

Limitless Dreams, Endless Opportunities



**Manor Park School
& Nursery**


Year group overviews







2022-2023

Year 1

Year 1 English and Maths Curriculum Overviews Year A

Year A	Autumn		Spring		Summer	
High Quality Texts 						
						

 Mathematics Curriculum Year 1	Numbers to 10 Part whole within 10 Addition and subtraction within 10	2D and 3D shapes Numbers to 20	Addition within 20 Subtraction within 20 Numbers to 50	Introducing length and height Introducing weight and volume	Multiplication Division Halves and Quarters	Position and direction Numbers to 100
---	--	---	---	--	--	--

History Toys/Homes (within living memory) 	Science Animals including humans 	Science Everyday Materials 	Geography Local Mapwork 	Science Plants/Seasonal Changes 	History/Geography Human Geography of Knutsford Significant Individual 
--	---	---	--	--	---

Learning Adventure Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science		Animals including humans 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.	Everyday Materials Distinguish between an object in their house and the material from which it is made Identify and name a variety of everyday materials, which they can find in their house including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials, which are in the home Compare and group together a variety of everyday materials on the basis of their simple physical properties		Plants/Seasonal Changes observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. Identify and name a variety of common wild and garden plants, Identify and describe the basic structure of common flowering plants, including trees.	
Geography			Local Study – School Grounds Use a simple picture map to move around the school 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. Recognise that maps are about a place. Use relative vocabulary (e.g. bigger/smaller, like/dislike. Follow directions (Up, down, left/right, forwards/backwards Use own symbols on imaginary an map. Draw around objects to make a plan. Begin to talk about some geographical similarities and differences of the area around school and the town of Knutsford Learn names of some places within/around the UK. E.g. Knutsford, Manchester, London Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and Ireland		Human and Physical geography of Knutsford Human and physical geography of Knutsford - Identify seasonal and daily weather patterns. Record (a tree diary) and talk about seasonal changes throughout the year. Record and talk about seasonal weather patterns in our school and its grounds. Make observations about where things are within school or a local area Investigate their surroundings Use basic geographical vocabulary.	
History	Events Within Living Memory Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages Know and recount episodes from stories about the past				Lives of significant individuals Use a wide range of vocabulary Recall 5 facts about a historical figure and event studied.	

	Find answers to simple questions about the past from sources of information e.g. artefacts Have an awareness of the past Identify similarities and differences between toys today and toys our grandparents			Explain how George Mallory has contributed towards exploration Compare pictures or photographs of people or events in the past Discuss reliability of photos, accounts, stories		
Art	Sculpture Artist – Andy Goldsworthy Knowledge – Learn about the work of Andy Goldsworthy Refer to his work and make links and comparisons to their own creations Skills – Collage – Sort and identify specific qualities of materials. Use materials to design and create a sculpture. Identify different patterns and how to make them. Use a sketchbook to gather and collect ideas		Exploring shape and Colour Artist – James Rizzi Media – Felt pen/Wax crayon/ Knowledge – Learn about the work of James Rizzi Refer and Compare to James Rizzi art to own art. Know names of Primary colours Know names of different lines Skills - Apply colour with a range of media Use different types of lines Draw different shapes accurately to create artwork Use a sketchbook to gather and collect ideas		Drawing – Pencil/pastel Artist – Giuseppe Arcimboldo Media – Pencil/Pencil crayon Knowledge – Learn about the work of Guiseppe Arcimboldo Learn about life drawing Skills –Use line shape and colour to create real life Use colour pencil/pastel to change light and dark shades Use media in different ways – Hard/soft	
Design Technology		Cup and ball game. (Construction) Identify similarities and differences between materials toys today and toys our grandparents used. Begin to develop their ideas through talk and drawings.		Moving picture. (Mechanisms) Identify which part of the story might move. To select from and use a range of tools and equipment to perform practical tasks [for example, cutting,		Fruit Salad (food technology) Have an awareness of the basic principles of a healthy and varied diet to prepare dishes. Know how to prepare simple dishes safely and hygienically.

		<p>Compare photos and artefacts to own design.</p> <p>To assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>Make their design using appropriate techniques.</p> <p>With help measure, mark out and cut. Use tools e.g. scissors.</p> <p>Vocabulary- model, design, cut, thread, colour, pattern, roll, knot, stick, scissors.</p>		<p>shaping, joining and finishing.</p> <p>To design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Begin to use simple using mechanisms such as leavers, sliders and wheels.</p> <p>Vocabulary- construct, materials, model, draw, design, cut, joint, pivot, slider, lever, movement, mechanisms, design.</p>		<p>To cut food safely, under adult supervision.</p> <p>Choose appropriate resources and tools.</p> <p>Design a simple plan before making.</p> <p>Vocabulary- Fruit, healthy, hygiene, germs, varied, fresh, ingredients, diet, plan, cut, evaluate,</p>
--	--	---	--	--	--	---

Discrete Curriculum Elements

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	<p>Listen to a variety of music from different styles, traditions and times and being to identify where in the world they are from.</p> <p>Start to recognise different styles of music and the instruments used.</p> <p>Begin to understand that pulse is the foundation of music upon which all the other dimensions are built.</p> <p>Understand musical language - pitch/rhythm/tempo/pitch and dynamics and how they fit into the music I am listening to.</p> <p>Begin to listen, with respect to other people's ideas and feelings towards music.</p> <p>Understand why we warm up our voices.</p> <p>To play an instrument and begin to recognise that music has a language e.g notation.</p> <p>Make up simple improvisations on my own.</p>					
	<p>Freedom songs from South Africa as well as Winter time, festivals and Christmas time songs. Creating and performance using music and dance.</p>		<p>Rock music and movement. Learning about song structure.</p>		<p>Learning about mixed styles of music. Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>	

