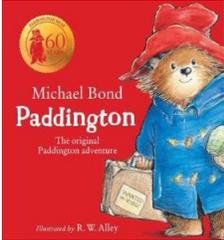
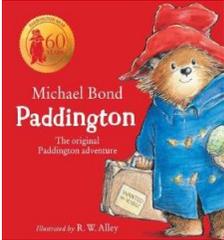
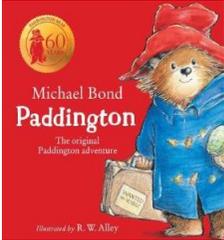
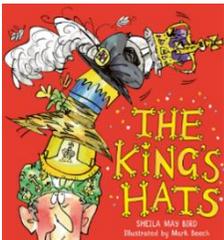
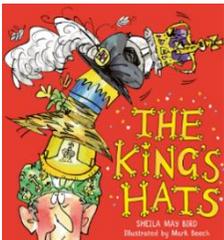




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Spring 2 2026**  
**Phase Key Stage 1 Year Group 1**



	<b>Week 1</b> Wk Beg 23.02	<b>Week 2</b> Wk Beg 02.03	<b>Week 3</b> Wk Beg 09.03	<b>Week 4</b> Wk Beg 16.03	<b>Week 5</b> Wk Beg 23.03
<b>Big Question</b>	What makes great Britain so great?				
<b>Connected Concepts</b>	<b>Significance Power</b>	<b>Significance Power</b>	<b>Significance Power</b>	<b>Significance Power</b>	<b>Significance Power</b>
<b>Book Studies</b>	<b>Paddington by Michael Bond</b> 	<b>Paddington by Michael Bond</b> 	<b>Paddington by Michael Bond</b> 	<b>The King's Hats by Shelia May Bird</b> 	<b>The King's Hats by Shelia May Bird</b> 
<b>Children steering learning....</b>	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?				
<b>English Reading</b> -Word reading -Comprehension  <b>Writing</b> -Transcription -Composition -Vocabulary, Grammar and Punctuation	<p><b>Big Question hook.</b> Arrival of a mysterious suitcase containing various clues including a jar of marmalade and a letter from a familiar bear. (opportunities for oral language development)</p> <p><b>Phase 2 - Understanding as a writer.</b>            Some correct use of question marks.            Asking Paddington questions to understand his journey, where he might be heading and why he would like to visit London.</p> <p><b>Write simple sentences adding an adjective to a noun or adverb to a verb.</b>            Generate adjectives to add a description to the London</p>	<p><b>Phase 2 - Understanding as a writer.</b>  <b>Write simple sentences adding an adverb to a verb.</b>            Generate adverb bank and apply to sentences about Paddington's journey and events in the texts using illustrations from the book.</p> <p><b>Write simple sentences adding a conjunction. Write sentences in the first person.</b>            Writing from Paddington's perspective write sentences explaining what he has seen in London.</p> <p><b>Reading</b>            FFT Step 52 - read and spell words with -y (igh)</p>	<p><b>Phase 3 - Composition. (Before reading)</b>  <b>Sequence sentences to form a narrative to explain.</b>            Focusing on Paddington's experiences form a short recount to Aunt Lucy documenting Paddington's like in London.</p> <p><b>Check what has been written makes sense and begin to edit and refine.</b>            Read and refine letters to Aunt Lucy before publishing work onto a letter template and addressing the envelope and adding a stamp.</p> <p><b>Reading</b>            FFT Step 53 - read and spell words with -ow (oa)</p>	<p><b>Phase 1 - understanding as a reader</b>  <b>Begin to sequence sections of stories using images for support.</b>            Share the story The King's Hat story. Retell the story using what they know about it and sequence sections of the text as they retell, capture pupil voice to explain their</p> <p><b>Phase 2 - Understanding as a writer.</b>  <b>Write simple sentences adding an adjective to a noun or adverb to a verb.</b>            Creating a glossary of hat descriptions to support independent writing. Add and adjective to a noun to describe.</p>	<p><b>Phase 3 - Composition. Assessment Indicator:</b>            Sequence sentences to form a narrative to explain.  <i>Report about the King's Hat. Select a range of adjectives to use within sentences. Writing a report to explain which hat is the most suitable for the King using conjunctions to expand ideas.</i></p> <p><b>Reading</b>            FFT Step 55 - read and spell words with -ge/dge (j)   <b>Being encouraged to link what they read or hear read to their own experiences.</b></p>

	landmarks Paddington has passed on his journey through the city. <b>Reading</b> FFT Step 51 - read and spell words with -y (ee) Explain clearly their understanding of what is read to them.	Discuss word meanings, linking new meanings to those already known.	Discuss word meanings, linking new meanings to those already known.	<b>Reading</b> FFT Step 54 - read and spell words with -ci/ce (s)  Link what they read or hear read to their own experiences.	
