

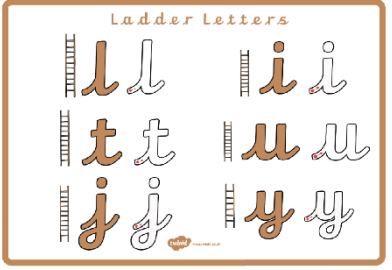
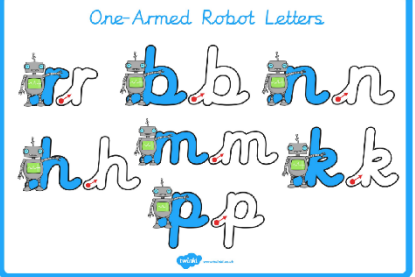
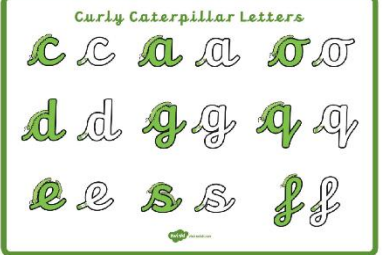

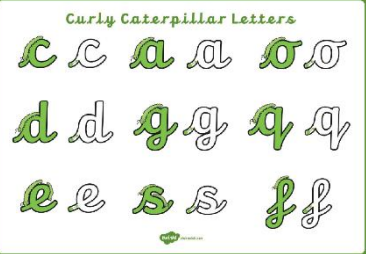




Year 1 Whole Year Overview 2022-23
Pashley REAL Projects Real Engaging Authentic Learning

Project title and other non-core focus term:	<u>Great Explorers</u>	<u>Explorers</u>	<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 support term Trip up the Downs – Science / Geography and art focus	Term 2	Term 3 Life skills focus	Term 4 Science support term	Term 5 Life skills focus	Term 6 Beach trips
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 today	today By my here there where love come/some	One once ask friend school put push	pull, full, house, our
Phonics & Spag	<p><u>Introduce Phase 5</u></p> <p><i>Phase 5 sound mat</i></p>  <p>Ay, ou, ie, ea Oy, ir, ue, aw Wh, ph, ew, oe Au, ey a-e, e-e i-e, o-e, u-e</p>	<p><u>Phase 5 families</u></p> <p><i>Phase 5 sound mat</i></p>  <p>families</p> <p>Ay, ae, ai, a-e Ee, ea, e-e, ey, y Ie, I-e, igh Oe, o-e, oa, ow, Ue, u-e, ew, oo Or, aw, au</p>	<p><u>Continue to consolidate phase 5</u></p>	<p><u>Continue to consolidate phase 5</u></p> <p>Phonic families</p>	<p><u>Phonics Screening</u></p> <p>Phase 5 alternate sounds recap Spelling rules</p>	<p><u>Introduce phase 6</u></p> <p>Re-teaching prefix un and suffix es, ing, ed</p>

<p>Handwriting</p>	<p>Ladder letters</p> 	<p>Robot letters</p> 	<p>Caterpillar letters</p> 	<p>Zig zag letters</p>  	<p>Small focus groups - based on assessment</p> <p>Those secure practice joins</p>	<p>Small focus groups - based on assessment</p> <p>Those secure practice joins</p>
<p>English</p>	<p>Text – Seasons</p> <p>Focus – poetry and recount</p> <p>Story Pattern – poetry</p> <p>Grammar – Joining sentences with and. Sentence skills. Double consonants</p> <p>Cold task – Writing task set in Term 6</p> <p>Hot task – Own structured poem and a recount text of a walk in our woods</p>	<p>Text – Little Red Riding Hood</p> <p>Focus – Settings</p> <p>Story Pattern – Journey</p> <p>Grammar – Exclamation marks. Ve words</p> <p>Cold task – Term 6 writing about themselves</p> <p>Hot task – LRRH's walk through the woods</p> <p>Key Vocab – plants, trees, seasons,</p> <p>Writing skills – Say your sentence, finger space, letter formation, full stop.</p>	<p>Text – Tell Me a Dragon</p> <p>Focus – Non fiction description writing</p> <p>Genre – Information text</p> <p>Grammar – Plural / singular s es</p> <p>Cold task – descriptive information writing about a pashley pet.</p> <p>Hot task – Descriptive information text</p>	<p>Text – The Three Little Pigs</p> <p>Focus – Characterisation</p> <p>Genre – Beating the monster story</p> <p>Grammar suffix ed</p> <p>Cold task – writing the story</p> <p>Hot task – writing the story</p>	<p>Text – Storm Whale</p> <p>Focus – Openings and endings</p> <p>Genre – Finding story</p> <p>Grammar – prefix un Suffix ing</p> <p>Cold task – Bubbles writing</p> <p>Hot task – innovating Storm Whale</p>	<p>Instruction writing</p> <p>Focus – Grammar - recap</p> <p>Cold task – instruction writing about coming into school.</p> <p>Hot task – instruction writing linked to project learning</p>

