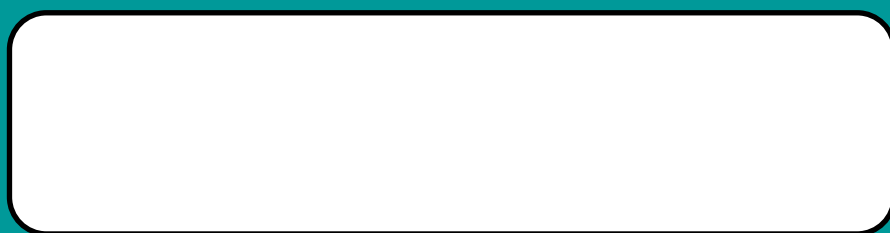
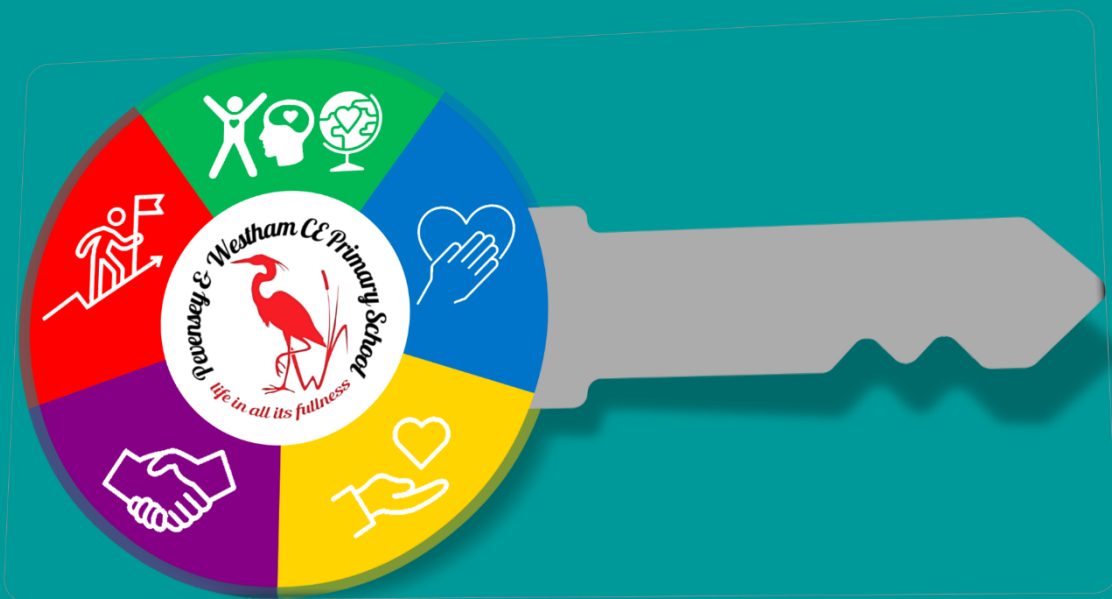


# Year 1 PaWS Passport





# Year 1 PaWS Passport

Our PaWS Passports highlight some of the key milestones for your child's learning this year across the wider curriculum. The points included are not an exhaustive list of everything you child will learn but detail some of the most important objectives. These objectives are key stepping stones for the essential learning your child should secure as they progress through the school: they are the building blocks for future learning.

These milestones are listed by subjects and include suggestions and links for you to support your child to embed and overlearn these key objectives at home. Overlearning will help your child to thoroughly master the learning points ready for their next step.

Digital copies are available on the school website:

<https://pevenseyschool.org.uk/learning/pawspassports>

## **School Vision:**











*“At PaWS we have an ambitious vision to work in partnership with families, the church and the wider community to prepare all our children with the knowledge, skills, values and behaviours they will need in order to flourish, reach their potential and enjoy fullness of life.”*

