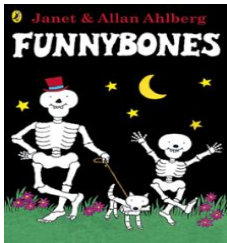
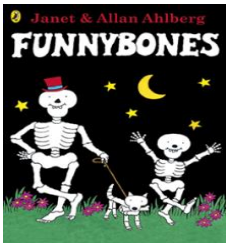
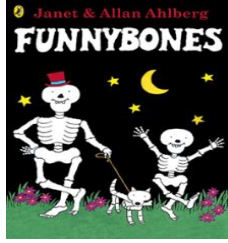
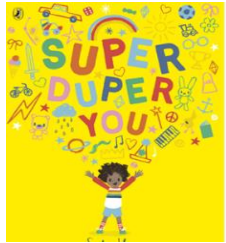
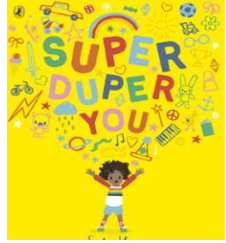




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum - Spring 1 2024
Phase Key Stage 1 Year Group 1



	Week 1 Wk Beg 08.01	Week 2 Wk Beg 15.01	Week 3 Wk Beg 22.01	Week 4 Wk Beg 29.01	Week 5 Wk Beg 05.02
Big Question	What makes my body so brilliant?				
Connected Concepts	Cause and Effect	Cause and Effect	Cause and Effect	Cause and Effect	Cause and Effect
Book Studies	Funnybones 	Funnybones 	Funnybones 	Super Duper You 	Super Duper You 
Children steering learning....	What is inside our bodies? Why can some people run faster than others? Why are some children taller than me?	How does your body stand up? Find out 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? Find out about doctors and nurses.	How do you hear sounds? Find out about eyes and ears.
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	<u>Hook:</u> Put together the skeletons and add the body part vocabulary to the correct parts. <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. Sequence sections of the text as they retell, capture pupil voice to explain their understanding of a section of the text.	<u>Phase 2 - Understanding as a writer.</u> Identify when sentences have missing CL and FS. Toolkit - correct or not correct sentences from the text. Write simple sentences adding an adjective to a noun or adverb to a verb. Editing the text to improve repetitive style of the text. <u>Reading</u> FFT Step 46: Read and spell words with e_e (delete) Common Alternatives: (/ee/ ie)	<u>Phase 2 - Understanding as a writer.</u> Combine words to make a sentence that makes sense. Jumbled words box to build a sentence around those given. <u>Phase 3 - Composition.</u> Sequence sentences to form a narrative. Re-read what I have written to check that it makes sense. Use Tales Toolkit images to retell the story. Modelling self-editing to re-read and use purple polish to correct or improve. Illustration prompts to support structure and stamina for writing.	<u>Phase 1 - Understanding as a reader.</u> Draw simple inferences from the text and/or the illustrations - What do you think? Why do you think? I see, I know, I think... <u>Phase 2 - Understanding as a writer.</u> Sequence sentences in chronological order to recount an event or experience. Generate a storyboard/list 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> <u>Assessment Indicator:</u> Sequence sentences to form a narrative. Use the personal pronoun 'I' correctly in a sentence. <i>My family, My friends, Things I am good at, Things I like - use as heading to structure writing. 'Super Duper Me'</i> <u>Reading</u> FFT Step 49: Read and spell words with u_e (flute/cute) Common Alternatives: (oo/ ui, ou; /yoo/ u) Explain clearly their understanding of what is read to them.

