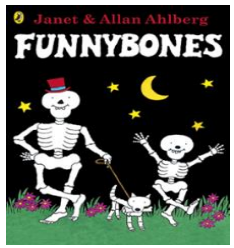
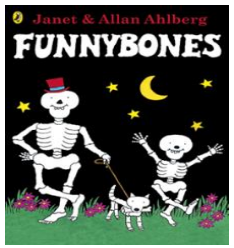
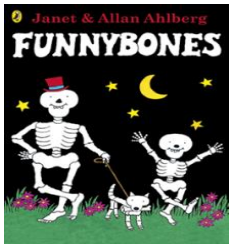
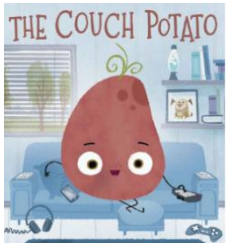
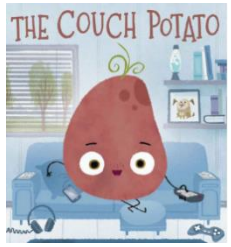
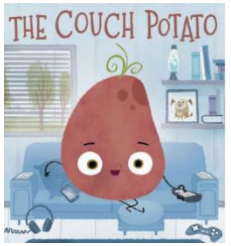
Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Spring 1 2025
Phase Key Stage 1 Year Group 1

	Week 1 Wk Beg 06.01	Week 2 Wk Beg 13.01	Week 3 Wk Beg 20.01	Week 4 Wk Beg 27.01	Week 5 Wk Beg 03.02	Week 6 Wk Beg 10.02
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**	**Cause and Effect**
Book Studies	**Funnybones by Janet and Allan Ahlberg** 	**Funnybones by Janet and Allan Ahlberg** 	**Funnybones by Janet and Allan Ahlberg** 	**The Couch Potato by Jory John** 	**The Couch Potato by Jory John** 	**The Couch Potato by Jory John** 
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**	**Hook: Put together the skeletons and add the body part vocabulary to the correct parts.** **Phase 1 – Understanding as a reader.** **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	**Phase 2 – Understanding as a writer.** **Identify when sentences have missing CL and FS.** Toolkit – correct tor not correct sentences from the text. **Phase 2 – Understanding as a writer.** **Write simple sentences adding an adjective to a noun or adverb to a verb.** Finding alternative words which can be used to replace those repetitive words given – dark – gloomy, spooky etc.	**Phase 2 – Understanding as a writer.** **Combine words to make a sentence that makes sense.** Jumbled words box to build a sentence around those given. **Phase 3 – Composition.** **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	**Phase 1 – Understanding as a reader.** **Begin to make predictions about the events in a text including predicting from the front cover and the title of the book/chapter.** Using the front cover – what do you think the book will be abut/what might happen? Why do you think this? Use of because to explain and reason. **Phase 1 – Understanding as a reader.** **Draw simple inferences from the text and/or the**	**Phase 2 – Understanding as a writer.** **Some correct use of question marks.** Consider what things you could ask the Couch Potato about his lifestyle or what he could do instead on sitting all day. Why don't you want to see your friends? Why don't you…? Have you tried…? Have you ever…? Do you think you could…? **Phase 2 – Understanding as a writer.** **Joining words and joining clauses using the conjunction 'and'.**	**Phase 3 – Composition.** **Assessment Indicator** *Write more than one sentence on an idea.* Information page about a healthy life style – How not to be a Couch Potato! Use of adjectives to describe how a healthy lifestyle could make you feel, use of 'an' to join clauses. Questions to ask the reader. **Reading** **FFT Step 49: Read and spell words with u_e (flute/cute)** **Common Alternatives:**

