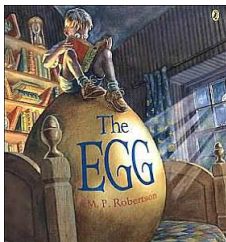


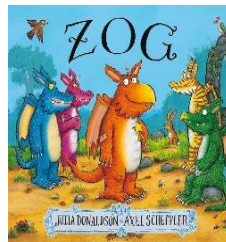
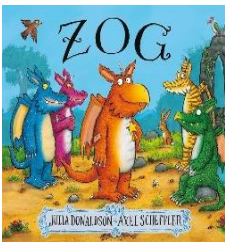
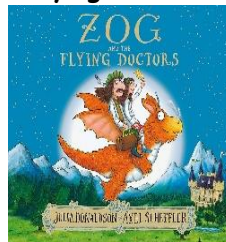
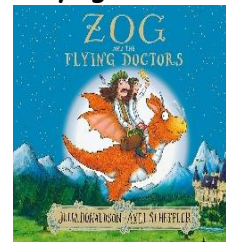




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Summer 2 2024**  
**Phase Key Stage 1 Year Group 1**



	<b>Week 1</b> Wk Beg 10.06	<b>Week 2</b> Wk Beg 17.06	<b>Week 3</b> Wk Beg 24.06	<b>Week 4</b> Wk Beg 01.07	<b>Week 5</b> Wk Beg 08.07	<b>Week 6</b> Wk Beg 15.07	<b>Week 7</b> Wk Beg 22.07
<b>Big Question</b>	What's so great about Great Britain?						
<b>Connected Concepts</b>	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence
<b>Book Studies</b>	<b>The Egg</b> 	<b>The Queen's Hat</b> 	<b>The Queen's Hat</b> 	<b>Zog</b> 	<b>Zog</b> 	<b>Zog and the Flying Doctors</b> 	<b>Zog and the Flying Doctors</b> 
<b>Children steering learning....</b>	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?
<b>English Writing</b> -Transcription -Composition -Vocabulary, Grammar and Punctuation	<b>Big Question hook.</b> Arrival of a dragon who is from somewhere in the UK but can't find his way home - can we help?  <b>Phase 2 -</b> <b>Understanding as a writer.</b> Some correct use of question marks.	<b>Phase 1 -</b> <b>Understanding as a reader.</b> Discuss word meanings and link these to previously known words.  <b>Write simple sentences adding an adjective to a noun or adverb to a verb.</b> Creating a glossary of London landmarks and a description of them.	<b>Phase 3 -</b> <b>Composition.</b> Re-read what I have written to check that it makes sense.  Some correct use of question marks. <b>Write more than once sentence on an idea.</b> Writing letters to King Charles - asking questions and telling him about themselves.	<b>Phase 1 -</b> <b>Understanding as a reader.</b> Discuss word meanings and link these to previously known words.  <b>Identifying rhyming couplets and what they mean.</b> Correct or not correct of rhyming couplets.	<b>Phase 2 -</b> <b>Understanding as a writer.</b> Description. Write simple sentences adding an adjective to a noun or adverb to a verb.  Creating rhyming sentences or phrases about illustrations.  <b>Reading</b> FFT Step 60 Read and spell	<b>Phase 3 -</b> <b>composition.</b> Report. UK fact file to describe the 4 countries of the UK.  <b>Assessment Indicator:</b> Description of landmarks, flag, recognisable human and physical features.  <b>Reading</b> FFT Step 61	<b>Phase 3 -</b> <b>Composition.</b> Goals. Writing for new teacher - 'what I want to tell you about myself' Application of year 1 writing skills.  <b>Reading</b> FFT Consolidation of previously taught GPC's from steps 34-61
<b>Reading</b> -Word reading -Comprehension							

	<p>Asking the dragon about where he has been.</p> <p><b>Write more than once sentence on an idea.</b></p> <p><b>Write simple sentences adding an adjective to a noun or adverb to a verb.</b> Can you help this dragon? Posters for around school.</p> <p><b>Reading</b> FFT Step 55 Read and spell words with - dge (g / ge / dge / j)</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p><b>Phase 2 - Understanding as a writer.</b> Some correct use of question marks. Questions for the King and his role as monarch.</p> <p><b>Reading</b> FFT Step 57 Read and spell words with - ire</p> <p><b>Make inferences on the basis of what is being said and done.</b></p>	<p>Posting Letters - walk to post box as part of Fieldwork Fortnight</p> <p><b>Reading</b> FFT Step 58 Read and spell words with - are (are / air / ear / ere)</p> <p>Read words with the suffix -less.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p><b>Phase 1 - Understanding as a reader.</b> Draw simple inferences from the text and/or the illustrations - What do you think? Why do you think?</p> <p><b>Reading</b> FFT Step 59 Read and spell words with - tch (tch / ch / t)</p> <p>Discuss the significance of the title and events.</p>	<p>words with - oe (oe / o_e / ow / oa / ou / o)</p> <p>Read words with suffix -ment.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Read and spell words with - ph (ph / f / ff)</p> <p><b>Assessment Indicator:</b> Final FFT RAP assessment</p>	<p>Include review of split digraph sounds from previous half term.</p>
