

Crawley Down Village C of E School

Year 1 Curriculum Overview



Crawley Down Village C of E School aspires to be a learning community where love and respect are at the heart of all we do. We aim to be a school that lives life in all its fullness; encouraging and supporting each other to be the best we can be.

Learning together, flourishing together: "With God, all things are possible." Matthew 19:26

Y1	Autumn Paddington	Spring Crowns and Castles	Summer A Gardeners' World
Key Texts 	Paddington Bear A Book of Bears (non-fict) Leaf – Sandra Dieckmann Free write sessions Christmas Story	Jack and The Beanstalk The Dragon Machine Castle Non-Chronological texts Owl and the Pussycat Poetry	The Tiny Seed The Tin Forest Dear Mother Goose Town Mouse and Country Mouse The Nut Tree – Poetry
English 	Writing Purposes Writing to entertain: - Re-telling the story of Leaf - Writing poems based on the story of Leaf - Re-telling the Christmas story Writing to inform: - Writing a bear fact File - Writing post cards from Paddington In our writing, we focus on: - We will be focusing on forming sentences correctly using capital letters, full stops and finger spaces. - We will be talking about different types of words especially looking at adjectives and nouns.	Writing Purposes Writing to entertain: - Writing diary entries for Jack and the Beanstalk - Making wanted posters for Jack and the Beanstalk - Re-creating our own Owl and the Pussycat poems - Re-telling the Dragon Machine story Writing to inform: - Writing castle fact files - Recounting our trip to Hever Castle. In our writing, we focus on: - We will be focusing on forming sentences correctly using capital letters, full stops and finger spaces. - Using and to extend sentences - Using adjectives	Writing Purposes Writing to entertain: - Diary entry writing - Writing nature poems - Recounting sections of The Tin Forest Writing to inform: - Writing a set of instructions on how to plant a seed - Writing letters (Dear Mother Goose) - Post card writing In our writing, we focus on: - We will be focusing on forming sentences correctly using capital letters, full stops and finger spaces. - Checking our writing makes sense and reading to an adult. - Adjectives and plurals - Question marks and exclamation marks
	Phonics: Daily phonics practise using the Song of Sounds program. We will use our phonic knowledge to help us write new words. Sounds: ai, ay, a-e, ee, ea, e-e, igh, ie, i-e, oa, ow, o-e, oo, ew, u-e Tricky words: oh again Mr Mrs people friend school asked your our where their	Phonics: Daily phonics practise using the Song of Sounds program. We will use our phonic knowledge to help us write new words. Sounds: er, ir, ur, or, au, aw, ow, ou, ph, oi, oy, wh, air, are, ear, eer, ere, ear Tricky words: please because any many want water	Phonics: Daily phonics practise using the Song of Sounds program. We will use our phonic knowledge to help us write new words. Sounds: CVC, CVCC, CCVC, CCVCC, CCCVC, CCCVCC, syllables, compound words, plurals es and s, endings ing, er and ed. Letter names and alphabetical order. Tricky words: move prove door poor floor eye shoe hour half parents busy pretty beautiful
	Reading and VIPERS: In reading we will be decoding, predicting, thinking about significant events and making personal responses about the texts. We read picture books and watch short clips from Literacy Shed to develop vocabulary, inference, prediction, explanation, retrieval and sequencing skills (VIPERS). Handwriting: Writing letters and numbers facing in the right direction. We will be working on using lead ins and hooks and developing cursive (not joined up) writing. Proofreading: We will be working on reading our own writing back to ourselves and making sure it makes sense.		

Maths 	• Number and place value to 10 • Addition and subtraction to 10 • Number and place value to 20 • Addition and subtraction to 20 • Recognising and naming 2D and 3D shapes.	• Number bonds • Place value to 50 • One more and one less • Addition and subtraction to 20 • Counting in 2s 5s and 10s • Length and height • Volume and Weight	• Making equal groups • Making arrays • Fractions – half quarter whole • Turns and position • Place value knowledge to 100 • Recognising and groups coins • Understanding time • Telling the time to the nearest half hour
Science 	Seasonal changes: • Observe changes across the four seasons. <i>Autumn focus</i> • Observe and describe weather associated with the seasons and how day length varies. <i>Autumn focus</i> Animals including humans: • Identify and name a variety of animals including fish, amphibians, reptiles' birds and mammals. • Identify and name a variety of common animals that 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 • Say which part of the body is associated with each sense.	Seasonal changes: • Observe changes across the four seasons. <i>Winter focus</i> • Observe and describe weather associated with the seasons and how day length varies. <i>Winter focus</i> Everyday Materials: • Distinguish between an object and the material from what it's 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 every day materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Explore, name, discuss and raise and answer questions about everyday materials and properties. Such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent	Seasonal changes: • Observe changes across the four seasons. <i>Spring and Summer focus</i> • Observe and describe weather associated with the seasons and how day length varies. <i>Spring and Summer focus</i> Plants • Name a variety of common wild and garden plants. • Name a variety of deciduous and evergreen garden trees. • Identify and describe the basic structure of a variety of common flowering plants and trees. Such as leaves, flowers blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem. • Observe the growth of flowers and vegetables.

