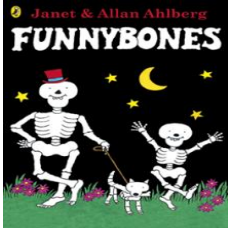
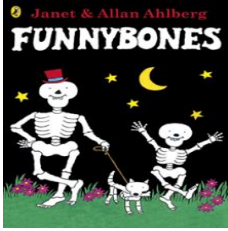
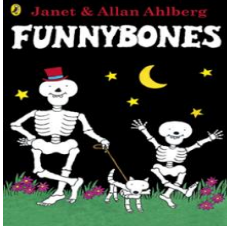
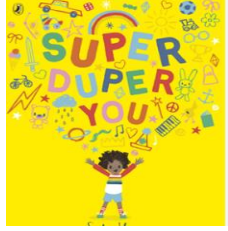

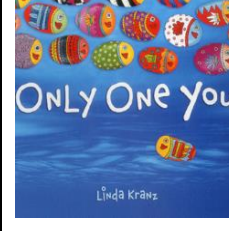
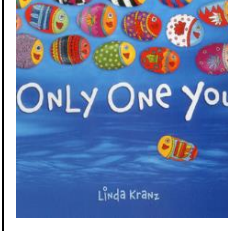




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum - Spring 1 2023
Phase Key Stage 1 Year Group 1



	Week 1 Wk Beg 02.01	Week 2 Wk Beg 09.01	Week 3 Wk Beg 16.01	Week 4 Wk Beg 23.01	Week 5 Wk Beg 30.01	Week 6 Wk Beg 06.02	Week 7 Wk Beg 13.02
Big Question	What makes bodies brilliant?						
Weekly Questions	What makes our body a body?	If someone has big feet, do they also need larger gloves?	Who was Florence Nightingale?	Why is Florence Nightingale still remembered today?	Who was Mary Seacole?	What job does Each sense do?	What's the difference between animals and humans?
Key Concepts	Significance and interpretation	Chronology	Chronology	Significant events in history	Performing tests	Making observations	Significance and interpretation
Book Studies	Funnybones 	Funnybones 	Funnybones 	Super Duper You 	Super Duper You 	Only One You 	Only One You 
Children steering learning....	What is inside our bodies?	How does your body stand up? Learn about bones and skeletons.	How does your hair grow when you cut it? What can we do with our body?	What happens when we hurt ourselves? Learn about doctors and nurses.	How do you hear sounds? Learn about eyes and ears.	What happens when we eat and drink? What does our stomach do?	How do our bones make our body move? Does milk make you bones strong?
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	<u>Hook:</u> <u>Phase 1 - Understanding as a reader.</u> Begin to sequence sections of stories using images for support. Share the Funnybones story in illustrations. Retell the story using what they know about it using what they can see. Retell the story	<u>Phase 1 - Understanding as a reader.</u> Begin to sequence sections of stories using images for support. Sequencing the story using the illustrations to prompt discussion. <u>Sequence sentences in chronological order to recount an event or experience.</u>	<u>Phase 2 - Understanding as a writer.</u> Sequence sentences in chronological order to recount an event or experience. Storyboard the text to demonstrate the events being recounted correctly.	<u>Phase 2 - Understanding as a writer.</u> Sequence sentences in chronological order to recount an event or experience. Generate a story board of their life as they have grown like in the story to reinforce chronology. Including from day 1 and today.	<u>Phase 3 - Composition.</u> Sequence sentences to form a narrative. Use the personal pronoun 'I' correctly in a sentence. My family, My friends, Things I am good at, Things I like - use as heading to structure writing. <u>Reading</u>	<u>Phase 2 - Understanding as a writer.</u> Write simple sentences adding an adjective to a noun or adverb to a verb. Create their own 'rockfish' and then generate adjectives to describe what they look and feel like with application to writing.	<u>Assessment- Piece 3</u> <u>Phase 3 - Composition.</u> <u>Sequence sentences to form a narrative.</u> <u>Use the personal pronoun 'I' correctly in a sentence.</u> <u>Describe themselves as an individual - There is only one me.</u> <u>Reading</u>