	<p>Sequence sentences in chronological order to recount an event or experience. Use Tales toolkit to orally rehearse the story using the key features of TT to share their understanding, draw, label and create sentence(s) for character, setting, problem and solution.</p> <p>Reading FFT Step 45: Read and spell words with a_e (cake) Common Alternatives: (/ai/ ey, ei, eigh)</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Predict what might happen on the basis of what has been read so far.</p>	<p>Reading FFT Step 47: Read and spell words with i_e (crocodile) Common Alternatives: (or/ a, al)</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p>	<p>Reading FFT Step 48: Read and spell words with o_e (bone) Common Alternatives: (oa/ ou)</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</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 Concrete: match numicon to part of a 2s number line, counting in 2s. Lolly stick.</p> <p>Concrete: Can you count in twos? Placing two counters in a bowl going from 2-10 (See picture). Lolly Stick.</p> <p>Fluency: Match pictorial representations to number cards and order, counting in 2's. Photo.</p> <p>Toolkit: Maze me. First children lay out numicon counting in 2s to 20.</p> <p>Toolkit: Correct or not correct?</p>	<p>Number: Place Value: Counting in multiples 5s Concrete: Counting in 5s with numicon. Match numicon to number strip with missing numbers. Fill in missing numbers. Lolly sticks</p> <p>Concrete: peg the numbers 5s. Lolly Sticks</p> <p>Fluency: order my answers. Order the numbers on the table and write the correct order in their books.</p> <p>Toolkit: odd one out. How do you know?</p> <p>PS&R: Four pictures counting in 5's – link to money</p>	<p>Number: Place Value: Counting in multiples of 10s. Concrete: numicon 10 number line to 50. Lolly stick.</p> <p>Fluency: number search 10. Lolly stick.</p> <p>Toolkit: Missing numbers 2s, 5s and 10s.</p> <p>PS&R: Choose your count, 2's, 5's, 10's.</p> <p>PS&R: Use my clues.</p>	<p>Multiplication and Division: Halves and doubles. Recognise, find and name a half as one of two equal parts of a quantity. Concrete: Share objects between two mats. First count the objects then half them by counting them out equally. Lolly sticks.</p> <p>Concrete: Choose a multiple of 2 and make it with numicon. Lay numicon halves over the top and tell a friend what half is. Lolly sticks.</p> <p>Fluency: Match me up – numicon to support.</p> <p>Toolkit: Correct or not correct? (With space to draw and write the answer)</p> <p>PS&R: Pick some answers, with reasoning.</p>	<p>Multiplication and Division: Halves and doubles. Concrete: Use a mirror to find doubles of objects. Write number sentences on whiteboards (6+6 = 12) Lolly sticks.</p> <p>Concrete: Geometry – choose a shape, double its sides and match it to a number card. Lolly sticks.</p> <p>Fluency: Find the calculation: Doubles. Record some number sentences in books.</p> <p>Toolkit: Find my neighbour</p> <p>PS&R: Four pictures: doubles and halves – money.</p>

Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	Animals including humans. Identify, name, draw and label the basic parts of the human body. Hook: Draw around bodies in groups of 3. Roll a body parts dice and then children to go and add labels to each one. https://www.bbc.co.uk/programmes/p0117vfr 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. Bread bacteria. investigation/germ spreading - ongoing observations and talking about what is noticed.	Animals including humans. Identify, name, draw and label the basic parts of the human body. Observe closely, talking about what is noticed. Perform simple tests and talk about how to make it fair. Look carefully at our bodies and collect data about head size, hand and foot size, hair and eye colour. Consider the question: If someone has big feet, do they also need larger gloves? Bones and skeleton observations and talking about what is noticed. Compare and contrast bones and skeletons of humans and animals.	Animals including humans. Explain which part of the body is associated with each sense. Label the body parts associated with each sense - correct or not correct to show understanding of their purposes. Sight Test Following instructions. What do you think will happen if you try to put a coat on without your sense of sight? Fingerprint observations. To make observations and compare and contrast with others. What is noticed?	Animals including humans. Explain which part of the body is associated with each sense. Perform simple tests and talk about how to make it fair. Touch Test (remind skin not hands) Objects: teddy, plastic dinosaur, sandpaper, ice, wooden block. Explore touching the objects when blindfolded. Smell Test Objects include: scented solid soap, slices of orange, solid chocolate. Carry out tests smelling the different objects.	Animals including humans. <u>Assessment Indicator:</u> Identify, name, draw and label the basic parts of animal bodies. <i>Describe the key features of a range of animals.</i> Use a word bank to help them label the body parts of 12 different animals.
Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world Relationships and Sex Education (RSE) and Health Education	PSHEE JIGSAW SOW: Dreams and Goals Set a goal and workout how to achieve it. To identify attainable goals and to recognise and understand the steps needed to take in order to reach a personal goal.	PSHEE JIGSAW SOW: Dreams and Goals Understand how to work well with a partner. To understand the importance of compromise when working in a team. Identify and evaluate the effectiveness of working in a team. (Tolerance)	PSHEE JIGSAW SOW: Dreams and Goals Tackle a new challenge and understand this might stretch my learning. To recognise the feelings involved when tackling a new challenge and to understand how this may stretch our learning.	PSHEE JIGSAW SOW: Dreams and Goals Identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them. Identify how people overcome difficulties when reaching a target and to identify personal obstacles that may make it difficult for us to reach our own targets. (Mutual Respect)	PSHEE JIGSAW SOW: Dreams and Goals <u>Assessment Indicator:</u> I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. To recognise the feeling of success and to identify how success is celebrated by other people and ourselves.
Physical Education -Gymnastics -Dance -Games -Athletics -Swimming	Get Set 4 PE SOW Indoor PE Dance To use counts of 8 to move in time and make my dance look interesting. Count evenly to the beat. Use clear actions. Use levels to make your dance look interesting.	Get Set 4 PE SOW Indoor PE Dance To explore pathways in my dance. Draw the shape of the pathway as you travel. Use a change of direction and speed to make your dance look interesting.	Get Set 4 PE SOW Indoor PE Dance To create my own dance using, actions, pathways and counts. Discuss and share ideas with a partner to create your actions. Use counts of 8 to help you stay in time with the music and each other.	Get Set 4 PE SOW Indoor PE Dance To explore speeds and actions in our pirate inspired dance. Use clear actions. Use counts of 8 to help you stay in time with the music and each other.	Get Set 4 PE SOW Indoor PE Dance To copy, remember and repeat actions that represent the theme. Use clear actions. Use expression to help to tell the story.

