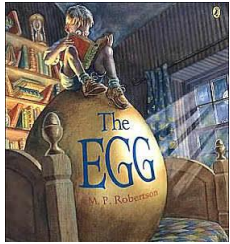
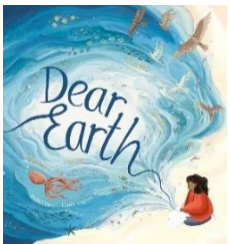
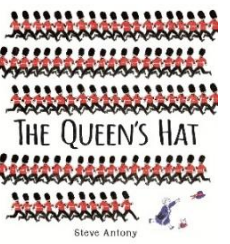
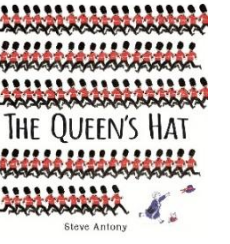
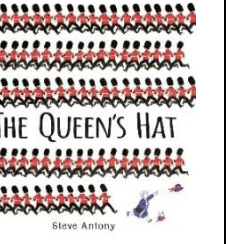
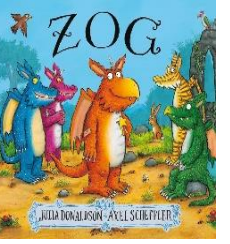
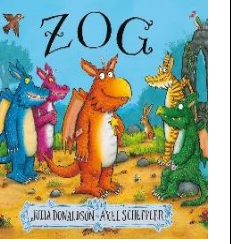




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Spring 2 2025
Phase Key Stage 1 Year Group 1



	Week 1 Wk Beg 24.02	Week 2 Wk Beg 03.03	Week 3 Wk Beg 10.03	Week 4 Wk Beg 17.03	Week 5 Wk Beg 24.03	Week 6 Wk Beg 31.03	Week 7 Wk Beg 07.04
Big Question	What's so great about Great Britain?						
Connected Concepts	Significance Power	Significance Power	Significance Power	Significance Power	Significance Power	Significance Power	Significance Power
Book Studies	The Egg 	Dear Earth by Isabel Otter 	The Queen's Hat by Steve Anthony 	The Queen's Hat by Steve Anthony 	The Queen's Hat by Steve Anthony 	Zog by Julia Donaldson 	Zog by Julia Donaldson 
Children steering learning...	What does a dragon egg look like? Where is England? What does England look like? Which special buildings are in London? What does London look like? Where does King Charles live? Where is London? How long does it take to get to London? Did Paddington meet the Queen? Where is Wales? What does Wales look like? Where is Scotland? What can you see in Scotland? Where is Northern Ireland? What can you see in Northern Ireland? Why should you visit the UK? What's so Great about Great Britain?						
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Big Question hook. Arrival of a dragon who is from somewhere in the UK but can't find his way home - can we help? Phase 2 - Understanding as a writer. Some correct use of question marks. Asking the dragon about where he has been. Write more than once sentence on an idea. Write simple sentences adding an	World Book Day Week Phase 1 - Understanding as a reader. Draw simple inferences from the text and/or the illustrations - What do you see, what do you know what do you think? Using the illustrations (jungle, desert etc) to describe and infer what is happening). Reading FFT Step 51 Read and spell words with -y / e_e / ea / ee / ie / e / ey	Phase 1 - Understanding as a reader. Discuss word meanings and link these to previously known words. Describe what the Queen was doing using ambitious vocabulary word banks for illustrations. Write simple sentences adding an adjective to a noun or adverb to a verb. Creating a glossary of London landmarks and a description of them.	Phase 2 - Understanding as a writer. Some correct use of question marks. Questions for the Queens about what was happening in the text. Write simple sentences adding an adjective to a noun or adverb to a verb. Describe what is happening on different illustrations using the ambitious vocabulary given previously. Reading FFT Step 53	Phase 2 - Understanding as a writer. Some correct use of question marks. Questions for the King and his role as monarch. Phase 3 - Composition. Re-read what I have written to check that it makes sense. Some correct use of question marks. Write more than once sentence on an idea. Writing letters to King Charles - asking questions and telling him about themselves.	Phase 1 - Understanding as a reader. Draw simple inferences from the text and/or the illustrations - What do you see, what do you know what do you think? Phase 2 - Understanding as a writer. Description. Write simple sentences adding an adjective to a noun or adverb to a verb. Reading FFT Step 55	Phase 3 - composition. Assessment Report. UK fact file to describe the 4 countries of the UK. Focus on 2 countries per page to create an extended piece of writing. Reading FFT Consolidation of previously taught GPC's from steps 51-55 Include review of split digraph sounds from previous half term.

