



Danbury Park Community Primary School Key Stage 1 Long Term Curriculum Map Class Goldfinch (Years 1&2) 2023-2024

	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



	<p>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>To perform simple tests. To gather and record data to help in answering questions.</p>	<p>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.</p>	<p>different ways. To observe closely, using simple equipment. To perform simple tests. To gather and record data to help in answering questions.</p>	<p>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>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>Online 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.</p>	<p>Creating Media Y1 Digital painting Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally. Y2 Digital photography Capturing and changing digital photographs for different purposes.</p>	<p>Online 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.</p>	<p>Data and Information Y1 Grouping data Exploring object labels, then using them to sort and group objects by properties. Y2 Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer.</p>	<p>Online 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.</p>	<p>Programming B Y1 Programming animations Designing and programming the movement of a character on screen to tell stories. Y2 Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</p>



	<p>Computing Systems & Networks Y1 Technology Around Us Recognising technology in school and using it responsibly. Y2 Information technology around us Identifying IT and how its responsible use improves our world in school and beyond.</p>		<p>Programming A Y1 Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes. Y2 Robot algorithms Creating and debugging programs, and using logical reasoning to make predictions.</p>		<p>Creating Media Y1 Digital writing Using a computer to create and format text, before comparing to writing non-digitally. Y2 Digital music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</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, e.g. The Great Fire of London.</p>	<p>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 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.</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 events in a time line.</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. To locate and map famous landmarks in London. To recognise the human and physical features of London.</p>	<p>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 surrounding environment.</p>	<p>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.</p>
<p>Art & Design</p>	<p>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.</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>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.</p>	<p>To experiment with a variety of media: pencils, crayons, pastels, charcoal, and chalk. To create Great Fire art work.</p>	<p>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.</p>	<p>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.</p>



<p>Design Technology</p>	<p>To design, make and evaluate. To explore and use mechanisms.</p>	<p>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.</p>	<p>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.</p>	<p>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</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. To understand where food comes from.</p>	<p>To design and make habitat dioramas (3D models set inside shoe boxes). To use simple mechanisms to create a moving picture.</p>
<p>Music</p>	<p>We will be creating rhythm patterns with an autumnal theme, and composing music inspired by inventions for our topic of 'Remember Me'. We will also be learning about and listening to music by our first two Composers of the Month.</p>	<p>This half term we will be responding to music by our next two Composers of the Month, listening to and composing music inspired by Bonfire Night, and then we will be concentrating on learning traditional and new songs for Christmas.</p>	<p>We will be discovering the orchestra and its instrument families listening to music and studying an instrument from each family. We will also be listening to music by our two Composers of the Month.</p>	<p>This half term we will be writing new lyrics for a song about the Great Fire of London, and learning another song about the same topic. We will also be learning about and listening to music by our next Composer of the Month.</p>	<p>This half term we are listening to music from and about hot and cold places to do with our topic 'Where am I?' and discovering the orchestra. In Year 2 we are also learning our songs for the Infant Music Festival. We will also be listening to music by our two Composers of the Month.</p>	<p>This half term the children in Year 2 are performing our Infant Music Festival We will also compose a piece of whole class music that represents a hot place and a contrasting piece for a cold place. We will also be listening and responding to music by our next Composer of the Month.</p>



PE	<p>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.</p> <p>Outside Games Balls skills - Tag Rugby</p>	<p>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.</p> <p>Outside Games Balls skills - Basketball</p>	<p>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.</p> <p>Outside Games Balls skills - throwing and catching Hockey</p>	<p>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.</p> <p>Outside Games Balls skills - throwing and catching Football</p>	<p>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.</p> <p>Outside Games Multi skills - practice for CSSP Year 2 Games Tournament. Tennis</p>	<p>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.</p> <p>Outside Games Athletics skills Preparation for Sports Afternoon.</p>
	<p>RE Y1</p> <p>Creation Story</p> <p>Does God want Christians to look after the world?</p>	<p>Christmas</p> <p>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p>	<p>Jesus as a friend</p> <p>Was it always for Jesus to show friendship?</p>	<p>Easter - Palm Sunday</p> <p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p>	<p>Shabbat</p> <p>Is Shabbat important to Jewish children?</p>	<p>Rosh Hashanah & Yom Kippur</p> <p>Are Rosh Hashanah and Yom Kippur important to Jewish children?</p>
<p>RE Y2</p> <p>What did Jesus teach?</p> <p>Is it possible to be kind to everyone all of the time?</p>	<p>Christmas - Jesus as gift from God</p> <p>Why do Christians believe God gave Jesus to the world?</p>	<p>Passover</p> <p>How important is it for Jewish people to do what God asks them to do?</p>	<p>The Covenant</p> <p>How special is the relationship Jews have with God?</p>	<p>Easter-Resurrection</p> <p>How important is it to Christians that Jesus came back to life after his crucifixion?</p>	<p>Prayer at home</p> <p>Does praying at regular intervals help a Muslim in his/her everyday life?</p>	



<p>PSHEe & C</p>	<p>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.</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. 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</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. Growing and Changing Growing older; Moving Class or year. Keeping Safe Safety in different environments; risk and safety at home; emergencies.</p>	
<p>Languages</p>	<p>Portraits In this unit children learn the names for main parts of the body and describe colours. They ask and answer questions about physical appearance. Children use newly learnt vocabulary to describe themselves and others. They consolidate their knowledge of sound and spelling links as well as question forms.</p>	<p>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>Ca 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>	<p>On y va! In this unit children learn to name some francophone countries and some towns in France. They learn the days of the week and some phrases about the weather. They add to their repertoire of songs and rhymes to help them remember new language.</p>	<p>L'argent de poche In this unit children continue to gain confidence in manipulating numbers and learn further expressions for likes and dislikes. They begin to learn about the euro. They prepare and perform a radio or TV advert for a toy</p>	<p>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>