	<p>Outdoor PE Target Games. To develop underarm throwing towards a target. Keep your eyes on the target. Opposite hand to point at the target.</p> <p>Stand with your legs split, opposite leg to throwing arm forwards.</p>	<p>Use counts of 8 to help you stay in time with the music and each other.</p> <p>Outdoor PE Target Games. To develop underarm throwing towards a target. Keep your eyes on the target.</p> <p>Opposite hand to point at the target.</p> <p>Stand with your legs split, opposite leg to throwing arm forwards.</p> <p>Time the release of the throw.</p>	<p>Outdoor PE Target Games. To develop underarm and overarm throwing at a target. Face your body and target arm towards the target (underarm).</p> <p>Face your body side-on (overarm).</p> <p>High-5 the sky to 'stick' the throw.</p> <p>The beanbag starts by your ear (overarm).</p>	<p>Outdoor PE Target Games. To develop throwing for accuracy and distance, using underarm and overarm. Face your body and target arm towards the target.</p> <p>Face your body side-on (overarm).</p> <p>Stand with your legs split, opposite leg to throwing arm forwards.</p>	<p>Outdoor PE Target Games To select the correct throw for the target. Face your body and target arm towards the target.</p> <p>Face your body side-on (overarm).</p> <p>Stand with your legs split, opposite leg to throwing arm forwards.</p> <p>The beanbag starts by your ear (overarm).</p>
<p>Computing -Code -Connect -Communicate -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><u>Assessment Indicator:</u> Programming A - Find more than one solution to a problem Use knowledge and understanding of blue-bot controls to find alternative routes.</p>
<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>			<p>Minor: Use map skills to follow a route on a prepared map and find information. To create a simple map based on the story 'Funny Bones'. Follow and create routes to find the items in the story.</p>		
<p>History -Chronology -Concepts -Interpretation -Enquiry -Communication</p>	<p>Major:- Significant Individuals. Why is Florence Nightingale remembered today? Identify that events have happened in the past and significant people from the past have helped shape the present locally and nationally.</p>	<p>Major:- Significant Individuals. Why is Florence Nightingale remembered today? Know that Florence Nightingale is a significant individual from the past who has contributed to national</p>	<p>Major:- Significant Individuals. Why is Florence Nightingale remembered today? Analyse a variety of artefacts/objects to infer about an individual or event.</p>	<p>Major:- Significance and interpretation Compare aspects of Florence Nightingale's life to others who lived in different periods. Begin to understand what makes someone significant. Investigate the life of Mary Seacole and understand what</p>	<p>Major:- Significance and interpretation Compare aspects of Florence Nightingale's life to others who lived in different periods. Begin to understand what makes someone significant. Identify significant events in Florence Nightingale and Mary</p>

