



Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2022
Phase Key Stage 1 Year Group 1



	Week 1 Wk Beg 31.10	Week 2 Wk Beg 07.11	Week 3 Wk Beg 14.11	Week 4 Wk Beg 21.11	Week 5 Wk Beg 28.11	Week 6 Wk Beg 05.12	Week 7 Wk Beg 12.12	Week 8 Wk Beg 19.12
Big Question	How can we get from one place to the next?							
Weekly Questions	How can we get around?	How did transport become what it is today?	How have vehicles changed?	Who has changed transport?	Where are we on a map?	How do maps help us?	What does the Polar Express's journey look like?	How does Santa travel?
Key Concepts	Travel	Travel	Changes over time	Changes over time	Local geography	Following a route	Following a route	Following a route
Book Studies	The Hundred Decker Bus 	The Hundred Decker Bus 	The Naughty Bus 	The Naughty Bus 	Martha Maps it Out 	Martha Maps it Out 	The Polar Express 	The Polar Express 
Children steering learning...	How can we get to different places?	What did people do to get somewhere before there were cars?	Why did people use horses to get somewhere?	How did people in the past travel with no cars?	Where can a map take us?	How does a globe work?	How do you get to the North Pole?	How does Santa travel?
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Phase 1 – Understanding as a reader. Begin to sequence sections of stories using images for support. Sequencing parts of the journey. Phase 2 – Understanding as writer.	Phase 3 – Composition Join two sentences using the conjunctions and, but. Describing what they can see on the bus route using and/but. Toolkit: find my neighbour	Phase 1 – Understanding as a reader. Begin to sequence sections of stories using images for support. Sequencing what the bus does during the story.	Phase 3 – Composition Join two sentences using the conjunctions and, but. Missing poster to explain how we might find the bus, what he looks like and what he has done.	Phase 1 – Understanding as a reader. Use singular and plural words correctly in a sentence. Describing what we can see on Martha's maps by using plurals and singular words I.e there are	Phase 2 – Understanding as writer. Write simple sentences adding an adjective to a noun or adverb to a verb. Describing what can be seen on Martha's maps. Toolkit: odd one out	Assessment Phase 3 – Composition <u>Write more than one sentence on an idea.</u> <u>Children to write a description of their own map of their own house.</u>	Use a question mark correctly. Children to ask the boy/conductor questions about the journey to the North Pole and what will happen when they arrive.

	<p>Write simple sentences adding an adjective to a noun or adverb to a verb.</p> <p>Describing what they can see on the bus decks.</p> <p>Toolkit: odd one out adjectives</p>		<p>Phase 2 – Understanding as writer.</p> <p>Use a question mark correctly.</p> <p>Asking questions to find out where the bus might be.</p> <p>Toolkit: match me up</p>	<p>Toolkit: correct or not correct</p>	<p>lots of tree and a pond.</p> <p>Toolkit: find my neighbour plurals</p>			
<p>Oracy</p> <p>-Social and Emotional</p> <p>-Linguistic</p> <p>-Cognitive</p> <p>-Physical</p>	<p>Social and emotional.</p> <p>Listen for information.</p> <p>Ask and answer questions for specific information.</p> <p>Response to prompts and key features of our text 'The Hundred Decker Bus'</p>	<p>Social and emotional.</p> <p>Take on the role of someone else.</p> <p>Hot seating as different characters within the story. How would they have felt and why?</p>	<p>Cognitive.</p> <p>Talk about their experiences.</p> <p>Speak clearly to be heard and understood.</p> <p>Children to share in a small group, their opinions of 'The Naughty Bus'</p>	<p>Linguistic</p> <p>Use vocabulary from within experiences to describe thoughts and feelings.</p> <p>Children to consider the things the naughty bus does and how that is making others feel.</p>	<p>Linguistic</p> <p>Use vocabulary from within experiences to describe thoughts and feelings.</p> <p>Consider Martha and her maps, what so they know about her life?</p>	<p>Physical</p> <p>Make eye contact and take turns whilst engaging in conversation.</p> <p>Children n to look at the maps from Martha Maps it out and share what they notice, describing what they can see.</p>	<p>Cognitive</p> <p><u>Assessment</u></p> <p><u>Talk about their experiences.</u></p> <p><u>What have they enjoyed from the topic? If we did it again what would you like to know?</u></p>	
<p>Mathematics Number</p> <p>-Number and Place Value</p> <p>-Addition and Subtraction</p> <p>-Multiplication and Division</p> <p>-Fractions</p> <p>Measurement</p> <p>-Geometry</p> <p>Properties of shapes</p>	<p>Place Value (within 20).</p> <p>Partitioning tens and ones up to 20</p> <p>Links to measurements - can the chn find objects which are longer than 10cm? How do you know?</p>	<p>Place Value (within 20).</p> <p>Partitioning tens and ones up to 20</p> <p>Link to measurements- can the chn find objects which are shorter than 20cm? How do you know?</p>	<p>Place Value (within 20).</p> <p>Number lines 1 more 1 less</p> <p>writing + - sentences</p> <p>Links to 2d shape number of sides/corners.</p>	<p>Place Value (within 20).</p> <p>Tens frames 1 more 1 less</p> <p>writing + - sentences</p>	<p>Place Value (within 20).</p> <p>Base 10 1 more 1 less</p> <p>writing + - sentences</p> <p>Links to 2d shape with the bond and number of sides/corners.</p>	<p>Place Value (within 20).</p> <p>Part whole 1 more 1 less</p> <p>writing + - sentences</p>	<p>Place Value (within 20).</p> <p>Bar model 1 more 1 less</p> <p>Writing + - sentences</p>	<p>Place Value (within 20).</p> <p>Deeper thinking 1 more 1 less</p> <p>+ - sentences</p>

