



Danbury Park Community Primary School Key Stage 1 Long Term Curriculum Map Class Hummingbird (Year 1) 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<p>Toys How have toys changed? How do toys vary around the world? How have the materials of toys changed over time? What properties are needed to make toys?</p>	<p>Toys Why have the materials of toys changed? Can all materials be looked after in the same way? Have the materials that are used to make toys changed? Why?</p>	<p>Day and Night What are the differences between nocturnal and diurnal animals? How do habitats change in the seasons? Why do some people work nights?</p>	<p>Day and Night Do plants and trees have the same structure? How do the seasons affect plants and animals? Why do the seasons change? Why does the length of day and night change?</p>	<p>Splish Splash Splish Why does the weather change with the seasons? How have holidays changed over time? What are the geographical features of a seaside?</p>	<p>Splish Splash, Splish Why have holidays changed? How and why do wild plants grow? How has a seaside holiday changed? What are the differences between seaside holidays in the UK compared to seaside holidays abroad?</p>
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 to 10 Addition and Subtraction	2-D and 3-D shape Number and Place Value Addition and Subtraction	Addition and Subtraction Place Value 0- 50	Place Value 0-50 Length and Height Mass/weight and volume.	Multiplication and Division Fractions Positions and directions	Place value Money Time
Science	Working scientifically To be able to identify and name a variety of everyday materials, including wood, plastic,	Working scientifically To be able to compare and group together a variety of everyday materials on the basis	Working scientifically Using the local environment to explore and answer questions about animals in their	Working scientifically To observe changes across the four seasons. To observe and describe weather	Working scientifically To observe changes across the four seasons.	Working scientifically Using the local environment to explore and answer questions about animals in their



	<p>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 of everyday materials.</p> <p>Children will learn about sustainability and the sustainability of the materials. They will also look at the effects the materials have on the planet and how we can look after it.</p>	<p>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 understand how to look after certain materials and where they come from.</p> <p>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>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>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>associated with the seasons and how day length varies.</p> <p>What are the changes? Similarities and differences?</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> <p>What is the difference? Do they have any similarities?</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>habitat.</p> <p>To look at the oceans and the animals and habitats that live in them.</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 and evergreen trees</p>
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>E-Safety Controlling</p> <p>To understand the dangers of using the internet and how they should seek help and support.</p> <p>To create a poster on</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</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>To understand what coding is.</p>	<p>Handling Data</p> <p>Why do we need to handle data?</p> <p>To conduct a school survey designed to identify information sources.</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</p>



	<p>How do computers help make toys?</p> <p>To create and manipulate and retrieve digital content using art software.</p>	<p>how to stay safe on the internet.</p> <p>With help save and retrieve documents in own folder.</p> <p>To create a picture using some simple tools in a paint package.</p>	<p>do.</p> <p>To give and record a set of instructions to control a floor robot, Designing a simple route.</p>	<p>To understand what debugging is.</p> <p>To use a coding program.</p>	<p>To collect data and sort.</p> <p>How does sorting data help us?</p> <p>To understand what the data means.</p> <p>To use a digital sound recorder.</p>	<p>speech and use the iPad film short videos necessary.</p> <p>Communication</p> <p>To use a keyboard to label exploring undo and backspace functions.</p> <p>To use electronic books.</p>
History	<p>To describe and compare the characteristics of toys from today compared with years ago.</p> <p>Did your grandparents have the same toys that you do now?</p> <p>To compare some aspects of life in different periods using artefacts, photographs and on-line resources.</p> <p>Timeline of toys.</p> <p>Compare the toys that different children have.</p> <p>To look at the history of Danbury and create a timeline of our</p>	<p>Look at the first teddy bear.</p> <p>Where did it come from who made it?</p> <p>How did the teddy bear get his name?</p> <p>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>To look at how Danbury has changed</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 understand the life of Florence Nightingale and the impact she had on our lives today.</p>	<p>To talk about a significant figures life, looking at Mary Seacole.</p> <p>To talk about the impact a significant figure has had on the world today.</p> <p>Children to look at medically, socially and in the community.</p> <p>To compare Mary Seacole with Florence Nightingale.</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:</p> <p>What did people do at the seaside long ago?</p> <p>How did people have fun at the seaside long ago?</p> <p>What it would be like to spend a day at the seaside 100+ years ago?</p>