	<p>Begin to understand what makes someone significant. History Mystery: image clues as to who Florence was, what she did and what makes her a significant person.</p> <p>Know that Florence Nightingale is a significant individual from the past who has contributed to national and international achievements.</p> <p>Begin to understand what makes someone significant. Investigate the life of Florence Nightingale, identify significant points of her life through a storyboard. (Individual liberty)</p>	<p>and international achievements.</p> <p>Begin to understand what makes someone significant.</p> <p>Use the terms cause and effect. Identify significant moments in the life of Florence Nightingale. Compare nurses today with those in Florence's time. Explain her pivotal role in setting up nursing as a profession. (Individual liberty)</p>	<p>Identifying that continuity or change can be a good or a bad thing.</p> <p>Identify what makes Florence Nightingale significant to us and how her impact on cleanliness has developed our hospitals.</p> <p>Compare the hospitals then to now, what problems did she have to solve upon her arrival to the Crimea? (Individual liberty)</p>	<p>made her significant. Florence vs. Mary - who said it? (Individual liberty)</p>	<p>Seacole's lives and compare and contrast these. Understand that both these people significantly impacted our healthcare system.</p> <p>Know that Florence Nightingale is a significant individual from the past who has contributed to national and international achievements.</p> <p><u>Assessment Indicator:</u> <i>Sequence the events in Florence's life - statement to be captured, describing how features of life today.</i></p>
<p>Religious Education, Beliefs and Values</p> <p>-Believing</p> <p>-Expressing</p> <p>-Living</p>	<p>LIVING</p> <p>What does it mean to belong to a faith community?</p> <p>Do we all belong to something? Think about who they belong to and where they belong in community. What groups might they attend that are the same or different as their friends? (Rule of Law) (Democracy)</p>	<p>LIVING</p> <p>What does it mean to belong to a faith community?</p> <p>How do Christians show they belong? Story of the lost coin, what it feels like to be lost in comparison to what it feels like to belong. Look at symbols of belonging within the Christian faith. (Respect)</p>	<p>LIVING</p> <p>What does it mean to belong to a faith community?</p> <p>How do Christians celebrate a new baby? Look at, and recreate Christian baptism ceremony. Recognise key features and symbols. (Respect)</p> <p><u>Assessment Indicator:</u> <i>Recall the key features of a baptism including the symbolism of the font and holy water.</i></p>	<p>LIVING</p> <p>What does it mean to belong to a faith community?</p> <p>How do people show they belong to one another? Think about any weddings they may have been to. Share Christian traditions. Naming, recognising and labelling meanings behind certain traditions. (Respect)</p>	<p>LIVING</p> <p><u>Assessment Indicator:</u> <i>What does it mean to belong to a faith community?</i></p> <p>How do people show they belong to one another? <i>Recall the key features of a marriage ceremony including the symbolism of vows and a wedding band.</i></p>
<p>Modern Foreign Languages-French</p> <p>-Listening</p> <p>-Speaking</p> <p>-Reading</p> <p>-Writing</p> <p>-Intercultural Understanding</p>	<p>Listening</p> <p>Know and join in with familiar French songs and rhymes, recognising some words. Join in with songs about food.</p>	<p>Listening</p> <p>Know and join in with familiar French songs and rhymes, recognising some words. Join in with songs about French foods.</p>	<p>Intercultural Understanding</p> <p>Begin to join in with dances from different cultures. Create own actions and dance moves to help recall each key word name.</p>	<p>Intercultural Understanding</p> <p>Begin to join in with dances from different cultures. Build a sequence with the previous hand gestures and dance moves to help remember key words.</p>	<p>Speaking</p> <p>Recognise and recall vocabulary in the everyday environment. Recall French vocabulary for favourite foods.</p>
<p>Art and Design and Design and Technology</p> <p>-Design</p>	<p>Food - Investigate</p> <p>Understand where a range of fruit and vegetables come</p>	<p>Food - Investigate</p> <p>Use simple utensils and equipment to e.g. peel, cut,</p>	<p>Food - Design</p>	<p>Food - Making</p> <p>Select from a range of fruit and vegetables according to</p>	<p>Food - Evaluating</p> <p><u>Assessment Indicator:</u></p>