	<p>adjective to a noun or adverb to a verb. Can you help this dragon? Posters for around school.</p> <p>Reading FFT Step 50 Consolidation week a_e, e_e, i_e, o_e, u_e</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Explain clearly their understanding of what is read to them.</p>	<p>Reading FFT Step 52 Read and spell words with -y / i_e / ie / igh / i</p> <p>Discuss word meanings, linking new meanings to those already known.</p>	<p>Read and spell words with ow / o_e / oa / ou / o</p> <p>Discuss word meanings, linking new meanings to those already known.</p>	<p>Posting Letters - walk to post box to post letters. Edit and redraft letters to present.</p> <p>Reading FFT Step 54 Read words with suffix -ly Read and spell words with c / s / sc / ce</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p>	<p>Read and spell words with g / ge / dge / j</p> <p>Assessment Indicator Final FFT RAP assessment Screening check</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p>	<p>Being encouraged to link what they read or hear read to their own experiences.</p>
Key vocabulary	<p>Clambered Sizzling Rumble Soared Perched Distress Warmth</p>	<p>Wondrous Distance Shoal Stampede Canopy Mangroves Fragile</p>	<p>Swished Soared Floated Trafalgar Square London Underground London Eye Tower Bridge Kensington Palace</p>			<p>Keenest Expert Gleaming Implore Fearsome Hoarse Fumes Triumph</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 Couting in 2s 5s and 10s Count in multiples of 2s, 5s and 10s Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Concrete - 5 cards to be matched to numicon pieces - CP. Toolkit - Picture Maths.</p>	<p>Number- Place Value Couting in 2s 5s and 10s Count in multiples of 2s, 5s and 10s Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Concrete ordering 10ps Toolkit - Maze Me - CP. Fluency- Cover up.</p>	<p>Number- Place Value Couting in 2s 5s and 10s Count in multiples of 2s, 5s and 10s Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Problem Solving - correct or not correct. Problem Solving - odd one out.</p>	<p>Multiplication and Division Recognise, find and name a half as one of two equal parts of an object, shape or quantity Solve one step problems involving multiplication and division using objects, pictorial representations or arrays. Doubles. Concrete - counters. Toolkit - star centre - CP. Fluency - Eliminate Me.</p>	<p>Multiplication and Division Recognise, find and name a half as one of two equal parts of an object, shape or quantity Solve one step problems involving multiplication and division using objects, pictorial representations or arrays. Halves. Concrete - numicon. Toolkit - Match Me Up. Fluency - Four pictures.</p>	<p>Multiplication and Division Recognise, find and name a half as one of two equal parts of an object, shape or quantity Solve one step problems involving multiplication and division using objects, pictorial representations or arrays. Maths Assessments</p>	<p>Multiplication and Division Recognise, find and name a half as one of two equal parts of an object, shape or quantity Solve one step problems involving multiplication and division using objects, pictorial representations or arrays. Doubles and Halves. Problem Solving - Representation. Sharing calculation, what might the question be?</p>

