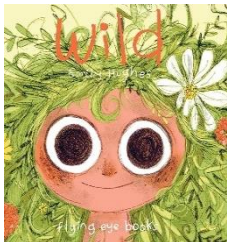
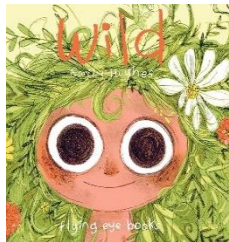
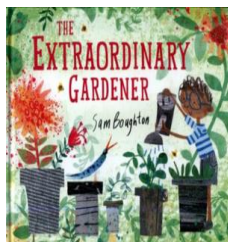
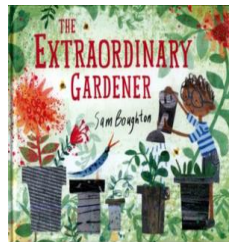
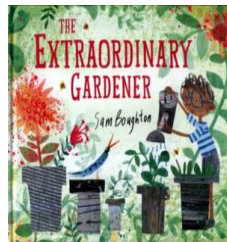




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Summer 1 2025
Phase Key Stage 1 Year Group 1



	Week 1 Wk Beg 28.04	Week 2 Wk Beg 05.05	Week 3 Wk Beg 12.05	Week 4 Wk Beg 19.05	Week 5 Wk Beg 09.06
Big Question	How does your garden grow?				
Connected Concepts	Cause and Effect	Cause and Effect	Cause and Effect	Cause and Effect	Cause and Effect
Book Studies	Wild 	Wild 	The Extraordinary Gardener 	The Extraordinary Gardener 	The Extraordinary Gardener 
Children steering learning....	Planting and growing plants. What grows on plants and trees? Why do the leaves look different to each other? Birds and bird spotting. Animals we can find in our garden. How does a plant grow? Why do plants look different to each other? What happens in Spring and Easter time?				
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	<u>Phase 2 – Understanding as a writer</u> Join two sentences using the conjunctions and Close procedures to complete sentences using conjunctions. But, because, and. <u>Phase 2 – Understanding as a writer</u> Write simple sentences adding an adverb to a verb. Toolkit – Correct or not correct. Sentences from the text using an adverb to describe what the girl is doing, are they used correctly? Does the adverb match the noun? <u>Phase 2 – Understanding as a writer</u> Use a question mark.	<u>Phase 2 – Understanding as a writer</u> Write simple sentences adding an adverb to a verb. Generate adverb bank and apply to sentences about the girl and events in the texts using illustrations. <u>Phase 3 – Composition</u> Sequence sentences to form a narrative. Form a description of the girl split into two parts. Applying adjectives and conjunctions to describe what she looks like and what she does. <u>Reading</u> FFT Phase 5 Consolidation: Read and spell words with ea and oy.	<u>Phase 1 – Understanding as a reader</u> (Before reading) Draw simple inferences from the text and/or the illustrations. Responding to questions about illustrations at different stages within the text to show the progression of events. <u>Phase 1 – Understanding as a reader</u> Discuss word meanings and link these to previously known words. Generating a simile bank for 'Extraordinary' and 'ordinary'. What is the difference between these words? How can they be used? <u>Reading</u> FFT Phase 5 Consolidation:	<u>Phase 2 – Understanding as a writer</u> Write simple sentences adding an adjective to a noun. Full bloom illustrations to support generating a range of adjectives and recording sentences applying adjectives in a list. <u>Phase 2 – Understanding as a writer</u> Sequence sentences in chronological order to recount an event or experience. Use illustrations from the text to sequence events and record events in chronological order by explaining the events. <u>Reading</u> FFT Phase 5 Consolidation:	<u>Phase 3 – Composition.</u> <u>Assessment Indicators:</u> Sequence sentences to form a narrative to explain. Report about different types of plants linking to Science knowledge. Select a range of plants and trees to create a report about plants and include descriptions, labelled illustrations and information. <u>Reading</u> FFT Phase 5 Consolidation: Read and spell words with a_e, e_e, and i_e Being encouraged to link what they read or hear read to their own experiences.