<b>Ambitious Vocabulary</b>	Unusual Hastily Paw Voyage Murmured Admiringly Gleamed		Royal Crown Pottered Parade Brim		
<b>Mathematics</b> <b>Number</b> <b>-Number and Place Value</b> <b>-Addition and Subtraction</b>  <b>-Multiplication and Division</b> <b>-Fractions</b>  <b>Measurement</b> <b>-Geometry</b> <b>Properties of shapes</b> <b>-Geometry Position and Direction</b>	<b>Multiplication and Division.</b>  Counting 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 - Maze me 2s Toolkit - Odd one out counting in 2s Fluency - 2p sequencing	<b>Multiplication and Division.</b>  Counting 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 Fluency - Maze Me 10s - CP	<b>Multiplication and Division.</b>  Counting 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	<b>Multiplication and Division.</b>  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 Concrete - counters Toolkit - star centre - CP Fluency - Eliminate Me	<b>Multiplication and Division</b>  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  <b>Internal Maths Assessments.</b>
<b>Number rehearsal sequence</b>	<b>Bonds to 6 (+/-)</b>	<b>Bonds to 7 (+/-)</b>			

<p><b>Science</b>  <b>-Working Scientifically to observe, connect, respond</b>  <b>-Biology</b>  <b>-Chemistry</b>  <b>-Physics</b></p>	<p>Seasonal Changes</p> <p><b>Observe changes across the four seasons.</b>  Name the 4 seasons and when they occur in the year, identifying the weather that occurs during each.</p>	<p>Seasonal Changes</p> <p><b>Observe and describe weather associated with the seasons and how day length varies.</b>  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><b><u>Sticky knowledge</u></b>  <b>Acquire and Apply:</b>  <i>Cloze procedure retrieving knowledge about the seasons, focusing on showing a tree in each season.</i></p> <p><b><u>Assessment indicator</u></b>  Name four seasons and identify when in the year they occur.</p>	<p>Seasonal Changes</p> <p><b>Perform simple tests and talk about how to make it fair.</b>  Create rainfall gauges and observe the rainfall and temperature over a period of time, collecting our data in a daily table.</p> <p>Make predictions about the results from the rainfall gauges and thermometer and apply scientific vocabulary: weather, rainfall, precipitation and data.</p>	<p>Seasonal Changes</p> <p><b>Observe and describe weather associated with the seasons and how day length varies.</b></p> <p><b><u>Assessment indicators:</u></b>  <i>TAPS seasonal changes, make a seasons wheel.</i>  <i>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</i></p>
<p><b>Personal, Social, Health and Economic Education</b>  <b>-Relationships</b>  <b>-Health and Well-Being</b>  <b>-Living in the Wider world</b>  <b>Relationships and Sex Education (RSE) and Health Education</b></p>	<p><b>PSHEE Jigsaw SOW</b>  Healthy Me  How can you keep yourself healthy?</p> <p><b>Know the difference between being healthy and unhealthy and know ways to keep themselves healthy.</b>  Identify and recognise how to live a healthy lifestyle and understand how to stay motivated.  (BV-Respect/Tolerance)</p>	<p><b>PSHEE Jigsaw SOW</b>  Healthy Me  What healthy choices do you make?</p> <p><b>Know the difference between being healthy and unhealthy and know ways to keep themselves healthy.</b>  Recognise and understand the feeling of being stressed or relaxed and what might cause these emotions.</p>	<p><b>PSHEE Jigsaw SOW</b>  Healthy Me  How can we stay safe at home?</p> <p><b>Know household products/medicines can be harmful.</b>  <b>Understand medicines can help if used safely.</b>  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><b>PSHEE Jigsaw SOW</b>  Healthy Me  Why do healthy foods matter?</p> <p><b>Know the difference between being healthy and unhealthy and know ways to keep themselves healthy.</b>  Recognise and identify what foods would make a healthy nutritious snack.</p>	<p><b>PSHEE Jigsaw SOW</b>  Healthy Me  What does it mean to stay safe when out and about?</p> <p><b><u>Assessment Indicator:</u></b>  <i>Explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</i>  <i>Understand and identify various components of a healthy lifestyle, focusing on how to keep the brain and body and how these affect us.</i>  (BV-Respect/Tolerance).</p>