	Fluency - Eliminate me (using money)						
Number Rehearsal Sequence	Doubles to 20		Halves within 20		Counting in 2's 5's and 10's.		
Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	<p>Seasonal Changes</p> <p>Observe changes across the four seasons. Name the 4 seasons and when they occur in the year, identifying the weather that occurs during each.</p>	<p>Seasonal Changes</p> <p>Observe and describe weather associated with the seasons and how day length varies. Observe and describe the current weather conditions over a period of days. Weather reporters - report on today's weather and make predictions on the next few day's weather, commenting on whether it is usual for this time of year.</p>	<p>Seasonal Changes</p> <p>Perform simple tests and talk about how to make it fair. Create rainfall gauges and observe the rainfall over a period of time, collecting our data in a daily table. Make predictions about the results from the rainfall gauges and apply scientific vocabulary: weather, rainfall, precipitation and data. Science Week - Change and adapt.</p>	<p>Seasonal Changes</p> <p>Sticky Knowledge Acquire and Apply: Correct or incorrect of characteristics of the four seasons. Name four seasons and identify when in the year they occur.</p>	<p>Seasonal Changes</p> <p>Observe and describe weather associated with the seasons and how day length varies. Explore shadows and how they change during the day. Consider what life would be like if the sun didn't rise and create daylight, understanding that day light changes depending on the season. Track a shadow by observing and measuring it over time, observe and consider changes of shadow length plotted against time intervals.</p>	<p>Seasonal Changes</p> <p>Observe and describe weather associated with the seasons and how day length varies. Understand that air temperature changes with the seasons. Set up and monitor temperature gauges over the week and at different points in the day to consider changes throughout the day.</p>	<p>Seasonal Changes</p> <p>Observe and describe weather associated with the seasons and how day length varies. Assessment Indicators TAPS seasonal changes, make a seasons wheel. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>
Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world Relationships and Sex Education	<p>PSHEE Jigsaw SOW Healthy Me How can you keep yourself healthy? Know what they need to keep body healthy. Identify and recognise how to live a healthy lifestyle and understand how to stay motivated. (BV-Respect and tolerance)</p>	<p>PSHEE Jigsaw SOW Healthy Me What healthy choices do you make? Know what they need to keep body healthy. Recognise and understand the feeling of being stressed or relaxed and what might cause these emotions.</p>	<p>PSHEE Jigsaw SOW Healthy Me How can we stay safe at home? Understand how medicines work in their body and how important it is to use them safely. Recognise and suggest ways in which we can make ourselves feel better before taking medicine. Understand and identify how to take medicine safely.</p>	<p>PSHEE Jigsaw SOW Healthy Me Why should we not have too much medicine? Understand how medicines work in their body and how important it is to use them safely. Recognise what items are medicines, and which are safe. Understand why some items in the house need to be kept out of reach.</p>	<p>PSHEE Jigsaw SOW Healthy Me Why do healthy foods matter? Decide which foods to eat to give body energy. Recognise and identify what foods would make a healthy nutritious snack.</p>	<p>PSHEE Jigsaw SOW Healthy Me What does it mean to stay safe when out and about? Assessment Indicators Compare my own and my friends' choices and can express how it feels to make healthy and safe choices. Understand and identify various components of a healthy lifestyle, focusing on how to keep the brain and</p>	<p>PSHEE Jigsaw SOW Healthy Me Why do healthy choices help us be happy? Compare my own and my friends' choices and can express how it feels to make healthy and safe choices. Identify and recognise how to live a healthy lifestyle and understand how to stay motivated. (BV-Respect and tolerance)</p>

(RSE) and Health Education						body and how these affect us. (BV-Respect and tolerance)	
Physical Education -Gymnastics -Dance -Games -Athletics -Swimming	<i>Get Set 4 PE SOW</i> Indoor PE Gymnastics Explore travelling movements. Develop travelling movements, considering speed and levels. Outdoor PE Net and Wall. Use the ready position to move towards a ball. To use the ready position to defend space on a court.	<i>Get Set 4 PE SOW</i> Indoor PE Gymnastics Develop and combine travelling movements. Combine traveling movements, focusing on traveling in different directions. Outdoor PE Net and Wall. Know that tactics can help us to be successful when playing games. Play against an opponent and keep the score.	<i>Get Set 4 PE SOW</i> Indoor PE Gymnastics Explore basic shapes straight, tuck, straddle, and pike. Explore different shapes, focusing on performing and linking shapes. Outdoor PE Net and Wall. Explore hitting a dropped ball with a racket. Explore hitting with a racket.	<i>Get Set 4 PE SOW</i> Indoor PE Gymnastics Explore basic shapes straight, tuck, straddle, and pike. To demonstrate different shapes, developing quality in linking shapes. Outdoor PE Net and Wall. Explore sending a ball with hands and a racket. To develop racket skills and use them to return a ball.	<i>Get Set 4 PE SOW</i> Indoor PE Gymnastics Perform balances making my body tense, stretched and curled. To develop stability and control when performing balances. Outdoor PE Net and Wall. Explore sending a ball with hands and a racket. To develop returning a ball using a racket.	<i>Get Set 4 PE SOW</i> Indoor PE Gymnastics Perform balances making my body tense, stretched and curled. To continue to develop stability and control when performing balances. Outdoor PE Net and Wall. Throw a ball over a net to land into the court area. To develop hitting over a net.	<i>Get Set 4 PE SOW</i> Indoor PE Gymnastics <u>Assessment Indicator</u> Confident to perform in front of others. To create a sequence using apparatus to perform in front of others. Outdoor PE Net and Wall. <u>Assessment Indicator</u> Know that rules help us to play fairly. To play against an opponent using a racket. (BV-Tolerance)
Computing -Code -Connect -Communicate -Collect	Data and information Label and count objects. Begin to understand that objects have many different labels that can be used to put them into groups. To understand objects may fit into more than one group depending on contexts.	Data and information Label and count objects. To demonstrate the ability to count a small number of objects before and after they are grouped. Begin to learn that computers require input from to perform tasks.	Data and information Describe objects in different ways. Identify the properties of objects and begin to understand that properties can be used to group objects; for example, objects can be grouped by colour or size. Demonstrate the ability to find objects with similar properties and begin to understand the reason that we need to give labels to images on a computer. <u>Sticky Knowledge</u> Acquire and Apply:	Data and information Count objects with the same properties. Classify objects based on their properties and group objects with similar properties, explaining how they have been grouped. Show how the same objects can be grouped in different ways.	Data and information Compare groups of objects. Investigate how to group different objects by properties, compare and describe groups of objects, and record the number of objects in each group.	Data and information Answer questions about a group of objects. Answer questions based on how objects have been grouped.	Data and information <u>Assessment Indicator</u> To answer questions about a group of objects. Decide how to group objects to answer questions. Compare groups by thinking about how they are similar or different, and record what they find.