	understanding of a section of the text. **<u>Phase 1 – Understanding as a reader.</u>** **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. **<u>Reading</u>** **FFT Step 44: consolidation 1 per day** **ir, ue, aw, ew**	**<u>Phase 2 – Understanding as a writer.</u>** **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 45: Read and spell words with a_e (cake)** **Common Alternatives: (/ai/ ey, ei, eigh)** **Predict what might happen on the basis of what has been read so far.**	improve. Illustration prompts to support structure and stamina for writing. **<u>Reading</u>** **FFT Step 46: Read and spell words with e_e (delete)** **Common Alternatives: (/ee/ ie)** **Predict what might happen on the basis of what has been read so far.**	**illustrations – What do you think? Why do you think?** I see, I know, I think… **<u>Reading</u>** **FFT Step 47: Read and spell words with i_e (crocodile)** **Common Alternatives: (or/ a, al)** **Participate in discussion about what is read to them, taking turns and listening to what others say.**	Giving the couch potato healthy and active options instead of sitting using the conjunction 'and' to create additional information in sentences. **<u>Reading</u>** **FFT Step 48: Read and spell words with o_e (bone)** **Common Alternatives: (oa/ ou)** **Participate in discussion about what is read to them, taking turns and listening to what others say.**	**(oo/ ui, ou; /yoo/ u)** **Explain clearly their understanding of what is read to them.** **Phonics screening recheck assessment and FFT SFA assessment**
Key vocabulary	Cellar (focus on up-levelling simple vocabulary) Staircase Skull Frighten Scratched Climbed			Slouch Impressed Comfortable Spectacular Shimmering		
Mathematics **Number** **-Number and Place Value** **-Addition and Subtraction** **-Multiplication and Division** **-Fractions** **Measurement** **-Geometry Properties of shapes** **-Geometry Position and Direction**	**Addition and Subtraction within 20.** **Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.** **Add and subtract one-digit and two-digit numbers to 10 and then 20, including zero.** Concrete – Tens frames with counters using number bonds knowledge. Concrete – Multilink (Independent in Continuous Provision)	**Addition and Subtraction within 20.** **Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.** **Add and subtract one-digit and two-digit numbers to 10 and then 20, including zero.** **Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.**	**Addition and Subtraction within 20.** **Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.** **Add and subtract one-digit and two-digit numbers to 10 and then 20, including zero.** **Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.**	**Addition and Subtraction within 20.** **Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.** **Add and subtract one-digit and two-digit numbers to 10 and then 20, including zero.** **Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.**	**Measurement – Time** **Tell the time to the hour and half past the hour and draw the hands on a clock facto show these times.** Concrete – Picture cards match up to times. Fluency – Odd one out (Independent in Continuous Provision) Tool Kit – Correct or not correct.	**Number- Place Value** **Couting in 2s 5s and 10s** **Count in multiples of 2s, 5s and 10s.** Concrete – Sorting real objects in 2s. Concrete – Number lines in 2s. Concrete – Numicon match up.

	Concrete – Number lines using number bonds.	Fluency – Star centre – addition and subtraction. Fluency – Match me up. Fluency – Odd one out (Independent in Continuous provision)	Tool Kit – Pick a Pair (Independent in Continuous Provision) Tool Kit – Find my neighbour. Problem Solving – Correct or not correct.	Tool Kit – Order my answers. Tool Kit – Which symbol (Independent in Continuous Provision) Problem Solving – 3 reads.		
