



## Danbury Park Community Primary School Key Stage 1 Long Term Curriculum Map Class Hummingbird (Year 1) 2023-2024

	<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>All creatures great and small</b>	<b>All creatures great and small</b>	<b>Once upon a time</b>	<b>Once upon a time</b>	<b>Superheroes are fighting fit</b>	<b>Superheroes are fighting fit</b>
<b>English</b>	Non-fiction Fiction Poetry	Non-fiction Fiction Poetry	Non-fiction Fiction Poetry	Non-fiction Fiction Poetry	Non-fiction Fiction Poetry	Non-fiction Fiction Poetry
<b>Maths</b>	Number and Place value Number and Place value Addition and Subtraction Addition and Subtraction	2-D and 3-D shape Money Number and Place Value Addition and Subtraction Sorting	Time Number Addition and Subtraction Multiplication Division Position, Length and Height Size, Weight and Volume	Length and Mass/weight Addition and Subtraction Fractions Position and Direction Time	Multiplication and Division Number and Place value Addition and Subtraction Fractions	Time Subtraction - difference Place Value Capacity and Volume Multiplication and Division
<b>Science</b>	<b>Working scientifically</b>  To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  To identify and name a variety of common animals that are carnivores, herbivores and omnivores.  To describe and compare the structure	<b>Working scientifically</b>  To observe changes across the four seasons.  To observe and describe weather associated with the seasons and how day length varies.  To observe and describe weather associated with the seasons and how day length varies.	<b>Working scientifically</b>  To be able to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.  To be able to describe the simple physical properties of a variety of everyday materials.  To be able to distinguish between an object and the material from which it	<b>Working scientifically</b>  To identify and name a variety of common wild and garden plants including deciduous and evergreen trees.  To identify and describe the basic structure of a variety of common flowering plants, including trees.	<b>Working scientifically</b>  To be able to identify, name draw and label the basic parts of the human body.  To know which part of the body is associated with each sense.  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.	<b>Working scientifically</b>  To identify and describe the basic structure of a flowering plant.  To identify and name a variety of common wild plants.



	<p>of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>To explore the different habitats animals live in.</p> <p>To understand how to take care of animals.</p>	<p>Using the local environment to explore and answer questions about animals in their habitat.</p>	<p>is made.</p> <p>To be able to compare and group together a variety of everyday materials on the basis of their physical properties.</p>			
<b>Computing</b>	<p><b>e-Safety</b></p> <p>To understand what technology is and how we use it.</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>To create and manipulate and retrieve digital content using art software.</p>	<p>To communicate and present ideas using digital images, text and sound.</p> <p>To understand the dangers of using the internet and how they should seek help and support if</p>	<p><b>Controlling and Sensing</b></p> <p>To conduct a school survey designed to identify machines, recording findings.</p> <p>To explore how machines know what to do.</p> <p><b>e-Safety</b></p> <p>To experiment with recording sounds and speech and use the iPad film short videos necessary.</p>	<p><b>Controlling and Sensing</b></p> <p>To give and record a set of instructions to control a floor robot, Designing a simple route.</p>	<p><b>Handling Data</b></p> <p>To conduct a school survey designed to identify information sources.</p> <p>To conduct a survey to discover what forms of transport children have experienced and record results using a simple graphing program e.g. as a pictogram</p> <p>To use a digital sound recorder.</p> <p><b>e-Safety</b></p> <p>To understand the dangers of using the internet and how they</p>	<p><b>Communication</b></p> <p>To use a word bank to label a picture or diagram.</p> <p>To use a keyboard to label exploring undo and backspace functions.</p> <p>To use electronic books.</p>