RE Understanding Christianity 	Christianity <i>Who made the world?</i> <i>Why does Christmas matter to Christians?</i> • Children know that Christians believe that God created the universe. That the earth and everything in it are important to God. • Children can identify the sequence of the creation story and know the importance Christians attach to a day of rest. • They know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a time to do this. • Children know that Christians believe they should care for the world because it belongs to God. They can give an example • Pupils know that Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming. • Pupils know that Christians believe that Jesus is God. They know the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was • born as a baby and he was placed in a manger. Angels appeared to the shepherds. The wise men brought gifts. • Pupils use the term incarnation. They can talk about examples of how this theme has been explored in art and music (including hymns) by Christians.	Christianity <i>What do Christians believe God is like?</i> <i>Why does Easter matter to Christians?</i> • Children know that Christians believe in God and that they • find out about him in the Bible. • They know that a parable is 'a story (in this case told by • Jesus) to help people understand ideas. They can find and say what • some of these ideas are in the parable of the Lost Son and/or the Story of Jonah. • They know that Christians believe that God is loving, kind, forgiving and fair. • They know that Christians worship God and pray to him. They can identify different types of Prayer e.g. Praise: saying sorry: asking: and saying thank you. • Children will know that Easter is very important in the 'Big story' of the Bible. • Children will know the outline of events inc: Entry in Jerusalem; The last Supper: Jesus arrest and betrayal: He was put on trial; He was crucified: He came back to life and appeared to Mary Magdalene. • Pupils will know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. That Jesus did this to build a bridge between man and God. By rising from the dead, he gives Christians a hope in a new life.	Judaism <i>Why is the Torah important?</i> <i>Why do Jewish families say so many prayers and blessings?</i> <i>How is Judaism similar and different from Christianity?</i> Children will know that Jewish people believe: • The Torah is a very important book, so important, that when they get to the end, they start to read it all over again. • The Torah was given to the Jewish people from God • The Torah contains rules from God on how we should live. • The Torah should be treated with respect. Pupils will know that Jewish people: • Say prayers and blessings to God because it reminds them how great God is. • Say thank you to God for all he provides. • Have a day of rest each week called Shabbat. • Pray at both home and the synagogue. • Sometimes wear special clothes.
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Computing  	Improving Mouse Skills - To log into a computer and access a website. - To develop mouse skills. - To use mouse skills to draw and edit shapes. - To draw a scene from a story using digital tools. - To create a self-portrait using digital techniques. Online Safety - To know what the internet is and how to use it safely. Programming 1: Algorithms unplugged - To understand what an algorithm is. - To follow instructions precisely to carry out an action. - To understand that computers and devices around us use inputs and outputs. - To understand and be able to explain what decomposition is. - To know how to debug an algorithm.	Programming 2: Bee-Bot - To explore a new device. - To create a demonstration video. - To plan and follow a set of instructions precisely. - To program a device. - To create a program. Online Safety - To understand different feelings when using the internet.	Data Handling: Introduction to Data - To represent data in different ways. - To use technology to represent data in different ways. - To collect and record data. - To sort data. - To design an invention to gather data. Online Safety - To understand how to treat others, both online and in-person. Online Safety - To understand the importance of being careful about what we post and share online.
PSHE 	Keeping Safe and Risks –Fair and unfair/right and wrong/rules - describe what fair and unfair / right and wrong means - explain how class/group rules help them to learn and make the classroom a safe place Family, friends and relationships – special people - To know the people who are important to them - To be able to identify special people in their lives	Body Privacy and saying Yes or No (PANTS rule) - To know what's in your pants is private - To understand the private parts of our body Keeping Safe and Risks – Feeling safe - Recognise choices have consequences and these may be good or not so good - Identify the adults in school, at home and the wider environment who keep them safe	Body Privacy and saying Yes or No (PANTS rule) - To know what's in your pants is private - To understand the private parts of our body Identity - Boys, Girls and Stereotypes - To be able to recognise and challenge stereotypes - To understand that boys and girls can do some tasks and enjoy the same things... Wellbeing – Well and unwell - Know what is meant by the terms well and unwell

