



## Danbury Park Community Primary School Key Stage 1 Long Term Curriculum Map Class Flamingo (Year 2) 2022-2023

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme</b>	<b>Voyage of Discovery</b> Why did Christopher Columbus leave Europe and where did he go?	<b>Voyage of Discovery</b> Who was Neil Armstrong and what did he do?	<b>Our World</b> How are parts of our world different to Danbury?	<b>Our World</b> Why is our planet special and what can we do to protect it?	<b>Time Travellers (Castles)</b> Were castles a good place to live?	<b>Time Travellers (Castles)</b> How did castles change over time?
<b>English</b>	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry
<b>Maths</b>	Number and place value Addition and Subtraction	Geometry - Shape Money Multiplication and Division	Fractions Measure - Length, Capacity and Mass Time Addition, Subtraction, Multiplication and Division	Statistics Position and Direction Number and Place Value Addition, Subtraction, Multiplication and Division	Measures- Time and Money Addition and Subtraction Multiplication and Division Fractions Position and Direction	Reading scales - Length, Height, Mass, Capacity & Temperature Statistics Number and Place Value 4 Operations Geometry
<b>Science</b>	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	To explore and investigate the effect of temperature and the concept of fair testing. To investigate the suitability of the components of boats and space buggies.	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	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	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	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



	<p>changed by stretching, heating and cooling.</p> <p><b>Working Scientifically</b> 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><b>Working Scientifically</b> 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>routine.</p> <p><b>Working Scientifically</b> 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>routine.</p> <p><b>Working Scientifically</b> 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>investigate how seeds and bulbs grow. To devise investigation to answer the question: What do seeds need to grow? Investigate the needs of plants and make comparisons with the needs of seeds.</p> <p><b>Working Scientifically</b> 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>different habitats provide for the basic needs of different kinds of animals and 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.</p> <p><b>Working Scientifically</b> 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><b>Computing</b></p>	<p>To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. To know the school Acceptable Use Policy and the SMART online</p>	<p>To use technology purposefully to create and manipulate digital content. To use online search engines with support. To understand what algorithms are. To create and debug simple programs.</p>	<p>To keep personal information private. To use online search engines with support. To understand what algorithms are. To create and debug simple programs.</p>	<p>To use online search engines with support. To use technology purposefully to create and manipulate digital content.</p>	<p>To use technology safely and respectfully. To use technology purposefully to organise, store and retrieve digital content.</p>	<p>To use technology purposefully to create and manipulate digital content. To create and debug simple programs. To use logical reasoning to predict the behaviour of simple programs.</p>



	<p>rules. To recognise common uses of information technology beyond school. To keep personal information private. To know that information can be retrieved from computers, including online.  To use online search engines with support.</p>					
<b>History</b>	<p>To use primary and secondary sources for research. To know about the lives and times of: Christopher Columbus and Neil Armstrong.</p>	<p>To use primary and secondary sources for research. To know about the life and times of Neil Armstrong and Christopher Columbus.</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>
<b>Geography</b>	<p>To design a fantasy landscape and map, using simple coordinates and</p>	<p>To design a fantasy landscape and map, using simple coordinates and</p>	<p>To create an island map, using simple coordinates and compass points.</p>	<p>To use the secondary sources globes and atlas' to find answers to questions.</p>	<p>To identify landscape features and locate castles on a simple map.</p>	<p>To devise a 2D map for a castle and use simple coordinates and compass points.</p>



	<p>compass points. To know the countries and capital cities of the United Kingdom and the continents and oceans of the world.</p>	<p>compass points. To know the countries and capital cities of the United Kingdom and the continents and oceans of the world.</p>	<p>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 understand similarities and differences between Danbury, an African savannah and rainforest. To use basic geographical vocabulary to name physical and human features.</p>	<p>To know key human features for castle settlements.</p>	
<b>PSHEe &amp; C</b>	<p><b>Relationships</b> <b>Families and Friendships</b> Making friends; feeling lonely and getting help <b>Safe Relationships</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour. <b>Respecting ourselves and others</b> Recognising things in common and differences; playing and working cooperatively, sharing opinions.</p>		<p><b>Living in the Wider World</b> <b>Belonging to a community</b> Belonging to a group; Roles and responsibilities and being the same and different in the community. <b>Media Literacy and Digital Resilience</b> The internet and everyday life; online content and information. <b>Money and Work</b> What money is; needs and wants; looking after money</p>		<p><b>Health and Wellbeing</b> <b>Physical Health and Mental Wellbeing</b> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. <b>Growing and Changing</b> Growing older; Moving Class or year. <b>Keeping Safe</b> Safety in different environments; risk and safety at home; emergencies.</p>	
<b>Art &amp; Design</b>	<p>To develop sketching and painting techniques using the lunar landscape as the starting point.</p> <p>To experiment with a variety of media; pencils, crayons, pastels, charcoal and chalk.</p>	<p>To experiment with a variety of media; pencils, crayons, pastels, charcoal and chalk.</p> <p>To learn about the work of a range of artists, describing the differences and similarities between their work and making links to their own work.</p>	<p>To explore 3D art to make clay birds and model animals.</p> <p>To study art from different countries and cultures. To recognise the media being used.</p> <p>To experiment with a variety of media; pencils, crayons, pastels, charcoal and chalk.</p>	<p>To investigate printing and over printing.</p> <p>To explore using natural materials to create sculptures.</p>	<p>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.</p>	<p>Weaving/Plaiting material on paper (glue strips)</p>



