

# Chase Lane

## Primary School and Nursery



### Half Termly Curriculum Plan Summer 2 2025

|           | Prior Knowledge                                                                                                                                                                                                 | Key Vocabulary                                                                                                                                                                                                                                                   | Week 1                                                                                                                                                                                                                                                                                                    | Week 2                                                                                                                                                                                                                                                                                                                          | Week 3                                                                                                                                                                                                                       | Week 4                                                                                                                                                                                                                                                                                                 | Week 5                                                                                                                                                                                                                                                                                                                                                       | Week 6 | Assessment                                |
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| Science   | <p>Y1</p> <p>Understand that seeds grow into plants</p> <p>Identify the basic parts of a plant</p> <p>Understand that different plants can grow in the same environment</p> <p>Record the growth of a plant</p> | <p>Seed</p> <p>Bulb</p> <p>Soil</p> <p>Nutrients</p> <p>Photosynthesis</p> <p>Air</p> <p>Light</p> <p>Water</p> <p>Dispersal</p> <p>Germination</p> <p>Pollination</p> <p>Reproduce</p> <p>Shoot</p> <p>Leaves</p> <p>Roots</p> <p>Adaptation</p> <p>Survive</p> | <p><b>L.I. – I can design an experiment to find out what plants need to grow</b></p> <p>Children to design their own sunflower growing experiment and also plant their own individual sunflower to grow and observe over time.</p> <p>Children to record: Question, Hypothesis, Prediction Experiment</p> | <p><b>L.I. – I can know the difference between seeds and bulbs</b></p> <p>Dissection Lesson.</p> <p>Children to dissect a butter bean seed and a spring onion bulb using the slides and visualiser to guide each step of dissection and labelling these on sugar paper sheets.</p> <p>Photo evidence of dissection in books</p> | <p><b>L.I. – I can describe the life cycle of a plant</b></p> <p>Recap on photosynthesis</p> <p>Show children seedling/germination/pollination/reproduction</p> <p>Create a diagram to explain the life cycle of a plant</p> | <p><b>L.I. – I understand that plants adapt to suit their environment</b></p> <p>Children to imagine conditions in a desert/ forest. How would a plant need to adapt to survive?</p> <p>View slides. Repeat process for a forest, beach and under the sea.</p> <p>Sort plants into their habitats.</p> | <p><b>LI: I can observe and record the growth of plants over time</b></p> <p>Children to review their experiment. They will record results and write a simple conclusion Comparing the results to their prediction.</p> <p>Discussions will take place between peers as to why their plant did or did not thrive using the control plant as a comparison</p> |        | Developing Experts End of Unit Assessment |
| Geography |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                              |        |                                           |
| History   | <p>Y1</p> <p>The Great Fire of London happened in 1666.</p>                                                                                                                                                     | <p>Local</p> <p>Century</p> <p>Parliament</p> <p>MP</p> <p>17<sup>th</sup> Century</p>                                                                                                                                                                           | <p><b>OLD HARWICH SCHOOL TRIP</b></p> <p>Take</p>                                                                                                                                                                                                                                                         | <p><b>Unit Outcome (lesson 1)</b></p> <p><b>LI: I can present my</b></p>                                                                                                                                                                                                                                                        | <p><b>Unit Outcome (lesson 2)</b></p> <p>(1950's documentary</p>                                                                                                                                                             |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                              |        | Hot Task-Seaside then and now mindmaps    |

