Danbury Park Community Primary School
Key Stage 1 Long Term Curriculum Map
Class Goldfinch (Year 1 & 2) 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**Voyage of Discovery** Who was Neil Armstrong and why is he famous?	**Voyage of Discovery** Where did Christopher Columbus travel to?	**Our World** How are parts of our world different to Danbury?	**Our World** What do bees do to help the planet?	**Time Travellers (Castles)** Were castles a good home to live in?	**Time Travellers (Castles)** Who lived in a castle?
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,	To explore and investigate the effect of temperature and the concept of fair testing. To investigate the suitability of the components of a castle.	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.	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.	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	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

	heating and cooling. **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.	**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.	**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.	**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.	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. **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.	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. **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	**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	**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	**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	**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	**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

	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. 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 explain the prediction. **Digital Literacy and Information Technology** 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	online technologies. 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. **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	simple programs. To understand that algorithms are a sequence of step-by-step instructions. To input precise 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	online technologies. 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. **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	if they can program a floor robot to reach a specific location. To discuss ways 'control technology' is used in the world, e.g. 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 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	buttons, menus and hyperlinks to navigate online sites. To recognise common uses of information technology beyond 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.		saved file or image, re-use and resave. To use sound, images and text in simple presentations. Edit font size, style and 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 use software to explore sounds. To use a digital microscope to look more closely at objects. To develop simple classification skills by carrying out sorting activities.

History	To use primary and secondary sources for research. To know about the lives and times of: Christopher Columbus and Neil Armstrong.	To use primary and secondary sources for research. To know about the lives and times of: Christopher Columbus and Neil Armstrong.			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.	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.
Geography	To design a fantasy landscape and map, using simple coordinates and compass points. To know the countries and capital cities of the United Kingdom and the continents and oceans of the world.	To design a fantasy landscape and map, using simple coordinates and compass points. To know the countries and capital cities of the United Kingdom and the continents and oceans of the world.	To create an island map, using simple coordinates and compass points. 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.	To use the secondary sources globes and atlas' to find answers to questions. To understand similarities and differences between Danbury, an African savannah and rainforest. To use basic geographical vocabulary to name physical and human features.	To identify landscape features and locate castles on a simple map. To know key human features for castle settlements.	To devise a 2D map for a castle and use simple coordinates and compass points.

Art & Design	To develop sketching and painting techniques using the lunar landscape as the starting point. To experiment with a variety of media: pencils, crayons, pastels, charcoal, and chalk.	To experiment with a variety of media: pencils, crayons, pastels, charcoal, and chalk. 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.	To explore 3D art to make clay birds and model animals. To study art from different countries and cultures. To recognise the media being used. To experiment with a variety of media: pencils, crayons, pastels, charcoal, and chalk.	To investigate printing and over printing. To explore using natural materials to create sculptures.	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.	Weaving/Plaiting material or paper (glue strips)
Design Technology	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.		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 design and make habitat dioramas (3D models set inside shoe boxes).		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.
Music	**Listening, appraising, tuned percussion, singing** Autumn rhythm patterns. Learn a song about Neil Armstrong/ Astronauts **Composer of the Month** **Singing Assembly**	Online Theremin Create a tuned percussion piece about a space journey Learn songs for KS1 Christmas Production **Composer of the Month**	**Discovering the Orchestra, listening, appraising** Listen to the animals with African theme Watch performance Discover instruments **Composer of the Month** **Singing Assembly**	Comparing styles and sounds of different instruments Compose a piece for a missing animal- giraffe **Composer of the Month**	**Rhythm, composition, singing** Learn a song for topic **Composer of the Month** **Singing Assembly**	Listen to mediaeval music- lute **Composer of the Month**

PE	**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 – tag rugby	**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 – football	. **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** Hockey	**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** Multiskills	**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** Athletics	**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** Cricket
RE	Special People, Special Places. To recognise people in their local community and the wider world. To understand ways in which people are remembered.	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.	Special words, stories and writings. Special things in nature. To learn and understand the meanings behind religious stories and writings.	Special words, stories and writings. Special things in nature. To learn and understand the meanings behind religious stories and writings.	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.	Special symbols and ways of living. To know special ways of living in Christianity, Islam and Judaism.

PSHEe & C	**Relationships** **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.	**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. **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	**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. **Growing and Changing** Growing older; Moving Class or year. **Keeping Safe** Safety in different environments; risk and safety at home; emergencies.
Languages French	**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. **Language** Numbers 11-20 Simple classroom instructions Colours Singular and plural nouns	**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. **Language** Giving a simple description Making simple statements Regular _er verbs: il/elle Courir (irregular): il/elle court Pronouns: il/elle Negatives: ne…pas	**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 *Jack and the Beanstalk*. **Language** Expressing likes and dislikes Saying what you would like Questions: without inversions Regular _er verbs, tu and vous