John 10:10

# Year 1 Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Science</b>	Everyday materials		Animals including humans		Plants	
Seasonal changes to be taught throughout the year						
<b>RE</b>	Who do Christians say made the world? <b><u>Creation</u></b>	What do Christians believe God is like? <b><u>God</u></b>	Who is Jewish and how do they live? Part 1	What does it mean to belong to a faith community?	Who is Jewish and how do they live? Part 2	How should we care for the world and for others, and why does it matter?
<b>History</b>		Our School: How has PaWS changed?			Significant Individuals: Why do we remember Florence Nightingale, Mary Seacole and Edith Cavell?	
<b>Geography</b>	Pevensey & Westham What is the geography of where we live?			The Sunshine Coast Why do we love being beside the seaside?		
<b>Computing</b>	Online behaviour		Using computers	Digital painting	Creating algorithms (Bee Bots)	Digital writing
<b>Music</b>	My Musical Heartbeat	Singing and Signing 1	Introducing tempo and dynamics	Combining pulse rhythm and pitch	Having fun with improvisation	Explore sound and create a story
<b>Art &amp; Design</b>	Spirals Haslund/Kandinsky		Exploring Watercolour		Making birds	
<b>DT</b>		Designing and sewing		Wheels and axels		Smoothies
<b>PE</b>	Gymnastics	Hockey	Dance	Gymnastics	Athletics Stool Ball	Basketball
<b>RSHE Life Skills</b>	Setting Ground Rules, Wellbeing and Values	Family and relationships	Safety and the changing body	Health and wellbeing	Citizenship	Economic Wellbeing  Transition to Y2

# Art and Design

-  Ask questions about their own art and other artists' work.
-  Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips and charcoal.
-  Use a sketchbook to gather and create artwork.
-  Explore the use of line, shape and colour.
-  Use a variety of tools and techniques including the use of different brush sizes and types.
-  Be able to mix primary colours to create secondary colours.
-  Understand the difference and relationship between 2D and 3D.
-  Explore a range of mark making techniques.
-  Shape and model materials for a purpose.
-  Practice observational drawing

## Home Learning opportunities

Year 1 Art and Design

<https://www.bbc.co.uk/bitesize/subjects/zmyvcxs>

<https://www.tate.org.uk/kids>

Molly Haslund

<https://www.mollyhaslund.com/circles-2013-2>







Paul Klee

<https://kidsartprojects101.com/paul-klee-teaching-resources-and-lesson-plans/>

Andrea Butler

<https://andreabutlerdesigns.ca/>

# Computing

-  Know where to go for help and support if something upsets you online (trusted adults).
-  Name and explain the purpose of the main parts of a computer (screen, keyboard, mouse/track pad, base unit).
-  Create a successful algorithm on a floor robot to move at least five squares.
-  Write a sentence using keys for a specific purpose (e.g. use the shift key to type capital letters).
-  Make corrections (e.g. using the backspace key).
-  Use the shape and line tools to create a digital artwork.

## Home Learning opportunities

How can you be safe online?









<https://www.bbc.co.uk/bitesize/topics/zfcvhbk/articles/zkcj92p>

<https://www.bbc.co.uk/bitesize/topics/zymykqt/articles/zym3b9q>

KS1 Computing

<https://www.bbc.co.uk/bitesize/subjects/zyhbwmn>

# Design and Technology

-  Chop fruit and vegetables safely
-  Name common fruits and vegetables and sort into fruit or vegetable
-  Describe appearance, smell and taste
-  Design a motif
-  Stitch a pattern using a running stitch
-  Make a product that moves using construction kits with wheels and axles
-  Explain the importance of making sure the axles run freely within the holders.
-  Cut and join materials and components correctly

## Home Learning opportunities

Recipes

[www.foodforlife.org.uk/skills/recipes](http://www.foodforlife.org.uk/skills/recipes)

Sewing - Running stitch

<https://www.youtube.com/watch?v=i1-B01FB56s>

Wheels and Axels

[https://www.youtube.com/watch?v=Lpey\\_cCqS\\_I](https://www.youtube.com/watch?v=Lpey_cCqS_I)

# Geography



**Locate and describe** where they live in the United Kingdom in relation its four nations, largest cities and the continents of the world



**Describe** what each of these land use categories is – transport, residential, economic activity, public services and open space



**Present** their findings using a range of graphs, charts and maps



**Describe and suggest reasons** for ways in which they observe the environment of the local area changing



**Suggest reasons** why the seaside is such a popular place to visit



**Describe** how some living things are adapted to living along the coastline



**Identify** and **give examples** of some ways people can impact negatively and pollute coastal environments

## Home Learning opportunities

Key Stage 1 Geography

<https://www.oddizzi.com/> (password and username are class name)  
[www.bbc.co.uk/bitesize/subjects/zcdqxnbyear/zjpqqp3](http://www.bbc.co.uk/bitesize/subjects/zcdqxnbyear/zjpqqp3)

[School Learning Zone - Key Stage One \(school-learningzone.co.uk\)](http://school-learningzone.co.uk)



# History



**Describe** how our school environment changed significantly 20 years ago when the area was redeveloped.



**Describe** how the high street has changed significantly in the last 150 years. e.g. cars, farming community, fashion, size etc.