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|                            | <p>- Samuel Pepys wrote a diary to recall his recount of what happened during this time.</p> <p>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.</p> | <p>Captain Mayflower<br/>Passing of time<br/>Decades past<br/>Present<br/>Recent<br/>Modern<br/>Local history<br/>Local historians</p> | <p>Images of commemoration plaques and films of High and Low lighthouses to be used in end of unit outcome</p> <p>Hot Task-Seaside then and now mindmaps</p>                                    | <p><b>understanding of local history with a focus on significant people, events and places.</b></p> <p>Children need to choose between Samuel Pepys. Christopher Jones.</p> <p>Work in pairs facts about this person/event</p> | <p>style background music<br/><a href="https://www.youtube.com/watch?v=lvB4ZO3e61A">https://www.youtube.com/watch?v=lvB4ZO3e61A</a><br/>) using Green Screen</p> <p>Paired work to change these facts into documentary-style information.</p> <p>Provide sentence stems like:<br/>*Did you know...?<br/>*Harwich is famous for...<br/>*A trip to Harwich wouldn't be complete without...</p> |                                                                                                                                                                                                                                               |                                                                                                                                                                                                         |  |  |
| <b>Religious Education</b> | <p>Y1</p> <p>What do my senses tell me about the world of religion and belief?<br/>(Christian, Hindu, Jewish)<br/>How did the universe come to be?</p> <p>Y2 –<br/>Why is light an important symbol for Christians, Jews and Hindus?</p>                             | <p>God<br/>Atheist<br/>Humanist<br/>Agnostic<br/>Brahman<br/>Allah<br/>Theist</p>                                                      | <p><b>L.I. – I can illustrate and describe God based on personal beliefs</b></p> <p>Start with images of dragons.</p> <p>Challenge children to imagine their own dragon (shape/size/color).</p> | <p><b>L.I. – I can examine a range of religious beliefs about God</b></p> <p>Recap on different names for God.</p> <p>Show children a range of images of God from different religions. I see/I wonder.</p>                     | <p><b>L.I. – I can explain the different role God plays in our lives</b></p> <p>Mystery Man – children to discuss ideas about who he could be and why. Discuss how he could be one or many things.</p> <p>What God is to Christians:<br/><a href="https://www.youtube.com/watch?v=lvB4ZO3e61A">https://www.youtube.com/watch?v=lvB4ZO3e61A</a></p>                                           | <p><b>L.I. – I can compare religious and non-religious ideas about how we should live</b></p> <p>Recap God's role (guidance/help/protection)</p> <p>Agree/disagree/maybe If your school had no rules or teachers, would you still behave?</p> | <p><b>L.I. – I can formulate a personal view regarding the idea of God</b></p> <p>Recap all prior learning.<br/>Sentence stems<br/>Like ..., I believe that...<br/>I would like to know...about God</p> |  |  |

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|                  | What does the nativity story teach Christians about Jesus? How do Christians belong to their faith family? How do Jewish people celebrate Passover? |                                                                                                  | Children secretly draw.<br><br>Bring back to why people have different ideas about God. Images of gods. I see... I notice...<br><br>Watch video.<br><br>Chn to draw their own version of God and describe this.                                                                   | Review each deity. Matching game:<br><a href="https://wordwall.net/resource/57766886">https://wordwall.net/resource/57766886</a><br><br>Do this as a class/then pairs/ then independently in books                                                                                                        | <a href="https://www.youtube.com/watch?v=aHzxeeDLDAU">ube.com/watch?v=aHzxeeDLDAU</a><br><br>Allah:<br><a href="https://www.youtube.com/watch?v=3I9XMmnUvag">https://www.youtube.com/watch?v=3I9XMmnUvag</a><br><br>Sentence stems:<br><i>To my friends and family, I am ...</i><br><i>To Christians, God is ...</i><br><i>To Muslims, God is ...</i> | Introduce agonistic/atheist/ Humanist.<br>Watch: :<br><a href="https://www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn">https://www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn</a><br><br>Explore rules Humanists live by. Mind map of important rules to live by.                                                         |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                              |                                    |
| <b>Computing</b> | Yr 1 - We are Storytellers                                                                                                                          | Data Information Chart<br>Tally Chart<br>Pictogram<br>Object<br>Attribute<br>Organise<br>Compare | <u>Data &amp; Information: Pictograms</u><br><br><b>L.I. – To recognise that we can count and compare objects using tally charts</b><br><br>• I can record data in a tally chart<br><br>• I can represent a tally count as a total<br><br>• I can compare totals in a tally chart | <u>Data &amp; Information: Pictograms</u><br><br><b>L.I. – To recognise that objects can be represented as pictures</b><br><br>• I can enter data onto a computer<br><br>• I can use a computer to view data in a different format<br><br>• I can use pictograms to answer simple questions about objects | <u>Data &amp; Information: Pictograms</u><br><br><b>L.I. – To create a pictogram</b><br><br>• I can organise data in a tally chart<br><br>• I can use a tally chart to create a pictogram<br><br>• I can explain what the pictogram shows                                                                                                             | <u>Data &amp; Information: Pictograms</u><br><br><b>L.I. – To select objects by attribute and make comparisons</b><br><br>• I can tally objects using a common attribute<br><br>• I can create a pictogram to arrange objects by an attribute<br><br>• I can answer 'more than'/'less than' and 'most/least' questions about an attribute | <u>Data &amp; Information: Pictograms</u><br><br><b>L.I. – To recognise that people can be described by attributes</b><br><br>• I can choose a suitable attribute to compare people<br><br>• I can collect the data I need<br><br>• I can create a pictogram and draw conclusions from it | <u>Data &amp; Information: Pictograms</u><br><br><b>L.I. – To explain that we can present information using a computer</b><br><br>• I can use a computer program to present information in different ways<br><br>• I can share what I have found out using a computer<br><br>• I can give simple examples of why information | Teacher assessment across the unit |

