

Crumpsall Lane Y1 Curriculum Overview

ENGLISH			MATHS		
Reading	Writing	Grammar and Punctuation	Number and Calculation	Geometry and Measures	Fractions
<ul style="list-style-type: none"> - Match graphemes (letters) for all phonemes (sounds) in English. - Read accurately by blending sounds to make words. - Read books aloud. - Link reading to own experiences. - Join in shared reading with the teacher and other children. - Discuss events in books. - Make simple predictions about what will happen next in a story. 	<ul style="list-style-type: none"> - Name letters of the alphabet. - Spell some words which do not follow spelling rules. - Spell days of the week. - Write lower case letters correctly. - Write capital letters and digits 0-9. - Read own writing out loud to peers and adults. 	<ul style="list-style-type: none"> - Leave spaces between words. - Begin to use full stops, question marks and exclamation marks in writing. - Use capital letters for the names of people and places. 	<ul style="list-style-type: none"> - Count to/across 100. - Count in 1s, 2s, 5s and 10s. - Identify 'one more' and 'one less'. - Read and write numbers to 20. - Use + - and = symbols. - Add and subtract one- and two-digit numbers to 20. 	<ul style="list-style-type: none"> - Use common vocabulary for comparison e.g., heavier, taller, full, longest, quickest. - Begin to measure length, capacity and weight. - Recognise coins and notes. - Use time and ordering vocabulary. - Tell the time to the nearest hour/half-hour. - Use language of days, weeks, months and years. - Recognise and name common 2-d and 3-d shapes. - Order and arrange objects. 	<ul style="list-style-type: none"> - Recognise and use $\frac{1}{2}$ and $\frac{3}{4}$.
SCIENCE					
<p>Plants</p> <ul style="list-style-type: none"> - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<p>Everyday Materials</p> <ul style="list-style-type: none"> - Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. - Describe the simple physical properties of a variety of everyday materials. - Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p>Animals, including Humans</p> <ul style="list-style-type: none"> - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Identify and name a variety of common animals that are carnivores, herbivores and omnivores - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - 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>Seasonal Change</p> <ul style="list-style-type: none"> - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies. 		

Crumpsall Lane Y1 Curriculum Overview

Computing						
Year	Unit	Lesson 1	2	3	4	Resources
1	1: Online Safety (IT, DL)	Can I use the internet safely? Lesson 1	Can I describe how feelings can be affected when using the internet? Lesson 2	Can I explain how to treat others online and in-person? Lesson 3	Can I explain the importance of being careful about what we post and share online? Lesson 4	Post Its
	2: Computing Systems and Networks (DL, IT) <i>Improving Mouse Skills</i>	Can I access a website and use a mouse to explore its properties? Lesson 1	Can I navigate a computer using a mouse? Lesson 2	Can I use a mouse to draw and edit shapes? Lesson 3	Retrieval session: Online safety – Assessment quiz	
	3: Programming (CS) <i>Algorithms Unplugged</i>	Can I understand what an algorithm is? Lesson 1	Can I follow instructions precisely to carry out an action? Lesson 2	Can I understand and explain what decomposition is? Lesson 4	Can I debug an algorithm? Lesson 5	
	4: Creating Media (CS, DL, IT) <i>Digital Imagery</i>	Can I create a sequence of pictures? Lesson 1	Can I take clear photos? Lesson 2	Can I edit photos? Lesson 3	Retrieval session: Algorithm – Assessment quiz	
	5: Programming (CS) <i>Beebots</i>	Can I explore a new device? Lesson 1	Can I plan and follow a precise set of instructions? Lesson 3	Can I program a device? Lesson 4	Can I create a program that tells a story? Lesson 5	
	6: Computing Enhancement Unit	Kapow – Rocket to the Moon				

Crumpsall Lane Y1 Curriculum Overview

Design & Technology						
Year	Unit	Research	Teach	Design	Make	Evaluate
1	Cooking & Nutrition <i>Create a fruit dish</i>	Can I research existing fruit dishes to help consider the components needed?	Can I analyse how to cut, peel and grate safely with support?	Can I design a fruit dish by choosing a method and ingredient list?	Can I create a fruit dish?	Can I evaluate a finished product?
	Construction & Use of Materials <i>Create a house</i>	Can I research different types of houses and identify shapes and features?	Can I analyse how to join and combine shapes to make a house?	Can I design a house?	Can I create a house? Can I tinker when creating the features of a house?	Can I evaluate a finished product?
	Mechanisms <i>Create a moving picture</i>	Can I research the different ways that pictures move?	Can I analyse how levers and sliders work to create a moving mechanism?	Can I design a picture with a moving mechanism?	Can I create a moving picture?	Can I evaluate a finished product?