			Share knowledge on how to sort objects.				
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	<p>Major: Know the name, location and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Who needs a holiday? Let's visit England! Label the 4 countries of the UK on a map.</p> <p>Add some of the features of the UK to the map with a label and drawing. (BV-Democracy/Rule of law)</p>	<p>Major: Know the name, location and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>What makes London our Capital City? Label London and Cheadle on a map of the UK.</p> <p>Comparing aerial photos and maps of Cheadle and London. What is the same, what is different?</p> <p>Labelling and drawing human London landmarks that are recognisable. Close procedure to fill in. (BV-Democracy/Rule of law)</p>	<p>Major: Know the name, location and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Come to see super Scotland! Locate and label Scotland on a map of the UK.</p> <p>Gimme 5 - matching human and physical feature images to their names. (BV-Democracy/Rule of law)</p>	<p>Major: <u>Sticky Knowledge</u> Acquire and Apply: Labelling the 4 countries of the UK. Match me up landmarks to countries (England and Scotland) - What would I see if I visited...? (BV-Democracy/Rule of law)</p>	<p>Major: Know the name, location and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Welcome to Wales! Locate and label Wales on a map of the UK.</p> <p>Odd one out - recognising which features are from London and which are from Wales - how do we know?</p> <p>Discover that our Dragon visitor comes from Wales and help him to understand what he will recognise if he got back to Wales. (BV-Democracy/Rule of law)</p>	<p>Major: Know the name, location and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>What's going on in Northern Ireland? Locate and label Northern Ireland on a map of the UK.</p> <p>Create feature cards and place on a map of Northern Ireland - feature cards to be colour coded to show human and physical features. (BV-Democracy/Rule of law)</p>	<p>Major: Know the name, location and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>What's so great about Great Britain? Label the 4 countries of the UK on a map.</p> <p>Create a fact file on the human and physical features that make great Britain recognisable by adding them to a blank map. (BV-Democracy/Rule of law)</p>
History -Chronology -Concepts -Interpretation -Enquiry -Communication						<p>Minor: Source enquiry.</p> <p>Why do we remember Mary Anning?</p> <p>Select information independently from different sources e.g. written, visual and oral sources and</p>	<p>Minor: Source enquiry.</p> <p>Why do we remember Mary Anning?</p> <p><u>Assessment Indicator</u> Can gather ideas from a few simple sources when building up their</p>