	<p>using digital media to record, rewatch and edit.</p> <p>Reading FFT: Consolidation 2 days of previously taught GPC's from steps 34-38.</p>	<p>Use Tales toolkit to orally rehearse the story using the key features of TT to share their understanding.</p> <p>Reading FFT Step 40: Read and spell words with ir/ur/er.</p> <p>Discuss the significance of the title and events.</p>	<p>Phase 3 - Composition. Sequence sentences to form a narrative. Use Tales Toolkit images to retell the story.</p> <p>Reading FFT Step 41: Read and spell words with ue/oo.</p> <p>Discuss the significance of the title and events.</p>	<p>Reading FFT Step 42: Read and spell words with aw/or/ore/au.</p> <p>Make inferences on the basis of what has been said and done.</p>	<p>FFT Step 43: Read and spell words with ew/ue/oo.</p> <p>Make inferences on the basis of what has been said and done.</p>	<p>Reading FFT: Consolidation week of previously taught GPC's from steps 40-43.</p>	<p>FFT Step 45: Read endings on split digraph words Read and spell words with a_e/ay/ai/a/ y/ei/eigh.</p> <p>Predict what might happen on the basis of what has been read so far.</p>
<p>Oracy -Social and Emotional -Linguistic -Cognitive -Physical</p>	<p>In History we are listening for information. Listening to information about the life of Florence Nightingale - History</p>	<p>In Science we are asking and answering questions to find out specific information. Ask and answer questions about the role of different body parts - Science</p>	<p>In Science we will understand short explanations and simple discussions. Link to body parts - Science</p>	<p>In PSHEE we will use vocabulary from within experiences to describe thoughts and feelings. Link to PSHEE lesson - children vocalise how they found working together as a team to complete a task.</p>	<p>In Science we are speak clearly to be heard and understood. Talk about their experiences. Children use their experience and knowledge to explain which body parts are related to different senses - Science.</p>	<p>In PE we are following short, straightforward instructions. Follow instructions to perform a simple dance - PE</p>	<p>In DT we will make eye contact and take turns whilst engaging in conversation. Children to have a discussion about their DT project, what was/was not successful - DT</p>
<p>Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions</p> <p>Measurement -Geometry Properties of shapes -Geometry Position and Direction</p>	<p>Number: Place Value: Counting in multiples of 2s, 5s, 10s. Concrete: numicon Fluency: odd one out Toolkit: maze me PS&R: Use my clues</p>	<p>Number: Place Value: Counting in multiples of 2s, 5s, 10s. Concrete: numicon Fluency: order my answers Toolkit: find my neighbour PS&R: Four pictures - link to money</p>	<p>Number: Place Value: Counting in multiples of 2s, 5s, 10s. Concrete: numicon 10 Fluency: number search 10 Toolkit: Missing number PS&R: Use my clues toolkit (find all the numbers that we would say if we counted in 5s and 10s)</p>	<p>Multiplication and Division: Halves and doubles. Recognise, find and name a half as one of two equal parts of an object, shape or quantity Concrete: Multilink, images (shape), food, counters Fluency: Find half of a number using counters Toolkit: Odd one out PS&R: Same different</p>	<p>Multiplication and Division: Halves and doubles. Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Concrete: Multilink, images (shape), food, counters Fluency: How many ways can you show $\frac{1}{4}$? Toolkit: Star centre - find $\frac{1}{4}$</p>	<p>Multiplication and Division: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays. Concrete: numicon & arrays Fluency: Answer one-step problems Toolkit: Missing number PS&R: Missing number balances</p>	<p>Time: O'clock, Half past Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock facto show these times. Concrete: mini clocks match me up Fluency: Toolkit: Correct or not correct PS&R:</p>

					PS&R: 3 Read - What's the story?		
Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	<p>Animals including humans.</p> <p>I can identify, name, draw and label the basic parts of the human body.</p> <p>Hook: In the hall, children to lie on the floor and draw around their bodies in groups of 3. Roll a body parts dice and then children to go and add labels to each one.</p> <p>Bread bacteria investigation/germ spreading - ongoing observations and talking about what is noticed.</p>	<p>Animals including humans.</p> <p>I can identify, name, draw and label the basic parts of the human body.</p> <p>https://www.bbc.co.uk/programmes/p0117vfr</p> <p>Use the correct terminology to label a body and explain the job of some body parts. Body parts include head, neck, arm, elbow, leg, knee, face, ear, eye, hair, mouth and teeth.</p> <p>Mix and match facial features - observations and talking about what is noticed.</p>	<p>Animals including humans.</p> <p>I can identify, name, draw and label the basic parts of the human body.</p> <p>Observe closely, talking about what is noticed.</p> <p>Perform simple tests and talk about how to make it fair.</p> <p>Look carefully at our bodies and collect data about head size, hand and foot size, hair and eye colour.</p> <p>Consider the question: If someone has big feet, do they also need larger gloves?</p> <p>Bones and skeletons - observations and talking about what is noticed.</p>	<p>Animals including humans.</p> <p>I can explain which part of the body is associated with each sense.</p> <p>Label the body parts associated with each sense - correct or not correct to show understanding of their purposes.</p> <p>Fingerprint observations. To make observations and compare and contrast with others. What is noticed?</p>	<p>Animals including humans.</p> <p>I can explain which part of the body is associated with each sense. Perform simple tests and talk about how to make it fair.</p> <p>Touch Test (remind skin not hands)</p> <p>Objects: teddy, plastic dinosaur, sandpaper, ice, wooden block.</p> <p>Children explore through touching the objects when blindfolded.</p> <p>Taste Test</p> <p>Objects include: chocolate, slices of lemon, ready salted crisps, banana, raspberries.</p> <p>Carry out tests tasting very small amounts of the different foods.</p> <p>Heart rate investigation to observe and notice changes over time.</p>	<p>Animals including humans.</p> <p>I can explain which part of the body is associated with each sense. Perform simple tests and talk about how to make it fair.</p> <p>Smell Test</p> <p>Objects include: scented solid soap, slices of orange, solid chocolate.</p> <p>Carry out tests smelling the different objects.</p> <p>Sight Test</p> <p>Following instructions. What do you think will happen if you try to put a coat on without your sense of sight?</p> <p>Blindfold lego challenge.</p>	<p>Animals including humans.</p> <p><u>Assessment: I can identify, name, draw and label the basic parts of animal bodies.</u></p> <p><u>(Describe the key features of a range of animals)</u></p> <p><u>Children use a word bank to help them label the body parts of 12 different animals. There are 20 different body parts in the word bank, including head, tail, beak, leg and wing.</u></p> <p>Compare and contract bones and skeletons of humans and animals.</p>
Personal, Social, Health and Economic Education -Relationships -Health and Well-Being	<p>PSHE JIGSAW SOW: Healthy me</p> <p>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.</p>	<p>PSHE JIGSAW SOW: Healthy me</p> <p>I know how to make healthy lifestyle choices.</p> <p>Identify the healthy choices I make that makes me have a balanced lifestyle.</p>	<p>PSHE JIGSAW SOW: Healthy me</p> <p>I know how to keep myself clean and healthy, and understand how germs cause disease/illness</p>	<p>PSHE JIGSAW SOW: Healthy me</p> <p>I know that all household products including medicines can be harmful if not used properly.</p>	<p>PSHE JIGSAW SOW: Healthy me</p> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely.</p>	<p>PSHE JIGSAW SOW: Healthy me</p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe.</p>	<p>PSHE JIGSAW SOW: Healthy me</p> <p><u>Assessment</u></p> <p><u>Identify why our bodies are complex and suggest ways in which we can keep ourselves healthy and safe.</u></p>