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 and say which part of the body is associated with each sense.** 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 and say which part of the body is associated with each sense.** **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. Bones and skeleton observations and talking about what is noticed. Compare and contract bones and skeletons of humans and animals.	Animals including humans. **Identify, name, draw and label the basic parts of the human body and say 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?	**<u>Sticky Knowledge</u>** *Acquire and Apply* **Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.** Identifying the senses to body parts and explaining their purpose using cloze procedure. Cloze procedure of body parts to label, adding the use or function of each one.	Animals including humans. **Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.** **Perform simple tests and talk about how to make it fair.** Explore touching the objects when blindfolded and carry out tests smelling the different objects.	Animals including humans. **<u>Assessment Indicator</u>** ***Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.*** *Describe the key body parts and their senses.*
Personal, Social, Health and Economic Education **-Relationships** **-Health and Well-Being** **-Living in the Wider world** **Relationships and Sex Education (RSE)**	**PSHEE Jigsaw SOW** Dreams and Goals How do you feel when you achieve a goal? **Set simple goals and think about how to achieve them.** To think about a suitable goal for the year, sharing with the class and planning ways to achieve it.	**PSHEE Jigsaw SOW** Dreams and Goals How can we work together to achieve a goal? **Work with a partner and celebrate achievement.** To work as a team to solve simple problems or obstacles. (BV-Tolerance)	**PSHEE Jigsaw SOW** Dreams and Goals How easy is it to work with a partner? **Work with a partner and celebrate achievement.** To work collaboratively on a team or partner task, understanding the values needed of effective teamwork.	**PSHEE Jigsaw SOW** Dreams and Goals How does it feel when we start to learn something new? **Tackle a new challenge and think about how this will stretch their learning and the obstacles they may face along the way** To complete a new task, overcoming obstacles and celebrating successes. (BV-Mutual Respect)	**PSHEE SOW Jigsaw** Dreams and Goals How can we help each other when we find things difficult? **Tackle a new challenge and think about how this will stretch their learning and the obstacles they may face along the way** Use strategies already learned to use overcome challenges and obstacles in everyday life.	**PSHEE SOW Jigsaw** Dreams and Goals How does success feel? **Recognise the success of achieving a challenge.** **<u>Assessment Indicator</u>** *Give examples of what has helped me succeed in my learning and how it made me feel.* *Explain how I feel when I am successful and how this can be celebrated positively.*

and Health Education						*Give examples of positive things that have happened to me.* To recognise how to recognise successes and how to achieve them when they face difficulties.
Physical Education **-Gymnastics** **-Dance** **-Games** **-Athletics** **-Swimming**	**Get Set 4 PE SOW** Indoor PE – Dance **Copy, remember and repeat actions to represent a theme.** Use counts of 8 to move in time and make my dance look interesting using clear actions and different levels. **Assessment Indicator** *Begin to use counts.* Outdoor PE - Target Games. **To develop underarm throwing towards a target.** Stand with your legs split, opposite leg to throwing arm forwards. **Assessment Indicator** *Roll a ball towards a target.*	**Get Set 4 PE SOW** Indoor PE – Dance **Explore pathways within my performance.** Draw the shape of the pathway as you travel, using a change of direction and speed to make your dance look interesting. Outdoor PE - Target Games. **Know which type of throw to use for distance and accuracy.** Develop a technique to throw for distance and accuracy.	**Get Set 4 PE SOW** Indoor PE – Dance **Create my own actions in relation to a theme.** Discuss and share ideas with a partner to create our own actions. **Assessment Indicator** *Work with others to share ideas and select actions.* Outdoor PE - Target Games. **To develop underarm and overarm throwing at a target.** Face your body and target arm towards the target (underarm). **Assessment Indicator** *Use an underarm throw aiming towards a target.*	**Get Set 4 PE SOW** Indoor PE – Dance **Explore varying speeds to represent an idea.** Develop clear actions and explore speeds in our pirate inspired dance. Outdoor PE - Target Games. **Know that my body position will affect the accuracy of my throw.** Face your body and target arm towards the target. Face your body side-on (overarm).	**Get Set 4 PE SOW** Indoor PE – Dance **Begin to explore actions and pathways with a partner.** Use expression to help to tell the story. Outdoor PE - Target Games. **Know that tactics can help us when playing games.** Use the correct techniques for throwing within a game.	**Get Set 4 PE SOW** Indoor PE – Dance **Perform on my own and with others to an audience.** Perform dance routine in front of an audience. **Assessment Indicator** *Express what was enjoyable about someone else's performance.* Outdoor PE - Target Games. **Know that rules help us to play fairly.** Throw with accuracy and distance. **Assessment Indicator** *Understand what good technique looks like.*
Computing **-Code** **-Connect** **-Communicate** **-Collect**	Programming A **Explain what a given command will do.** Understand and identify the functions and features of a blue-bot.	Programming A **Act out a given word.** Understand the functions of the blue-bot and carry out simple instructions.	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.	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.	Programming A **To plan a simple program (algorithm).** Use knowledge of blue-bot functions to plan a possible sequence.	Programming A **Find more than one solution to a problem.** Use knowledge of blue-bot functions to find possible routes. **Assessment Indicator** ***Programming A –*** ***Find more than one solution to a problem.*** *Use knowledge and understanding of blue-bot controls to find alternative routes.*

Geography **-Locational and Place Knowledge** **-Field Work** **-Using Globes, Maps and Plans**	**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.	**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.	**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.			