	<p>What would you ask the girl if you met her for the first time?</p> <p><u>Reading</u> <u>Reading</u> FFT Phase 5 Consolidation: Read and spell words with ou and ie.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Discuss word meanings, linking new meanings to those already known.</p>	<p>Read and spell words with ir and ue.</p> <p>Discuss word meanings, linking new meanings to those already known.</p>	<p>Read and spell words with aw, au and ew.</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p>	
Ambitious Vocabulary	<p>Forest Understood Strange Remembered Tame Wild</p>		<p>Extraordinary - ordinary Imagination Skyscrapers Longed Scent Preen Prune Neighbours</p>		
<p>Mathematics Number -Number and Place Value -Addition and Subtraction</p> <p>-Multiplication and Division -Fractions</p> <p>Measurement -Geometry Properties of shapes -Geometry Position and Direction</p>	<p>Fractions</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Concrete: 4 Multilink making halves with 2 colours in different ways CP Toolkit: Correct or not Correct with halves Fluency: Match me up 2D shapes to the half</p>	<p>Fractions</p> <p>Recognise, find and name a quarter as one of four equal parts. Concrete: Sort shapes that have been split in a quarter/ not a quarter. Toolkit: Match me up with quarters CP Fluency: Odd one Out</p>	<p>Multiplication and Division</p> <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays. Concrete - Measuring cylinders counting in 2's 5's 10s labelling the amount of liquid in each container. Concrete - Plant shop with price tags, buy items using 2ps, 10ps or 5ps. Toolkit - Correct or not correct repeated addition sentences.</p>	<p>Multiplication and Division</p> <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays Concrete: arrays practically using counters to match to number sentences. Toolkit: Correct or not sorting arrays with sentences. Reasoning: Odd one out with arrays and reasoning.</p>	<p>Place Value</p> <p>Represent and use number bonds and related subtraction facts within 20 Concrete: Part Part Whole boxes with different missing numbers, or 2 missing numbers. CP Toolkit - Match Me up tens and ones. Toolkit - Order my answers tens and ones.</p>
Number rehearsal sequence	Counting in 2,5 and 10s			Counting to 100	

Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	Plants Identify and describe the basic structure of a variety of common flowering plants, including trees. Ask simple questions using their prior knowledge. Pre-assessment - Draw and label parts of a plant you know. Generating questions and observing closely to compare plants, seeds and bulbs by exploring our school grounds.	Plants Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe closely, talking about what is noticed. Investigating the parts of a plant. Dissecting plants into the main parts identified to recognise and name the structure of a plant and the purpose of the parts. Petal, stem, leaf and roots.	Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and classify using a given criteria. Exploring the differences between deciduous and evergreen trees. What does an oak tree look like through the seasons, how does it change over time? Tree leaf ID.	Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and classify using a given criteria. Investigate fruits and vegetables and where they come from. Identify similarities and differences between the different plants or trees they come from. Identify different trees and plants on local area walk.	Plants Identify and describe the basic structure of a variety of common flowering plants, including trees. <u>Assessment Indicator:</u> <i>Name and label parts plants and trees (leaves, stem/trunk, branches flowers, roots)</i> <i>Comparing a selection of different plants/ leaves and making observations about how they could be identified, group and classified.</i> TAPS Leaf Looking.
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 Relationships. Identify the members of my family and understand that there are lots of different types of families. To recognise and understand how it feels to be part of a family and care about the people who are important to me.	PSHEE JIGSAW SOW Relationships. Know appropriate ways of physical contact to greet friends and know which ways I prefer. Recognise which forms of physical contact are acceptable and unacceptable to me and the others around me.	PSHEE JIGSAW SOW Relationships. Know who can help me in my school community. To recognise when I need help and know how to ask for it. Identify the people and systems in place at school that I can go to for support.	PSHEE JIGSAW SOW Relationships. Recognise my qualities as a person and a friend. Identify and celebrate the unique qualities we all possess and understand how these make me a good person and friend.	PSHEE JIGSAW SOW Relationships. Say why I appreciate someone who is special to me. <u>Assessment Indicators:</u> <i>Recognise and identify the positive qualities of the people around me and understand how these make them special to me.</i>
Physical Education -Gymnastics -Dance -Games -Athletics -Swimming	Get Set 4 PE SOW Indoor PE - Dance. Explore varying speeds to represent an idea. Use a change of direction and speed to make your dance look interesting. <u>Assessment Indicator:</u> <i>Copy, remember and repeat actions.</i> Outdoor PE - Striking and Fielding.	Get Set 4 PE SOW Indoor PE - Dance. Create my own actions in relation to a theme. Use counts of 8 to help you stay in time with the music, and each other, developing actions and expression to show a character. Outdoor PE - Striking and Fielding. Explore technique when throwing over and underarm. Use techniques to throw effectively overarm.	Get Set 4 PE SOW Indoor PE - Dance. Explore pathways within my performance. Discuss and share ideas with a partner to create actions, using changes of level, direction or speed. Outdoor PE - Striking and Fielding. Explore striking a ball with their hand and equipment. Strike the ball using the centre of a racket.	Get Set 4 PE SOW Indoor PE - Dance. Begin to explore actions and pathways with a partner. Use counts of 8 to help you stay in time with the music. <u>Assessment Indicator:</u> <i>Express what was enjoyable about someone else's performance.</i> Outdoor PE - Striking and Fielding.	Get Set 4 PE SOW Indoor PE - Dance. Perform on my own and with others to an audience. Use counts of 8 to help stay in time with partners and the music, considering how to make it an effective performance. <u>Assessment Indicator:</u> <i>Show some sense of dynamic and expressive qualities in dance.</i>