<b>Tier ii Vocabulary</b>	Bargained, distress, duty, longingly, perched, clambered Gaped.	Soared, gently, floated, swish, swept, sailed.		Keenest, implore, expert, champion, triumph, alight, capture.			
<p><b>Mathematics</b></p> <p><b>Number</b></p> <p><b>-Number and Place Value</b></p> <p><b>-Addition and Subtraction</b></p> <p><b>-Multiplication and Division</b></p> <p><b>-Fractions</b></p> <p><b>Measurement</b></p> <p><b>-Geometry Properties of shapes</b></p>	<p>Count on from any starting number to 100.</p> <p>Partition 2 digit numbers into tens and ones.</p> <p>Recognise numbers to 100.</p> <p>Given a number, identify one more and one less.</p> <p><b>Concrete</b> Tens frame build the number. Show 1 more/1 less.</p>	<p>Count to and across 100, forwards and backwards.</p> <p>Partition 2 digit numbers into tens and ones.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less</p>	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Partition 2 digit numbers into tens and ones.</p> <p>Recognise numbers to 100.</p> <p><b>Toolkit</b> Order my answers numicon pictorial.</p> <p><b>Toolkit</b></p>	<p>Addition and Subtraction</p> <p>Crossing ten to teen numbers. + and - facts within 20 including crossing 10 boundary eg. 7+8 12-5.</p> <p>Solving 1 step number problems.</p> <p><b>Concrete</b> Tens frame first, then, now stories (+)</p> <p><b>Concrete</b></p>	<p>Addition and Subtraction</p> <p>Crossing ten to teen numbers. + and - facts within 20 including crossing 10 boundary eg. 7+8 12-5.</p> <p>Solving 1 step number problems.</p> <p><b>Fluency</b> Tens frames pictures (+) write a matching number sentence.</p> <p><b>Fluency</b></p>	<p>Addition and Subtraction</p> <p>Crossing ten to teen numbers. + and - facts within 20 including crossing 10 boundary eg. 7+8 12-5.</p> <p>Solving 1 step number problems.</p> <p><b>Toolkit</b> Star centre (+).</p> <p><b>Toolkit</b> Missing number (-).</p>	<p>Addition and Subtraction</p> <p>Crossing ten to teen numbers. + and - facts within 20 including crossing 10 boundary eg. 7+8 12-5.</p> <p>Solving 1 step number problems.</p> <p><b>PS&amp;R</b> What do I know, what do I need to know? Missing information in statistics problems.</p>

<p><b>-Geometry Position and Direction</b></p>	<p><b>Concrete</b> Multi-link cubes, sort into tens and ones.</p> <p><b>Continuous Provision Concrete:</b> Show a number using numicon and part part whole.</p> <p><b>Measures</b> O'clock and half past</p>	<p><b>than (fewer), most, least.</b></p> <p><b>Fluency</b> Pictorial numbers match me up and order my numbers.</p> <p><b>Fluency</b> Identify more than/less than/equal to using pictorial representations of numbers.</p> <p><b>Fluency Continuous Provision</b> Missing number grids.</p> <p><b>Fluency Continuous Provision</b> Place missing numbers on a number line.</p> <p>Measures: O'clock and half past.</p>	<p>Correct or incorrect tens frame and number lines.</p> <p><b>Toolkit Continuous Provision</b> Star centre.</p> <p><b>PS&amp;R</b> Use my clues.</p> <p>Measures: O'clock and half past</p>	<p>Tens frame first, then, now stories (-)</p> <p><b>Concrete</b> Number sentence and numicon +/-</p> <p><b>Continuous Provision Concrete:</b> Picture match me up</p> <p><b>Measures:</b> Cm</p> <p><b>Outdoor Learning opportunities</b></p>	<p>Tens frames pictures (-) write a matching number sentence.</p> <p><b>Fluency</b> Number line and bar models/ part part whole for counting on and back.</p> <p><b>Fluency Continuous Provision</b> Odd one out.</p> <p>Measures: ml.</p>	<p><b>PS&amp;R Logical Reasoning</b> Match me up (+/-).</p> <p><b>Toolkit Continuous Provision</b> shop (+/-)</p> <p>Measures: money.</p>	<p><b>PS&amp;R</b> Organise a list and table.</p> <p>Measures: money.</p>