<p>-Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p>	<p>Recognise and identify healthy and unhealthy choices to make as part of a balanced lifestyle.</p>		<p>Recognise and understand that some household products are dangerous and understand how to keep safe around these.</p>	<p>Know and understand that household products can be dangerous and know what to do to stay safe around these.</p>	<p>Understand that medicine helps us when we are unwell. Identify and recognise that it is not always safe to take medicine and how to take it safely.</p>	<p>Understand the importance of road safety. Recognise the ways in which we can stay safe around and when crossing roads.</p>	
<p>Physical Education</p> <p>-Gymnastics</p> <p>-Dance</p> <p>-Games</p> <p>-Athletics</p> <p>-Swimming</p>	<p>PE Scheme Get Set 4 PE - Dance THEME: Weather To use counts of 8 to move in time and make my dance look interesting. <u>Indoor session only</u></p>	<p>PE Scheme Get Set 4 PE - Dance THEME: Weather To explore pathways in my dance. Sports Coaches - Fitness. To develop knowledge of how exercise can make you feel.</p>	<p>PE Scheme Get Set 4 PE - Dance THEME: Weather To create my own dance using, actions, pathways and counts. Sports Coaches - Fitness. To develop knowledge about how exercise can make you strong and healthy.</p>	<p>PE Scheme Get Set 4 PE - Dance THEME: Pirates To explore speeds and actions in our pirate inspired dance. Sports Coaches - Fitness. To develop knowledge about how exercise relates to breathing.</p>	<p>PE Scheme Get Set 4 PE - Dance THEME: Pirates To copy, remember and repeat actions that represent the theme. Sports Coaches - Fitness. To develop my understanding of how exercise helps my brain.</p>	<p>PE Scheme Get Set 4 PE - Dance THEME: Pirates To copy, repeat, create and perform actions that represent the theme. Sports Coaches - Fitness. To develop my understanding of how exercise helps my muscles.</p>	<p>PE Scheme Get Set 4 PE - Dance THEME: The Lost Toy To explore speeds and actions in our toy inspired dance. Sports Coaches - Fitness. To begin to understand the importance of daily exercise.</p>
<p>Computing</p> <p>-Code</p> <p>-Connect</p> <p>-Communicate</p> <p>-Collect</p>	<p>Programming A - Explain what a given command will do. Understand and identify the functions and features of a blue-bot.</p>	<p>Programming A - Act out a given word. Understand the functions of the blue-bot and carry out simple instructions.</p>	<p>Programming A - Combine direction commands to create a sequence (robot). Understand the functions and controls of a blue-bot and use this to create a sequence.</p>	<p>Programming A - Combine direction commands to create a sequence (robot). Understand how to control a blue-bot using its buttons to create a sequence of actions.</p>	<p>Programming A - To plan a simple program (algorithm). Use knowledge of blue-bot functions to plan a possible sequence.</p>	<p>Programming A - To plan a simple program (algorithm). Use knowledge of blue-bot functions to plan a possible sequence.</p>	<p><u>Assessment</u> <u>Programming A -</u> <u>Find more than one solution to a problem</u> <u>Use knowledge and understanding of blue-bot controls to find alternative routes.</u></p>
<p>Geography</p> <p>-Locational and Place Knowledge</p> <p>-Field Work</p> <p>-Using Globes, Maps and Plans</p>	<p>Use basic geographical vocabulary to refer to: key physical features and human features. Identify and recognise human and physical features on a map.</p>	<p>Use basic geographical vocabulary to refer to: key physical features and human features. Identify and recognise human and physical features on a local map.</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use knowledge of human and physical features to recognise landmarks on a local city map.</p>	<p>Identify the human and physical features of a given place. Identify and recognise human and physical features of an unfamiliar place.</p>	<p>Identify human and physical features within a game. Use locational knowledge to piece together a world map jigsaw, drawing on knowledge of hot and cold places and human and physical features.</p>	<p>Draw a simple picture map or plan with labels. Understand the role and importance of a key on a map. Draw a map of your road adding a key and symbols to identify human and physical features.</p>	<p><u>Assessment</u> <u>Understand and identify human and physical features on a map.</u></p>

