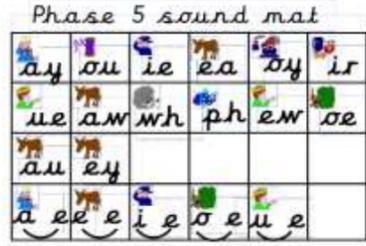
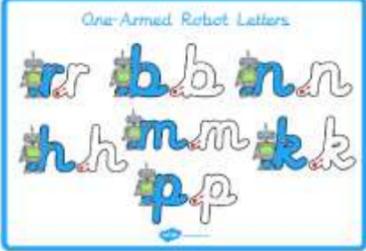




Year 1 Whole Year Overview 2021 - 22
Pashley REAL Projects Real Engaging Authentic Learning

Project title and other non-core focus term:	<u>Explorers</u> Follow that Map – Geography The Last Wolf – Weeks 4 - 7	<u>Explorers</u> Emma Janes Aeroplane – Amelia Earhart	<u>Fact or Fantasy</u>	<u>Fact or Fantasy</u>	<u>Beside the Sea Side</u>	<u>Beside the Sea Side</u>
	Term 1 Science focus	Term 2 PE focus	Term 3 P4C and library focus	Term 4 Science focus	Term 5 P4C and library focus	Term 6 PE focus
Core texts:	Writing: Sentence Structure Reading skills whole class lessons The Tiny Seed The Last Wolf Tree (Seasons)	Writing : Further developing early writing skills Reading skills whole class lessons Flight- Emma Jane’s Aeroplane Little People Big Dreams – Amelia Earhart	Writing: Creative writing Reading: Responding to texts. What I like/don’t like about a book? Tell me a dragon The Egg The adventures of the egg box dragon Princess and the Wizard	Writing: Information books linked to Castles Reading: Book talk making links A range of non-fiction books from Eastbourne library.	Writing at length/editing/redrafting. Reading: Book talk predicting what happens next The Secret of the Black Rock The Snail and the Whale	Writing for purpose/persuasive writing Reading: Book talk. What I like/dislike about books, predicting and making links between books. The Storm Whale Someone Swallowed Stanley (Not POR) 10 Things I can do to help my World Michael Recycle
Spelling (year group non-compliance words)	the a do to today of I you	Said says are were was is his	Has your they be me she we no go so	By my here there where love come/some	One once ask friend school put push	pull, full, house, our
Phonics & Spag	Introduce Phase 5  Spelling: Syllables in words. V sound rule: words that end in v need an e on the end eg: have, give. ff, ll, zz ck Punctuation: Full stops, Capital Letters, Question Marks. Common Exception Words: Grammar: Simple sentences. Joining sentences using and. Pupil Vocab: letter, capital letter, sentence, full stop	Phase 5 families  Spelling: Singular / plural Suffix: s and es. wh/ph spellings eg when/photograph. Spelling: Phase 5 Phonics Suffix: s and es. wh/ph spellings eg when/photograph. Days of the week. Punctuation: Full stops, Capital Letters, Question Marks, Exclamation marks Personal pronouns. Grammar: Simple sentences. Joining sentences using and.	Continue to consolidate phase 5 Spelling: Phase 5 Phonics Suffix: ing, er, ed. tch sound eg fetch, hutch Days of the week Punctuation: Full stops, Capital Letters, Question Marks, Exclamation marks Personal pronouns. Grammar: Simple sentences. Joining sentences using and. Pupil Vocab: letter, capital letter, sentence, full stop	Continue to consolidate phase 5 Spelling: Phase 5 Phonics Suffix: er, est/y word ending eg happy Days of the week Punctuation: Full stops, Capital Letters, Question Marks, Exclamation marks Personal pronouns. Grammar: Simple sentences. Joining sentences using and. Pupil Vocab: punctuation, full stop, question mark, exclamation mark	Phonics Screening Prefix: un/compound words. Using k rather than c to spell. Eg sketch, kit. Days of the week Punctuation: Full stops, Capital Letters, Question Marks, Exclamation marks Personal pronouns. Grammar: Simple sentences. Joining sentences using and. Pupil Vocab: punctuation, full stop, question mark, exclamation mark	Introduce phase 6 The sound spelt n before k: eg: Bank, sunk, think, honk Consolidation from programme of study. Pupil Vocab: punctuation, full stop, question mark, exclamation mark