History **-Chronology** **-Concepts** **-Interpretation** **-Enquiry** **-Communication**	**Major** Significant Individuals. Why do we think Florence Nightingale is remembered? **Know that Florence Nightingale/Mary Seacole is a significant individual from the past who has contributed to national and international achievements.** **Ask and answer questions, locate relevant information and communicate the answers as sentences.** History Mystery: image clues as to who Florence was, what she did and what makes her a significant person. Generate questions we would ask her if we could meet her today – gather and record a sample of questions. Tales toolkit retell of the character (Florence, setting, Crimea, Problem, Dirty overcrowded hospitals and Solution – proper nurses training.	**Major** Significant Individuals. Why did Florence place herself in such danger to help people? **Identify that events have happened in the past and significant people from the past have helped shape the present locally and nationally. Begin to understand what makes someone significant.** Identify significant moments in the life of Florence Nightingale. Sequence images of the timeline of Florence's achievements – answering the enquiry question of why did she put herself in danger to help people? (BV-Individual liberty)	**Major** Significant Individuals. What did Florence do to improve the lives of the soldiers she met? **Analyse a variety of artefacts/objects to infer about an individual or event. Begin to understand what makes someone significant.** How did she fix it? Consider the problems that Florence had to overcome when she travelled to the Crimean War. What was wrong and what did she do to solve it? Images of hospitals today and then to make relevant comparisons back to the changes she has made and its impact on hospitals today. (BV-Individual liberty)	**<u>Sticky Knowledge</u>** *Acquire and Apply:* What was Florence Nightingale's greatest achievement? *Know that Florence Nightingale/Mary Seacole is a significant individual from the past who has contributed to national and international achievements.* Odd one out - which of the things listed are great achievements that make her remembered today? Diamond 4 – considering the 4 important achievements in Florence's life – which order would you rank them in the diamond 4? Why? – Record pupil voice context.	**Major** Significant Individuals? Who was Mary Seacole? **Compare aspects of Florence Nightingale's life to others who lived in different periods. (Mary Seacole)** **Analyse a variety of artefacts/objects to infer about an individual or event.** Investigate the life of Mary Seacole and understand what made her significant. Florence vs. Mary – who said it? (BV-Individual liberty)	**Major** Significant Individuals. How do we know so much about Florence Nightingale when she lived so long ago? **<u>Assessment Indicator</u>** *Sequence the events in Florence's life – statement to be captured, describing how features of life today.* *Create a fact page – statue, medal, drawings, facts and information/pupil voice to be added.*
Religious Education, Beliefs and Values **-Believing**	LIVING What does it mean to belong to a faith community?	LIVING What does it mean to belong to a faith community?	LIVING What does it mean to belong to a faith community?	LIVING What does it mean to belong to a faith community?	LIVING What does it mean to belong to a faith community?	LIVING What does it mean to belong to a faith community?

-Expressing **-Living**	**Recognise and name some symbols of belonging from their own experience and for Christians, suggesting what these might mean and why they matter to believers.** Baseline: 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? (BV-Rule of Law/Democracy)	**Recognise and name some symbols of belonging from their own experience and for Christians, suggesting what these might mean and why they matter to believers.** 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. (BV-Respect)	**Give an account of what happens at a traditional Christian infant baptism and suggest what the actions and symbols mean.** Look at, and recreate Christian baptism ceremony. Recognise key features and symbols. (BV-Respect)	**Identify two ways people show they belong to each other when they get married.** Think about any weddings they may have been to. Share Christian traditions. Naming, recognising and labelling meanings behind certain traditions. (BV-Respect)	**Identify two ways people show they belong to each other when they get married.** Recall the key features of a marriage ceremony including the symbolism of vows and a wedding band. P4C based around wedding and commitments.	**Assessment Indicators** *Recall the key features of a baptism including the symbolism of the font and holy water.* *Recall the key features of a marriage ceremony including the symbolism of vows and a wedding band* Discussion traditions at both ceremonies, and what symbols are used. Recognise and match symbols to ceremony.
