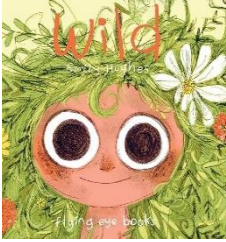
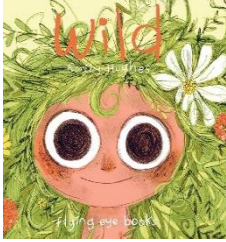
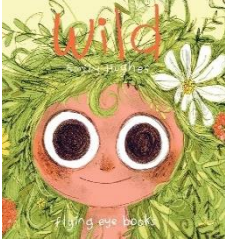
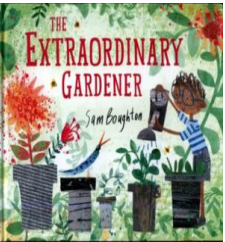
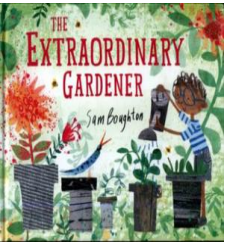
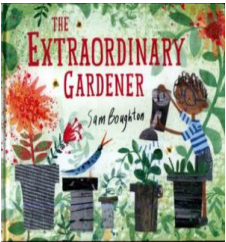




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Summer 1 2026
Phase Key Stage 1 Year Group 1



	Week 1 Wk Beg 13.04	Week 2 Wk Beg 20.04	Week 3 Wk Beg 27.04	Week 4 Wk Beg 04.05	Week 5 Wk Beg 11.05	Week 6 Wk Beg 18.05
Big Question	How does your garden grow?					
Connected Concepts	Cause and Effect	Cause and Effect	Cause and Effect	Cause and Effect	Cause and Effect	Cause and Effect
Book Studies	Wild 	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's? 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> 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 Step 57 - read and spell words with ire	<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>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>Phase 2 - Understanding as a writer.</u> Some correct use of exclamation marks. Use illustrations to write sentences that contain an exclamation mark. Write simple sentences adding an adjective to a noun or adverb to a verb. Write sentences that include an adjective to describe the noun. <u>Reading</u> FFT Step 57 - read and spell words with oe (oa) Explain clearly their understanding of what is read to them.	<u>Phase 3 - Composition.</u> <u>Assessment Indicator:</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> <u>Reading</u> FFT Step 57 - read and spell words with ph (f) Explain clearly their understanding of what is read to them.

	<p>Phase 2 - Understanding as a writer. Use a question mark. What would you ask the girl if you met her for the first time?</p> <p>Reading Reading FFT Phase 5 Consolidation: Read and spell words with -y, y, ow, c, ce, g, ge, dge. 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 58- read and spell words with are (air) Explain clearly their understanding of what is read to them.</p>	<p>Reading FFT Step 57 - read and spell words with tch (ch) Explain clearly their understanding of what is read to them.</p>		
Key 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 -Multiplication and Division -Fractions</p> <p>Measurement -Geometry Properties of shapes -Geometry Position and Direction</p>	<p>Fractions 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 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 Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays. Concrete: 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.</p>	<p>Multiplication and Division Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays. Toolkit : Correct or not correct repeated addition sentences. Toolkit: Box sort to sort the calculations Reasoning: Patterns and relationships (word problem focus)</p>	<p>Place Value Represent and use number bonds and related subtraction facts within 20. Concrete: Part Part Whole boxes with different missing numbers, or 2 missing numbers. Toolkit - Match Me up tens and ones Toolkit - Correct or not correct</p>	<p>Place Value Represent and use number bonds and related subtraction facts within 20. Reasoning: Logical reasoning. Reasoning: Justify, explain and deduce. Number less problems using a visual representation approach</p>
Number Rehearsal Sequence	<p>Bonds to 8 (+/-)</p>			<p>Bonds to 9 (+/-)</p>		

<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Sticky Knowledge Acquire and Apply: Name and label parts plants and trees (leaves, stem/trunk, branches flowers, roots) Identify and label the basic structure of flowering plants.</p>	<p>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.</p>	<p>Plants. <u>Assessment Indicators:</u> Identify trees which lost their leaves and those who keep them all year, naming them evergreen and deciduous. Comparing a selection of different plants/ leaves and making observations about how they could be identified, group and classified. TAPS Leaf Looking.</p>
<p>Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world Relationships and Sex Education (RSE) and Health Education</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>PSHEE JIGSAW SOW: Relationships. Say why I appreciate someone who is special to me. <u>Assessment Indicators:</u> Recognise and identify the positive qualities of the people around me and understand how these make them special to me</p>
<p>Physical Education -Gymnastics -Dance -Games -Athletics -Swimming</p>	<p>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></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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></p>	<p>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</p>