<p><b>Physical Education</b>  <b>-Gymnastics</b>  <b>-Dance</b>  <b>-Games</b>  <b>-Athletics</b>  <b>-Swimming</b></p>	<p><b>Get Set 4 PE SOW</b>  Indoor PE Gymnastics</p> <p><b>Explore travelling movements.</b>  Develop travelling movements, considering speed and levels.</p> <p>Outdoor PE Net and Wall.</p> <p><b>Use the ready position to move towards a ball.</b>  To use the ready position to defend space on a court.</p>	<p><b>Get Set 4 PE SOW</b>  Indoor PE Gymnastics</p> <p><b>Develop and combine travelling movements.</b>  Combine traveling movements, focusing on traveling in different directions.</p> <p>Outdoor PE Net and Wall.</p> <p><b>Know that tactics can help us to be successful when playing games.</b>  Play against an opponent and keep the score.</p>	<p><b>Get Set 4 PE SOW</b>  Indoor PE Gymnastics</p> <p><b>Explore basic shapes straight, tuck, straddle, and pike.</b>  Explore different shapes, focusing on performing and linking shapes.</p> <p>Outdoor PE Net and Wall.</p> <p><b>Explore hitting a dropped ball with a racket.</b>  Explore hitting with a racket.</p>	<p><b>Get Set 4 PE SOW</b>  Indoor PE Gymnastics</p> <p><b>Explore basic shapes straight, tuck, straddle, and pike.</b>  To demonstrate different shapes, developing quality in linking shapes.</p> <p>Outdoor PE Net and Wall.</p> <p><b>Explore sending a ball with hands and a racket.</b>  To develop racket skills and use them to return a ball.</p>	<p><b>Get Set 4 PE SOW</b>  Indoor PE Gymnastics</p> <p><b><u>Assessment Indicator:</u></b>  <b><i>Confident to perform in front of others.</i></b>  <i>To create a sequence using apparatus to perform in front of others.</i>  Outdoor PE Net and Wall.</p> <p><b><u>Assessment Indicator:</u></b>  <b><i>Know that rules help us to play fairly.</i></b>  <i>To play against an opponent using a racket.</i>  (BV-Tolerance)</p>

<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>-Code</li> <li>-Connect</li> <li>-Communicate</li> <li>-Collect</li> </ul>	<p>Data and information</p> <p><b>Label and count objects.</b> 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.</p>	<p>Data and information</p> <p><b>Label and count objects.</b> 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.</p>	<p>Data and information</p> <p><b>Describe objects in different ways.</b> 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.</p> <p><b>Sticky knowledge</b> <i>Acquire and Apply:</i> Knowledge on how to sort objects.</p>	<p>Data and information</p> <p><b>Count objects with the same properties.</b> 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.</p>	<p>Data and information</p> <p><b>Assessment indicator:</b> <i>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.</i></p>
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>-Locational and Place Knowledge</li> <li>-Field Work</li> <li>-Using Globes, Maps and Plans</li> </ul>	<p><b>Major:</b> Know that there are four countries and capital cities of the UK with surrounding seas.  Use world maps, atlases and globes to name, locate and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas.  <b>What makes London our Capital City?</b> Label London and Cheadle on a map of the UK.  Investigate aerial photos and maps of Cheadle and London, then using resources outside make and label the two locations noting their key differences. (BV-Democracy/Rule of law)</p>	<p><b>Major:</b> Know that there are four countries and capital cities of the UK with surrounding seas.  Use world maps, atlases and globes to name, locate and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas.  <b>Come to see super Scotland!</b> Recognise the features and geographical landmarks of Scotland by making a salt-doh map and adding key labels. (BV-Democracy/Rule of law)</p>	<p><b>Major:</b> Know that there are four countries and capital cities of the UK with surrounding seas.  Use world maps, atlases and globes to name, locate and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas.  <b>What's going on in Northern Ireland?</b> Locate and label Northern Ireland using Digi maps. Using knowledge of the UK decide whether the items in the suitcase are Northern Irish or not and if they are a human or physical feature.