<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Materials Identify and name a variety Of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Children to name a variety of materials considering what they are used for, where they might have seen them being used before.</p>	<p>Materials Distinguish between an object and the material from which it is made.</p> <p>Children to consider the difference between the object and the material it is made from.</p>	<p>Materials Distinguish between an object and the material from which it is made.</p> <p>Children to use new vocabulary to describe the properties of each material - considering what it looks, feels sounds like.</p>	<p>Materials Describe the simple physical properties of a variety of everyday materials.</p> <p>Children to test the properties of materials, do they float? Do they change?</p>	<p>Materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Children to use property vocabulary cards and match items from around the room to each one. I.e which materials are transparent, flexible etc.</p>	<p>Materials Ask simple questions using their prior knowledge. Observe closely, talking about what is noticed. Perform simple tests and talk about how to make it fair.</p> <p>Absorbency investigation Children carry out an investigation to find out which is the most absorbent of 4 materials. Use a table to order their results,</p>	<p>Materials <u>Assessment</u> <u>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</u></p> <p><u>TAPS assessment - ways to test reflectiveness.</u></p> <p>Children to use torches and test the reflectiveness of a range of materials.</p>	<p>Materials <u>Assessment</u> <u>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</u></p> <p><u>TAPS assessment - ways to test reflectiveness.</u></p> <p>Children to use torches and test the reflectiveness of a range of materials.</p>
<p>Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>I can identify similarities between people in my class. I can tell you some ways in which I am the same as my friends.</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>I can identify differences between people in my class. I can tell you some ways I am different to my friends.</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>PSHE SOW Jigsaw I can tell you what bullying is. I understand how bullying might feel.</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>PSHE SOW Jigsaw I know some people who I could talk to if I was feeling unhappy or being bullied. I can be kind to children who are bullied.</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>PSHE SOW Jigsaw I know how to make new friends. I know how it feels to make a new friend.</p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p><u>Assessment</u> <u>PSHE SOW Jigsaw</u> <u>I can tell you some ways I am different from my friends.</u></p> <p><u>I understand these differences make us all special and unique.</u></p>	<p>PSHEE Jigsaw SOW Celebrating difference.</p> <p>I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.</p>	