<p>-Make -Evaluate -Food Technology</p>	<p>from e.g. farmed or grown at home. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Discuss where a range of fruit and vegetables come from and how they end up on our plates. Farm to fork - where does food come from?</p>	<p>slice, squeeze, grate and chop safely.</p> <p>Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Understand how to safely chop and peel a variety of fruit and vegetables.</p> <p>Investigate the smell and taste of a variety of fruit and vegetables and identify personal preferences.</p>	<p>Design appealing products for a particular user based on simple design criteria. Select foods purposely following instructions to create a salad for a funny bones family picnic.</p>	<p>their characteristics e.g. colour, texture and taste to create a chosen product. Use simple utensils and equipment to e.g. peel, cut, slice and chop safely. Understand how to describe and discuss the fruits and vegetables chosen.</p> <p>Generate salad, from their design, following safety of cutting. Peel, cut, slice, chop.</p>	<p>Evaluate ideas and finished products against design criteria, including intended user and purpose. <i>What would you make the same/different next time?</i></p>
<p>Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition</p>	<p>Charanga Model Music Curriculum B. 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. Understanding music. Let's find and keep a steady beat. Play or clap simple rhythmic patterns using long and short sounds. Respond to different high and low pitches. Improvise together. Keep a steady beat when improvising. Clap four-beat rhythms, creating long and short sounds. Improvise using one, two or three notes, using F, G and A. Listen and Respond. Listen carefully and copy back the actions.</p>	<p>Charanga Model Music Curriculum B. 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. Understanding music. Let's find and keep a steady beat. Play or clap simple rhythmic patterns using long and short sounds. Respond to different high and low pitches. Improvise together. Keep a steady beat when improvising. Clap four-beat rhythms, creating long and short sounds. Improvise using one, two or three notes, using F, G and A. Listen and Respond Listen carefully and copy back the actions.</p>	<p>Charanga Model Music Curriculum B. Introducing tempo and dynamics - How does music make the world a better place? Step 3 - Sparkle Very simple rhythm patterns using long and short. Understanding music. Let's find and keep a steady beat. Play or clap simple rhythmic patterns using long and short sounds. Respond to different high and low pitches. Improvise together. Keep a steady beat when improvising. Clap four-beat rhythms, creating long and short sounds. Improvise using one, two or three notes, using F, G and A. Listen and Respond Listen carefully and copy back the actions.</p>	<p>Charanga Model Music Curriculum B. 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. Understanding music. Let's find and keep a steady beat. Play or clap simple rhythmic patterns using long and short sounds. Respond to different high and low pitches. Improvise together. Keep a steady beat when improvising. Clap four-beat rhythms, creating long and short sounds. Improvise using one, two or three notes, using F, G and A. Listen and Respond Listen carefully and copy back the actions.</p>	<p>Charanga Model Music Curriculum B. Introducing tempo and dynamics - How does music make the world a better place? <u>Assessment Indicator:</u> <i>Find and try to keep a steady beat.</i> <i>Create simple rhythm patterns using long and short.</i> <i>Create simple melodic patterns using high and low.</i> Understanding music. Let's find and keep a steady beat. Play or clap simple rhythmic patterns using long and short sounds. Respond to different high and low pitches. Improvise together. Keep a steady beat when improvising. Clap four-beat rhythms, creating long and short sounds. Improvise using one, two or three notes, using F, G and A. Listen and Respond</p>

	Respond to the questions, thinking about the music. 'Did You Know?' facts about the song.	Respond to the questions, thinking about the music. 'Did You Know?' facts about the song.	Respond to the questions, thinking about the music. 'Did You Know?' facts about the song.	Respond to the questions, thinking about the music. 'Did You Know?' facts about the song.	Listen carefully and copy back the actions. Respond to the questions, thinking about the music. 'Did You Know?' facts about the song.
Enhancements Visits and Visitors	Ambulance and paramedic visit to Year 1. Date TBC	Friends of Meadowbank Movie night FS & KS1 18.01.24 3:30-5.00 pm			
Parental Engagement		KS1 Maths Workshop Tell Me/Show me event 15.01.24 9.00-10.15			
Whole School and National Events				NSPCC Charity Event 02.02.24	Safer Internet day 06.02.2024 Mental Health Week Place2Be Chinese New Year 10.02.24

Progression of knowledge and skills are shown horizontally across the half term. The different subjects are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.