</p>	<p><b>Major:</b> Know that there are four countries and capital cities of the UK with surrounding seas.  Use world maps, atlases and globes to name, locate and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas.  <b>Welcome to Wales!</b> Locate and label Wales on a map of the UK.  Recognising which features are human and which are physical, build one of each features using natural resources.</p>	<p><b>Major:</b> <b>Assessment Indicators:</b> <i>Identify the countries, seas and capital cities of the UK on a map or globe.</i>  <i>What's so great about Great Britain?</i> <i>Label the 4 countries of the UK on a map.</i> <i>Create a messy map on the human and physical features that make great Britain recognisable by adding them to their own map.</i></p>
<p><b>History</b></p> <ul style="list-style-type: none"> <li>-Chronology</li> <li>-Concepts</li> <li>-Interpretation</li> <li>-Enquiry</li> <li>-Communication</li> </ul>	<p><b>Minor:</b> 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.</p>	<p><b>Minor:</b> 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.</p>	<p><b>Minor</b> 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.</p>	<p>-</p>	<p>-</p>

	<p>To understand that stories can be set in the past.</p> <p>To recognise that authors create characters who become important to many people.</p> <p>To begin to understand what makes someone or something significant.</p> <p>Show the book and explain that Michael Bond wrote the first Paddington story a long time ago (1958). Discuss: Is that now or in the past?</p> <p>Then and Now Sorting</p> <p>Show pictures of London in the 1950s and London today.</p>	<p>To know that different kings and queens have ruled in the past.</p> <p>To understand that some people are significant nationally.</p> <p>To begin to explain why someone is important.</p> <p>Show photographs of Queen Elizabeth II and King Charles III. Ask: Who is King now? Who was Queen before?</p> <p>Introduce simple timeline (Queen Elizabeth II → King Charles III).</p> <p>Children place pictures on a simple class timeline (Past → Now).</p>	<p>What Makes a Monarch Important?</p> <p>Discuss how the Queen served for a long time and met many world leaders.</p> <p>Talk about how the King now represents the country.</p>		
<p><b>Religious Education, Beliefs and Values</b></p> <p>-Believing</p> <p>-Expressing</p> <p>-Living</p>	<p><b>EXPRESSING</b></p> <p>How and why do we celebrate special and sacred times?</p> <p><b>Ask questions and suggest answers about stories related to Christian festivals.</b></p> <p>Baseline: Think about what happened at Easter for Christians, why is it so important?</p> <p>(BV-Mutual respect/Tolerance)</p>	<p><b>EXPRESSING</b></p> <p>How and why do we celebrate special and sacred times?</p> <p><b>Identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion.</b></p> <p>Explore the Easter story for Christians, exploring what happened and how it makes them feel.</p> <p>(BV-Mutual respect/Tolerance)</p>	<p><b>EXPRESSING</b></p> <p>How and why do we celebrate special and sacred times?</p> <p><b>Re-tell stories connected with Christmas and Easter and say why these are important to believers.</b></p> <p>Create a timeline of events of what happened in the run up to Easter from Bible Stories.</p>	<p><b>EXPRESSING</b></p> <p>How and why do we celebrate special and sacred times?</p> <p><b>Re-tell stories connected with Christmas and Easter and say why these are important to believers.</b></p> <p>Create a Tales Toolkit or Storyboard based on Good Friday to Easter Sunday</p>	<p><b>EXPRESSING</b></p> <p>How and why do we celebrate special and sacred times?</p> <p><b><u>Assessment Indicators:</u></b></p> <p><b>Recall key features of the Christmas and Easter story including key events within them E.g. Easter - Holy week, Palm Sunday, Last Supper, Crucifixion</b></p> <p><i>Explain why Easter is important to Christians, with key vocabulary as prompts.</i></p> <p>(BV-Mutual respect/Tolerance)</p>