					should seek help and support if necessary.	
<b>History</b>	<p>The children will learn about the difference between past and present life. They will recognise the similarities and differences between periods of time.</p> <p>The children will understand changes in technology. Look at how animals were used in farming and how machinery has taken their place.</p> <p>Harvest.</p> <p>Changes in National Life.</p> <p>Comparing Harvest Time when Queen Victoria's was in power to the present.</p> <p>To compare some aspects of life in different periods using artefacts, photographs and on-line resources.</p>	<p>To compare some aspects of life in different periods using artefacts, photographs and on-line resources.</p> <p>To identify similarities and differences between ways of life in different periods.</p>	<p>Significant historical events, people and places in their own locality.</p> <p>Changes within living memory.</p> <p>The children will look at their homes and their families' and compare them to homes and families in the past.</p>		<p>The lives of significant others in the past who have contributed to national and international achievements.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>Florence Nightingale.</p> <p>I can create a timeline of the life of Florence Nightingale.</p> <p>I can talk about a significant figures life.</p> <p>I can compare life in the past to present day.</p> <p>I can talk about the impact a significant figure has had on the world today.</p> <p>I can show my understanding and talk about what I have learnt.</p>	<p>To select and combine information from a variety of sources to answer the questions: To find out who Mary Seacole was.</p> <p>To compare Mary Seacole to Florence Nightingale.</p> <p>To demonstrate their understanding of how these women contributed to world.</p>



<p><b>Geography</b></p>	<p>To create maps showing key landmarks and using arrows to show direction.</p> <p>To use simple compass directions.</p> <p>Using observational skills study the geography of a farm and its grounds and the key human and physical features of its surrounding environment e.g beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features, e.g. city, town, village, factory, farm, house, office, port, harbour and shop .</p> <p>To use positional language when looking at maps.</p> <p>To understand where farms are built and why they are built there.</p> <p>To identify weather patterns in the UK and</p>	<p>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>To name capital cities in the UK.</p> <p>To identify the UK and its countries.</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>We will compare houses in Japan, England and Iceland. Looking at where they are built and why.</p>	<p>To use simple compass directions.</p> <p>Using observational skills study the geography of the school and its grounds and the key human and physical features of its surrounding environment e.g beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features, e.g. city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>To identify the UK and its countries;</p> <p>To name capital cities in the UK.</p> <p>To identify weather patterns in the UK and use associated geographical language.</p>	<p>To understand similarities and differences between Danbury, London and New York.</p> <p>To use basic geographical vocabulary to name physical and human features.</p> <p>To design our own cities and include physical and human features.</p>
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	use associated geographical language.					
<b>Art &amp; Design</b>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the Primary colours and explore making new colours.</p> <p>To explore the work of Kandinsky. To recreate a piece of art work by Kandinsky.</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 George Seurat.</p> <p>To create observational drawing. Self-portrait.</p> <p>To use different art forms to create various self-portraits.</p>	<p>To create a 3D Clay model of a castle.</p> <p>To create a piece of art using different textures.</p> <p>To create a collage of a fairy tale scene.</p> <p>Andy Goldsworthy.</p> <p>Clay work 3-D models.</p>	<p>To use a range of materials and processes to create collages of</p> <p>To explore the works of other artists: Matisse's <i>In Polynesia</i>. We will look at the similarities and differences of this artist compared to Andy Goldsworthy and Kandinsky.</p> <p>To create their own version of Matisse's <i>In Polynesia</i>.</p>	<p>To investigate the possibilities of a range of materials and processes.</p> <p>To match and sort fabrics and threads for colour, texture, length, size and shape. To explore knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>To use different textures and materials to design and create a superhero cape.</p> <p>To cut and shape fabric using scissors/snips. Apply <b>shapes</b> with glue or by stitching. Apply decoration using beads, buttons, feathers etc. Create cords and plaits for decoration.</p> <p>To explore colour by applying colour with printing, dipping, fabric crayons.</p>	<p>To explore the illustrations of Steve Ditco.</p> <p>The children will create their own comic designs.</p> <p>They will develop their ideas and evaluate their work.</p> <p>To evaluate their comics.</p>