<p>History -Chronology -Concepts -Interpretation -Enquiry -Communication</p>	<p>Significance and interpretation Begin to understand what makes someone significant. Topic hook: Introduction on Florence Nightingale and painting portraits of FN.</p>	<p>Significance and interpretation Identify why certain people/events are significant in history - achievements, impact etc... Investigate the life of Florence Nightingale, identify significant points of her life through a storyboard.</p>	<p>Significance and interpretation Identify why certain people/events are significant in history - achievements, impact etc... Identify significant moments in the life of Florence Nightingale.</p>	<p>Significance and interpretation Identify that some individuals are significant both locally and nationally. Identify what makes Florence Nightingale significant to us and how her impact on cleanliness has developed our hospitals.</p>	<p>Significance and interpretation Identify why certain people/events are significant in history - achievements, impact etc... Investigate the life of Mary Seacole and understand what made her significant.</p>	<p>Significance and interpretation Identify why certain people/events are significant in history - achievements, impact etc... Identify significant events in Florence Nightingale and Mary Seacole's lives and compare and contrast these. Understand that both these people significantly impacted our healthcare.</p>	<p>Significance and interpretation Identify why certain people/events are significant in history - achievements, impact etc... <u>Assesment: Identify significant parts of Florence Nightingale's life and understand why tht is significant to use and how it has impacted our lives.</u></p>
<p>Religious Education, Beliefs and Values -Believing -Expressing -Living</p>	<p>1.7 LIVING What does it mean to belong to a faith community? Do we all belong to something? Think about who they belong to and where they belong in community.</p>	<p>1.7 LIVING What does it mean to belong to a faith community? How do Christians show they belong? Story of the lost coin, what it feels like to be lost.</p>	<p>1.7 LIVING What does it mean to belong to a faith community? How do Christians welcome a new baby? Look at, and recreate Christian baptism ceremony. <u>Recall the key features of a baptism including the symbolism of the font and holy water.</u></p>	<p>1.7 LIVING What does it mean to belong to a faith community? How do muslims celebrate a new baby? Retell ceremony of Muslim's welcoming new baby.</p>	<p>1.7 LIVING What does it mean to belong to a faith community? How do people show they belong to one another? Understand they symbols from a Christian wedding. <u>Recall the key features of a marriage ceremony including the symbolism of vows and a wedding band.</u></p>	<p>1.7 LIVING What does it mean to belong to a faith community? How do people show they belong to one another? Understand the symbols and features from a Muslim wedding.</p>	<p>1.7 LIVING <u>Assessment</u> <u>What does it mean to belong to a faith community?</u> <u>How do people show they belong to one another?</u> <u>Compare and contrast differences and similarities between Christian and Muslim wedding.</u></p>
<p>Modern Foreign Languages-French -Listening -Speaking -Reading -Writing -Intercultural Understanding</p>	<p>Listen to the French spoken language - French greetings song</p>	<p>Know and join in with familiar French songs.</p>	<p>Use everyday greetings in context - afternoon register</p>	<p>Begin to join in and respond to spoken language through songs and rhymes.</p>	<p>Begin to join in and respond to spoken language through songs and rhymes.</p>	<p>Begin to join in and respond to spoken language through songs and rhymes.</p>	<p>Listen to the French spoken language.</p>