<p><b>Science</b> <b>-Working Scientifically to observe, connect, respond</b> <b>-Biology</b> <b>-Chemistry</b> <b>-Physics</b></p>		<p><b>Working Scientifically</b></p> <p>Charles Macintosh</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass and metal.</p> <p>Describe the simple physical properties of a variety of everyday materials. Look at a selection of materials and consider 'which material is best for making a waterproof</p>	<p><b>Working Scientifically</b></p> <p>Charles Macintosh</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use their observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help answer questions. Test a selection of materials using a pipette to simulate</p>	<p><b>Sticky Knowledge-Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</b></p> <p>Working Scientifically</p> <p>Charles Macintosh</p> <p><b>Assessment Indicator:</b> Use their observations and ideas to suggest answers to questions. Gather and record data to help answer questions. Describe the simple physical properties of a variety of everyday materials.</p>	<p><b>Sticky Knowledge-Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</b></p> <p>Milestone knowledge -Year 1 end of year indicators.</p>	<p><b>Sticky Knowledge-Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</b></p> <p>Milestone knowledge -Year 1 end of year indicators.</p>	<p><b>Sticky Knowledge-Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</b></p> <p>Milestone knowledge -Year 1 end of year indicators.</p>

		cover for the dragon's egg?'  Explain your selection and predict the outcome - collate predictions on page for books with material samples.	raindrops and consider why some materials let water through and others do not.	Compare and group together a variety of everyday materials on the basis of their simple physical properties  Answer 'which material is best for making a waterproof cover for the dragon's egg?' Using learning from the comparative test, suggest a material they feel would be suitable for the bag and explain why.			
<b>Personal, Social, Health and Economic Education</b> -Relationships -Health and Well-Being -Living in the Wider world <b>Relationships and Sex Education (RSE) and Health Education</b>	<b>PSHEE JIGSAW SOW:</b> Changing me.  Start to understand the life cycles of animals and humans. Investigate and identify the life cycle stages of humans and animals.	<b>PSHEE JIGSAW SOW:</b> Changing me.  Say some things about me that have changed and some things about me that have stayed the same. Recognise that aspects of ourselves change over time and others stay the same.	<b>PSHEE JIGSAW SOW:</b> Changing me.  Say how my body has changed since I was a baby. Understand that parts of our bodies grow and change throughout our lives.	<b>PSHEE JIGSAW SOW:</b> Changing me.  Say how my body has changed since I was a baby. Understand that parts of our bodies grow and change throughout our lives.	<b>PSHEE JIGSAW SOW:</b> Changing me.  Identify the parts of the body that make boys different to girls and can use the correct names for these. Identify and recognise physical differences within our bodies.	<b>PSHEE JIGSAW SOW:</b> Changing me.  Understand that every time I learn something new I change a little bit. Understand that every time we learn something new we acquire new information that adds to our lives,	<b>PSHEE JIGSAW SOW:</b> Changing me.  <u>Assessment Indicator:</u> Tell you about changes that have happened in my life. Identify key changes that have happened in my life so far, and suggest how these have impacted our lives.
