



Fowey Primary School: Half termly Overview

Year 1/ 2 Summer 1 2025

Science: Animals including humans.

Intent: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. 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. Find out basic needs of animals. Describe how animals obtain their food from plants and animals in their habitat using the idea of a food chain. Identify and name different sources of food.

Sequence of lessons:

1. Can I identify and name animals?
2. Can I classify animals?
3. Can I identify animals and where they live around the world?
4. Can I describe the difference between a carnivore, herbivore and an omnivore?
5. Can I identify what animals need to survive?
6. Can I understand the terms: predator, prey and food chain?

Key vocabulary: mammal, fish, bird, amphibian, reptile, carnivore, herbivore, omnivore, predator, prey, food chain

Impact: Children know that animals can be sorted into different groups. They know that some animals are carnivores, herbivores and omnivores. They identify what animals need to survive and can draw food chains.

History: Monarchs

Intent: Children will learn and understand what a monarch is and that they are crowned during a celebration called a coronation. They will learn about kings and queens in the past and compare to recent times.

Sequence of lessons:

1. Can I explain what a monarch is?
2. Can I act out a coronation and recall facts about King Charles III?
3. Can I learn about William the Conqueror?
4. Can I learn about William the Conqueror and how he ruled?
5. Can I analyse how effective castles were?
6. Can I evaluate how the monarchy has changed?

Key Vocabulary: king, queen, power, monarchy, celebration, ruler, coronation, castle, analyse, evaluate, parliament, orb, sceptre, crown

Impact: To understand what a monarch is and how they used to have absolute power. Begin to understand that power is exercised in different ways through different times and cultures. To learn about significant individuals in History.

RE: Places of Worship

Intent: Children will consider what a place of worship is, before exploring key features of a Jewish synagogue, Hindu mandir and Christian church. They will learn about objects, design and uses of each place of worship and their importance to believers of that religion.

Sequence of lessons:

1. Can I learn what a place of worship is?
2. Can I learn about a Jewish synagogue?
3. Can I learn about a Hindu mandir?
4. Can I learn about a Christian Church?
5. Can I discuss why places of worship are important in religions?
6. Can I use and apply key parts of a place of worship to a new design?

Key Vocabulary: place of worship, Jewish, synagogue, Hindu, mandir, Christian, church, religion, importance,

Impact: Children will be able to compare similarities and differences of the following places of worship: Jewish synagogue, Christian church, Hindu Mandir. They will design a place of worship considering the key features.

PSHE: Relationships

Intent: Children learn about different types of families and their own sense of belonging. They consider what it means to be a kind friend and their own qualities.

Sequence of lessons:

1. Can I understand that there are different types of families?
2. Can I identify what it means to be a good friend?
3. Can I recognise which forms of physical contact are acceptable and unacceptable to me?
4. Can I recognise when I need help and how to ask for it?
5. Can I recognise my qualities as a person?
6. Can I explain why a person is special to me?

Key Vocabulary: family, belong, friendship, caring, self-belief, praise, qualities, feelings, kind, proud

Impact: Children understand how they belong in their family. They are kind friends to others and develop self-belief about their own personal qualities as a friend.

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Art: 3D and Sculpture

Intent: Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response

Sequence of lessons:

1: Exploring clay

Can I use my hands as a tool to shape clay?

2, Pinch pots

Can I shape a pinch pot and join clay shapes as decoration?

3, Applying skills in clay

Can I impress and joining techniques to decorate a clay tile?

4, Designing a tile

Can I use drawing to plan the features of a 3D model?

5, House tiles

Can I make a 3D clay tile from a drawn design?

Key Vocabulary: Casting, ceramic, cut, detail, flatten, glaze, impressing, in relief, join, negative space, pinch pot, plaster, roll, score, sculptor, sculpture, shape, slip, Smooth, surface, three-dimensional, thumb pot

Impact: Children have explored the way clay can be shaped and joined, children learn a range of essential skills for working with this medium.

Computing: Coding

Intent: Children will learn what instructions are and how these relate to code. They begin to understand what objects, actions and events are and use this knowledge to create a simple program.

