day and Night	Splish Splash Splosh	Splish Splash, Splosh
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 and Weight	Length and Mass/weight Addition and Subtraction Fractions Number and Place Value	Multiplication and Division Number and Place value Addition and Subtraction Capacity	Time Subtraction - difference Place Value Capacity and Volume Multiplication and Division
Science	<p>Working scientifically To be able to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Which materials are the best for toys?</p> <p>Which materials are the best to make a teddy bear?</p> <p>To be able to describe the simple physical properties of a variety</p>	<p>Working scientifically To be able to compare and group together a variety of everyday materials on the basis of their physical properties.</p> <p>To be able to distinguish between an object and the material from which it is made.</p> <p>To observe changes across the four seasons;</p> <p>To observe and</p>	<p>Working scientifically Using the local environment to explore and answer questions about animals in their habitat.</p> <p>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>Working scientifically To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.</p> <p>To observe changes across the four seasons;</p> <p>To observe and describe weather associated with the seasons and how day</p>	<p>Working scientifically To observe changes across the four seasons;</p> <p>To observe and describe weather associated with the seasons and how day length varies.</p> <p>To observe the changes across the four seasons.</p> <p>.</p>	<p>Working scientifically Using the local environment to explore and answer questions about animals in their habitat.</p> <p>To observe and describe the weather.</p> <p>To identify and name a variety of common wild and garden plants including deciduous and evergreen trees.</p> <p>To identify and name a variety of common wild and garden plants including deciduous</p>



	of everyday materials.	describe weather associated with the seasons and how day length varies.	<p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>length varies.</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>To identify and name a variety of common wild and garden plants including deciduous and evergreen trees.</p> <p>To identify and describe the basic structure of a flowering plant.</p> <p>To identify and name a variety of common wild plants.</p>	To observe and describe the weather related to the four seasons and how day length varies.	and evergreen trees
Computing	<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>e-Safety</p> <p>To understand the dangers of using the internet and how they should seek help and support.</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>To give and record a set of instructions to control a floor robot,</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>Handling Data</p> <p>To conduct a school survey designed to identify information sources.</p> <p>To use a digital sound recorder.</p>	<p>Controlling and Sensing</p> <p>To communicate and present ideas using digital images, text and sound.</p> <p>To experiment with recording sounds and speech and use the IPad film short videos necessary.</p>



			<p>Designing a simple route.</p> <p>To conduct a survey to discover what is the children's favourite Disney movie and record results using a simple graphing program e.g. as a pictogram.</p>			<p>Communication</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 toys from 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>Compare the toys that different classes of children had.</p>	<p>Look at the first teddy bear. Where did it come from who made it? To identify similarities and differences of teddy bears years ago compared to now.</p> <p>To compare some aspects of life in different periods using artefacts, photographs and on-line resources.</p>	<p>Investigate the role of nurses.</p> <p>To look at the history of nursing and how Florence Nightingale changed hospitals and nursing today?</p> <p>Draw up a list of what the children already know, then ask what else they would like to know.</p> <p>Make a list of possible sources of further information.</p>	<p>To talk about a significant figures life, looking at Thomas Edison.</p> <p>To talk about the impact a significant figure has had on the world today. How has it helped us? What does it allow us to do?</p> <p>I can show my understanding and talk about what I have learnt.</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 identify the UK and its countries;</p> <p>To name capital cities in the UK.</p> <p>To identify where toy factories are in the UK.</p>	<p>To label and identify the 7 continents in the world.</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</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;</p>	<p>To compare lifestyles at home with living by the sea.</p> <p>To name some physical and human features of landscape</p> <p>To relate specific</p>



	<p>To identify weather patterns in the UK and use associated geographical language.</p>	<p>To compare toys that children in the UK have compared to other parts of the world.</p>	<p>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. 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>			<p>human and physical features to a given place.</p> <p>.</p> <p>To know where the seaside is in relation to the locality using maps and plans.</p>
<p>Art & Design</p>	<p>To explore colour - colour wheel and mixing.</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 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.</p> <p>To create observational drawing of a plant.</p> <p>To create 3d clay bowl for.</p>	<p>To explore the works of other artists using Paul Klee and recreate Senico 1922.</p> <p>To use make a print of their favourite page form the story To record from first-hand observation and explore ideas.</p>	<p>To use a range of materials and processes to create collages .</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, 	<p>To explore the work of David Hockley and recreate a piece of his work.</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 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.



				sea anemones, fish etc;		To create clay fish and shell shapes using clay tools to create texture and line. To explore the works of other artists: <i>Matisse's In Polynesia</i>
Design Technology	To use a range of tools and equipment to perform practical tasks of cutting and shaping.	To use a range of tools 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.	To use a range of tools and equipment to perform practical tasks of cutting and shaping. To make a bed from a wide range of materials.	To use a range of tools and equipment to perform practical tasks of cutting and shaping. To select from and using a wide range of materials.	To design a puppet for a beach show. Puppet project Design, make and evaluate a project.	To design and make fruit smoothies from a selection of fruit and discuss their health benefits. To comment on their finished product using a self-evaluation pro-forma.
Music	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 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	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	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 experiment with different tuned and un-tuned instruments and the ways in which they are played and the sounds they create.	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



	To learn and perform songs for the Autumn Celebration.	controlling voices when singing a melody. To learn and perform songs for the Infant Christmas Production.	instruments in school.	To explore how rhythm and beat / pulse are linked.		a story after experimenting further with the sounds created by instruments. We will also study Composers of the Month, Copland and Bernstein.
PE	Gymnastics To use space and equipment safely. To travel on different body parts. To move and handle large apparatus as a team. Outdoor Games To throw and catch a ball; To participate in team games.	Dance To come up with sequences of movements in pairs. To perform dances using simple movement patterns. Outdoor Games To develop ball control. To participate in team games (football).	Gymnastics To use space and equipment safely. To travel and take weight on different body parts. To travel moving high and close to the ground Outdoor Games To develop ball control skills using a stick. To participate in team games.	Dance To come up with sequences of movements as a team. To perform dances using simple movement patterns. Outdoor Games To develop ball skills. To participate in team games (multi-skills)	Gymnastics To use space and equipment safely. To travel curling and stretching on different body parts. Outdoor Games To develop ball skills using a range of striking equipment (cricket, tennis). To participate in team games.	Dance To use balance and co-ordination when performing dances using simple movement patterns. Outdoor Games To develop athletics skills for Sports Day.
RE	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.	People who are special Places that are special Christmas and the Christmas story.	Special writing: The creation story, Holi, Story of Mohammed.	Special writing: The creation story, The story of Easter.	Special symbols and objects found in churches, mosques and temples.	Special symbols and objects found in churches, mosques and temples.
PSHEe & C	To develop confidence	To explore close	To explore feelings	To explore feelings	To learn about:	To learn about:



	<p>and responsibility; To make the most of their abilities.</p> <p>To participate in a 'circle time' to share ideas and opinions.</p>	<p>communities to which children belong.</p> <p>To develop self-awareness in relation to others.</p>	<p>and relationships, the importance of having self-confidence.</p> <p>To understand about growing older.</p> <p>To explore cultural diversity.</p>	<p>and relationships, the importance of having self-confidence.</p> <p>To understand about growing older.</p> <p>To explore cultural diversity.</p>	<p>Co-operating and sharing, Fairness, Kind and unkind behaviour, Selfishness, Stealing, Telling lies, Truthfulness.</p>	<p>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 s'appeler 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>