<b>Physical Education</b> -Gymnastics -Dance -Games -Athletics	<b>Get Set 4 PE SOW</b> Indoor PE Gymnastics.  To develop stability and control when performing balances. Be as still as a statue in your balance.  Hold your balances for 5 seconds.  Squeeze your muscles so that they feel hard.  Outdoor PE Athletics.	<b>Get Set 4 PE SOW</b> Indoor PE Gymnastics.  To develop technique and control when performing shape jumps. Bend your knees when landing.  Keep looking straight ahead when landing.  Outdoor PE Athletics.  To develop balance.	<b>Get Set 4 PE SOW</b> Indoor PE Gymnastics.  To develop technique and control when performing shape jumps. Bend your knees when landing.  Keep looking straight ahead when landing.  Outdoor PE Athletics.	<b>Get Set 4 PE SOW</b> Indoor PE Gymnastics.  To develop technique in the barrel, straight and forward roll. Keep in the same shape throughout the roll.  Outdoor PE Athletics.  To explore hopping, jumping and leaping for distance.	<b>Get Set 4 PE SOW</b> Indoor PE Gymnastics.  To develop rolls and use them in a sequence. Keep in the same shape throughout the roll.  Outdoor PE Athletics.  To develop throwing for distance.	<b>Get Set 4 PE SOW</b> Indoor PE Gymnastics.  To link gymnastic actions to create a sequence. Use a starting and finishing position. Use rolls, jumps, balances and travelling movements in your sequence.  Outdoor PE Athletics.	<b>Get Set 4 PE SOW</b> Indoor PE Gymnastics.  To develop quality in gymnastics sequences. Bend your knees when landing.  Hold your balances for 5 seconds.  Take your time and move with control.  Use a starting and finishing position.

	<p><b>To move at different speeds over varying distances.</b> Run using opposite leg forward to arm.</p> <p>Take bigger strides when running faster.</p> <p>Use a slower pace for longer distances.</p>	<p>Jump and land with soft knees.</p> <p>Keep your chest up whilst moving. Move slowly to help you maintain balance.</p>	<p><b>To develop agility and co-ordination.</b> Bend low and push off quickly to change direction. Keep your chest up whilst moving.</p> <p>Keep your feet shoulder width apart when changing direction.</p>	<p>Bend your knees and land with control.</p> <p>Look forwards as you jump.</p> <p>Swing your arms forward when jumping.</p>	<p>Step forward with opposite foot to throwing arm.</p> <p>Throw with a balanced stance.</p> <p>Use an underarm throw for a short distance and an overarm throw for a further distance.</p>	<p><b>To develop throwing for accuracy.</b> Increase the swing of your arm to throw the beanbag further. Point your hand at your target after you throw.</p> <p>Step forward with opposite foot to throwing arm.</p>	<p>Outdoor PE Athletics.</p> <p><b>To develop throwing for accuracy.</b> Increase the swing of your arm to throw the beanbag further.</p> <p>Point your hand at your target after you throw.</p> <p>Step forward with opposite foot to throwing arm.</p>
<p><b>Computing</b> -Code -Connect -Communicate -Collect</p>		<p><b>Programming B</b> Programming animations.</p> <p>Show that a series of commands can be joined together for a given purpose. Explore the tools available on Scratch and begin to compare their uses.</p>	<p><b>Programming B</b> Programming animations.</p> <p>Show that a series of commands can be joined together for a given purpose. Understand and demonstrate how blocks can be joined together to create a command.</p>	<p><b>Programming B</b> Programming animations.</p> <p>Show that a series of commands can be joined together for a given purpose. Identify the effect of changing the value in a block that has a number.</p>	<p><b>Programming B</b> Programming animations.</p> <p>Explain that each sprite has its own instructions. Understand and recognise each sprite has its own instructions.</p> <p>Begin adding instructions to more than one sprite.</p>	<p><b>Programming B</b> Programming animations.</p> <p>Design the parts of a project (on screen) Understand the use of available tools to effectively plan a working animation.</p>	<p><b>Programming B</b> Programming animations.</p> <p>Use algorithms to create a program.</p> <p><b>Assessment Indicator:</b> <i>Create algorithms for each sprite to move as intended. Test a program I have created.</i></p>
