

Chase Lane



Primary School and Nursery

Half Termly Curriculum Plan Summer 1 2025

Year 1									
	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment
Science		Changes Chick Grow Spring Compare Measuring Record Rainfall Results Graph Predator Herbivore Canine Carnivore Omnivore Natural Shelter Pet Veterinary Wild Compare Unsuitable Climate Similarities Differences	<u>Seasons</u> LI: To understand the different weather that happens in spring - Seasonal Changes Understand that spring is a season Understand the different weather that happens in spring Make comparisons between winter and spring	<u>Seasons</u> LI: To make comparisons about the amount of rainfall over 4 weeks - Seasonal Changes To make comparisons about the amount of rainfall over 4 weeks Draw a graph to show the amount of rainfall Draw a graph and write a conclusion explaining my results	<u>Animals including humans – all about animas</u> LI: I can identify what a herbivore, carnivore & Omnivore is. Understand that animals eat different things Group animals based on their diet Explain the differences between carnivores, herbivores and omnivores LI: I can explore the differences between wild animals and pets	<u>Animals including humans – all about animas</u> LI: To explain the characteristics of animals. Draw and label an animal and talk about its characteristic Draw & write about an animals characterisitcs Draw and label an animal and write about its characteristic, using some scientific language	<u>Animals including humans – all about animas</u> End of Unit Test		Developing Experts End of Unit Tests

					Know that some animals are wild and some are kept as pets Sort animals into those that are wild and those that are suitable to be pets Describe the needs of a pet				
Geography	Seasons and weather in Science Building on learning from previous 2 terms	Seasons Spring Summer Autumn Winter Continent Africa Kenya Europe Human features Physical features Atlas map	LI: I can understand seasonal weather patterns in the UK Recall the 4 seasons Discuss different types of weather Understand what weather we might have in each season	LI: I can locate a Non-European country Begin to understand that the world is made up from 7 continents Know that Europe and Africa are continents Know that the world is made up of lots of countries Understand that Kenya is a country in Africa	LI: I can discuss seasons and weather in Kenya Understand that Kenya has 2 seasons wet and dry Know that Kenya is warm all year round Understand the Kenyan climate	LI: I can recall and explain human and physical features Explain what a human feature is Explain what a physical feature is Identify human and physical features	LI: I can compare Kenyan physical features and local physical features Identify physical features in Kenya Compare Kenyan physical features with local physical features	LI: I can compare Kenyan human features and local physical features Identify human features in Kenya Compare Kenyan human features with local physical features	
Computing	Algorithms & Bee-Bots -Year 1	Algorithm Programming Debugging Colour Codes U-Turn Sensors	<u>Programming with Ozobots</u> L.I. – To explore how Ozobots work	<u>Programming with Ozobots</u> L.I. – To understand	<u>Programming with Ozobots</u> L.I. – To understand how to use	<u>Programming with Ozobots</u> L.I. – To understand how to use	<u>Programming with Ozobots</u> L.I. – To explore the ‘cool codes’	<u>Programming with Ozobots</u> L.I. – To complete a set	Assessment based on completion of challenges.

		Sequence Direction Intersection Left Turn Right Turn Speed Calibrate Power Button	• I can switch on and turn off an Ozobot • I can calibrate an Ozobot • I can create a path for the Ozobot to follow	how colour codes work • I understand that the top LED colour matches the colour of the path or code • I can draw a U-Turn code for the Ozobot • I understand that colour codes are algorithms	symmetric colour codes • I understand how symmetric colour codes work • I can change the speed of an Ozobot • I understand the rules for drawing colour codes	asymmetric colour codes • I can draw directional colour codes • I understand how asymmetric colour codes work • I can draw the 'turbo' and 'Nitro Boost' codes	• I can draw the 'tornado' colour code • I can draw the 'Backwalk' colour code • I can draw the 'Zigzag' colour code	of Ozobot challenges • I can choose which code to use to complete a challenge • I can describe the sequence of turns the Ozobot needs to make • I can design my own Ozobot map	
Art and Technology		Sketching Lines Shape Pattern Landscape colours	LI: I can discuss Kenyan art Talk about how Ndambo's art make us feel Look at the colours used within his landscape work Discuss the techniques used Think about how we know his work is African art	LI: I can sketch an African landscape – Ndambo Explore sketches by John Ndambo Practice sketching techniques Sketch an African landscape in the style of John Ndambo	LI: I can paint an African landscape background Explore paintings by John Ndambo Practice water colour techniques Paint an African landscape background	LI: I can complete a Kenyan landscape painting Practice painting techniques Think about the colours used in the Ndambo paintings Add detail/complete the African landscape painting	LI: I can create a factfile about Kenyan artist John Ndambo Recall facts about John Ndambo Identify work by John Ndambo	LI: I can create my own Ndambo inspired landscape Discuss the techniques used to create African artwork Think about the colours used to create African art Create a Ndambo inspired painting	
Religious Education	Importance of God to Christians and Hindus	Brahma Vishnu Christian Creation God Hindu Origin	L.I: I can examine and discuss the Hindu Story of Creation	L.I: I can sequence and recall the Christian Story of Creation	L.I: I can compare and contrast the Christian and Hindu Creation stories	L.I: I can compose a Creation Story inspired by scripture			

		Universe	Discuss what the universe is and how it was made. Ask questions about the Hindu story of creation Use key vocabulary e.g. Vishnu, Brahma, God, Hindu, origin, creation.	Begin to understand how Christian's believe how the earth was created. Children to order the Christian creation story Children to recall the Christian creation story in their own words	Children to identify a similarity between the two stories To identify a difference between the two stories	Children to answer questions such as; Who, What, When, Where and Why, how our universe was created Children to discuss a range of creation stories from around the world Children to write their own version of creation story on story board template, adding illustrations			
PSHE		Family Belong Different Same Friends Friendship Caring Sharing Kind Greeting Touch Feel Help Helpful Community Feelings Confidence Praise Skills Self-belief Incredible Proud Celebrate	LI: I can identify the members of my family and understand that there are lots of different types of families Talk about people that are important to me Know that families are all different Know that people don't have to live in my house to be family	LI: I can identify what being a good friend means to me Think about what makes people friends Discuss what being a good friend means	LI: I can think about appropriate ways to greet people Know appropriate ways of physical contact to greet my friends and know which ways I prefer Recognise which forms of physical contact are acceptable and unacceptable to me	LI: I can discuss people who help us Know who can help me in my school community Know when I need help and know how to ask for it	LI: I can identify how I am a good friend Recognise my qualities as a person and a friend Identify things I am good at		

		Relationship							
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