



Danbury Park Community Primary School Key Stage 1 Long Term Curriculum Map Class Flamingo (Year 2) 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Remember Me	Remember Me	Fire! Fire!	Lost in London	Where am I?	Where am I?
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 Number and Place value Length and Mass/weight Addition and subtraction Addition and subtraction 2-D and 3-D shape	Counting, multiplication and sorting Statistics Fractions Capacity and volume Money Time	Number and Place value Mass/weight 2-D and 3-D Shape Counting and money Multiplication Division	Length and Mass/weight Addition and subtraction Fractions Position and direction Time	Number and Place value and statistics Addition and subtraction Capacity and volume and temperature 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 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 ask simple	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 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 questions and	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 questions and	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 question: What do	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



	<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>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>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>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>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 famous people from the past. 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. To look at the lives of significant individual in the past who have contributed to national and international achievements.</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 the past. To recognise some of the similarities and differences between periods of time. To learn about significant historical events. To learn about events beyond living memory that are significant nationally or globally.</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. To look at the lives of significant individual in the past who have contributed to national and international achievements.</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 the past. To recognise some of the similarities and differences between periods of time. To learn about significant historical events. To learn about events beyond living memory that are significant nationally or globally.</p>		
<p>Geography</p>	<p>Name and locate the seven continents and five oceans. To look at the lines of longitude and attitude. To identify the equator. To learn about countries that Amelia Earhart flew over.</p>		<p>To know the capital city of the United Kingdom. To locate and map famous landmarks in London. To recognise the human and physical features of London.</p>	<p>To use maps, atlases and globes.</p>	<p>To know the capital cities of the United Kingdom. To understand differences in habitat and be able to locate Australia and Zambia. To use the secondary sources of a globe and atlases. To look at and record weather patterns. To use simple fieldwork and observational skills to study the geography of our school and its</p>	<p>To use the secondary sources globes and atlas' to find answers to questions. To understand similarities and differences between Danbury and Australia. To use basic geographical vocabulary to name physical and human features.</p>



					grounds including the physical and human features of its surrounding environment.	
Art & Design	<p>To experiment with a variety of media: pencils, crayons, 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>	To study famous artists and create work in their styles using a variety of media.	<p>To experiment with a variety of media: pencils, crayons, pastels, charcoal, and chalk.</p> <p>To create Great Fire art work.</p>	<p>To experiment with a variety of media: pencils, crayons, pastels, charcoal, and chalk.</p> <p>To create Great Fire art work.</p>	<p>To explore 3D art to make clay birds and model animals.</p> <p>To experiment with a variety of media: pencils, crayons, pastels, charcoal, and chalk.</p>	To investigate printing and over printing.
Design Technology	<p>To design, make and evaluate.</p> <p>To explore and use mechanisms.</p>	To make hot air balloons, aeroplanes and other flying vehicles.	<p>Models of London landmarks made out of junk or Tudor houses.</p> <p>To build structures, exploring how they can be made stronger, stiffer and more stable.</p>	To generate, develop, model and communicate ideas through talking and drawing.	<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>	To design and make habitat dioramas (3D models set inside shoe boxes).



<p>Music</p>	<p>Rhythm, composition, singing</p> <p>Create rhythm patterns with autumn theme Percussion composition with machine theme inspired by <i>Short Ride In A Fast Machine</i> Learn a song to do with topic</p> <p>Composer of the Month</p>	<p>Create Bonfire Night composition Learn Bonfire night song Learn songs for KS1 Christmas Production.</p> <p>Composer of the Month</p>	<p>Listening, appraising, singing, tuned percussion</p> <p>Learning songs about The Great Fire of London, accompanied with the percussion</p> <p>Composer of the Month</p>	<p>Art inspired by listening to music about fire</p> <p>Using tuned percussion to learn note names</p> <p>Composer of the Month</p>	<p>Discovering the Orchestra, listening, appraising</p> <p>Learning more about the orchestral instruments</p> <p>Music that represents hot and cold places</p> <p>Composer of the Month</p>	<p>We will be listening to music from around the world</p> <p>Composer of the Month</p>
<p>PE</p>	<p>Dance</p> <p>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>Dance</p> <p>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 - Basketball</p>	<p>Gymnastics</p> <p>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 Hockey</p>	<p>Gymnastics</p> <p>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 Football</p>	<p>Dance</p> <p>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. Tennis</p>	<p>Gymnastics</p> <p>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>



RE	Special People, Special Places.	Special People, Special Places. Festivals of Light, including Christmas, the Chinese Moon Festival.	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.	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.
PSHEe & C	<p>Relationships Families and Friendships Making friends; feeling lonely and getting help</p> <p>Safe Relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.</p> <p>Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively, sharing opinions.</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.</p> <p>Media Literacy and Digital Resilience The internet and everyday life; online content and information.</p> <p>Money and Work What money is; needs and wants; looking after money</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.</p> <p>Growing and Changing Growing older; Moving Class or year.</p> <p>Keeping Safe Safety in different environments; risk and safety at home; emergencies.</p>	
Languages	<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>	<p>Unit 13 - En route pour l'école Children say the alphabet in French and continue to gain confidence in using numbers. They learn how to understand and use the names for places in the local area. They follow and give directions and they describe their route to school. They learn some simple strategies for keeping the conversation going.</p>	<p>Unit 14 - Notre école In this unit children extend their knowledge of places around the school and learn to talk about everyday routines and subjects studied during the school day. They revise telling the time to the hour and extend this to using half-hours and quarter past.</p>