<p><b>Geography</b> -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>	<p><b>Major:</b> 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><b>Major:</b> 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><b>Major:</b> 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. Fieldwork: local building use -</p>	<p><b>Major:</b> Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p><b>Major:</b> 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><b>Major:</b> 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><b>Major:</b> 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><b>Who needs a holiday? Let's visit England!</b></p> <p>INITIAL ASSESSMENT</p> <p>Label the 4 countries of the UK on a map.</p> <p>Create a fact sheet on the human and physical features that make great Britain recognisable.</p>	<p><b>What makes London our Capital City?</b></p> <p>Label London and Cheadle on a map of the UK.</p> <p>Comparing aerial photos and maps of Cheadle and London.</p> <p>What is the same, what is different?</p> <p>Create a Visit London poster using a range of sources - videos, photos, captions and text. focus on human landmarks they would see if visiting.</p> <p>Digi maps.</p>	<p>comparing the landmarks in Cheadle to London.</p> <p><b>Come to see super Scotland!</b></p> <p>Locate and label Scotland on a map of the UK.</p> <p>Plan a physical and human features holiday to Scotland using a range of sources- choose locations to visit and why people might like to go there.</p> <p>Digi maps.</p>		<p><b>What's going on in Northern Ireland?</b></p> <p>Locate and label Northern Ireland on a map of the UK.</p> <p>Create a postcard from a trip to Northern Ireland - design the images to be used and explain the things they have seen on the back, which feature do you think someone reading your postcard would like best? Why?</p>	<p><b>Welcome to Wales!</b></p> <p>Locate and label Wales on a map of the UK.</p> <p>Create a list of human and physical features of Wales using a range of sources of evidence - videos, photos, captions and text.</p> <p>Discover that our Dragon visitor comes from Wales and help him to plan a route home using Digi maps</p>	<p><b>What's so great about Great Britain?</b></p> <p>END ASSESSMENT</p> <p>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.</p>
<p><b>History</b></p> <p>-Chronology</p> <p>-Concepts</p> <p>-Interpretation</p> <p>-Enquiry</p> <p>-Communication</p>		<p><b>Minor: Changes in Living Memory &amp; Significant Individuals - Queen Elizabeth II and King Charles III.</b></p> <p><b>Identify why certain people/events are significant in history.</b></p> <p>Identify significant events in Queen Elizabeth II's reign and their impact on our lives, recognise the chronology of events in her life.</p> <p>Sequencing chronology of her life - comic strip. (Rule of law/Democracy)</p>	<p><b>Minor: Changes in Living Memory &amp; Significant Individuals - Queen Elizabeth II and King Charles III.</b></p> <p><b>Assessment Indicator:</b></p> <p><i>Identify why certain people/events are significant in history.</i></p> <p>Explore the life of King Charles III and identify significant events in his life.</p> <p>Sequencing chronology of his life - seesaw. (Rule of law/ Democracy)</p>				
<p><b>Religious Education, Beliefs and Values</b></p> <p>-Believing</p>	<p>EXPRESSING</p> <p>What makes some places sacred?</p>	<p>EXPRESSING</p> <p>What makes some places sacred?</p>	<p>EXPRESSING</p> <p>What makes some places sacred?</p>	<p>EXPRESSING</p> <p>What makes some places sacred?</p>	<p>EXPRESSING</p> <p>What makes some places sacred?</p>	<p>EXPRESSING</p> <p>What makes some places sacred?</p>	<p>EXPRESSING</p> <p>What makes some places sacred?</p>