	• To describe what makes them special • Different family make ups Family, friends and relationships – friends and friendship • To begin to feel part of a class group and enjoy it • To appreciate the worth of being different • Think about why bullying is unacceptable (anti-bullying week) Self-Image, Mental health and Wellbeing – Online activities • Understand the different ways we can go online Hygiene and Protecting your health – well, unwell and spread of germs • Be able to recognise when I feel well or unwell • Be able to make decisions about what to do when I feel unwell Body Privacy and saying Yes or No (PANTS rule) • To know what's in your pants is private To understand the private parts of our body	Keeping safe and emergencies – Helping us stay safe • Identify a range of jobs in the community who help keep us safe and what it is that they do • Know a range of people who can help keep them safe in a wider range of situations Keeping safe and emergencies – staying safe in emergencies • Know how to access emergency services (appropriately) • Know some ways of proactively and responsibly seeking help in different situations	• Identify feelings of well and unwell – physically and emotionally • Describe the link between physical health and emotional wellbeing Hygiene and Protecting your health – well, unwell and spread of germs • Be able to decide what to do when others feel unwell Sense of Self – Uniqueness, similarities and differences. • What is unique? • Recognise some stereotypes. • How are we the same? Transition: • Know that we make our own choices about behaviour. • Know that how we behave might change in different situations. • Develop an understanding of changing behaviour habits.
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Music  	Charanga Music Programme: Autumn 1: My Musical Heartbeat Autumn 2: Dance, Sing and Play! Percussion Instruments Introduce Glockenspiels *CHRISTMAS PERFORMANCE*	Charanga Music Programme: Spring 1: Exploring Sounds Spring 2: Learning to Listen Percussion Instruments Use Glockenspiels	Charanga Music Programme: Summer 1: Having Fun with Improvisation Summer 2: Let's Perform Together Percussion Instruments Use Glockenspiels
Art 	Artists and designers: Fred Banbery – Paddington Bear illustrations Bob Alley - Paddington Bear illustrations Media: Collage – bear picture Paint – bear pictures Pencil – drawing bear Sketchbook: • Practising using different mediums and techniques. • Plan and develop their ideas • Creating their own pieces inspired by artists • Evaluating their own work	Artists and designers: • Paul Klee – Castle and The Sun Media: Patterns – brickwork Junk modelling – castles Painting using water colours – castles and dragons Oil pastels – castles Printing – rubbings Sketchbook: • Practising using different mediums and techniques. • Plan and develop their ideas • Creating their own pieces inspired by artists • Evaluating their own work	Artists and designers: Van Gough – Sunflowers • Guiseppe Arcimboldo – Vegetable Faces Media: Printing – vegetables Oil pastels – sunflowers Art pencils - sunflowers Clay – plant pots Sketchbook: • Practising using different mediums and techniques. • Plan and develop their ideas • Creating their own pieces inspired by artists • Evaluating their own work

Design Technology 	Textiles Knowledge: - To understand how simple 3-D textile products are made, using a template to create two identical shapes. - To understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. - To explore different finishing techniques - To know and use technical vocabulary relevant to the project. <i>Project: To design and make a teddy bear puppet for a child to use at a picnic puppet show.</i>	Structures Knowledge - To know how to make freestanding structures stronger, stiffer and more stable. - To know and use technical vocabulary relevant to the project. <i>Project: To design and make a castle which includes a drawbridge for King Arthur</i>	Mechanisms/Mechanical systems Knowledge - To explore and use wheels, axles and axle holders. - To distinguish between fixed and freely moving axles. - To know and use technical vocabulary relevant to the project. <i>Project: To design and make a vehicle for Town Mouse to visit Country Mouse</i>
PE   	Real PE Unit 1 Personal <i>Coordination- Floor Movement Patterns One Leg Standing</i> Real PE Unit 2 Social <i>Dynamic Balance to Agility Static Balance – Seated</i>	Real PE Unit 3 Cognitive <i>Dynamic Balance Static balance – small base</i> Real PE Unit 4 Creative <i>Coordination – ball skills Counter balance in pairs</i>	Real PE Unit 5 Applying Physical <i>Agility - React/Response Coordination with equipment</i> Real PE Unit 6 Health and Fitness <i>Cardio agility ball chasing Static Balance – floor work</i> School Sports Day

Young Leaders Archbishop of York 	Kindness: Follow Gracie's story as she learns about kindness Explore a big question: Is it still important to be kind if no one sees you? Activities to explore: • Ripples of kindness • Story of Jesus healing a paralysed man • Random acts of kindness • Celebrate what they have achieved	Perseverance: Follow Gracie's story as she learns about perseverance. Explore a big question: Why do people give up? Activities to explore: • Sticking at their goals • Bible story – The woman who didn't grow up • Rosa Parks • Sharing new skills with younger children • Celebrate what they have achieved	Team work: Follow Gracie's story as she learns about teamwork. Explore a big question: Is it better to work on your own or with other people? Activities to explore: • Team building skills • Celebrate each other's uniqueness • Interview the teacher about leadership • Working as a team • Celebrate what they have achieved Action: Explore a big question: How can we make a difference in our local community? Activities to explore: • Our local area • Plan and carry out a community project • Celebrating our Young Leaders achievements this year
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