Physical Education - Gymnastics - Dance - Games - Athletics - Swimming	Get Set 4 PE SOW Teambuilding To co-operate and communicate with a partner to solve challenge. Sports Coaches - Ball skills	Get Set 4 PE SOW Teambuilding To explore and develop teamwork skills. Sports Coaches - Ball skills	Get Set 4 PE SOW Teambuilding To develop communication skills. Sports Coaches - Ball skills	Get Set 4 PE SOW Teambuilding To use communication skills to lead a partner. Sports Coaches - Ball skills	Get Set 4 PE SOW Teambuilding To plan with a partner and small group to solve problems. Sports Coaches - Ball skills	Get Set 4 PE SOW Teambuilding To communicate with a group to solve challenges. Sports Coaches - Ball skills	Get Set 4 PE SOW Teambuilding To communicate with a group to solve challenges. Sports Coaches - Ball skills	Get Set 4 PE SOW Teambuilding Sports Coaches - Ball skills
Computing - Code - Connect - Communicate - Collect	Digital painting To use shape tools and line tools in an art package. Children to explore patterns, and shapes.	Digital painting To use shape tools and line tools in an art package. Children to explore patterns, and shapes and create a layer of the Hundred Decker Bus.	Digital painting To make careful choices when painting a digital picture. Children to draw their own Naughty Bus and explain why they have used the tools they have.	Digital painting To explain why I chose the tools I used. Children to draw their own Naughty Bus and explain why they have used the tools they have.	Digital painting To compare painting a picture on a computer and on paper. Children to draw their own map on paper and on screen from Martha Maps it Out. Which is easier to do? Why?	Digital painting <u>Assessment</u> To use a computer on my own to paint a picture. Children to create their own map of Cheadle using the art package. Features to be included on a checklist.	Digital painting To use a computer on my own to paint a picture. Create a Christmas card with Christmas image.	
Geography - Locational and Place Knowledge - Field Work - Using Globes, Maps and Plans	Locational and place knowledge- Identify human and physical features. Children to explore human and physical geographical features. Sort images into human and physical. General human and physical features.	Locational and place knowledge- Identify human and physical features on a local map. Children to explore human and physical features visible on a local map of the area. Human and physical features on a local map.	Locational and place knowledge- Identify human and physical features on aerial pictures. Children to identify human and physical features on aerial photos. Human and physical aerial photos.	Locational and place knowledge- Identify human and physical features on a map and represent these using symbols. Children to find features on a map using a key and simple symbols. Labelling activity. Map symbols.	Follow a route on a map. Follow directions and positional language. Children to create a map of the school playground including a key. Create map of playground with key	Draw a simple map <u>Assessment</u> Children to use maps created last week to navigate the playground. Follow route round using maps	Draw a simple map Children to draw a simple map showing the journey of a train cross Britain.	Draw a simple map Children to draw a simple map showing the journey of the Polar Express.
History - Chronology - Concepts - Interpretation - Enquiry - Communication	Identify changes in transport within living memory. Children to look at pictures of old and new transport. Children to sort vehicles they think	Identify that there are different periods of time in history - e.g. Victorians/20th century etc... Can match pictures of people they think would have been	Identify changes that have happened in history that can impact on today - development of transport Sorting vehicles into past and present and commenting on	Identify changes that have happened in history that can impact on today - development of transport Viking long boats - early travel	Identify that events have happened in the past and significant people from the past have helped shape the present locally and nationally	Identify that there are some themes that link history together e.g. locality, transport How cars have changed over time - what do you notice? What makes cars	<u>Assessment</u> Identify that there are reasons for continuities and changes and stating some of these - development of planes etc...	Identify that there are reasons for continuities and changes and stating some of these - development of planes etc...

	are old and new and to say why.	with the vehicles in the past using old photographs.	how they have changed.		George Stephenson fact file - the invention of the train	from the past difficult to use today?	<u>Chn to create a fact file of old and new vehicles and the differences between them over time.</u>	
Religious Education, Beliefs and Values -Believing -Expressing -Living	EXPRESSING How and why do we celebrate special and sacred times? What do you celebrate and why? Five fingers of Faith, Christianity.	EXPRESSING How and why do we celebrate special and sacred times? What stories do your family tell? Concept map of celebrations within class	1EXPRESSING How and why do we celebrate special and sacred times? What happened at Christmas? Retell the story of Christmas.	EXPRESSING How and why do we celebrate special and sacred times? What happened at Christmas and how does it make us feel? Act out Christmas story. Thinking about feelings in different points.	EXPRESSING How and why do we celebrate special and sacred times? What happened at Christmas and how does it make us feel? Relate to Christmas story, if in modern life.	EXPRESSING How and why do we celebrate special and sacred times? How do Christians celebrate Christmas? Look at advent and Christmas traditions.	EXPRESSING How and why do we celebrate special and sacred times? What matters most at Christmas? Remember Ten with Christmas artefacts.	EXPRESSING How and why do we celebrate special and sacred times? <u>Assessment</u> <u>How and why do people celebrate special and holy times?</u> <u>True or False with Christmas story statements.</u> <u>Recall key features of the Christmas story including the events of Christmas Day and Advent</u>
Modern Foreign Languages- French -Listening -Speaking -Reading -Writing -Intercultural Understanding	Use everyday greetings in context.	Know and join in with familiar French songs.	Listen to the French spoken language.	Begin to join in and respond to spoken language through songs and rhymes.	Begin to join in and respond to spoken language through songs and rhymes.	Begin to join in and respond to spoken language through songs and rhymes.	Listen to the French spoken language.	Use everyday greetings in context.
Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise	Give an opinion about the work of a well-known artist. Joseph William Turner - Dutch Boats in a Gale https://www.nationalgallery.org.uk/paintings/joseph-mallord-william-turner-dutch-boats-in-gale	Ask a question about a piece of art. Children to look at a range of art work by the artist and generate a question.	Know the names of the primary and secondary colours. Children to focus on colour mixing for the clouds use black and white to create shades in the painting. Can you add	Use painting with a focus on colour and space. Children to create storm clouds.	Know how to create a repeating pattern using paint. Children to create waves in a story sea.	<u>Assessment</u> <u>Use painting with a focus on colour and space.</u> <u>Children to create their own version of Dutch boats in a gale by painting the</u>	Give an opinion about the work of a well-known artist. Children to evaluate each other's/their own art work using a version of TAG.	