Crumpsall Lane Y1 Curriculum Overview

Geography							
Year	Unit	1	2	3	4	5	6
1	All About Me	Can I name places I know that are near to our school?	Can I identify human features in my local environment?	Can I name and locate some familiar features on an aerial photo?	Can I identify different types of housing around the local area?	Can I devise a map of the school grounds?	Can I give an opinion about how my local area should be used?
	UK Geography 1	Can I use maps to identify the United Kingdom and its countries?	Can I name and locate characteristics (physical and human) of England and Scotland?	Can I use aerial photographs to recognise London and Edinburgh landmarks and rivers?	Can I devise a simple map and key?		
	Let's Go on Holiday	Can I identify a place using clues?	Can I find out geographical information about London?	Can I compare London to Manchester and locate them on a map?	Can I find Australia on a world map?	Can I pack a suitcase for a hot country?	
	Water Worlds	Can I explain why we need water and some of its uses?	Can I name some bodies of water? (Places you will find water on the Earth's surface)	Can I name and locate two oceans? (Atlantic and Indian)	Can I observe and identify what lives in our school pond?	Can I compare animals that live in a freshwater habitat and a saltwater habitat?	Can I compare the water supply in Manchester, England to the water supply in Chembakolli, India?

Crumpsall Lane Y1 Curriculum Overview

History								
Year	Unit	1	2	3	4	5	6	7
1	Ourselves <i>Would you prefer to go to school in the past or the present?</i>	Can I talk about things that happened when I was little?	Can I explain how I have changed since I was born?	Can I put up to three objects in chronological order ?	Can I begin to compare the main differences between past and present?	Can I research about events, people or places in Crumpsall now and from the past?	Can I communicate my opinion and respond to the opinion of others?	
	Toys <i>Were toys in the past more fun than toys in the present?</i>	Can I use my questions to research about toys in the past?	Can I compare toys from the past and present?	Can I sort toys that are from the past and still used in the present?	Can I research how teddy bears have changed over time?	Can I research how Action Man has changed over time?	Can I use my chronological understanding to order toys on a timeline?	Can I communicate whether toys are more fun in the present or in the past and give reasons for my opinion?

Physical Education (PE)							
1		1	2	3	4	5	6
	Dance/ Gym	Dance Pirates	Gymnastics	Pilates	Gymnastics	Dance Under the Sea	Dance Toys
	Games	Fundamental Movement Skills 2	Target Games 2	Hockey	Cricket/Rounders	Athletics	Badminton

Crumpsall Lane Y1 Curriculum Overview

		Music					
Year	Unit	1	2	3	4	5	6
1	Pitch and Exploring Sounds	Can I explore pitch?	Can I make high and low vocal sounds?	Can I sing a song with contrasting high and low melodies?	Can I identify and play high and low pitch in music?	Can I explore pitch using voice and body movement to represent changes in pitch?	Can I recognise and perform pitch changes and contrasts?
		7	8	9	10	11	12
		Can I explore and control dynamics (loud and quiet) with voices, body percussion and instruments?	Can I identify a sequence of sounds in a piece of music?	Can I respond to music through movement?			
	Pitch and Beat	1	2	3	4	5	6
		Can I play and maintain a steady beat?	Can I sequence sounds playing to a steady beat?	Can I play at different speeds?	Can I control changes in speed?	Can I identify changes in pitch and respond to them with movement?	Can I contrast changes in pitch with changes in dynamics?
		7	8	9	10	11	12
		Can I relate pitch changes to graphic symbols and perform pitch changes vocally?	Can I listen and respond to pitch changes with movement?	Can I listen and respond to a falling pitch signal?	Can I distinguish between pitched and unpitched percussion sounds?	Can I listen in detail to a piece of orchestral music?	
	Exploring Sounds and Performance	1	2	3	4	5	6
		Can I discuss basic music terms – fast, slow, loud, quiet?	Can I understand how music can tell a story?	Can I perform with concentration?	Can I play fast, slow, loud and quiet?	Can I create music that matches an event in a story?	Can I rehearse and perform with others?
		7	8	9	10	11	12
		Can I learn new songs and chants?	Can I Combine voices and instruments to perform a chant and a song?	Can I keep a steady beat on instruments?	Can I create word rhythms?	Can I perform word rhythms with movement?	Can I play and combine simple word rhythms? Can I respond to music in movement?

