

Chase Lane



Primary School and Nursery

Half Termly Curriculum Plan Summer 1 2025

Year 2								
	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Assessment
Science	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals and invertebrates. 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.	Adult/young Baby/toddler/child/teenager Dependent Womb Reproduction hygiene offspring survival basic needs air minerals carbohydrates protein infection exercise unhealthy fats fibre exercise vitamins chrysalis froglet nutrition/dairy	L1: I can explain the needs of animals and humans to survive Children are to learn, discuss and explore what animals and humans need to survive exploring adaption and consequences of not receiving these needs. Children to sort the difference between basic human needs and the things humans want	L1: I can describe what a healthy, balanced diet looks like Children to learn about the importance of a balanced diet and that eating pre-cooked or processed food is not always healthy. Children will create a healthy eating plate grouping the foods into categories of a balanced diet.	L1: I can understand the impact of exercise and hygiene on our bodies Children will learn that that exercising regularly is important for our health and understand how exercise effects our bodies. Children will also explore how a good hygiene routine can stop the spread of germs. Children will take part in an exercise science experiment exploring balance, hand eye-coordination and cardiovascular exercise.	L1: I can describe the stages of the human life cycle Children will explore pictures and media depicting the life cycle of a human. They will be encouraged to ask questions and discuss different stages of life. Children to match different descriptions of each stage of the human life cycle to their corresponding picture adding any further comments if they can.	L1: I can understand the life cycle of animals. Children will explore the various life cycles of chickens frogs, and butterflies. They will compare them to the human life cycles for similarities and differences. Children to draw life cycles and label key parts of an animal life cycle.	Developing experts end of unit assessment.

Geography								
History	Y1 The Great Fire of London happened in 1666. - Samuel Pepys wrote a diary to recall his recount of what happened during this time. The monarch today has less power than kings and queens in the past. They meet with the Prime Minister once a week and they open Parliament as the head of state.	Local Century Parliament MP 17th Century Captain Mayflower Passing of time Decades past Present Recent Modern Local history Local historians	L.I. – I am knowledgeable about a significant historical person within my locality – Samuel Pepys. Use information children have learned about SP to write from his perspective. Recap on links to GFoL in Year 1, PowerPoint with key information as a class including diary extracts. Write a diary entry from the perspective of Samuel Pepys	L.I. – I am knowledgeable about a significant historical person within my locality – Christopher Jones. Create a fact file about C.J. Watch Harwich Society give a tour of Christopher Jones' house and tick/cross facts about his life depending on whether they are true or false. https://www.youtube.com/watch?app=desktop&v=WvMNboptkcM&pp=ygUPI3ZpcnR1YWx2b3lhZ2VzBAD lesson with differentiated fact file about his life	L.I. – I am aware of significant historical events within my locality- Harwich seaside then and now (lesson 1). Compare seaside activities from Victorian era and modern day. Plot locations from Harwich in the past and present onto a timeline to show the passing of time. Make observations about how locations have changed.	L.I. – I am aware of significant historical places within my locality- Harwich seaside then and now (lesson 2) Use a timeline that includes centuries, decades to plot when significant buildings were built in Harwich.		Ongoing unit/ upcoming trip essential to assessment.
Religious Education								
Computing	Programming with Ozobots – Yr 1	Instructions Algorithm Program Debug Predict Sequence Loop Repeat	<u>Programming with Lego Spike Essentials</u> L.I. – To Follow instructions to create a simple Lego model &	<u>Programming with Lego Spike Essentials</u> L.I. – To improve the design of a Lego model	<u>Programming with Lego Spike Essentials</u> L.I. – To build and program a Lego model using a motor	<u>Programming with Lego Spike Essentials</u> L.I. – To build and program a Lego model using multiple motors	<u>Programming with Lego Spike Essentials</u> L.I. – To build and program a Lego model using multiple outputs	Assessment based on final Lego model and program.

		Motors Sensors Design Improve	program • I can follow instructions to build a Lego model. • I can work within a team to complete a project. • I can connect the Lego model to a computer.	• I can improve the build of a Lego model • I can complete a programming challenge. • I can improve my Lego program	• I can build a Lego model using a motor. • I can program a motor to rotate in different directions • I can program a motor to rotate at different speeds	• I can build a Lego model using two motors • I can program two motors • I can describe the sequence of events in my program	• I can build a Lego model using multiple outputs • I can program multiple outputs. • I can program LED lights	
Art and Technology	Y1 Design a vehicle Make a model Evaluate their design	Tools Equipment Mechanical components Assemble Join Drill Cut Nail Glue Strengthen	L.I.-I can look at examples and design my own beach mobile Children to explore different beach mobile designs, their purpose and analyse how they are assembled.	L.I.-I can explore different techniques for making holes, tying fastening and cutting. Children to explore different techniques related to creating a beach mobile.	L.I.-I can make a template for my beach mobile Children can use examples of beach mobiles to design their own pinpointing different techniques they will use	L.I.-I can assemble my beach mobile using a range of techniques including Children to assemble their beach mobiles.	L.I.-I can evaluate the success of my beach mobile. Children to review their design considering what improvements they may make.	Ongoing assessment completing DT booklets, evaluation of their mobiles at the end of the sequence of lessons.
Music								
PSHE	Y1 Identify the members of my family and understand that there are lots of different types of families. Know appropriate ways of physical contact to greet my friends and know which ways I prefer.	Differences Communication Conflict Good secret Worry secret Telling Honesty Compliments Touch Trust	L.I.: I can identify different members of my family, understand my relationship with each of them and know why it's important to share and cooperate. Show chn a selection of family types. Read "The Great Book of Families". Make a class recipe for a happy	LI:- I can understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not Recap 5 senses and come up with 5 ways we in which we use these with friends (e.g. kiss/pat or back). Read book	L.I.: I can identify some of the things that cause conflict with my friends Mystery shoes: Chn to agree who they thing the shoes would belong to/ what their name is/how old they are/what they like doing when they're not at school/who their friends are	L.I: I can understand that sometimes it's a good idea to keep a secret and sometimes it is not a good idea to keep a secret Discuss chn's feelings about keeping secrets. Is it evet okay to share a good secret? Explore idea than it can be	L.I.- I can express my appreciation for the people in my special relationships Explain to chn what a compliment is. Come up with some examples. Practice complimenting classmates. How does it feel to receive a	Ongoing assessment from pair, group and class discussions as well as independent reflections

	Recognise which forms of physical contact are acceptable and unacceptable to me Identify members of family and types of family		home e.g. pinch of laughter. Collect ideas. Photo evidence	"Hugless Douglass". Explain to chn that it's ok not to like certain touch, Sentence stems: I like it when...because... I don't like it when...because		hard to keep a birthday cake/Christmas present a secret. Introduce the idea of a worry secret and that these can make us feel sad or frightened. Read out scenarios and get chn to vote on whether these are secrets they should share. Create a reminder of who chn can trust with a worry secret	compliment? How does it feel to give a compliment? Recap on learning this unit. Double sided circle in green and red card -on one half what makes chn feel safe and special/ reverse on other side.	
PE								
Languages	colours Il fait chaud – it's hot Il fait froid – it's cold	Un arc en ciel – rainbow Il pleut – it's raining Il neige – it's snowing Il y a du vent – it's windy Il y a du soleil – it's sunny Il y a des nuages – it's cloudy	Listen and respond to colours in French.	Understand and remember colours in French.	Listen and join in with the 'rainbow song' in French.	Understand some weather phrases.	Understand and remember some weather phrases.	Listen and join in with a weather song.