	<p>homes. How have the houses changed? Are the same materials used to build our houses now as they were in the past?</p>	<p>over time and what historical events have happened.</p>				
Geography	<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 identify other countries where toys are made and how they are transported around the world.</p> <p>To identify weather patterns in the UK and use associated geographical language.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</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>To compare toys that children in the UK have compared to other parts of the world.</p> <p>Children will think of why they have different toys looking at the areas they live in, the temperatures, the land, and the technology that is used.</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 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>To use simple compass directions.</p> <p>To give simple directions to a peer. (Link to Beebots in computing.)</p> <p>To identify weather patterns in the UK and use associated geographical language.</p> <p>Children will identify weather symbols and explain when we get certain types of weather and why. Link to Science - seasons.</p>	<p>To know where the seaside is in relation to the locality using maps and plans.</p> <p>To identify the human and physical features of the seaside.</p> <p>To relate specific human and physical features to a given place.</p> <p>To compare beaches in England to another country looking at the similarities and differences.</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 human and physical features to a given place.</p> <p>To know where the seaside is in relation to the locality using maps and plans.</p>



<p>Art & Design</p>	<p>What is an artist? Are there different types of artists?</p> <p>To understand what an artist is.</p> <p>To understand what primary colours and secondary colours are.</p> <p>To explore colour the wheel and mixing.</p> <p>To explore tones by adding white and black.</p> <p>Kandinsky 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 learn about Jane Hissy the illustrator of Old Bear.</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 toy. Old Bear story.</p> <p>To design and make a toy. Children will think of a toy to make for someone and then design, test, create and evaluate.</p>	<p>To explore the works of other artists using Van Goughs A Starry Night.</p> <p>What lines did he use? Would the image work using different medias?</p> <p>Children will create their own version of this image.</p> <p>To make a print of their favourite page of a story we have shared.</p> <p>To record from first-hand observation and explore ideas.</p> <p>To discuss how we can improve on our work.</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, sea anemones, fish etc; 	<p>To explore the work of David Hockley and recreate a piece of his work.</p> <p>Children will design and use different resources to create images.</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>Children will create an undersea world looking at a variety of artists and their work. Children will talk about their likes and dislikes and look at the resources they use. This will link into our sustainability learning.</p>	<p>To record from first-hand observation and explore ideas. 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. <p>To create clay fish and shell shapes using clay tools to create texture and line.</p>
<p>Design Technology</p>	<p>To use a range of tools and equipment to perform practical tasks of cutting and shaping.</p> <p>To use a range of tools and equipment to perform practical</p>	<p>To select from and using a wide range of materials, to make a Christmas decorations for a Christmas hoop. Class enterprise project.</p>	<p>Children will design a bed. They will choose their materials and think about how they will use them. Children will think about what makes a good bed. What's important?</p>	<p>Children will design and made dream catchers using a variety of materials.</p> <p>To use a range of tools and equipment to perform practical</p>	<p>To design a puppet for a beach show.</p> <p>Puppet project Design, make and evaluate a project.</p> <p>Children will work in</p>	<p>To design and make fruit smoothies from a selection of fruit and discuss their health benefits.</p> <p>To comment on their finished product using</p>