Modern Foreign Languages-French **-Listening** **-Speaking** **-Reading** **-Writing** **-Intercultural Understanding**	Listening **Know and join in with familiar French songs and rhymes, recognising some words.** Join in with songs about numbers. **Une Chanse on des Chiffres**	Listening **Know and join in with familiar French songs and rhymes, recognising some words.** Join in with songs about numbers. **Une Chanse on des Chiffres**	Intercultural Understanding **Begin to join in with dances from different cultures.** Create own actions and dance moves to help recall each number. **Les chiffres de 1 a 20**	Intercultural Understanding **Begin to join in with dances from different cultures.** Build a sequence with the previous hand gestures and dance moves to help remember number names **Les chiffres de 1 a 20**	Speaking **Recognise and recall vocabulary in the everyday environment.** Recall French vocabulary for numbers. **French numbers 1 - 20**	Speaking **Recognise and recall vocabulary in the everyday environment.** Recall French vocabulary for numbers. **French numbers 1 - 20**
Art and Design and Design and Technology **-Design** **-Make** **-Evaluate** **-Food Technology**	Food – Investigate **Understand where a range of fruit and vegetables come 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?	Food – Investigate **Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.** **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. Investigate the smell and taste of a variety of fruit and vegetables and identify personal preferences.	Food – Design **Design appealing products for a particular user based on simple design criteria.** Select foods purposely following instructions linked to different given criteria. Thinking about what foods would be suitable for when.	.Food – Design **Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.** Design a healthy salad for a Funnybones picnic, giving reasons to why they have chosen their vegetables, linked to colour, taste and texture.	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. 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. Generate salad, from their design, following safety of cutting. Peel, cut, slice, chop	Food – Evaluating **Evaluate ideas and finished products against design criteria, including intended user and purpose.** Does the finished product meet your design criteria? Would it work as a good salad for a picnic? What elements would be changed if it wa to be made again? **Assessment Indicator** *Evaluate whether the finished product meets the design criteria, intended user and purpose.* *Know and use technical and sensory vocabulary relevant to the project.*

Music **-Listen and Appraise** **-Singing** **-Instruments** **-Improvisation** **-Composition**	**Charanga Model Music Curriculum B** Exploring Sounds Understanding Music **Find and keep a steady beat together.** Keep in time with a beat. **Assessment Indicator** *Remaining in time with a steady beat.*	**Charanga Model Music Curriculum B** Exploring Sounds Listening and appraising **Talk about feelings created by the music.** Discuss our likes and dislikes of a song.	**Charanga Model Music Curriculum B** Exploring Sounds Singing **Use actions and/ or movement to a song.** Sing along with a piece of music using actions or movement.	**Charanga Model Music Curriculum B** Exploring Sounds Playing instruments **Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation.** Copy and repeat notes using the Glockenspiel. **Assessment Indicator** *Performing short, repeating rhythm patterns.*	**Charanga Model Music Curriculum B** Exploring Sounds Creating: improvising **Improvise simple vocal patterns using 'Question and Answer' phrases.** Improvise simple vocal patterns.	**Charanga Model Music Curriculum B** Exploring Sounds Performing **Rehearse a song and perform it to an audience.** Sing along with a piece of music in front of an audience. **Assessment Indicator** *Sing to an audience.*
Outdoor Learning Opportunities	**Major: (Science)** Drawing chalk bodies on the playground.	**Minor: (Maths)** Addition and subtraction number lines.	**Minor: (Geography)** Create a map using natural materials and chalk.	**Major: (Science)** Matching body part labels to chalk bodies.	**Minor: (Maths)** Recording times to o clock and half past using chalk	**Major (PSHEE)** Stepping stones challenge to recognise steps to success.
Enhancements Visits and Visitors	Ambulance and paramedic visit 08.01.25					
Parental Engagement			Maths Workshop – Multiplication in action 29.1.2025 2.30-3.00pm			
Whole School and National Events						Safer Internet Day 11.02.25 St. Valentine's Day 14.02.25

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.