**Recall** that Florence Nightingale, Mary Seacole and Edith Cavell are principally remembered as a nurses, a long time ago and were connected with major wars.



**Compare and contrast** different ways of commemorating individuals.



**Recognise** that the nurses lived 'beyond living memory'.

## Home Learning opportunities

Changes through time

[www.bbc.co.uk/bitesize/topics/zj3nf82/year/zjpqqp3](http://www.bbc.co.uk/bitesize/topics/zj3nf82/year/zjpqqp3)

[www.primaryhomeworkhelp.co.uk/houses.html](http://www.primaryhomeworkhelp.co.uk/houses.html)










[School Learning Zone - Changes in Living Memory](#)

Florence Nightingale, Mary Seacole and Edith Cavell

<https://www.bbc.co.uk/bitesize/topics/zns9nrd>

[School Learning Zone - Nurturing Nurses](#)

# Music

-  Play tuned and untuned instruments musically.
-  Identify and keep a steady beat using instruments.
-  Understand that songs can tell stories
-  Be able to identify the tempo of a song.
-  Play fast, slow, loud and quiet sounds on percussion instruments.
-  Improvise along to a range of music pieces.
-  Invent and perform new rhythms to a steady beat.
-  Create their own story using pictures and then add a musical score to it.
-  Identify whether sounds are created by tuned or untuned instruments.

## Home Learning opportunities






Year 1 music

<https://www.bbc.co.uk/bitesize/subjects/z7tnvcw/year/zjpqqp3>

Charanga login

<https://charanga.com/site/log-in/>

# Religious Education

-  Give at least one example of what Christians do to say 'thank you' to God for Creation.
-  Give at least two examples of a way in which Christians show their belief in God as loving and forgiving.
-  Re-tell simply some stories used in Jewish celebrations.
-  Say what Jesus and one other religious leader taught about loving other people.
-  Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

## Home Learning opportunities

Year 1 RE

[www.bbc.co.uk/bitesize/subjects/zxnygk7/year/zjpqqp3](http://www.bbc.co.uk/bitesize/subjects/zxnygk7/year/zjpqqp3)

[School Learning Zone - KS1 RE \(school-learningzone.co.uk\)](http://school-learningzone.co.uk)







Christianity

[www.primaryhomeworkhelp.co.uk/religion/christian.htm#top](http://www.primaryhomeworkhelp.co.uk/religion/christian.htm#top)

Judaism

[www.primaryhomeworkhelp.co.uk/religion/jewish.htm](http://www.primaryhomeworkhelp.co.uk/religion/jewish.htm)

# RSHE Life Skills

-  Recognise what is fair and unfair, kind and unkind, what is right and wrong
-  Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
-  Know simple ways to help prevent diseases spreading
-  Know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
-  Identify the 3 emergency services and how they help us
-  Know to dial 999 in an emergency.

## Home Learning opportunities

Key Stage 1 RSHE Life Skills

[www.youtube.com/watch?v=-lL07JOGU5o](http://www.youtube.com/watch?v=-lL07JOGU5o)

[www.bbc.co.uk/bitesize/subjects/zst3g7h](http://www.bbc.co.uk/bitesize/subjects/zst3g7h)

[www.bbc.co.uk/teach/ks1-pshe/zfyskmn](http://www.bbc.co.uk/teach/ks1-pshe/zfyskmn)

# Science



**Season change:** Observe and describe the seasonal changes across the four seasons.



**Animals including humans:** Describe and compare the structure and diet of a variety of common animals.



Understand the difference between a carnivore, herbivore and omnivore.



**Plants:** identify and describe the basic structure of a variety of common flowering plants, including trees.



**Everyday materials:** identify the materials objects are made from and group a variety of materials by describing their properties.

## Home Learning opportunities

Key Stage 1 Science

[www.bbc.co.uk/bitesize/subjects/z6svr82/year/zjppqp3](http://www.bbc.co.uk/bitesize/subjects/z6svr82/year/zjppqp3)

Animals and plants

[School Learning Zone - KS1 Animals and Plants](#)

Humans

[School Learning Zone - KS1 The Human Body](#)

Everyday materials

[School Learning Zone - KS1 Materials](#)

## More useful websites:

School website

[www.pevenseyschool.org.uk](http://www.pevenseyschool.org.uk)

Doodle Learning

<https://students.doodlelearning.com/>

Times Table Rock Stars

<https://play.ttrockstars.com/auth/school/student/7769>

Dyslexia Awareness

<https://www.callscotland.org.uk/information/dyslexia/>

Books for Topics

<https://www.booksfortopics.com/>