Danbury Park Community Primary School
Key Stage 1 Long Term Curriculum Map
Class Goldfinch (Years 1&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 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 ask simple questions and recognise that they	To investigate how materials can be changed by stretching, heating and cooling. To investigate the suitability of materials for component part of a mode of transport. **Working Scientifically** To ask simple questions and recognise that they can be answered in different ways. To observe closely, using simple equipment.	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. **Y1 children** To observe changes across the four seasons and Observe and describe weather associated	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 recognise that they can be answered in	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 seeds need to grow? Investigate the needs	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 depend on each other. Explore and compare

	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 perform simple tests. To gather and record data to help in answering questions.	with the seasons and how day length varies. **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.	different ways. To observe closely, using simple equipment. To perform simple tests. To gather and record data to help in answering questions.	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.	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	**e-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 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** To use logical reasoning to predict the behaviour of simple programs. To make predictions when programming devices (actual or on screen), estimating distances and turns. Use logical reasoning to explain the prediction. **Digital Literacy and Information Technology**	**e-Safety** To use technology safely and respectfully, keeping 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. To respect others work stored on a shared drive of a network or presented online.	**Programming** To understand what algorithms are: how they are implemented as programs on digital 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	**e-Safety** To use technology safely and respectfully, keeping 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. To respect others work stored on a shared drive of a network or presented online.	**Programming** To create and debug simple programs. To be able to talk about their use of 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.

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. To use the internet to research about famous people from the past. To develop mouse skills using a 'paint' program. **Y1 Children** To save their own content in their own personal folder. To start to know to keep personal information private	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. **Y1 Children** To know that 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	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. **Y1 Children** To save their own content in their own personal folder. To start to know to keep personal information private when communicating online. To know the school Acceptable Use Policy and the SMART online rules	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. **Y1 Children** To create/follow instructions (algorithms) to navigate programmable toys around a course. To make choices in an adventure game or simulation. **Digital Literacy and Information Technology** To use technology purposefully to create, organise, store, 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	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. **Y1 Children** To save their own content in their own personal folder. To start to know to keep personal information private when communicating online. To know the school Acceptable Use Policy and the SMART online rules	thermostats. **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. **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 and text in simple presentations. To edit font size, style and colour. **Y1 Children** To use software to explore sounds. To use a digital microscope to look more closely at objects.

	when communicating online. To know the school Acceptable Use Policy and the SMART online rules	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.		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. **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. To use simple graphing programs to produce pictograms and other simple graphs.		To develop simple classification skills by carrying out sorting activities.
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 use primary and secondary sources for research. To tell the difference between past and present in their own and other people's lives.	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 use primary and secondary sources for research. To tell the difference between 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 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.	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.	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.	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, e.g. The Great Fire of London.	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 recognise some of the similarities and differences between periods of time and to place the events in a time line.
Geography	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.		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.	To use maps, atlases and globes. To locate and map famous landmarks in London. To recognise the human and physical features of London.	To know the capital cities of the United Kingdom. To understand differences in habitat and be able to locate given locations. 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 grounds including the physical and human features of its surround ding environment.	To use the secondary sources globes and atlas' to find answers to questions. To understand similarities and differences between Danbury and a location in Australia. To use basic geographical vocabulary to name physical and human features.

Art & Design	To experiment with a variety of media: pencils, crayons, pastels, charcoal, and chalk. To study famous artists and create work in their styles using a variety of media. To use drawing and painting techniques to develop and share ideas.	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.	To experiment with a variety of media: pencils, crayons, pastels, charcoal, and chalk. To create Great Fire art work. To investigate tone by drawing light/dark lines, light/dark patterns and shapes.	To experiment with a variety of media: pencils, crayons, pastels, charcoal, and chalk. To create Great Fire art work.	To explore 3-D art to make clay models. To experiment with a variety of media: pencils, crayons, pastels, charcoal, and chalk. To explore using natural materials to create sculptures.	To investigate printing and over printing. To experiment with a variety of media: pencils, crayons, pastels, charcoal, and chalk. To study famous artists and create work in their styles using a variety of media. To use drawing and painting techniques to develop and share ideas.
Design Technology	To design, make and evaluate. To explore and use mechanisms.	To explore a variety of materials and methods of joining to be used in the construction of a mode of transport. To design, make and evaluate hot air balloons, aeroplanes and other flying vehicles.	Models of London landmarks made out of junk or Tudor houses. To generate, develop, model and communicate ideas through talking and drawing. To build structures, exploring how they can be made stronger, stiffer and more stable.	To generate, develop, model and communicate ideas through talking and drawing. To build structures, exploring how they can be made stronger, stiffer and more stable	To generate, develop, model and communicate ideas through talking and drawing. To investigate the best fruits to combine to make a fruit smoothie and evaluate the finished project. To understand where food comes from.	To design and make habitat dioramas (3D models set inside shoe boxes). To use simple mechanisms to create a moving picture.

Music	Rhythm, pitch, percussion Group work on rhythm patterns Compose a percussion piece to represent a machine **Composer of the Month**	Composing music for Bonfire night using percussion Learning songs for Christmas **Composer of the Month**	**Discovering the Orchestra, listening, appraising, singing** Learning more about the orchestral instruments Learning songs about the Great Fire of London **Composer of the Month**	Write new words to an existing tune Add a dance to our song **Composer of the Month**	**Listening, appraising, tuned percussion** We will be listening to music from around the world Using tuned percussion to learn note names **Composer of the Month**	Comparing styles and sounds of different instruments Music that represents hot and cold places **Composer of the Month**
PE	**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. **Outside Games** Balls skills – Tag Rugby	**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. **Outside Games** Balls skills – Basketball	**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. **Outside Games** Balls skills – throwing and catching Hockey	**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. **Outside Games** Balls skills - throwing and catching Football	**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. **Outside Games** Multi skills - practice for CSSP Year 2 Games Tournament. Tennis	**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** Athletics skills Preparation for Sports Afternoon.
RE	Special People, Special Places. Sikh naming	Special People, Special Places. Festivals of Light,	Special words, stories and writings. To learn and	Special words, stories and writings. To learn and	Special symbols and objects. Special ways of living.	Special symbols and objects. Special ways of living.

	ceremonies Hindu festival of Raksha Bandhan (rakhis) Shabbat	including Christmas, the Chinese Moon Festival.	understand the meanings behind religious stories and writings. Christianity	understand the meanings behind religious stories and writings. Buddhism	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	<u>Relationships</u> **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** Recognising things in common and differences; playing and working cooperatively, sharing opinions.		<u>Living in the wider world</u> **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 and information. **Money and Work** What money is; needs and wants; looking after money		<u>Health and Wellbeing</u> **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. **Keeping Safe** Safety in different environments; risk and safety at home; emergencies.	
Languages	**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.	**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.	**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.	**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.	**Unit 13 – En route pour l'école** Children say the alphabet in French and continue to gain confidence in using numbers. They earn 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.	**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.