<p>Maths</p>	<p><u>Time (1 week)</u></p> <ul style="list-style-type: none"> sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years <p><u>Place value within 10 (2 weeks)</u></p> <ul style="list-style-type: none"> given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. count, read and write numbers to 100 in numerals; count, read and write numbers to 100 in numerals; count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number <p><u>Shape (1 week)</u></p> <ul style="list-style-type: none"> recognise and name common 2-D shapes including: 2-D shapes [for example, rectangles (including squares), circles and triangles] <p><u>Place value within 10 (1 week)</u></p> <ul style="list-style-type: none"> given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. count, read and write numbers to 100 in numerals; 	<p><u>Place value within 10 (1 week)</u></p> <ul style="list-style-type: none"> given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. count, read and write numbers to 100 in numerals; count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number <p><u>Place value within 20 (2 weeks)</u></p> <ul style="list-style-type: none"> given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. count, read and write numbers to 100 in numerals; count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number <p><u>Money (1 week)</u></p> <ul style="list-style-type: none"> recognise different denominations of coins and notes <p><u>Subtraction within 10 (2 weeks)</u></p> <ul style="list-style-type: none"> read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs represent and use related subtraction facts within 20 subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$. 	<p><u>Shape (1 week)</u></p> <ul style="list-style-type: none"> recognise and name common 3-D shapes, including: 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. <p><u>Place value within 50 (2 weeks)</u></p> <ul style="list-style-type: none"> given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. count, read and write numbers to 100 in numerals; count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number <p><u>Money (1 week)</u></p> <ul style="list-style-type: none"> Know the value of different denominations of coins and notes <p><u>Addition within 20 (1 week)</u></p> <ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), and equals (=) signs represent and use number bonds facts within 20 add one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition , using concrete objects and pictorial representations <p><u>Length and Height (1 week)</u></p> <ul style="list-style-type: none"> compare, describe and solve practical problems for: 9 lengths and heights [for example, long/short, 	<p><u>Time (1 week)</u></p> <ul style="list-style-type: none"> tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. <p><u>Place value within 50 (1 week)</u></p> <ul style="list-style-type: none"> given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. count, read and write numbers to 100 in numerals; count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number <p><u>Multiplication (1 week)</u></p> <ul style="list-style-type: none"> solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. <p><u>Division (1 week)</u></p> <ul style="list-style-type: none"> solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. <p><u>Subtraction within 20 (1 week)</u></p> <ul style="list-style-type: none"> read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs represent and use related subtraction facts within 20 subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$. <p><u>Length and Height (1 week)</u></p> <ul style="list-style-type: none"> measure and begin to record the following: 9 lengths and height 	<p><u>Fractions (1 week)</u></p> <ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity <p><u>Position and direction (1 week)</u></p> <ul style="list-style-type: none"> Pupils should be taught to: 9 describe position, direction and movement, including whole and half turns <p><u>Place value within 100 (2 weeks)</u></p> <ul style="list-style-type: none"> given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. count, read and write numbers to 100 in numerals; count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number <p><u>Multiplication (1 week)</u></p> <ul style="list-style-type: none"> solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. <p><u>Position and direction (1 week)</u></p> <ul style="list-style-type: none"> Pupils should be taught to: 9 describe position, direction and movement, quarter and three quarter turns. <p><u>Volume (1 week)</u></p> <ul style="list-style-type: none"> compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] measure and begin to record the following: capacity and volume. 	<p><u>Fractions (1 week)</u></p> <ul style="list-style-type: none"> recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. <p><u>Place value within 100 (1 week)</u></p> <ul style="list-style-type: none"> given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. count, read and write numbers to 100 in numerals; count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number <p><u>Multiplication (1 week)</u></p> <ul style="list-style-type: none"> solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. <p><u>Position and direction (1 week)</u></p> <ul style="list-style-type: none"> Pupils should be taught to: 9 describe position, direction and movement, quarter and three quarter turns. <p><u>Volume (1 week)</u></p> <ul style="list-style-type: none"> compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] measure and begin to record the following: capacity and volume.
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	<ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number <p>Addition within 10 (2 weeks)</p> <ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), and equals (=) signs • represent and use number bonds facts within 20 • add one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition, using concrete objects and pictorial representations 		<p>longer/shorter, tall/short, double/half]</p>		<p>problems for: mass/weight [for example, heavy/light, heavier than, lighter than]</p> <ul style="list-style-type: none"> • measure and begin to record the following: mass/weight <p>Division (1 week)</p> <ul style="list-style-type: none"> • solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	
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<p>Science</p>	<p>Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Trip in the woods linked to T4W text and recognizing our local trees</p>	<p>Animals including humans</p> <p>Identify and name a variety of common animals including birds</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify and name a variety of common birds that are carnivores, herbivores and omnivores</p> <p>Seasonal changes</p> <p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p> <p>Autumn</p> <p>Bird of prey visit. Night Owls?</p>	<p>Animals including humans</p> <p>Identify and name a variety of common animals including mammals</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify and name a variety of mammals that are carnivores, herbivores and omnivores</p> <p>Seasonal changes</p> <p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p> <p>Winter</p>	<p>Animals including humans</p> <p>Identify and name a variety of common animals including reptiles</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify and name a variety of reptiles that are carnivores, herbivores and omnivores</p> <p>Animals including humans</p> <p>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> <p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Seasonal changes</p> <p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p> <p>Spring</p>	<p>Animals including humans</p> <p>Identify and name a variety of common animals including fish</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify and name a variety of fish that are carnivores, herbivores and omnivores</p> <p>Trip to the top of the downs - geographical focus and local plants</p>	<p>Animals including humans</p> <p>Identify and name a variety of common animals including amphibians</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify and name a variety of amphibians that are carnivores, herbivores and omnivores</p> <p>Seasonal changes</p> <p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p> <p>Summer</p> <p>Trip to the beach</p>
<p>Art</p>	<p>Great Explorers</p> <p>Andy Goldsworthy</p> <p>-natural art & clay printing</p> <p>-Explore colour</p> <p>-Explore printing pattern (environmental patterns, repeating etc)</p> <p>-Explore mixing primary colours</p> <p>-Explore paint brushes of different thickness</p> <p>-Make marks in print (Texture clay linked to Christmas decoration)</p>	<p>Great Explorers</p> <p>Paul Klee – linked to nature</p> <p>-Explore Shape</p> <p>-Explore mixing and matching colours</p> <p>-Use of ICT</p> <p>-Explore a variety of printing tools (natural or man)</p> <p>-Collage using various paper Christmas card: tree, FC, snowman</p> <p>-Tree painting: brushstrokes (calendar)</p> <p>-Lino printing?</p>	<p>Fact or fantasy</p> <p>Look at the works of Paul Klee Giant art, ICT art, chalk printing</p> <p>Blocks, giant coloured paper, ICT printing</p> <p>-Create images from imagination, experience or observation</p>	<p>Fact or fantasy</p> <p>-Observational painting</p> <p>-Create images from imagination, experience or observation.</p> <p>- Materials. Dragon. Loose parts. Paint/chalk, watercolour pencils</p> <p>- Observational drawing</p> <p>-Explore drawing tools (pencil, chalk, pastels, felt tips etc)</p>	<p>Beside the seaside</p> <p>Ravillious?</p> <p>- Create images from imagination, experience or observation.</p> <p>- Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper etc.</p> <p>- Seaside collage. Build up over term</p> <p>-Create images from imagination, experience or observation Collage focus. End project. Canvas collage built up over both terms.</p>	