	a-gale-the-bridgewater-sea-piece Children to give an opinion of what they like and dislike about the art work.		primary colours to create a mood?			sky and waves onto <u>the printed images of the boats in the storm.</u>		
Design and Technology -Design -Make -Evaluate -Food Technology				Mechanical systems Technical Knowledge and Understanding -Explore and use sliders and levers. -Understand that different mechanisms produce different types of movement. -Know and use technical vocabulary relevant to the project. Looking at a range of sliding level books.	Mechanical systems Designing -Generate ideas based on simple design criteria and their own experiences, explaining what they could make. -Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Designing which animal in their book will move and how/why.	Mechanical systems Making -Plan by suggesting what to do next. -Select and use tools, explaining their choices, to cut, shape and join paper and card. -Use simple finishing techniques suitable for the product they are creating. Making sliding lever books.	Mechanical systems Making -Plan by suggesting what to do next. -Select and use tools, explaining their choices, to cut, shape and join paper and card. -Use simple finishing techniques suitable for the product they are creating. Making sliding lever books.	Mechanical systems Evaluating -Explore a range of existing books and everyday products that use simple sliders and levers. -Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. <u>Evaluating and testing sliding lever books.</u>
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B How does music tell stories about the past? To find the steady beat. Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.	Charanga Model Music Curriculum B How does music tell stories about the past? Improvise simple vocal patterns using 'Question and Answer' phrases. Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F	Charanga Model Music Curriculum B How does music tell stories about the past? Move and dance with the music. Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.	Charanga Model Music Curriculum B How does music tell stories about the past? Sing songs from memory. Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor	Charanga Model Music Curriculum B How does music tell stories about the past? Copy back simple rhythmic patterns using long and short. Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F	Charanga Model Music Curriculum B How does music tell stories about the past? Copy back simple melodic patterns using high and low. Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F	Charanga Model Music Curriculum B <u>Assessment</u> How does music tell stories about the past? Recognise some band and orchestral Instruments. <u>Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major,</u>	Charanga Model Music Curriculum B How does music tell stories about the past? Join in sections of the song, eg chorus. Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F

		major, D major and D minor.		<u>Rehearse and perform their parts within the context of the unit song.</u>	major, D major and D minor.	major, D major and D minor.	<u>D major and D minor.</u> <u>Performing short, repeating rhythm patterns.</u>	major, D major and D minor.
Enhancements Visits and Visitors					Field work - transport data collection in Cheadle 29 th and 30 th November			
Parental Engagement					Reading workshop for Key Stage 1 28 th November 9.00-10.15		Christmas Performances KS1 Monday 12 th December @ 2:15 Tuesday 13 th @ 9:30	
Whole School and National Events	Bonfire Night 5/11	Remembrance day 11/11	It's Cool to be Kind Week 14/11 Children in Need 2022 18/11		Advent starts 1/12	Christmas Fair 7/12 Save the Children Christmas jumper day 8/12		Christmas Parties 21/12 Hannukah 18-26/12

Progression of knowledge and skills are shown horizontally across the half term. The different areas and aspects of learning are shown vertically. Learning opportunities are planned alongside the children through a cross curricular thematic approach and also through discrete teaching.