<p><b>Design Technology</b></p>	<p>. To generate, develop, model and communicate ideas through talking and drawing. 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. 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>		<p>To generate, develop, model and communicate ideas through talking, drawing and templates. To explore a variety materials and methods of joining them, to be used in the construction of a 3-D castle model.</p>
<p><b>Music</b></p>	<p>Listening, appraising, singing, tuned percussion  Listen to music inspired by space travel  Learn a song about Columbus  <b>Composer of the Month Singing Assembly</b></p>	<p>Online Theremin  Create a space themed percussion piece  Using tuned percussion to learn note names  <b>Composer of the Month</b></p>	<p>Discovering the Orchestra, listening, appraising  Listen to the animals with African theme Watch performance Discover instruments  <b>Composer of the Month Singing Assembly</b></p>	<p>Comparing styles and sounds of different instruments  Compose a piece for a missing animal- giraffe  Composer of the Month</p>	<p>Rhythm, composition, singing  Autumn rhythm patterns  Learn a song for topic  <b>Composer of the Month Singing Assembly</b></p>	<p>Listen to mediaeval music- lute  Learn songs for KS1 Christmas Production.  <b>Composer of the Month</b></p>
<p><b>PE</b></p>	<p><b>Gymnastics</b> 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</p>	<p><b>Dance</b> 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</p>	<p><b>Gymnastics</b> 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</p>	<p><b>Yoga</b> We will be looking at yoga poses and the effects yoga has on the body. We will look at yoga through a variety of stories, helping the children remember the movements used.</p>	<p><b>Sport Games</b>  To learn skills such as catching, throwing, skipping, balancing and batting. Working on pace and accuracy for the Mini Games event.  To take part in team building activities.</p>	<p><b>Sports Games</b>  To learn skills such as catching, throwing, skipping, balancing and batting. Working on pace and accuracy for the Mini Games event.  To take part in team building activities.</p>



	<p>and when exercising. To watch, copy and describe movements</p> <p><b>Outside Games</b> Balls skills – throwing and catching</p>	<p>and when exercising. To watch, copy and describe movements.</p> <p><b>Outside Games</b> Balls skills</p>	<p>and when exercising. To watch, copy and describe movements</p> <p><b>Outside Games</b> Balls skills</p>	<p><b>Outside Games</b> Balls skills</p>	<p>To recognise that it is acceptable to win and it also acceptable to lose. To discover what good sportsmanship is.</p> <p><b>Outside Games</b> Balls skills</p>	<p>To recognise that it is acceptable to win and it also acceptable to lose. To discover what good sportsmanship is.</p> <p><b>Outside Games</b> Athletics skills Preparation for Sports Afternoon.</p>
<b>RE</b>	<p>Special People, Special Places. To recognise people in their local community and the wider world. To understand ways in which people are remembered.</p>	<p>Special Places. Christian festivals and celebrations. Additional foci on Sikhism and Islam. To recognise buildings significant to themselves and those in the wider community. To learn about the roles that journeys and travel have in different religions.</p>	<p>Special words, stories and writings. Special things in nature. To learn and understand the meanings behind religious stories and writings.</p>	<p>Special words, stories and writings. Special things in nature. To learn and understand the meanings behind religious stories and writings.</p>	<p>Special symbols and ways of living. To know Hindu celebrations and family life. To recognise and name familiar symbols. To know symbols and that some represent different religions.</p>	<p>Special symbols and ways of living. To know special ways of living in Christianity, Islam and Judaism.</p>
<b>Langages French</b>	<p><b>Unit 9 - Raconte-moi une histoire</b> 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</p>	<p><b>Unit 10 - Vive le sport</b> 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</p>	<p><b>Unit 11 - La Carnaval des Animaux</b> 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><b>Unit 12 - Quel temps fait-il?</b> 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</p>	<p><b>Unit 13 - En route pour l'école</b> 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</p>	<p><b>Unit 14 - Notre école</b> 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</p>



	<p>is based on a simplified version of the story of Sleeping Beauty.</p> <p><b>Language</b>                  Instructions                  Numbers in multiples of 10 up to 100                  Imperative form: vous                  Adjectives: masculine and feminine singular agreement                  Phonic focus: r, an</p>	<p>particular days.</p> <p><b>Language:</b>                  Make simple statements                  Questions: Qu'est-ce que?                  Faire: je fais, tu fais                  Jouer au (+sport)                  Faire du/de la/de l' (+sport)</p>	<p><b>Language</b>                  Giving a simple description (of animals and habitats)                  Telling the time on the hour                  Asking and answering simple questions                  Adverbs: formation with -ment                  Use of l' before a vowel                  Phonic focus: revision of ou.</p>	<p>say the date.</p> <p><b>Language</b>                  Describing the weather                  Revision of numbers up to 40                  Saying the temperature (plus and minus)                  Saying the date                  Complex sentences starting with a clause using Quand ...                  Phonic focus: revision of common phonemes, especially an/en.</p>	<p>route to school. They learn some simple strategies for keeping the conversation going.</p> <p><b>Language</b>                  Describe a journey                  Simple direction                  Using strategies to keep a conversation going                  The alphabet                  Adverbial time phrases                  Il y a</p>	<p>past.</p> <p><b>Language</b>                  Making statements using the present tense                  Making statements with reference to the past                  Half-past, quarter past, 24 hour notation</p>
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