	<p>Explore technique when throwing over and underarm. Develop skills to throw underarm: point your hand where you want the ball to go. Step forward with the opposite foot to your throwing arm.</p> <p><u>Assessment Indicator:</u> <i>Know how to score points. Understand when I am successful.</i></p>			<p>Develop coordination and technique when catching. Know to get in front of the ball and use two hands when collecting the ball.</p> <p><u>Assessment Indicator:</u> <i>Understand the rules and begin to use these to play honestly and fairly.</i></p>	<p>Outdoor PE - Striking and Fielding.</p> <p>Develop tracking and retrieving a ball. Make decisions about when to run by looking at the ball and the fielders.</p> <p><u>Assessment Indicator:</u> <i>Track a ball that is coming towards me.</i></p>
<p>Computing -Code -Connect -Communicate -Collect</p>	<p>Creating media - Digital Writing</p> <p>Use a computer to write. Identify and find keys, before adding text to their page by pressing keys on a keyboard when using a word processor.</p>	<p>Creating media - Digital Writing</p> <p>Add and remove text on a computer. Understand how to add text and explore more of the keys found on a keyboard. Begin to use the Backspace key to remove text from the computer.</p>	<p>Creating media - Digital Writing</p> <p>Know that the look of text can be changed on a computer. Begin to explore the different tools that can be used in word processors to change the look of the text.</p>	<p>Creating media - Digital Writing</p> <p>Make careful choices when changing text. Begin to use their mouse cursor to select text to enable efficient changes to be made and explore the different fonts.</p>	<p>Creating media - Digital Writing</p> <p>Explain why tools were selected Understand toolbar buttons including the undo button.</p> <p><u>Assessment Indicator:</u> <i>Explain preferences for typing or writing.</i> <i>Make comparisons between using a computer or paper for writing, explaining which they like best and think about which method would be the best method to use in different situations.</i></p>
<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>	<p>Major:- What is weather?</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Name and understand the four seasons. Different types of weather being sorted into: 1) Happens in the UK 2) Sometimes happens in the UK (rare) 3) Doesn't happen in the UK Discuss and compare the location of these less common (to us) weather events and their position on a globe compared to us.</p>	<p>Major:- What is weather?</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Name and understand the four seasons. How can we measure weather? Using rain gauges from Spring 2; measure rainfall over a week.</p> <p>Track the data collected each day and add it to a bar chart which shows the rainfall each day. What can this data tell us about the weather patterns in May?</p>	<p>Major:- What is weather?</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Name and understand the four seasons. How can we measure weather? Make rain socks with crepe paper strings. Consider the reason why airports have wind socks on their runways for planes taking off and landing.</p> <p>Using a compass to track wind direction and description of the wind level.</p>	<p>Major:- What is weather?</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Know hot and cold areas in relation to the equator and poles. Consider the position of the earth in relation to the sun and the effect this has on hot and cold parts of the world - how does the sun's proximity to a place affect the weather?</p>	<p>Major:- What is weather?</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Name and understand the four seasons.</p> <p><u>Assessment Indicator:</u> <i>Know which the hottest / coldest season is in the UK. Recognise and understand main weather symbols.</i> <i>Match me up symbols</i> <i>Odd one out seasonal images linked to each of the 4 seasons - how do you know?</i></p>