	<p>tasks of cutting and shaping. Select from and using a wide range of materials.</p> <p>Use split pins to make a moving toy.</p>		<p>Who will use the bed they are designing?</p> <p>They will use a range of tools and equipment to perform practical tasks of cutting and shaping.</p> <p>Children need to think about how they will join the materials they have chosen,</p>	<p>tasks of cutting and shaping.</p> <p>To select from and using a wide range of materials.</p>	<p>groups to create their puppets, using their prior knowledge and understanding.</p>	<p>a self-evaluation proforma.</p>
Music	<p>Toys</p> <p>Making sounds, untuned percussion</p> <p>Autumn sounds</p> <p>Listen to music about toys</p> <p>Composer of the Month</p> <p>Singing Assembly</p>	<p>Bonfire Night songs and sounds</p> <p>Learning songs for KS1 Christmas Production</p> <p>Composer of the Month</p>	<p>Day and Night</p> <p>Listening, appraising, tuned percussion, the Orchestra</p> <p>Listening to music about day and night Use tuned percussion to compose day/night pieces</p> <p>Composer of the Month</p> <p>Singing Assembly</p>	<p>Composer of the Month</p>	<p>Splish Splash Splosh</p> <p>Rhythm and percussion, singing</p> <p>Creating percussion music for the weather</p> <p>Listen to the weather in music</p> <p>Composer of the Month</p> <p>Singing Assembly</p>	<p>Songs about the seaside</p> <p>Songs about the weather</p> <p>Composer of the Month</p>
PE	<p>Gymnastics</p> <p>To use space and equipment safely. To travel on different body parts. To move and handle large apparatus as a</p>	<p>Dance</p> <p>To come up with sequences of movements in pairs. To perform dances using simple movement patterns.</p>	<p>Gymnastics</p> <p>To use space and equipment safely. To travel and take weight on different body parts. To travel moving high</p>	<p>Dance</p> <p>To come up with sequences of movements as a team. To perform dances using simple movement patterns.</p>	<p>Gymnastics</p> <p>To use space and equipment safely. To travel curling and stretching on different body parts.</p>	<p>Dance</p> <p>To use balance and co-ordination when performing dances using simple movement patterns.</p>



	<p>team.</p> <p>Outdoor Games To throw and catch a ball; To participate in team games.</p>	<p>Outdoor Games To develop ball control. To participate in team games (football).</p>	<p>and close to the ground</p> <p>Outdoor Games To develop ball control skills using a stick. To participate in team games.</p>	<p>Outdoor Games To develop ball skills. To participate in team games (multi-skills)</p>	<p>Outdoor Games To develop ball skills using a range of striking equipment (cricket, tennis). To participate in team games.</p>	<p>Outdoor Games To develop athletics skills for Sports Day.</p>
RE	<p>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.</p>	<p>People who are special Places that are special Christmas and the Christmas story.</p>	<p>Special writing: The creation story, Holi, Story of Mohammed.</p>	<p>Special writing: The creation story, The story of Easter.</p>	<p>Special symbols and objects found in churches, mosques and temples.</p>	<p>Special symbols and objects found in churches, mosques and temples.</p>
PSHEe & C	<p>We will look at the Zones of Regulation and The Colour Monster Story.</p> <p>Children will start to become aware of their own emotions and words that can use to express them.</p> <p>To develop confidence and responsibility.</p> <p>To make the most of their abilities.</p>	<p>To explore close communities to which children belong.</p> <p>To develop self-awareness in relation to others.</p> <p>To understand that we help others.</p>	<p>To explore feelings and relationships, the importance of having self-confidence.</p> <p>To understand about growing older.</p> <p>To explore cultural diversity.</p>	<p>To explore feelings and relationships, the importance of having self-confidence.</p> <p>To understand about growing older.</p> <p>To explore cultural diversity.</p>	<p>To learn about: Co-operating and sharing, Fairness, Kind and unkind behaviour, Selfishness, Stealing, Telling lies, Truthfulness.</p>	<p>To learn about: 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>To understand that if we keep practising we will get better at things.</p> <p>To participate in a 'circle time' to share ideas and opinions.</p>				
<p>Languages French</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 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>		