		Pupil Vocab: Singular/Plural, punctuation, full stop, question mark, exclamation mark				
Handwriting	Ladder letters 	Robot letters 	Caterpillar letters 	Zig zag letters 	Small focus groups - based on assessment Those secure practice joins	Small focus groups - based on assessment Those secure practice joins
English	Non fiction <ul style="list-style-type: none"> • Labelling parts of a plant • Dictated information sentences • Fact files about trees • Recount of a school outing • Captions of art work Fiction <ul style="list-style-type: none"> • Orally retelling a story • Creating story maps • Writing simple narratives 	Non-Fiction <ul style="list-style-type: none"> • Fact writing –History • Caption writing • Designing, labelling and evaluating. Fiction: <ul style="list-style-type: none"> • Exploring the globe-simple narratives • RE Re-telling Nativity 	Fiction <ul style="list-style-type: none"> • Writing simple narratives-Adventure/fantasy stories Non-Fiction <ul style="list-style-type: none"> • Non-fiction (woodlands, science linked and geography) • Letter to famous naturalist 	Non-fiction <ul style="list-style-type: none"> - Recount from Castle visit - Facts about castles - Captions/labels 	Non-Fiction <ul style="list-style-type: none"> • Factual reports and fact files. • Letter to Pashley Children –Save our World Fiction: <ul style="list-style-type: none"> • Poetry linked to land art. 	Non-Fiction <ul style="list-style-type: none"> • Factual reports and fact files. • Script writing • Transition based writing (letters to new teachers, etc.) Fiction <ul style="list-style-type: none"> • Simple Narratives-
Maths	<ul style="list-style-type: none"> -Place value within 20 - Addition and subtraction (within 20) -Solve problems adding and subtraction Fluency: <ul style="list-style-type: none"> -Number bonds to 10 -Children count reliably with numbers from one to 20 	<ul style="list-style-type: none"> - Addition and subtraction (within 20) - Place value (within 20) Fluency: <ul style="list-style-type: none"> -Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer -one more or one less than a given number - Adding 1 to any number 	<ul style="list-style-type: none"> - Addition and subtraction (within 20) - Number: Place Value (within 50, multiples of 2,5,10) Fluency: <ul style="list-style-type: none"> -Adding 2 to any number -Adding 0 to any number -Number bonds to 10 (subtraction facts) 	<ul style="list-style-type: none"> -Measurement – Length and Height -Measurement – Weight and Volume - Money Fluency: <ul style="list-style-type: none"> -Making connections – adding 10 -Doubles (1,2,3,4,5,10) -Counting in 2s, 5s and 10s 	<ul style="list-style-type: none"> -Multiplication and division -They solve problems, including doubling, halving and sharing. - Fractions Fluency: <ul style="list-style-type: none"> -Adding 10 -Making connections with number bonds to 10 to no bonds to 20 	<ul style="list-style-type: none"> - Place value (within 100) - Time - Shape Fluency: <ul style="list-style-type: none"> -Making connections x and ÷(2s, 5s, 10s) -Near doubles

<p>Science</p>	<p>Science focus term</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 • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies • Performing simple tests • Using observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions • Observing closely, using simple equipment • Asking simple questions and recognising that they can be answered in different ways. • observe changes across the 4 seasons 		<p>Science focus term</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 • 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 • 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 		<ul style="list-style-type: none"> • Performing simple tests • Using observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions • Observing closely, using simple equipment • Asking simple questions and recognising that they can be answered in different ways. (Across the year) 	
<p>Art</p>	<p>Looking at different paintings of trees</p> <p>Can they draw lines of different thickness and shape?</p> <p>Creating silhouette trees</p> <p>Using different tools to create leaves</p> <p>Creating a unique final piece</p>	<p>Line printing</p> <p>Collage skills</p> <p>Sculpture using clay</p>	<p>Painting-</p> <p>Can they choose to use thick/thin brushes appropriately?</p> <p>Can they name and make primary and secondary colours?</p> <p>Use drawing to express moods linked to Zones of Regulation</p>	<p>Use a range of materials creatively Design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Focus artist: Paul Klee. Can they describe what they see and like in another artist's work?</p>	<p>Art using ICT.</p>	<p>Use a range of materials creatively Design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Creating art using natural materials</p> <p>Exploring weaving</p>
<p>DT</p>		<p>Textiles focus:</p> <p>Can they describe how different textile feel? Can they make a product from textile by gluing?</p>	<p>Use of material:</p> <p>Can they make a structure/model using different materials? Is their work tidy? Can they make their model stronger if it needs to be?</p>	<p>Mechanisms:</p> <p>Can they make a product which moves? Can they cut materials using scissors? Can they describe the materials using different words? Can they say why they have chosen moving parts?</p> <p>Construction:</p> <p>Can they talk about how they want to construct their product? Can they select appropriate resources and tools for their building products? Can they make</p>	<p>Cooking and nutrition:</p> <p>Can they cut food safely? Can they describe the texture of food? Do they wash hands and make sure surfaces are clean? Can they think of interesting ways to decorate food, e.g. cakes?</p>	