History - Chronology - Concepts - Interpretation - Enquiry - Communication		Minor:- VE Day Celebrations. To select information independently from different sources e.g. written, visual and oral sources and artefacts to answer historical questions. Listening to veterans accounts to support the learning of key information in relation to the significance of VE day.			
Religious Education, Beliefs and Values - Believing - Expressing - Living	BELIEVING Who is a Christian and what do they believe? Part 2. Talk about some simple ideas about God and Jesus Explore stories from the Bible that shows what Christians think about God. Understand the difference between magic tricks and a miracle. Retell through different medium, acting out, small world, drawing et. (BV-Individual liberty)	BELIEVING Who is a Christian and what do they believe? Part 2. Talk about some simple ideas about God and Jesus Explore stories from the Bible that shows what Christians think about God. Retell stories told by Jesus and about Jesus in words, drama and pictures. Looking at The Lost Sheep. Describe some ways that Christians describe Jesus and God. (BV-Mutual respect)	BELIEVING Who is a Christian and what do they believe? Part 2. Talk about issues of good and bad, right and wrong arising from stories from the Bible. Make links between what Jesus taught and what Christians believe and do. Give reasons why Christians pray and describe what Christians pray about. (BV-Mutual respect)	BELIEVING Who is a Christian and what do they believe? Part 2. Ask some questions about believing in God, and offer some ideas of their own. Think, talk about and ask some thoughtful questions about how the Bible influences Christians and what influences them. How and why do Christians pray today? P4C focus.	BELIEVING Who is a Christian and what do they believe? Part 2. <u>Assessment Indicators:</u> <i>Recall stories Jesus told including Jesus and the Ten Lepers and discuss the meaning of them.</i> <i>Make simple connections between what Jesus taught through stories and what Christians believe and do.</i> Match images to descriptions of stories from the Bible. Sort the images from The Lost Sheep.
Modern Foreign Languages-French - Listening - Speaking - Reading - Writing - Intercultural	Speaking Recognise and recall vocabulary in the everyday environment. Recall French vocabulary for colours. La Chanson des Couleurs.	Speaking Recognise and recall vocabulary in the everyday environment. Recall French vocabulary for colours. La Chanson des Couleurs	Speaking Recognise and recall vocabulary in the everyday environment. Recall French vocabulary for colours. La Chanson des Couleurs.	Speaking Recognise and recall vocabulary in the everyday environment. Recall French vocabulary for colours. La Chanson des Couleurs	Speaking Recognise and recall vocabulary in the everyday environment. Recall French vocabulary for colours. La Chanson des Couleurs.
Art and Design	Art - Sculpture Give an opinion about a piece of well-known art. Investigate the art of Andy Goldsworthy by exploring a range of his existing art work. Collect a range of natural materials and explore cutting	Art - Sculpture Use pencils to create lines of different thickness in drawing. Using different pencil types as well as different natural materials, Experiment creating spirals with different resources. (BV-Individual Liberty)	Art - Sculpture Explore a range of materials to learn how to cut. Using a variety of malleable materials investigate how we can roll and coil these and whether they need to be secured. BV-(Individual Liberty)	Art - Sculpture Use a range of materials to design and make products. Collect and select a range of appropriate materials to be used to create a piece of artwork inspired by Andy Goldsworthy using cutting and rolling skills. (BV-Individual liberty)	Art - Sculpture Know how to cut, roll and coil materials. <u>Assessment Indicator:</u> <i>Collect and select a range of appropriate materials to be used to create a piece of artwork inspired by Andy Goldsworthy</i>

	using a variety of tools and techniques. (BV-Individual Liberty)				outside. (BV-Individual Liberty)
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B Having fun with improvisation. Understanding Music. Understand there is a difference between a rhythm pattern and a pitch pattern. Explore different patterns within music.	Charanga Model Music Curriculum B Having fun with improvisation Singing. Sing songs from memory. Sing along with a piece of music from memory.	Charanga Model Music Curriculum B Having fun with improvisation 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.	Charanga Model Music Curriculum B Having fun with improvisation 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.	Charanga Model Music Curriculum B Performance. Talk about the performance afterwards, expressing what was enjoyed and what they think could have been better. Reflect on a musical performance. <u>Assessment Indicators:</u> <i>Play tuned and untuned instruments musically within the performance.</i> <i>Play as part of a performance and then reflect upon it.</i>
Outdoor Learning Opportunities	Major: (Science) Identifying plants growing in our school environment - photograph to then identify	Minor: (Art) Creating spirals using chalks on the playground.	Minor: (Geography) Finding suitable places for rain gauges and wind socks to measure weather.	Major: (Art) Creating Andy Goldsworthy inspired artwork using natural materials.	Minor: (Science) Looking at different plants and categorising them - wild, garden, and trees.
Enhancements Visits and Visitors				Visit to All Hallows Church 21.05.25	
Parental Engagement			FS and KS1 Sports Day 16.05.25 9.15am	FS and KS1 Sports Day 21.05.25 9.15am	
Whole School and National Events	Class Photographs 30.04.25	VE celebrations 08.05.25 Wear Red White and Blue		National Numeracy Day 21.05.25	

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.