<p>Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise</p>	<p>Give an opinion on about the work of a well-known artist. Investigate the work of Guiseppe Arcimboldo and give an opinion about a piece of artwork.</p>	<p>Ask a question about a piece of art. Investigate the work of Guiseppe Arcimboldo and ask a question about a piece of his artwork.</p>	<p>Know how to show feelings through drawings. Understand where features are placed on the face. Create a portrait using simple guidelines for proportion.</p>	<p>Use pencils to create lines of different thickness in drawings. Investigate creating different lines using thinner and thicker pencils to create a portrait.</p>	<p>Know how to show feelings through drawings. Understand how to show emotion through a pencil portrait. Use simple guidelines for more accurate proportions.</p>	<p>Use pencils to create lines of different thickness in drawings. <i>Assessment: Pencil portraits - Children to take a selfie using an iPad and to select different thickness of pencil for different parts of their self-portrait.</i></p>	<p>Use pencils to create lines of different thickness in drawings. Parent Participation activity - Art Gallery in the hall. Children to then be in a pair with adult or another child and pair to draw each other using pencil.</p>
<p>Design and Technology -Design -Make -Evaluate -Food Technology</p>	<p>Food - Investigate Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Discuss where a range of fruit and vegetables come from and how they end up on our plates.</p>	<p>Food - Investigate Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Understand how to safely chop and peel a variety of fruit and vegetables.</p>	<p>Food - Investigate Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences Investigate the smell and taste of a variety of fruit and vegetables and identify personal preferences.</p>	<p>Food - Design Design appealing products for a particular user based on simple design criteria. Select foods purposely following an instruction to create a salad for a funny bones family picnic.</p>	<p>Food - Design Design appealing products for a particular user based on simple design criteria. Identify the components of their salad and why they have been selected.</p>	<p>Food - Making Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. Understand how to describe and discuss the fruits and vegetables chosen.</p>	<p>Food - Evaluating <i>Assessment Evaluate ideas and finished products against design criteria, including intended user and purpose.</i> <i>What would you make the same/different next time?</i></p>
<p>Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition</p>	<p>Charanga: Introducing tempo and dynamics - How does music make the world a better place? Step 1 - If You're Happy And You Know It Find and try to keep a steady beat.</p>	<p>Charanga: Introducing tempo and dynamics - How does music make the world a better place? Step 1 - If You're Happy And You Know It Find and try to keep a steady beat.</p>	<p>Charanga: Introducing tempo and dynamics - How does music make the world a better place? Step 2 - Sing Me A Song Very simple rhythm patterns using long and short.</p>	<p>Charanga: Introducing tempo and dynamics - How does music make the world a better place? Step 3 - Sparkle Very simple rhythm patterns using long and short.</p>	<p>Charanga: Introducing tempo and dynamics - How does music make the world a better place? Step 4 - Rhythm in The Way We Walk Very simple melodic patterns using high and low.</p>	<p>Charanga: Introducing tempo and dynamics - How does music make the world a better place? Step 5 - Big bear Funk Very simple melodic patterns using high and low.</p>	<p>Charanga: Introducing tempo and dynamics - How does music make the world a better place? <i>Step 6 - Assessment Checkpoint</i> Find and try to keep a steady beat. Very simple rhythm patterns using long and short. Very simple melodic patterns using high and low.</p>

Enhancements Visits and Visitors				Ambulance and paramedic visit to Year 1. Week beginning 23.01.23 Bible Encounters Assembly 27.01.23			
Parental Engagement							1B - 15.02.23 - Art Gallery and portrait session 2:30-3:00 1C - 16.02.23 - Art Gallery and portrait session 2:30-3:00
Whole School and National Events		Staff Team Member for the day 12.01.23	Chinese New Year 22.01.23 Year 1 Charity event: 20.01.23 Ukraine Appeal - add a yellow accessory to show the Ukrainian Flag	RSPB's Big School Birdwatch 29.01.23		Children's Mental Health Week - Let's Connect. Safer Internet Day 07.02.23 February	

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.