

Chase Lane



Primary School and Nursery

Half Termly Curriculum Plan Summer 2 2025

Year 1										
	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Assessment
Science		Tree Oak Plant Predict Seed Flower Root Petal Leaf Stem Dandelion Weed Wild Daisy Buttercup Seasons Deciduous Evergreen Bush Branch Supermarket Fruit Vegetable Farm Tractor Seedling Young plant Growth Adult plant Observe	<u>Plants</u> LI: To understand that seeds grow into plants Identify a plant Explain how to plant a seed Predict what might happen to their seed	<u>Plants</u> LI: To identify the basic parts of a plant and tree Say what is the same and what is different between 2 flowering plants Correctly label the parts of a plant Correctly label the parts of a tree	<u>Plants</u> LI: To understand that different plants can grow in the same environment Make careful observation Group plants according to the features Record their ideas and provide explanation	<u>Plants</u> LI: To know the difference between deciduous and evergreen trees Know that deciduous trees change throughout the year Explain how a deciduous tree changes throughout the year Make comparison between a deciduous tree and an evergreen tree LI: To Know that fruit trees and vegetables	<u>Plants</u> LI: To record the growth of a plant Understand that plants grow over time Record the growth of a plant Measure the height of a plant and record how much it has grown End of Unit Test.	<u>Seasons</u> LI: To understand the changes that take place in summer Understand that summer is a season Understand the different weather that happens in summer Make comparison between winter & summer	<u>Seasons</u> LI: To understand the changes that take place in summer Understand that summer is a season Understand the different weather that happens in summer Make comparison between winter & summer	Developing experts assessment

Computing	Using Google Chrome – EYFS	Audiobook Copyright Microphone Sound Recorder Sound effects Talking book Graphics Audio	<u>We are Storytellers</u> L.I. – To explore audiobooks • I can compare listening to an audio book to reading the book • I can hear different sound effects in an audiobook • I can think of different ways to produce sound effects for a story	<u>We are Storytellers</u> L.I. – To practise recording sounds • I can use sound recording equipment to record sounds • I can evaluate my sound recording • I can delete my sound recording and re-record	<u>We are Storytellers</u> L.I. – To plan an audiobook • I can search for images to use in an audiobook • I can collaborate and work in a group • I can suggest appropriate sound effects for an audiobook	<u>We are Storytellers</u> L.I. – To listen to & search for sound effects online • I can search for sound effects online • I can download sound effects to my computer • I know about copyright and that not everything is free to download online	<u>We are Storytellers</u> L.I. – To record narration & sound effects • I know that recorded sound is saved as a file • I can evaluate my sound recording and sound quality • I can search for sound effects online	<u>We are Storytellers</u> L.I. – To review my work • I can find and open my audiobook on my computer • I can give feedback on my work • I can make suggestions for improving my work	Online Safety	Teacher assessment across unit
Art and Technology		Print Texture Adinkra	<u>Printing</u> LI: I can created rubbings from textured surfaces Know the meaning of textured Create a tree bark rubbing Create a leaf rubbing Create a coin rubbing	<u>Printing</u> LI: I can print pictures with a range of materials Print using sponge Print using shapes	<u>Printing</u> LI: I can explore impressed printing Discuss Adinkra prints Use styrofoam to create an Adinkra print	<u>Printing</u> LI: I can begin to identify different forms of printing Understand that printin comes in different forms Talk about the printing we have completed in previous lessons				

						Know that printing is used in books, newspapers on wallpaper and fabric				
Religious Education										
PSHE		Changes Life cycle Baby Adulthood Change Life cycle Baby Adult Grown up Male Female Penis Testicles Vulva Vagina Anus Change Feelings Anxious Worried Excited Coping	LI: I am starting to understand the life cycles of animals and humans I understand that changes happen as we grow and that this is OK	LI: I can tell you some things about me that have changed and some things about me that have stayed the same I know that changes are OK and that sometimes they will happen whether I want them to or not	LI: I can tell you how my body has changed since I was a baby I understand that growing up is natural and that everybody grows at different rates	LI: I can identify the parts of the body that make boys different to girls and can use the correct names for these I respect my body and understand which parts are private	LI: I understand that every time I learn something new I change a little bit I enjoy learning new things	LI: I can tell you about changes that have happened in my life I know some ways to cope with changes		