



Fowey Primary School: Half termly Overview

Year 1/ 2 Spring 1 2025

Science: Living things and their habitats.

Intent: To understand the difference between living and non-living things and how living things adapt to their habitat.

Sequence of lessons:

1. Can I identify if things are living, non-living or dead using the acronym MRS. GREN?
2. Can I make a plant maze?
3. Can I classify leaves?
4. Can I match plants and animals to their habitat?
5. Can I make a microhabitat?
6. Can I complete a habitat survey?

Key Vocabulary: life processes, living, movement, respiration, sensitivity, growth, reproduction, excretion, nutrition, suitability, habitat, adapt

Impact: Children will know the difference between things which are living, dead and never been living. They will explore different habitats and how living things are suited to their habitat.

History: How did we learn to fly?

Intent: To identify important events surrounding the importance of flight.

Sequence of lessons:

1. To find out about the Wright brothers
2. To develop an understanding of historical significance
3. To investigate why Bessie Coleman is significant.
4. To use primary sources to discover about the life of Amelia Earhart.
5. To investigate why the Moon landing is significant.
6. To place events on a timeline.

Key Vocabulary: beyond living memory, decade, evidence, eyewitness, flight, historic, historically significant, inventor, past, present, primary source

Impact: Children can use primary sources to find out about significant individuals who contributed to the history of flight. They can order events on a simple timeline.

RE : Rituals and Routines

Intent: To learn about rituals and routines in different religions.

Sequence of lessons:

1. To understand what a ritual is.
2. To discuss what Salat is and why it is important to Muslims.
3. To explore the ritual of puja.
4. To explore what happens during holy communion.
5. To compare rituals from different religions.
6. To discuss and apply some features of religious rituals.

Key Vocabulary: routine, ritual, religion, Muslims, Salat, Christianity, Holy Communion, Puja, Hinduism, prayer, worship, belief

Impact: Children will understand the difference between rituals and routine. They will explore the importance of rituals for people within their religion. They will develop a non-religious ritual for the class.

PSHE: Dreams and Goals

Intent: To set personal goals and find ways to overcome difficulties to achieve it.

Sequence of lessons:

1. I can set simple goals
2. I can set a goal and work out how to achieve it
3. I understand how to work well with a partner.
4. I can tackle a new challenge and understand that this might stretch my learning.
5. I can tell you about obstacles that make it difficult to achieve my challenge and ways to overcome them.
6. I can tell you how I felt when I succeeded in my new challenge and how I celebrated it.

Key Vocabulary: goals, motivation, challenge, success, proud, triumph, celebrate, obstacles, achieve, overcome

Impact: Children develop resilience to set themselves personal goals. They overcome obstacles and feel proud of their success.



Year 1/2 Spring 2

Design & Technology: Food

Intent: Children will learn about the importance of a balanced diet and using that knowledge to create a tasty wrap.

Sequence of lessons:

- 1: To recognise foods and their food groups.
- 2: To identify the balance of food groups in a meal.
- 3: To identify an appropriate piece of equipment to prepare a given food.
- 4: To select balanced combinations of ingredients.
- 5: To design based on criteria.
- 6: To evaluate a dish based on design criteria.

Key Vocabulary: Appearance, balanced carbohydrates, chopping board combinations, cut, dairy design, design brief diet, evaluate, feel, fruit, grate, grater ingredients, menu oils, proteins, review scissors, smell, snip spread, table knife, taste, vegetables

Impact: Children can name the main food groups and identify foods that belong to each group. Describe the taste, feel and smell of a given food. Think of three different wrap ideas, considering flavour combinations. Construct a wrap that meets the design brief and their plan

Computing:

Intent: Children will compare the effects of adhering strictly to instructions to completing both on and off screen instructions on the computer.

Sequence of lessons:

1. To emphasise the importance of following instructions
2. To follow and create simple instructions on the computer.
3. To consider how the order of instructions affects the result.
4. To find and understand examples of where technology is used in the local community.
5. To record examples of technology outside school.

Key Vocabulary: Algorithm, Code, Computer, Debugging, Instructions, Program, Computer, Technology

Impact: Children know what an algorithm is and can debug errors in written codes. Children know examples of technology and can state where it is used.

PE:

Intent: Perform dances using simple movement patterns.

Sequence of lessons:

1. To remember, repeat and link actions to tell the story of my dance.
2. To use counts of 8 to help stay in time with the music.
3. To explore pathways and levels.
4. To copy, repeat and create actions in response to a stimulus.
5. To create a short dance phrase with a partner showing clear changes of speed.
6. To create and perform using unison, mirroring and matching with a partner.

Key Vocabulary: dance, perform, timing, levels, mirroring, unison.

Impact: Children perform a dance with confidence.

Music: Pitch

Intent: Identify high and low notes. Perform high and low notes. Create and perform a two-note and three-note pattern

Sequence of lessons:

- 1: Recognising sounds - To identify high and low-pitched sounds
- 2: Pitch patterns - To explore pitch by creating two-pitch patterns.
- 3: Changing tempo - To demonstrate tempo changes
- 4: Superhero theme tune - To create a superhero theme tune with a variety in tempo and pitch
- 5: Final performance - To perform a piece of superhero music showing a change of pitch and tempo.

Key Vocabulary: High, performance, low, pattern, pitch tempo

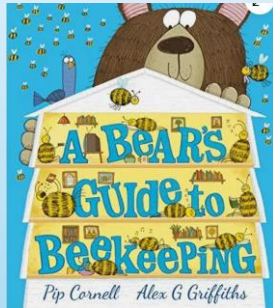
Impact: To be able to perform a piece of superhero music showing a change of pitch and tempo

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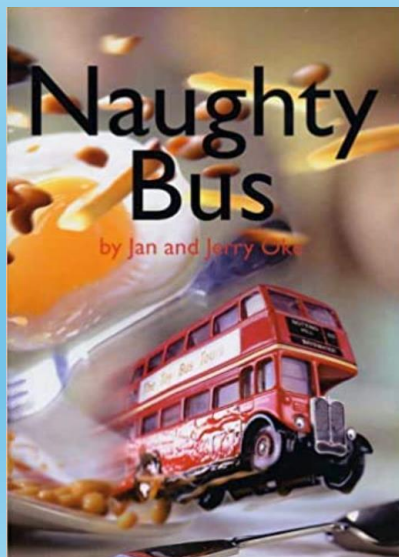
English:

"A bear's guide to beekeeping."

Instructions writing



The Naughty Bus. To write our own versions of this story, creating narratives for the Naughty Bus. To include a trip to places of significance in Fowey.



Maths: Place Value

Use of White Rose Maths

The children will...

- Learn about place value in numbers up to 100
- Count in tens
- Partition numbers into tens and ones
- Use a place value chart
- Use number lines
- Compare numbers
- Count in 2's, 3's, 5's and 10's
- Recognise and make equal groups
- Make arrays
- Write multiplication sentences
- Doubling and halving
- Divide by 2, 5 and 10

How many counters are there?