					Create and use dyes i.e. onion skins, tea, coffee.	
<b>Design Technology</b>	<p>To use a range of tools and equipment to perform practical tasks of cutting and shaping.</p> <p>To create a simple mechanism.</p> <p>To create an animal from clay and natural resources - links to Science.</p>	<p>To use a range of tools and equipment to perform practical tasks of cutting and shaping. Select from and using a wide range of materials.</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>To use a range of tools and equipment to perform practical tasks of cutting and shaping.</p> <p>To select from and using a wide range of materials.</p> <p>Puppet project Design, make and evaluate a project.</p>	<p>To use a range of tools and equipment to perform practical tasks of cutting and shaping.</p> <p>To select from and using a wide range of materials.</p> <p>Food technology: Pancake day Easter nests.</p>	<p>To design a superhero cape.</p> <p>To label their design.</p> <p>To evaluate their work saying what they like and don't like. What they would change or what they could have done better.</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 a self-evaluation pro-forma.</p>
<b>Music</b>	<p>We will be describing and recognising sounds, making music with the percussion instruments, and singing songs to do with our topic of All Creatures Great And Small. We will also be listening and responding 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 with the percussion instruments inspired by Bonfire Night and learning some traditional and new songs and carols for Christmas.</p>	<p>This half term we will be listening to orchestral ballet music that tells a story, fitting in with our topic Once Upon a Time, and singing songs that tell a story. We will also be listening to music by our two Composers of the Month.</p>	<p>We will be adding instruments to a well-known story to help tell the tale, and listening and responding to music by our next Composer of the Month.</p>	<p>This half term we will be learning a superhero song for our assembly and revisiting the percussion instruments, particularly the sound effects as they were our favourites, and trying out some body percussion. We will also be listening to music by our two Composers of the Month.</p>	<p>This half term we will be listening to some music from the soundtracks of superhero films We will compare these with some orchestral music about heroes and see if we can find similarities and listening and responding to music by our next Composer</p>



<p><b>PE</b></p>	<p><b>Gymnastics</b> To use space and equipment safely. To travel on different body parts. To move and handle large apparatus as a team.</p> <p><b>Outdoor Games</b> To throw and catch a ball; To participate in team games (netball)</p>	<p><b>Dance</b> To come up with sequences of movements in pairs. To perform dances using simple movement patterns.</p> <p><b>Outdoor Games</b> To develop ball control. To participate in team games (football).</p>	<p><b>Gymnastics</b> To use space and equipment safely. To travel and take weight on different body parts. To travel moving high and close to the ground</p> <p><b>Outdoor Games</b> To develop ball control skills using a stick. To participate in team games.(hockey)</p>	<p><b>Dance</b> To come up with sequences of movements as a team. To perform dances using simple movement patterns.</p> <p><b>Outdoor Games</b> To develop ball skills. To participate in team games (multi-skills)</p>	<p><b>Gymnastics</b> To use space and equipment safely. To travel curling and stretching on different body parts.</p> <p><b>Outdoor Games</b> To develop ball skills using a range of striking equipment (cricket, tennis). To participate in team games.</p>	<p><b>Dance</b> To use balance and co-ordination when performing dances using simple movement patterns.</p> <p><b>Outdoor Games</b> To develop athletics skills for Sports Day.</p>
<p><b>RE</b></p>	<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>
<p><b>PSHEe &amp; C</b></p>	<p>To develop confidence and responsibility;  To make the most of their abilities.  To understand how we are all special and unique.</p>	<p>To explore close communities to which children belong.  To develop self-awareness in relation to others.  To learn what our feelings are.</p>	<p>To explore feelings and relationships, the importance of having self-confidence.  To understand about growing older.  To explore cultural diversity.</p>	<p>To explore feelings and relationships, the importance of having self-confidence.  To understand about growing older.  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>



	To learn what a good friendship is..	To learn how to express our feelings.				
<b>Languages French</b>	<p><b>Moi</b> Children will learn to greet others, say how they are and introduce themselves. They begin to respond to and ask questions about name and age. They begin to understand that French is spoken in France and elsewhere. They will learn numbers 1-10, the verb s'appeler and using possessive pronouns.</p>	<p><b>Jeux at chanson</b> 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><b>On fait la fête</b> Children learn language relating to celebrations of special occasions and their achievements in activities and games. They learn the months of the year. The children add to their repertoire of games to play in French.</p>			