

# Crumpsall Lane Y1 Curriculum Overview 2023-2024

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

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COMPUTING	1	Computational Thinking – Barefoot Activities	Programming – Bee Bots	Programming – Daisy the Dino
	<p><b>Learning objectives:</b>  <b>Barefoot Crazy Characters</b>            Do I know what an algorithm is?            Can I write an algorithm?            Can I debug my algorithm?  <b>Barefoot Elephants, Cats and Cars</b>            Can I say what is the same?            Can I say what is different?  <b>Barefoot Getting Ready for School</b>            Can I break down a problem into smaller steps?            Can I create a sequence of instructions for someone to follow?            Do I understand that the order of instructions is important?</p>	<p><b>Learning objectives:</b>            Can I write an algorithm for an everyday activity?            Can I give and follow instructions, including turning movements, one at a time?            Can I create an algorithm to guide your robot partner?            Can I write an algorithm for a Bee Bot to complete a maze?            Can I program a Bee Bot with directional commands?</p>	<p><b>Learning Objectives:</b>            Can I write an algorithm to make a jam sandwich?            Can I explore the Daisy the Dinosaur app?            Can I write a storyboard for Daisy the Dino?            Can I program and debug an animation designed for Daisy the Dinosaur?</p>	
	Information Technology – Puppet Pals	Digital Literacy / E-Safety	Basic Skills	
	<p><b>Learning objectives:</b>            Can I decide what characters and settings to use?            Can I create a storyboard?            Can I choose characters and settings?            Can I record a story?            Can I edit a story?            Can I change the format or backgrounds?</p>	<p><b>Learning objectives:</b>            Can I recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset?            Can I describe ways that some people can be unkind online?            Can I identify ways that I can put information on the internet?            Can I identify some simple examples of my personal information (e.g. name, address, birthday, age, location)?            Can I give examples of how I (might) use technology to communicate with people I know?            Can I talk about how to use the internet as a way of finding information online?</p>	<p><b>Learning objectives:</b>            Can I type using upper and lower case letters?            Can I use the spacebar, backspace and delete button?            Can I change text using bold, italic, underline and change size?            Can I use punctuation appropriate to English objectives?</p>	

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Design and Technology							
Year	Unit	1	2	3	4	5	6
1	Healthy Me	Can I <b>research</b> the favourite fruits in the class and present the data in a pictogram?	Can I <b>observe</b> and <b>analyse</b> a variety of fruits?	Can I <b>analyse</b> the benefits and downsides of certain fruits?	Can I <b>analyse</b> how to handle and prepare fruit in a variety of different methods?	Can I <b>design</b> a fruit dish by choosing a method and ingredient list?	Can I <b>create</b> and <b>evaluate</b> a finished product?
	Homes	Can I <b>research</b> different types of houses and identify shapes and features?	Can I <b>analyse</b> how to join and combine shapes to make a house?	Can I <b>tinker</b> when creating the features of a house?	Can I <b>design</b> a house?	Can I <b>create</b> a house?	Can I <b>evaluate</b> a finished product?
	Moving Pictures	Can I <b>research</b> the different ways that pictures move?	Can I <b>analyse</b> how a lever works to create a moving mechanism?	Can I <b>analyse</b> how a wheel mechanism works?	Can I <b>design</b> a picture with a moving mechanism?	Can I <b>create</b> a moving picture based on my design?	Can I <b>evaluate</b> a moving picture?

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Geography							
Year	Unit	1	2	3	4	5	6
<b>1</b>	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 we find Australia on a world map?	Can we 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?

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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 <b>chronological order</b> ?	Can I begin to <b>compare</b> the main differences between past and present?	Can I <b>research</b> about events, people or places in Crumpsall now and from the past?	Can I <b>communicate</b> 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 <b>compare</b> toys from the past and present?	Can I sort toys that are from the past and still used in the present?	Can I <b>research</b> how teddy bears have changed over time?	Can I <b>research</b> how Action Man has changed over time?	Can I use my <b>chronological understanding</b> to order toys on a timeline?	Can I <b>communicate</b> whether toys are more fun in the present or in the past and give reasons for my opinion?
Music								
1	Pitch and Exploring Sounds <i>Animals &amp; Weather</i>			Pitch and Beat <i>Machines &amp; Seasons</i>			Exploring Sounds and Performance <i>Story Time &amp; Travel</i>	
Physical Education (PE)								
1		1	2	3	4	5	6	
	Dance/Gym	<b>Dance</b> Pirates	<b>Gymnastics</b> Pathways- short & long	<b>Yoga</b>	<b>Gymnastics</b> Balancing & spinning	<b>Dance</b> Under the sea	<b>Gymnastics</b> Wide, narrow, curled, rolling & balancing	
	Games	<b>Football</b>	<b>Hockey</b>	<b>Dodgeball</b>	<b>Tennis</b>	<b>Cricket</b>	<b>Athletics</b>	

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<b>Religious Education (RE)</b>							
<b>Year</b>	<b>Unit</b>	<b>1 Engagement</b>	<b>2 Investigation</b>	<b>3 Investigation</b>	<b>4 Investigation</b>	<b>5 Evaluation</b>	<b>6 Optional</b>
<b>1</b>	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? <b>and</b>	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?

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PSHE				
Year	Unit	1	2	3
<b>1</b>	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	<b>RIGHTS &amp; RESPONSIBILITIES</b> What are class rules?	<b>MONEY</b> Where does our money come from?	<b>ENVIRONMENT &amp; SUSTAINABILITY</b> 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?

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Art & Design							
Year	Unit	Compare	Gather ideas	Develop techniques	Experiment	Plan	Create
1	Sculpting <i>Clay Shell</i>	Can I <b>compare</b> the work of artists?  <i>Louise Bourgeois</i> <i>Antony Gormley</i>	Can I <b>gather ideas</b> to inspire my artwork?	Can I <b>develop techniques</b> to use in my artwork?  <i>Rolling clay</i> <i>Coiling clay</i> <i>Mark-making in clay</i>	Can I <b>experiment</b> with artistic techniques?  <i>Rolling clay</i> <i>Coiling clay</i> <i>Mark-making in clay</i>	Can I <b>plan</b> my final piece of artwork using what I have learned to inspire my choices?	Can I <b>create</b> my final piece, using my plan to guide me?  <i>A shell using clay, making choices around shell shape and pattern</i>
		Can I <b>evaluate</b> my artwork and the artwork of others?					
Year	Unit	1	2	3	4	5	6
1	Drawing and Painting <i>Self-Portrait</i>	Children will compare the works of Picasso, Deuchar and Lois Mailou Jones and develop techniques to help them produce a self-portrait sketched in pencil or pastel, as well as a painted Self Portrait.					