Sequence of lessons:

1. Can I understand what instructions are and predict what will happen when instructions are followed?

2. Can I understand that computer programs work by following instructions called code?

3. Can I use code to make a computer program and understand what objects and actions are?

4. Can I understand what an event is and use an event to control an object?

5. Can I understand how code executes when a program is run?

6. Can I understand what backgrounds and objects are?

7. Can I plan and make a computer program?

Key Vocabulary: action, algorithm, background, code, command, debug, event, execute, input, instructions, object, output, properties, run, scale, scene, sound, 'When clicked'.

Impact: Children can plan and make a simple computer program and begin to understand key coding terminology.

PE: Athletics

Intent: For children to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Sequence of lessons:

1. Can I develop the sprinting action?

2. Can I develop jumping for distance?

3. Can I develop jumping for height?

4. Can I develop throwing for distance?

5. Can I develop throwing for accuracy?

6. Can I select and apply knowledge and technique in an athletics carousel?

Key Vocabulary: aim, distance, far, fast, height, jog, jump, landing, overarm, sprint, take off, target, throw

Impact: Children will be able to change direction quickly, balance successfully and move different body parts at the same time. They will be faster, move for longer and be stronger.

Music: Instruments

Intent: Use their voices expressively and creatively. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sound.

Sequence of lessons:

1. Can I learn to sing a British folk song?

2. Can I practise and perform a song relating to the countryside?

3. Can I practise and perform a song relating to the city?

4. Can I create symbols to represent sounds?

5. Can I develop and perform a musical composition?

Key Vocabulary: composer composition dynamics, inspiration, pitch, tempo, phrase

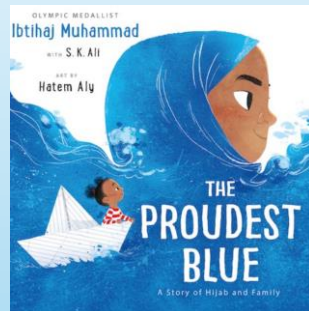
Impact: Children can sing a song from memory, breathing after each phrase in the song. They can use different pitches while singing (high and low notes). Children successfully perform actions that match lyrics. Collaborate and communicate within a group. Use sounds creatively to represent a chosen environment.

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English:

The Proudest Blue

We will write a diary entry to reflect on our learning from the book *The proudest blue*.



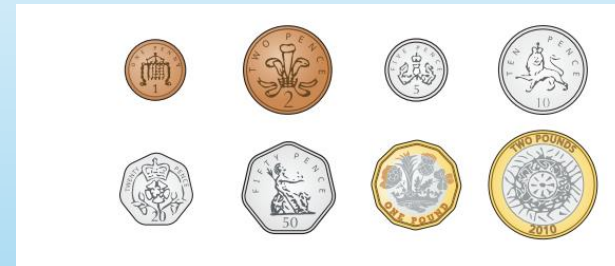
We will learn about the importance of the charity the RNLI.
We will visit the lifeboat station and write a letter to show how we can support the charity.



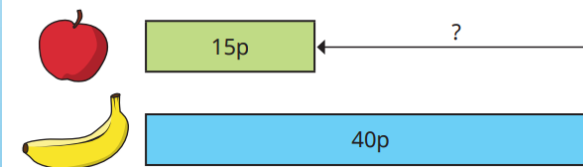
Maths:

Use of White Rose Maths

We will be learning about money. We will recognise the values of different coins and notes and learn how to count amounts of money. We will calculate change and solve problems using money.

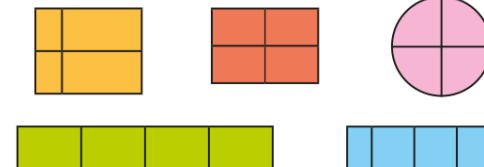


How much more does the banana cost than the apple?



Fractions- We will learn about parts, wholes, unequal parts and equal parts. We will learn to recognise and find halves, thirds and quarters and how to count in fractions.

Tick the shapes that show equal parts.



Complete the number sentences.

► $\frac{1}{2}$ of 8 = _____

$\frac{1}{4}$ of 8 = _____