	<p><i>Copy, remember and repeat actions.</i></p> <p>Outdoor PE - Striking and Fielding.</p> <p>Explore technique when throwing over and underarm.</p> <p>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>Outdoor PE - Striking and Fielding.</p> <p>Explore technique when throwing over and underarm.</p> <p>Use techniques to throw effectively overarm.</p>	<p>Outdoor PE - Striking and Fielding.</p> <p>Explore technique when throwing over and underarm.</p> <p>Use techniques to throw effectively overarm.</p>	<p>Outdoor PE - Striking and Fielding.</p> <p>Explore striking a ball with their hand and equipment.</p> <p>Strike the ball using the centre of a racket.</p>	<p><i>Express what was enjoyable about someone else's performance.</i></p> <p>Outdoor PE - Striking and Fielding.</p> <p>Develop coordination and technique when catching.</p> <p>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>how to make it an effective performance.</p> <p><u>Assessment Indicator:</u> <i>Show some sense of dynamic and expressive qualities in dance.</i></p> <p>Outdoor PE - Striking and Fielding.</p> <p>Develop tracking and retrieving a ball.</p> <p>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</p> <p>-Code</p> <p>-Connect</p> <p>-Communicate</p> <p>-Collect</p>	<p>Creating media - Digital Writing.</p> <p>Use a computer to write.</p> <p>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.</p> <p>Understand how to add text and explore more of the keys found on a keyboard.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Understand toolbar buttons including the undo button.</p>	<p>Creating media - Digital Writing.</p> <p><u>Assessment Indicator:</u> <i>Explain preferences for typing or writing. 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</p> <p>-Locational and Place Knowledge</p> <p>-Field Work</p> <p>-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.</p> <p>Different types of weather being sorted into:</p> <ol style="list-style-type: none"> 1) Happens in the UK 2) Sometimes happens in the UK (rare) 3) Doesn't happen in the UK 	<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>How can we measure weather?</p> <p>Using rain gauges from Spring 2; measure rainfall over a week.</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>How can we measure weather?</p> <p>Make rain socks with crepe paper strings. Consider the reason why airports have wind socks on their runways for planes taking</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.</p> <p>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</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> Know which the hottest / coldest season is in the UK. Recognise and understand main weather symbols. Match me up symbols</p>	-

	Discuss and compare the location of these less common (to us) weather events and their position on a globe compared to us.	Track the data collected each data and add it to a bar chart which shows the rainfall each day. What can this data tell us about the weather patterns in April?	off and landing. Using a compass to track wind direction and description of the wind level.	affect the weather?	Odd one out seasonal images linked to each of the 4 seasons - how do you know?	
History -Chronology -Concepts -Interpretation -Enquiry -Communication				Minor: To select information independently from different sources e.g. written, visual and oral sources and artefacts to answer historical questions. Use photographs taken by families of Cheadle today and compare to photographs from the past. Discuss and identify similarities and differences in relation to change.		
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. 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 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 Jonah and the Whale. Describe some ways that Christians think about God. (BV-Mutual respect)	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 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> Recall stories Jesus told including Jesus and the Ten Lepers and discuss the meaning of them. Make simple connections between what Jesus taught through stories and what Christians believe and do. Match images to descriptions of stories from the Bible. Sort the images from the The Lost Sheep.
Modern Foreign Languages-French -Listening -Speaking -Reading -Writing	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.	Speaking Recognise and recall vocabulary in the everyday environment. Recall French vocabulary for colours. La Chanson des Couleurs.

- Intercultural Understanding						
Art and Design and Design and Technology - Design - Make - Evaluate - Food Technology	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 using a variety of tools and techniques. (BV-Individual liberty)	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 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. Assessment Indicator: Collect and select a range of appropriate materials to be used to create a piece of artwork inspired by Andy Goldsworthy 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 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. Assessment Indicators: Play tuned and untuned instruments musically within the performance. Play as part of a performance and then reflect upon it.
Outdoor Learning Opportunities	Major: (Science) Plant seeds and watch them grow.	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, trees.	Major: (Science) Identifying plants growing in our school environment - photograph to then identify
Enhancements Visits and Visitors				Walk into Cheadle to identify common plants and trees 07.05.26		

Parental Engagement					Sports Day 15.05.26 9.15am	Sports Day Back-up 22.05.26 9.15am
Whole School and National Events	Autism Awareness Week 13.04.26	Careers Week 20.04.26	Class Photos 29.04.26 INSET Day 01.05.26	Outdoor Learning Day 08.05.26		

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.