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| <b>Art and Technology</b> | <p><u>Yr 1</u><br/>Describe collections of colours</p> <p>Discuss and use warm and cold colours</p> <p>Describe favourite colours and why colours may be used for different purposes</p> <p>Explore a range of paint, brush sizes and tools</p> | <p>Seascape<br/>Watercolour<br/>Blending<br/>Graded wash<br/>Oil pastles<br/>Graded<br/>Scumbling<br/>Stippling<br/>sgraffito</p>                                | <p><b>L.I. – I can state some facts about the artist JMW Turner</b></p> <p>Children are to learn, discuss and write facts about Turner and the type of art he created.</p> <p>Children are to look at examples of Turner's paintings and create a 2 page interpretation of his work, including the facts gathered about him.</p> <p>Children are to discuss why watercolour suits Turner's style of paintings</p> | <p><b>L.I. – I can explore using water colour techniques, in using colour, pattern, texture, line, shape and form</b></p> <p>Children are to explore using different watercolour techniques, including wet into water, wet onto dry, dry brush, flat wash, graded wash, blending, salt, feather out, splatter and resist.</p> | <p><b>L.I. – I can state some facts about the artist Maggi Hambling</b></p> <p>Children are to learn, discuss and write facts about artist Maggi Hambling</p> <p>Children are to look at examples of Hambling's art work and create a 2 page interpretation of her work, including the facts gathered about her.</p> <p>Children are to discuss why oil paints suits Hambling's style of paintings</p> | <p><b>L.I. – I can explore using oil pastel techniques, using colour, pattern, texture, line and shape</b></p> <p>• Children are to explore using a range of oil pastel techniques, including using different pressures, blending, colour mixing, scumbling, stippling and sgraffito.</p> | <p><b>L.I. – I can create a piece of art making links to the artists Turner and Hambling</b></p> <p>Children are to discuss similarities and differences between Turner's and Hambling's work.</p> <p>Children are to create their own wave painting whilst watching a recording of the waves on Harwich beach.</p> <p>Children are to take inspiration from Turner and Hambling, using water colour and/or oil pastles</p> |                      | <p>Assessment based on outcome of final piece using their chosen use of water colour, oil pastel or both, interpreting the styles of Turner and Hambling to produce their own wave painting.</p> |
| <b>PSHE</b>               | <p>Y1</p> <p>Identify what it means to be a good friend</p> <p>Appropriate physical contact to greet friends</p>                                                                                                                                | <p>Family<br/>Share<br/>Cooperate<br/>Physical contact<br/>Acceptable<br/>Unacceptable<br/>Conflict<br/>Trust<br/>Distrust<br/>Appreciation<br/>Similarities</p> | <p><b>L.I.- I can recognise cycles of life in nature</b></p> <p>Discuss the 4 seasons and changes each season. Explain that our bodies also change.</p>                                                                                                                                                                                                                                                           | <p><b>L.I.- I can tell you about the natural process of growing from young to old and understand that this is not in my control</b></p> <p>Show chn photos of</p>                                                                                                                                                             | <p><b>L.I.- I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</b></p>                                                                                                                                                                                                                                                                       | <p><b>L.I.- I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of</b></p>                                                                                                                        | <p><b>L.I.- I recognise and appreciate people who can help me in my family, my school and my community</b></p> <p>Ask what it means to trust someone.<br/>Balloon to inflate</p>                                                                                                                                                                                                                                            |                      | <p>Teacher assessment across unit</p>                                                                                                                                                            |