Religious Education	<p>Christianity What do people believe about God? Talk about stories in the Bible that describe what God is like for Christians & Jews eg Jews & Christians believe God is the creator who cares for all people.</p> <p>Begin to talk thoughtfully with respect to a range of spiritual questions, e.g. What happens when you die? Why do people worship? What do others think about God? (Use examples from different traditions/worldviews)</p>	<p>Christianity Why do Christians celebrate Christmas? What can we learn Christians believe about Jesus from the Nativity story? Recall the main events from the Christmas Bible stories linking these stories with Christianity. For example, put six pictures in order to show what happened on the first Christmas Identify at least 4 aspects of how Christians celebrate Christmas, explaining why the event might be important to them Talk about who Christians say Jesus is e.g. called the Son of God; God made man. Begin to show curiosity and ask questions about at least 3 Christian stories (Christmas)</p>	<p>Christianity How do people decide what is right & wrong Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning. Begin to talk thoughtfully with respect to a range of spiritual questions ie How do people decide what is right and wrong?</p>	<p>Christianity How do Christians celebrate Easter at Church and at home? Why was the empty tomb good news for Christians Recall the main events from the Easter Bible stories linking these stories with Christianity. For example, recall and order the five key events that happened during Jesus' last week on Earth; entry into Jerusalem, Last Supper, arrest, crucifixion, and resurrection.</p>	<p>Christianity What does it mean when someone belongs to a Christian community? What do Christians mean by the word church? Recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians. Describe at least three things a minister/church leader might do.</p>	<p>Judaism What can we find out about Judaism by exploring the synagogue? What is the role of the Rabbi? Is it similar or different to other leaders if religious/non-religious world views? Describe some of the things that happen at the synagogue and why Shabbat is important to some Jews. Describe at least three things a Rabbi might do eg take part in a naming ceremony.</p>
	<p>Judaism What do Jews and Christians believe about creation? Describe some of what happens at the synagogue & why Shabbat is important to Jews.</p>					
Physical Education	<p>Dance Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns</p>	<p>Team Games Understand how to kick and dribble equipment and apply to team games learnt,</p>	<p>Team Games Learn how to attack and defend using basic ball skills.</p>	<p>Gymnastics Understand about position and direction and apply to gymnastic performances.</p>	<p>Athletics Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance</p>	<p>Team Games Apply learnt throwing and catching skills to team games.</p>
Computing	<p>Programming: Give instructions to my friend (<i>using forward, backward and turn</i>) and physically follow their instructions.</p>	<p>Multimedia Use technology to organise and present my ideas in different ways. Save and open files on the device I use.</p>	<p>Programming: Program a robot or software to do a particular task Use programming software to make objects move</p>	<p>Technology in our Lives Tell you why I use technology in my home and community. Identify benefits of using technology including</p>	<p>Programming: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by</p>	<p>Handling Data Start to understand a branching database. Talk about the different ways I use technology to collect information</p>

	<p>Tell you the order I need to do things to make something happen and talk about this as an algorithm.</p> <p>Program a robot to do a particular task.</p> <p>Watch a program execute and spot where it goes wrong so that I can debug it.</p> <p>Tell you the order I need to do things to make something happen and talk about this as an algorithm.</p>	<p>Use the keyboard on my device to add, delete and space text for others to read.</p> <p>.</p>	<p>Tell you the order I need to do things to make something happen and talk about this as an algorithm.</p> <p>Watch a program execute and spot where it goes wrong so that I can debug it.</p>	<p>communicating with others.</p> <p>Start to understand that other people have created the information I use.</p> <p>Tell you what kind of information I could use to help me investigate a question.</p> <p>Start to understand a branching database</p>	<p>following precise and unambiguous instructions .</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Identify the order I need to do things to make something happen and talk about this as an algorithm.</p> <p>Look at my friend's program and tell you what will happen.</p> <p>Watch a program execute and spot where it goes wrong so that I can debug it.</p>	<p>Make and save a graph using the data I collect.</p> <p>I can talk about the data that is shown in my chart or graph</p>
Online Safety	<p>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 Talk about why it is important to be kind and polite online and in real life.</p>					
PSHE + RSE	<p>Others and me in my classroom</p> <p>To know that they belong to various groups and communities, such as family and school. To know who appropriate people are to tell, know how to tell appropriate people. To identify and respect the differences and similarities between people</p>	<p>Developing confidence</p> <p>To know that all people are different and how to respect and value difference in my community</p> <p>To understand the value of self-respect and how this links to my happiness</p> <p>To know that in school and in wider society, we can expect to be treated with respect and they should show respect to us, including those in positions of authority.</p> <p>To demonstrate and manage feelings in a positive and effective way.</p> <p>To set simple goals.</p>	<p>Keeping myself healthy</p> <p>To maintain a healthy lifestyle including the benefits of physical activity, rest healthy eating, basic hygiene and dental health. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health.</p> <p>To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p>	<p>Differences</p> <p>To know the names for the main parts of the body. To know similarities and differences between boys and girls.</p>	<p>Keeping money safe</p> <p>To realise where money comes from, how to keep it safe and know that it can be used for different purposes, including spending and saving.</p>	<p>Rights and Responsibilities</p> <p>To understand that everyone has rights and responsibilities as members of families and the wider community</p>