<p><b>-Expressing</b> <b>-Living</b></p>	<p>Identify special objects and symbols found in a place where people worship and say something about what they mean and how they are used.</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches show what people believe. (Respect/Tolerance)</p>	<p>Thinking about the special objects and symbols from a previous week, what is special and sacred to us?</p> <p>Look at places special to us and think on why. (Respect/Tolerance)</p>	<p>Ask good questions during a school visit about what happens in a church.</p> <p>Writing questions ahead of class visit to All Hallows church, based on special and sacred artefacts that can be found in a church. (Respect/Tolerance)</p>	<p>Talk about ways in which stories, objects, symbols and actions used in churches show what people believe.</p> <p>Images and artefacts to be found in a church as well as in different places of worship, children to categorise them based on what they know of churches.</p>	<p>Identify special objects and symbols found in a place where people worship and say something about what they mean and how they are used.</p> <p>Are churches special places to those who aren't Christian too? Why might we think that?</p> <p>Thinking about community involvement in the church, creating a poster to encourage people to visit.</p>	<p><b>Assessment Indicator:</b> <i>Identify special objects and symbols found in a place where people worship and say something about what they mean and how they are used. Sorting symbols and artefact into what they think are the most important and least important to Christians.</i></p>	<p>Talk about ways in which stories, objects, symbols and actions used in churches show what people believe.</p> <p>Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel.</p> <p>How can music sometimes help believers help worship? Concept map of children's ideas on music and beliefs.</p>
<p><b>Modern Foreign Languages-French</b> <b>-Listening</b> <b>-Speaking</b> <b>-Intercultural Understanding</b></p>	<p>Listening</p> <p>Know and join in with familiar French songs and rhymes, recognising some words.</p> <p>Join in with songs about food.</p>	<p>Listening</p> <p>Know and join in with familiar French songs and rhymes, recognising some words.</p> <p>Join in with songs about French foods.</p>	<p>Intercultural Understanding</p> <p>Begin to join in with dances from different cultures.</p> <p>Create own actions and dance moves to help recall each key word name.</p>	<p>Intercultural Understanding</p> <p>Begin to join in with dances from different cultures.</p> <p>Build a sequence with the previous hand gestures and dance moves to help remember key words.</p>	<p>Speaking</p> <p>Recognise and recall vocabulary in the everyday environment.</p> <p>Recall French vocabulary for favourite foods.</p>	<p>Speaking</p> <p>Recognise and recall vocabulary in the everyday environment.</p> <p>Recall French vocabulary for favourite foods.</p>	<p>Listening</p> <p>Know and join in with familiar French songs and rhymes, recognising some words.</p> <p>Join in with songs about food.</p>
<p><b>Art and Design</b> <b>-Sculpting and Creating</b> <b>-Art Elements</b> <b>-Evaluate and Appraise Design and Technology</b> <b>-Design</b> <b>-Make</b> <b>-Evaluate</b> <b>-Food Technology</b></p>	<p>Give an opinion about a piece of well-known art.</p> <p>Ask a relevant question about a key piece of artwork by artist James Rizzi, recognising subject matter and the context of the artwork.</p>	<p>Make marks in print using different objects and basic tools.</p> <p>Collection of materials to create a repeating pattern using paint.</p> <p>Experimenting with different patterns.</p>	<p>Know how to create a repeating pattern using print.