



Fowey Primary School: Half termly Overview

Year 1/ 2 Summer 2 2025

Science: Animals including humans.

Intent: Identify, name and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals including humans have offspring which grow into adults. Describe the importance for humans of keeping healthy.

Sequence of lessons:

1. Can I identify parts of the body?
2. Can I investigate the sense of taste?
3. Can I investigate the sense of hearing?
4. Can I describe life cycles?
5. Can I explain the importance of healthy eating?
6. Can I explain the importance of exercise?

Key vocabulary: Humans, animals, change, grow, life cycle, healthy, eat, diet, balanced, exercise, senses, taste, sight hearing, touch, smell, body

Impact:

Children can name parts of their body and their senses. They understand the importance of humans taking responsibility for their health including diet and exercise and can explain animal life cycles.

Geography: What is it like to live by the coast?

Intent: Children can name and locate seas and oceans using an atlas. They can identify physical and human features of the coast and describe how people use the coast.

Sequence of lessons:

1. Can I locate the seas and oceans around the UK?
2. Can I explain what the coast is?
3. Can I identify physical features of the coast?
4. Can I identify human features of the coast?
5. Can I investigate how people use the coast?
6. Can I present my findings on how people use the coast?

Key Vocabulary: arch, aquarium, bay, capital city, city, cliff, coast, coastline, country, data collection, fieldwork, island, harbour, human feature, location, locate, mudflat, ocean, physical feature, pictogram, pier, sand dunes, sea, stack, tally chart, tourist, town, village

Impact: Children will be able to present their findings about coastlines in a group presentation linked to their fieldwork.

RE: Caring for others

Intent: Children will learn about kindness and the importance of caring for others, by exploring the values of different religions.

Sequence of lessons:

1. Can I explain how people can look after each other?
2. Can I explain what the festival of Raksha Bandhan represents?
3. Can I explain the message in the story "The good Samaritan"?
4. Can I explain what a langar meal is?
5. Can I explain the message in the story "Be my guest"?
6. Can I understand different points of view?

Key Vocabulary: care, kindness, friendship, community, religions, stories, beliefs,

Impact: Children will explain why it is important to care for others; • explain what would happen if people didn't care for one another; • explain simple messages from faith stories; • understand what a sacrifice is; • name different ways different religions show they care for other people.

PSHE: Changing Me

Intent: To learn about how we all change and develop as we grow up. Children will reflect on how they have changed since they were a baby and how they will continue to change.

Sequence of lessons:

1. Can I understand life cycles of humans and other animals?
2. Can I tell you about myself: how I have changed and how I will change?
3. Can I tell you how my body has changed since I was a baby?
4. Can I identify body parts that make boys and girls different?
5. Can I understand that every time I learn something new, I change?
6. Can I learn how to cope with new changes?

Key Vocabulary: changes, life cycles, male, female, learn, private, feelings, coping, grow, change, baby, adult,

Impact:

Children have a deeper understanding of how boys and girls are different. They learn about changes in their body as they grow and ways to cope with these changes and the feelings that can accompany them.

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Design Technology: Structures

Intent: Children will produce a finished chair structure and evaluate its strength, stiffness and stability. Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster.

Sequence of lessons:

1: Exploring stability

Can I explore the concept and features of structures and the stability of different shapes?

2: Strengthening materials

Can I understand that the shape of the structure affects its strength?

3: Making baby bears chair

Can I make a structure according to design criteria?

4: Fixing and testing Baby bear's chair

Can I produce a finished structure and evaluate its strength, stiffness and stability?

Sequence of Lessons mechanisms:

1: Exploring sliders and movements

Can I explore making mechanisms?

2: Design

Can I design a moving storybook?

3: Construction

Can I construct a moving picture?

4: Testing and evaluating

Can I evaluate my finished product?

Impact:

Impact mechanisms

After learning the terms: pivot, lever and linkage, pupils design a monster that will move using a linkage mechanism. Pupils practise making linkages and experiment

Computing: Coding

Intent: Coding

Intent: To create sequenced programs using a variety of events and timers.