Crumpsall Lane Y1 Curriculum Overview

Religious Education (RE)							
Year	Unit	1 Engagement	2 Investigation	3 Investigation	4 Investigation	5 Evaluation	6 Optional
1	Christianity: The Creation Story	Can I talk about what creation means?	Can I identify why nature is important?	Can I retell the Creation story using drama?	Can I identify positive and negative ways to treat the world?	Does God want Christians to look after the world?	Can I create a mobile working in a team?
	Christianity: The Christmas Story	Can I describe a gift that is special to me?	Can I retell the Christmas story using pictures to help me?	Can I retell the Christmas story using story sticks?	Can I understand the importance of the Wise Men's gifts?	What gift would I have given to Jesus if He had been born in my town and not in Bethlehem? and	Can I share my gift for Jesus and reason for choosing it with others?
	Christianity: Jesus as a friend	Can I say what makes a good friend?	Can I understand if it was easy or hard for Jesus to show friendship? <i>(Range of bible stories)</i>			Was it always easy for Jesus to show friendship?	Can I say what I value about my friends?
	Christianity: Easter: Palm Sunday	Can I talk about what it means to be special?	Can I talk about who is special to me?	Can I retell events from the Easter story?	Can I act out Jesus' arrival on Palm Sunday	Why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday?	Can I share my thoughts about the Easter story?
	Judaism: Shabbat	Can I talk about the different things I do during the week?	Can I understand what Jewish children can and cannot do during Shabbat?	Can I saw what happens during the Shabbat meal?	Can I name the things that are special to Jewish people during Shabbat?	Is Shabbat important to Jewish children?	Can I create my own special meal and say who I would invite?
	Judaism: Chanukah	Can I discuss celebrations people take part in?	Can I talk about how it feels to take part in a celebration?	Can I put events from the story of Chanukah in order?	Can I identify what happens during Chanukah?	Does celebrating Chanukah make Jewish children feel closer to God?	Can I say what makes me thankful?

Crumpsall Lane Y1 Curriculum Overview

PSHE				
Year	Unit	1	2	3
1	Mental and Emotional Health	What makes me happy? What are feelings?	What is the difference between good secrets and bad secrets?	How does my behaviour affect others?
	Living in the Wider World	RIGHTS & RESPONSIBILITIES What are class rules?	MONEY Where does our money come from?	ENVIRONMENT & SUSTAINABILITY What is the environment?
	Healthy Lifestyles	What foods should I eat to help me stay healthy?	How can I look after my teeth?	Why is it important to wash my hands?
	Keeping Safe	What are the rules for keeping me safe at school and outside?	What are rules about household substances?	What is an emergency and what do I do?
	Relationship and Sex Education (RSE)	Who are the people in my life that love and care for me?	What are the differences and similarities between people?	What are the similarities between boys and girls?

Crumpsall Lane Y1 Curriculum Overview

Art & Design							
Year	Unit	Compare	Gather ideas	Develop techniques	Experiment	Plan	Create
1	Drawing and Painting <i>All About Me</i>	Can I investigate portraits by a variety of artists?	Can I look closely at photographs of myself and classmates?	Can I experiment with a range of drawing media? <i>(Pastel and pencil).</i>	Can I draw a self-portrait from observation? <i>(Use of pencil).</i>	Can I create a self-portrait using colour to show mood and emotion? <i>(Use of pastel).</i>	Can I evaluate my artwork and the artwork of others?
Year	Unit	Compare	Gather ideas	Develop techniques	Experiment	Plan	Create
1	Sculpting <i>Clay Shell</i>	Can I compare the work of artists? <i>Louise Bourgeois Antony Gormley</i>	Can I gather ideas to inspire my artwork?	Can I develop techniques to use in my artwork? <i>Rolling clay Coiling clay Mark-making in clay</i>	Can I experiment with artistic techniques? <i>Rolling clay Coiling clay Mark-making in clay</i>	Can I plan my final piece of artwork using what I have learned to inspire my choices?	Can I create my final piece, using my plan to guide me? <i>A shell using clay, making choices around shell shape and pattern</i>
		Can I evaluate my artwork and the artwork of others?					