			- Chalk on black paper castle -Explore line		
DT		<p>Textiles</p> <p>Design - design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>purpose, develop, model, template, information, materials</p> <p>Make - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>design, equipment, material, fabric, thread, shape, glue, cut, fold, sew, staple, join</p> <p>Technical knowledge - build structures, exploring how they can be made stronger, stiffer and more stable roll, pleat, stiffen, strengthen, reinforce, structure, pulleys, hinge, levers</p>	<p>Materials</p> <p>Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>design, equipment, material, fabric, thread, shape, glue, cut, fold, sew, staple, join</p>	<p>Mechanisms Construction</p> <p>Make- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>design, equipment, material, fabric, thread, shape, glue, cut, fold, sew, staple, join</p> <p>Evaluate - explore and evaluate a range of existing products evaluate their ideas and products against design criteria evaluate, improve, design</p>	<p>Cooking and nutrition</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Design and make a healthy smoothie, packaging and label</p> <p>chop, cut, peel, cook, healthy, farm, factory</p>
History	<p>Explorers.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Key Language</p> <p>· Voyage · Explore · Pioneer · Discrimination · New World · New World · Navigate · Merchant · Indigenous · Mission · Motive</p>	<p>Castles.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant historical events, people and places in their own locality.</p> <p>Key Language</p> <p>· Invasion · Conquer · Military · Normans · Medieval · Feudal System · Nobel · Knight · Intimidate · Deterrent · Serf · Commoner · Chronicle</p>	<p>Local History- Seaside</p> <p>Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality.</p>		
Geography	<p>Name, locate and identify the United Kingdom on a globe and identify where Eastbourne is on the map of the UK.</p> <p>Use Geographical vocabulary to identify the features of Eastbourne that helps them to recognise where they live eg the coast, English Channel, Beachy Head, fields, cliffs, sea, ocean, river, Downs, hills, farmland, town, city, village, roads</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries,</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds Children to use maps to explore the school, allotments, and woodland and add details to their maps.</p> <p>Text link – Follow that Map</p>	<p>Recap - Name, locate and identify the United Kingdom and identify where Eastbourne is on the maps</p> <p>Name, locate and identify characteristics of the four countries and surrounding seas – Exploring the names of the four countries and linking them to castles in those capital cities</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries,</p> <p>Use basic geographical vocabulary to refer to human and physical features. Children to explore the language of human and physical features and then go on a hunt around our grounds identifying the different features and then sorting images in class to identify them.</p> <p>Text link – Follow that Map</p>	<p>Recap - Name, locate and identify the United Kingdom and identify where Eastbourne is on the maps</p> <p>Name, locate and identify characteristics of the four countries and surrounding seas – Exploring the names of the four countries.</p> <p>To teach about the capital cities of the United Kingdom and its surrounding seas. Using Google Earth to explore key features of the areas and identify the four countries on a map of the United Kingdom.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use simple fieldwork and observational skills to study the geography of their school and its</p>		