						artefacts to answer historical questions. Explore historical artefacts to find out about the life of Mary Anning and begin to identify why she is significant.	understanding of an event. Identify the significance of Mary Anning through the exploration of secondary sources.
Religious Education, Beliefs and Values -Believing -Expressing -Living	EXPRESSING How and why do we celebrate special and sacred times? Ask questions and suggest answers about stories related to Christian festivals. Baseline: Think about what happened at Easter for Christians, why is it so important?	EXPRESSING How and why do we celebrate special and sacred times? Identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion. Explore the Easter story for Christians, exploring what happened and how it makes them feel.	EXPRESSING How and why do we celebrate special and sacred times? Identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion Explore Eid and Diwali and how they are celebrated, are there any similarities or differences to how Christians celebrate Easter?	EXPRESSING How and why do we celebrate special and sacred times? Re-tell stories connected with Christmas and Easter and say why these are important to believers. Create a timeline of events of what happened in the run up to Easter from Bible Stories.	EXPRESSING How and why do we celebrate special and sacred times? Re-tell stories connected with Christmas and Easter and say why these are important to believers. Create a Tales Toolkit or Storyboard based on Good Friday to Easter Sunday.	EXPRESSING How and why do we celebrate special and sacred times? <u>Assessment Indicators</u> Recall key features of the Christmas and Easter story including key events within them.e.g Easter - Holy week, Palm Sunday, Last Supper, Crucifixion Explain why Easter is important to Christians, with key vocabulary as prompts.	EXPRESSING How and why do we celebrate special and sacred times? Explore examples of what people do, give, sing, remember or think about during the religious celebrations studied, and say why they matter to believers Reflect on own celebrations within their family, what do they celebrate around this time of year, and how.
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 food.	Listening Know and join in with familiar French songs and rhymes, recognising some words. Join in with songs about French foods.	Intercultural Understanding Begin to join in with dances from different cultures. Create own actions and dance moves to help recall each key word name.	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 key words.	Speaking Recognise and recall vocabulary in the everyday environment. Recall French vocabulary for favourite foods.	Speaking Recognise and recall vocabulary in the everyday environment. Recall French vocabulary for favourite foods.	Listening Know and join in with familiar French songs and rhymes, recognising some words. Join in with songs about food.
Art and Design and Design and Technology -Design -Make -Evaluate -Food Technology	Art - Drawing Give an opinion about a piece of well-known art. Ask a relevant question about a key piece of artwork by artist James Rizzi, recognising subject	Art - Drawing Make marks in print using different objects and basic tools. Collection of materials to create a repeating pattern using paint.	Art - Drawing Know how to create a repeating pattern using print. Recognise and select appropriate resources to recreate a cityscape by James Rizzi - more	Art - Drawing Use drawing to share ideas using lines and geometric shapes. Explore drawing different buildings of different sizes, looking at line drawing.	Art - Drawing <u>Assessment Indicators</u> Use paint to show space in a piece of art. Explain how to create a repeating pattern using printing techniques.	Art - Drawing <u>Assessment Indicators</u> Use paint to show space in a piece of art. Explain how to create a repeating pattern using printing techniques.	Art - Drawing Ask a question about a piece of art. Evaluate their final piece against their printing and drawing skills they have

	matter and the context of the artwork.	Experimenting with different patterns.	specifically the background.	Selecting tools to assist with straight lines.	Select appropriate tools and methods to create a cityscape of London inspired by James Rizzi.	Select appropriate tools and methods to create a cityscape of London inspired by James Rizzi.	practised throughout the sequence.
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B Learning to listen Understanding Music Copy back simple rhythmic patterns by clapping using long and short. Repeat simple rhythmic patterns.	Charanga Model Music Curriculum B Learning to listen Listening and appraising Recognise some band and orchestral instruments. Discuss different instruments that we can recognise.	Charanga Model Music Curriculum B Learning to listen Singing Follow the leader or conductor. Sing along with a piece of music following the lead from someone.	Charanga Model Music Curriculum B Learning to listen 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 <i>Performing short, repeating rhythm patterns.</i>	Charanga Model Music Curriculum B Learning to listen Creating: improvising Explore improvisation within a major and minor scale using notes. Improvise using different scaled notes.	Charanga Model Music Curriculum B Learning to listen Creating: Composing Explore and create graphic scores. Compose music in short sequences.	Charanga Model Music Curriculum B Learning to listen Performance Perform the song from memory. Perform a song from memory in front of an audience. Assessment Indicator <i>Begin to use the voice expressively and creatively by singing simple songs.</i>
Outdoor Learning Opportunities	Major: (Science) Looking for seasonal changes - Winter to Spring.	Minor: (Maths) Creating counting in 5 and 10 number lines in chalk.	Art: (Minor) Creating repeating patterns in chalk and natural materials to represent the features of James Rizzi's work.		Major: (Science) See science MTP tracking shadows.	Minor: (Geography) Create a map of the UK and add the labels of the 4 countries - add seas and capital cities.	Major (RVB) Representations of Easter using natural materials - record to seesaw which an explanation of each aspect.
Enhancements Visits and Visitors					Local area walk to post letters to the King - 24.03.25	Mindfulness Workshop 02.04.25	
Parental Engagement			Science Workshop 13.03.25 2:30-3:15pm				Parenting Anxious Children workshop with Stockport Mental Health Support Team - 09.04.25 9-10am
Whole School and National Events		World Book Day 06.03.25	National Science Week	Comic Relief Scholastic Book Fair	Friends of Meadowbank 'Bouncathon' - 26.03.25	Parent Consultation Evenings - 02.04.25 and 03.04.25	

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.