<p><b>Modern Foreign Languages-French</b></p> <p>-Listening</p> <p>-Speaking</p> <p>-Reading</p> <p>-Writing</p> <p>-Intercultural Understanding</p>	<p><b>Listening</b></p> <p><b>Know and join in with familiar French songs and rhymes, recognising some words.</b></p> <p>Tête, Épaules, Genoux, Pieds (Heads shoulders knees and toes)</p>	<p><b>Listening</b></p> <p><b>Know and join in with familiar French songs and rhymes, recognising some words.</b></p> <p>Tête, Épaules, Genoux, Pieds (Heads shoulders knees and toes)</p>	<p><b>Intercultural Understanding</b></p> <p><b>Listen to French songs and rhymes about numbers to 10.</b></p> <p>Create own actions and dance moves to help recall each key word name.</p>	<p><b>Intercultural Understanding</b></p> <p><b>Listen to French songs and rhymes about numbers to 10.</b></p> <p>Create own actions and Build a sequence with the previous hand gestures and dance moves to help remember key words.</p>	<p><b>Speaking</b></p> <p><b>Recognise and recall vocabulary in the everyday environment.</b></p> <p>Recall French vocabulary for numbers to 10.</p>

<b>Art and Design</b>	<p><b>Major: Art PRINTING</b></p> <p>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 matter and the context of the artwork. (BV-Individual liberty)</p>	<p><b>Major: Art PRINTING</b></p> <p>Make marks in print using different objects and basic tools. Collection of materials to create a repeating pattern using paint. Experimenting with different patterns. (BV-Individual liberty)</p>	<p><b>Major: Art PRINTING</b></p> <p>Use drawing to share ideas using lines and geometric shapes. Explore drawing different buildings of different sizes, looking at line drawing. Selecting tools to assist with straight lines. (BV-Individual liberty)</p>	<p><b>Major: Art PRINTING</b></p> <p>Know how to create a repeating pattern using print. Recognise and select appropriate resources to recreate a cityscape by James Rizzi - more specifically the background. (BV-Individual liberty)</p>	<p><b>Major: Art PRINTING</b></p> <p><u><b>Assessment Indicator:</b></u> Use paint to show space in a piece of art. Explain how to create a repeating pattern using printing techniques.  Select appropriate tools and methods to create a cityscape of London inspired by James Rizzi. (BV-Individual liberty)</p>
<p><b>Music</b></p> <p><b>-Listen and Appraise</b></p> <p><b>-Singing</b></p> <p><b>-Instruments</b></p> <p><b>-Improvisation</b></p> <p><b>-Composition</b></p>	<p><b>Charanga Model Music Curriculum B</b></p> <p>Learning to listen Understanding Music</p> <p>Copy back simple rhythmic patterns by clapping using long and short. Repeat simple rhythmic patterns.</p>	<p><b>Charanga Model Music Curriculum B</b></p> <p>Learning to listen Listening and appraising</p> <p>Recognise some band and orchestral instruments. Discuss different instruments that we can recognise.</p>	<p><b>Charanga Model Music Curriculum B</b></p> <p>Learning to listen Singing</p> <p>Follow the leader or conductor. Sing along with a piece of music following the lead from someone.</p>	<p><b>Charanga Model Music Curriculum B</b></p> <p>Learning to listen Creating: improvising</p> <p>Explore improvisation within a major and minor scale using notes. Improvise using different scaled notes.</p>	<p><b>Charanga Model Music Curriculum B</b></p> <p>Learning to listen Playing instruments</p> <p>Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation. Copy and repeat notes using the Glockenspiel.  <u><b>Assessment Indicator:</b></u> Performing short, repeating rhythm patterns.</p>
<b>Outdoor Learning Opportunities</b>	<p><b>Major: (Geography)</b></p> <p>Using resources outside, demonstrate an understanding of the differences between Cheadle and London.</p>	<p><b>Minor: (Art)</b></p> <p>Collecting resources from outside to create a repeated pattern.</p>	<p><b>Minor: (Science)</b></p> <p>Observing seasonal changes outside.</p>	<p><b>Major: (Science)</b></p> <p>Creating rainfall gauges outside and recording observations on the daily weather.</p>	<p><b>Minor: (Maths)</b></p> <p>Investigating finding a half and double outside.</p>
<b>Enhancements Visits and Visitors</b>				Signs of spring walk through Cheadle 19.03.26	
<b>Parental Engagement</b>			Signs of spring in the playground 12.03.26 9:15-9:45	Parent Consultation Meetings 17.03.26 and 18.03.26 3.40-5.50	
<b>Whole School and National Events</b>		World Book Day 05.03.26	National British Science Week 09.03.26 Mother's Day 15.03.26	Comic Relief Red Nose Day 20.03.26	

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