					ground To map the woods and draw their own maps, add symbols and compass and other features they have learned about this year. Text link – Follow that Map	
Music	<p>Explorers Fortnightly singing Assembly</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes <p>Charanga Unit: Introducing Beat. <i>How can we make friends when we sing together?</i> § Play tuned and untuned 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.</p>	<p>Explorers Fortnightly singing Assembly</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes <p>Pitch-high & low dynamics-loud and quiet, beat, tempo-fast and slow, duration-long and short, rhythm pattern of sound</p>	<p>Fact or Fantasy Fortnightly singing Assembly</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes <p>Pitch-high & low dynamics-loud and quiet, beat, tempo-fast and slow, duration-long and short, rhythm pattern of sound</p>	<p>Fact or Fantasy Fortnightly singing Assembly</p> <p>Link with Downs School- Invite to watch Special event: Easter Bonnet Concert</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes <p>Pitch-high & low dynamics-loud and quiet, beat, tempo-fast and slow, duration-long and short, rhythm pattern of sound</p>	<p>Beside the Seaside Fortnightly singing Assembly</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes <p>Pitch-high & low dynamics-loud and quiet, beat, tempo-fast and slow, duration-long and short, rhythm pattern of sound</p>	<p>Beside the Seaside Fortnightly singing Assembly</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes <p>Charanga unit: Combining pulse, rhythm and pitch <i>How does music help us to understand our neighbours?</i> § Play tuned and untuned 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.</p> <p>Singing, chants, rhymes, play, tunes instruments, untuned instruments, listen, high-quality live music, high quality recorded music, experiment, create sounds, select sounds, combine sounds. Pitch-high & low dynamics-loud and quiet, beat, tempo-fast and slow, duration-long and short, rhythm pattern of sound</p>
Life skills and Values (RHE)	<p>Great Explorers -To understand that all bodies are different and great in their own way!</p>	<p>-Pupils can identify the special people in their lives, what makes them special and how special people care for one another.</p>	<p>Fact or fantasy -To understand how to keep safe near roads. St Mary's church</p>	<p>-Pupils can identify the people who look after them and how to attract their attention if needed</p>	<p>Beside the seaside -To understand the dangers of water and what to do if you come</p>	<p>-Pupils are able to identify an enjoyable form of physical activity, understanding why it is important to be physically</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>-Pupils can identify and respect differences and similarities between people and celebrate this.</p>	<p>-Pupils are able to communicate about feelings, recognising how others show feelings, and know how to respond to support respectful relationships.</p>		<p>-Pupils understand how to identify risk, keeping themselves and others safe in an emergency situation.</p>	<p>into trouble in the water.</p> <p>-To understand how to stay safe and healthy in the sun -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>Beach visit RNLI visitor</p>	<p>-Pupils can identify different ways to protect teeth, maintaining good oral hygiene</p>
RE	<p>1.10: What does it mean to belong to a faith community?</p> <p>Teachers will enable pupils to achieve these outcomes, as 1.1 What do Christians believe God is like? Make sense of belief: • Identify what a parable is 1.7 Who is Jewish and how do they live? Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations 1.2 Who do Christians say made the world? 1.9 How should we care for the world and for others and why does it matter? (C, J, NR) appropriate to their age and stage, so that they can: Make sense of beliefs: • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people Understand the impact: • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) Make connections: • Give examples of</p>	<p>• 1.1 What do Christians believe God is like?</p> <p>Make sense of belief: • Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father • Give clear, simple accounts of what the story means to Christians Understand the impact: • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) Make connections: • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make.</p>	<p>1.7 Who is Jewish and how do they live?</p> <p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like Understand the impact: • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Make connections: • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<p>1.2 Who do Christians say made the world?</p> <p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible • Say what the story tells Christians about God, Creation and the world Understand the impact: • Give at least one example of what Christians do to say ‘thank you’ to God for Creation Make connections: • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in</p>	<p>1.9 How should we care for the world and for others and why does it matter? (C, J, NR)</p> <p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Understand the impact: • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world Make connections: • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>	

	ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.					
Computing	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 Online Safety - Unit 1.1 (4 lessons)	Recognise common uses of information technology beyond school: Unit 1.9 (2 lessons) 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 Online Safety - Zip It, Block It, Flag It	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions: Unit 1.4 (3 lessons) 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 Online Safety - Safer Internet Day	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs Unit 1.5 (4 lessons) 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 Online Safety - Recognise personal info	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs Unit 1.7 (6 lessons) Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concern	Use technology purposefully to create, organise, store, manipulate and retrieve digital content: OPTIONAL: Unit 1.6 OR Unit 1.8 (5 or 3 lessons) Online Safety - How to be kind online
P4C						
PE	<i>Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</i> <i>Participate in team games, developing simple tactics for attacking and defending.</i> <i>Perform dances using simple movement patterns.</i> Dance & Yoga (T1) Gymnastics and cricket (T2)	<i>Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</i> <i>Participate in team games, developing simple tactics for attacking and defending.</i> <i>Perform dances using simple movement patterns.</i> Invasion games (T3) Ball skills (T4)	<i>Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</i> <i>Participate in team games, developing simple tactics for attacking and defending.</i> <i>Perform dances using simple movement patterns.</i> Rugby (T5) Games (T6) Event- sports day, Handball tournament			

	<i>Ongoing- Golden mile</i>	<i>Ongoing- Golden mile</i>	Ongoing- Golden mile
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