				simple plans before making objects e.g. drawing, arranging pieces of construction before building?		
History	<p>Changes within living memory</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements:</p> <p>Amelia Earhart David Attenburgh</p> <p>Black History Month:</p>		<p>Changes within living memory</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements:</p> <p>William the Conqueror Battle of Hastings</p>			
Geography	<p>United Kingdom</p> <p>Small area of the United Kingdom (locality)</p> <p>Physical and human geographical features</p> <p>Basic subject vocabulary</p> <p>Atlases and globes</p> <p>Satellite, aerial and terrestrial photographs and plans</p> <p>Fieldwork</p>				<p>United Kingdom</p> <p>Small area of the United Kingdom (locality)</p> <p>Physical and human geographical features</p> <p>Basic subject vocabulary</p> <p>World maps</p> <p>Atlases and globes</p> <p>Compass directions</p> <p>Satellite, aerial and terrestrial photographs and plans</p> <p>Fieldwork</p>	
Music	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and detuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and detuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and detuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and detuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and detuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and detuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.
Life skills and Values (RHE)	<p>Whole school focus throughout the year:</p> <p>-Road Safety based on Public Health England Results. Each year group to teach about Road Safety and SLT to include in whole school assemblies.</p> <p>-Anti-bullying- Based of Childline research. ANTI-BULLYING day in November.</p>	<p>-Pupils can identify and respect differences and similarities between people and can celebrate this.</p> <p>-Pupils understand the importance of listening to other people and playing and working cooperatively, including simple strategies to resolve disagreements through negotiation.</p>	<p>-To understand the life skills behind Pashley Values</p> <p>-To know the zones of regulation and begin to discuss which zone I am in.</p> <p>-Use mindfulness to help me get in the 'Green Zone'</p> <p>-To understand what equality means</p>		<p>-Pupils understand that photos can be shared online, the importance of seeking permission before sharing a photo and how to identify and approach adults who can help.</p> <p>- Pupils can identify the people who look after them and how to attract their attention if needed.</p>	

	- ZONES OF REGUALTIONS, MINDFULNESS AND PASHLEY VALUES (ESPECIALLY RESILIENCE)- Self-esteem and emotions- Based on Childline research and Covid pandemic and government recovery guidelines. - EQUALITY AND RACISIM- Based on the media and protests through the world (July 2020)		-I recognise similarities and differences between myself and others -To understand how to keep safe near roads -Pupils can identify the special people in their lives, what makes them special and how special people care for one another.		-Pupils are able to communicate about feelings, recognising how others show feelings, and know how to respond to support respectful relationships. -Pupils are able to identify an enjoyable form of physical activity, understanding why it is important to be physically active. -Pupils can identify different ways to protect teeth, maintaining good oral hygiene. -Pupils understand how to identify risk, keeping themselves and others safe in an emergency situation.	
RE	Identity, diversity and belonging Exploring the symbols of Hinduism, Islam, Judaism and Christianity Creating their own class commandments Are we all the same. Learning to respect others that are different or have different beliefs.	Talk about times in life when there is cause for a celebration and share in a celebration. Christianity What is Christianity What are Christians? Why do Christians celebrate Christmas?	Find out about places of worship that have significance for Christians and Jews and what happens there Identify names of buildings, some key features and reasons for the features.	Share with others their experiences of living in the world, listen to other people's experiences. Consider beauty, pattern, shape, power, and other creatures in the natural world Christianity Look at churches around the world Discuss similarities and differences	Reflect on meaning of holy books and their stories for believers Find out about Moses and Jesus; listen to stories associated with them. Find out about the Bible and Torah ; listen to some stories from them	Find out how a Christian or Jew practises their faith within their community and in everyday life
Computing	<i>Online Safety:</i> <ul style="list-style-type: none"> Unit 1.1 (4 lessons) 	<i>Recognise common uses of information technology beyond school:</i> <ul style="list-style-type: none"> Unit 1.9 (2 lessons) <i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions:</i> <ul style="list-style-type: none"> Unit 1.2 (2 lessons) <i>Online Safety:</i> <ul style="list-style-type: none"> Zip It, Block It, Flag It 	<i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions:</i> <ul style="list-style-type: none"> Unit 1.4 (3 lessons) <i>Online Safety.</i> <ul style="list-style-type: none"> Safer Internet Day 2022 Flag anything upsetting 	<i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</i> <i>Create and debug simple programs.</i> <i>Use logical reasoning to predict the behaviour of simple programs:</i> <ul style="list-style-type: none"> Unit 1.5 (4 lessons) <i>Online Safety:</i> <ul style="list-style-type: none"> Recognise personal info 	<i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</i> <i>Create and debug simple programs.</i> <i>Use logical reasoning to predict the behaviour of simple programs:</i> <ul style="list-style-type: none"> Unit 1.7 (6 lessons) <i>Online Safety:</i> <ul style="list-style-type: none"> Sharing information online 	<i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content:</i> <ul style="list-style-type: none"> Unit 1.6 OR Unit 1.8 (5 or 3 lessons) <i>Online Safety:</i> <ul style="list-style-type: none"> How to be kind online
P4C			Kindness and responsibility (Pashley Values) <ul style="list-style-type: none"> To share their opinions on things that matter to them and explain their views Citizenship- To take part in discussions with one other person and the whole class. To take part in a simple debate about topical issues. 		Equality (Pashley Value) <ul style="list-style-type: none"> Relationships and respecting differences- to listen to other people, and play and work cooperatively. Citizenship- To agree and follow rules for their group and classroom, and understand how rules help them.. 	

PE	Ball skills Gymnastics	Fundamentals Dance	Fitness- Linked to Life skills and values Athletics		