Sequence of lessons:

1. Can I understand what an algorithm is?
2. Can I create a program using a given design?
3. Can I understand that algorithms follow a sequence?
4. Can I understand that different objects have different attributes?
5. Can I create a program using a given design?
6. Can I explain what debugging is?

Key Vocabulary: action, algorithm, bug, background, button, click events, debug, collision detected, event, execute, implement, instructions, interval, properties, object, run, interaction, output.

Impact:

Children can use their coding knowledge to create simple sequenced programs.

PE: Striking and Fielding Games

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 track a rolling ball and collect it?
2. Can I develop underarm throwing and catching to field a ball?
3. Can I develop overarm throwing to limit a batter's score?
4. Can I develop hitting for distance to score more points?
5. Can I be able to get a batter out?
6. Can I understand the rules of the game and use these to play fairly?

Key Vocabulary: Backstop, batter, batting, bowler, collect, fielder, fielding hit, out, rules, runs, stump, tactics, teammate, track

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: Musical Mel

Intent: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music

Sequence of lessons:

1. Can I understand and practice reading different symbols to show pitch?
2. Can I sing and draw pitch patterns?
3. Can I read and understand the notation for the song 'Once a Man Fell in a Well'?
4. Can I use a tuned percussion instrument to play a song?
5. Can I complete the notation for a short song using a three-line staff?

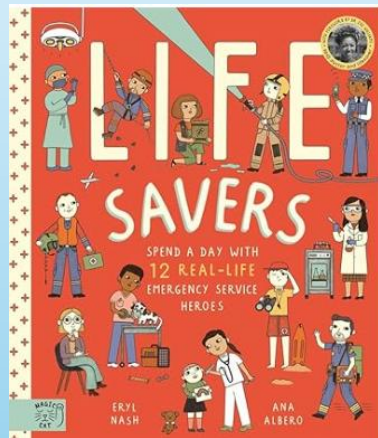
Key Vocabulary: Dot, high, low, musical sentence, notation, phrase, pitch, pitch pattern,

Impact: Children will be able to move their eyes from left to right to read pitch patterns. Sing high and low notes including the notes in between. Play a pattern of high and low notes on an instrument.

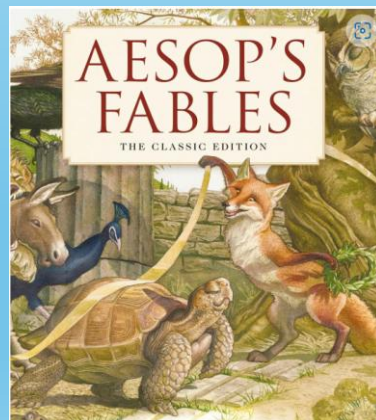
English:

Life Savers

We will be learning about 12 real-life jobs where people help others. Inspired by these careers we will write non-chronological reports about people who help us and write our own poems to describe the jobs.



Aesop's fables



Children will read and learn a number of Aesop's fables before writing their own cautionary tale.

Maths:

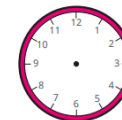
Use of White Rose Maths

Fractions : We will continue our learning on fractions recognizing equivalence between a half and three quarters.

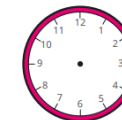
Time

We will learn to tell the time. We will look at months, days, hours and minutes. We will learn to tell the time to o'clock, half past, and to 5 minute intervals. We will apply all if this learning to solve problems about time.

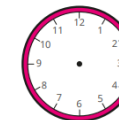
Draw hour and minute hands on the clocks to show the times.



2 o'clock



half past 7



half past 6

Is the statement true or false?

At quarter to 6, the hour hand is closer to the 6 than the 5

Explain your answer.



Measures: Mass, Capacity and Temperature

We will use non-standard and standard units of measure for mass and capacity including grams, kilograms, millilitres and litres. We will solve problems using measure.

The carrot is 80 g heavier than the strawberry.

Mark the mass of the carrot on the scales.

