



Our curriculum at Meadowbank Primary School is designed collaboratively between children and the teaching team. Children are taught skills to access, process and express their knowledge within a learning environment where independence and thinking skills are developed.

**Teaching Phase: Key Stage One**

**Year Group:2**

**Teachers: Mrs Selby-Browne and Miss Davenport**

**Date: February 2025**

**Big Question: Fetch the Engines! - What happened on Pudding Lane?**

**Connected Concepts: Cause and Effect, Change and Structure**

**English - Our book studies are...**

Toby and the great fire of London  
by Margaret Nash

Dear Earth  
by Isabel Otter

Vlad and the Great Fire of London  
by Kate Cunningham

**English - In Reading we are learning...**

To choral read a new text.  
To read and respond to a new text with a partner.  
To ask and answer a wide range of comprehension questions using VIPERS.

**English - In Writing we are learning...**

To understand the features of a recount.  
To use coordinating and subordinating conjunctions within sentences.  
To recognise and apply adverbs within our writing.  
To apply adverbs and features to writing our own diary entry.

**In Personal, Social, Health and Economic Education we are learning...**

What we need to keep our body healthy  
To understand how medicines work in our body and how important it is to use them safely.  
To sort foods into correct food groups.  
Know which foods a body needs.  
To decide which foods to eat to give body energy.

**Mathematics - In Number we are learning...**

To recognise the whole and part whole relationship in shapes and quantities.  
To recognise and find  $1/4$ ,  $2/4$  and  $3/4$  of a quantity.  
To understand and recognise the equivalence of  $1/2$  and  $2/4$ .

**Mathematics - In Measurement we are learning...**

To recognise and find  $1/4$ ,  $2/4$ ,  $3/4$  and  $1/3$  of a quantity of a shape or length.  
To apply fraction knowledge to capacity and weight problems.  
To measure time in 5 minute intervals.  
To recognise o'clock, half past, quarter past and quarter to.

**In Science we are learning...**

To observe and describe how seeds and bulbs grow into mature plants.  
To find out about and describe how plants need water, light and a suitable temperature to grow and stay healthy.  
To nurture seeds and bulbs into mature plants, identifying the different requirements of different plants.

**In Relationships and Sex Education we are learning...**

To understand that looking after my body makes me feel good.  
To recognise how to stay motivated to look after my body.



## **In Religious Education, Values and Beliefs we are learning...**

To identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.  
To collect examples of what Muslims do, give, sing, remember or think about at the religious celebrations studied.

## **In Geography we are learning...**

Map Skills and Fieldwork:  
To use aerial photographs to locate London, the capital city of England and identify familiar human and physical features there.  
To devise a sketch map to show how London looks today, based on aerial photographs.

## **In Physical Education we are learning...**

To explore shapes in balance and link combinations of balances.  
To explore jumps and take off combinations.  
To explore barrel, straight and forward roll and put into sequence work.  
To develop an underarm throwing technique. To use the ready position to defend space on a court.

## **In French we are learning...**

Days of the Week  
Listen to French songs.  
Begin to join in with familiar words and phrases in a French song.

## **In Computing we are learning...**

Explain that a sequence of commands has a start and an outcome.  
To use algorithms to create a program to meet a goal.  
Predict the outcome of a sequence and compare my prediction to the program outcome.  
To test and debug each part of a program.

## **In History we are learning...**

How the Great Fire of London is an event beyond living memory that is significant nationally and globally.  
To understand how the fire started and why it spread so quickly.  
To understand what impact the Great Fire of London had on London when it happened and the lasting effect it has had on the city of London.

## **In Art and Design we are learning...**

**Design Technology -**  
To design and make a cart to transport belongings out of London, using wheels and axles.  
Explore and evaluate a range of products with wheels and axles.  
Identify a success criteria and follow to design and make a cart with moving wheels.  
Evaluate a finished product.

## **In Music we are learning...**

To rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.  
To work with a partner to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion.

## **Special events for children...**

\*Great Fire of London Immersive Drama Workshop 24.02.25  
\*National Careers Week 03.03.25  
\*World Book Day 06.03.25  
\*British Science Wk 10.03.25  
\*Comic Relief Red Nose Day 21.03.25  
\*Bounce-a-thon 26.03.25  
Giving back to the community: Litter Picking - 04.04.25  
Eid-al-Fitr celebration - Date TBC

## **Events for parents in school...**

\*Book Fair 17.03-19.03.25 3.30-4.00  
\*Parent Consultation Meetings 02.04.25 & 03.04.25 from 3.40-5.50  
\*Find out how we teach 'Science' 13.03.25 2.30-3.15  
\*Mental Health Team - Parenting Anxious Children 09.04.25 9.00-10.00

## **Home School Learning...**

Practise spellings daily ready for our spelling assessment on Fridays.  
Read for 10 - 15 minutes daily.  
Practise addition and subtraction for weekly Planet Maths assessment on Fridays.  
Explore the links shared alongside this curriculum newsletter.

## **Additional Information...**

Reading books - We change reading books every Tuesday and Friday.  
P.E - P.E takes place every Tuesday and Thursday. Please ensure full kit is in school and clearly named.