</p> <p>Recognise and select appropriate resources to recreate a cityscape by James Rizzi - more specifically the background.</p>	<p>Use drawing to share ideas using lines and geometric shapes.</p> <p>Explore drawing different buildings of different sizes, looking at line drawing.</p> <p>Selecting tools to assist with straight lines.</p>	<p><b>Assessment Indicator:</b> <i>Use painting with a focus on colour and space. Make marks in print using different objects and basic tools.</i></p> <p>Select appropriate tools and methods to create a cityscape of London inspired by James Rizzi.</p>	<p><b>Assessment Indicator:</b> <i>Use painting with a focus on colour and space. Make marks in print using different objects and basic tools.</i></p> <p>Select appropriate tools and methods to create a cityscape of London inspired by James Rizzi.</p>	<p>Ask a question about a piece of art.</p> <p>Evaluate their final piece against their printing and drawing skills they have practised throughout the sequence.</p>

<p><b>Music</b>  <b>-Listen and Appraise</b>  <b>-Singing</b>  <b>-Instruments</b>  <b>-Improvisation</b>  <b>-Composition</b></p>	<p><b>Charanga Model Music Curriculum B</b>  Let's Perform Together!</p> <p>Combining pulse, rhythm and pitch.  Step 1 -The Bear went over the Mountain</p> <p>Understanding music  <b>Let's find and keep a steady beat.</b></p> <p><b>Play or clap simple rhythmic patterns using long and short sounds.</b></p> <p><b>Respond to different high and low pitches.</b></p> <p>Improvise together  <b>Keep a steady beat when improvising.</b></p> <p><b>Clap four-beat rhythms, creating long and short sounds.</b></p> <p><b>Improvise using one, two or three notes, using F, G and A.</b></p> <p>Listen and Respond  <b>Listen carefully and copy back the actions.</b></p> <p><b>Respond to the questions, thinking about the music.</b>  <b>'Did You Know?' facts about the song.</b></p> <p>Singing  <b>Sing, rap, rhyme, chant and use spoken words.</b></p>	<p><b>Charanga Model Music Curriculum B</b>  Let's Perform Together!</p> <p>Combining pulse, rhythm and pitch.  Step 2-In the Sea</p> <p><b>Very simple rhythm patterns using long and short.</b></p> <p>Understanding music  <b>Let's find and keep a steady beat.</b></p> <p><b>Play or clap simple rhythmic patterns using long and short sounds.</b></p> <p><b>Respond to different high and low pitches.</b>  Improvise together</p> <p><b>Keep a steady beat when improvising.</b></p> <p><b>Clap four-beat rhythms, creating long and short sounds.</b></p> <p><b>Improvise using one, two or three notes, using F, G and A.</b></p> <p>Listen and Respond  <b>Listen carefully and copy back the actions.</b></p> <p><b>Respond to the questions, thinking about the music.</b>  <b>'Did You Know?' facts about the song.</b></p> <p>Singing  <b>Demonstrate good singing posture.</b></p>	<p><b>Charanga Model Music Curriculum B</b>  Let's Perform Together!</p> <p>Combining pulse, rhythm and pitch.  Step 3 -Alice the Camel</p> <p><b>Very simple rhythm patterns using long and short.</b></p> <p>Understanding music  <b>Let's find and keep a steady beat.</b></p> <p><b>Play or clap simple rhythmic patterns using long and short sounds.</b></p> <p><b>Respond to different high and low pitches.</b>  Improvise together</p> <p><b>Keep a steady beat when improvising.</b></p> <p><b>Clap four-beat rhythms, creating long and short sounds.</b></p> <p><b>Improvise using one, two or three notes, using F, G and A.</b></p> <p>Listen and Respond  <b>Listen carefully and copy back the actions.</b></p> <p><b>Respond to the questions, thinking about the music.</b>  <b>'Did You Know?' facts about the song.</b></p> <p>Singing  <b>Copy back intervals of an octave or a fifth</b></p>	<p><b>Charanga Model Music Curriculum B</b>  Let's Perform Together!</p> <p>Combining pulse, rhythm and pitch.  Step 4 -Ten Green Bottles</p> <p><b>Very simple melodic patterns using high and low.</b></p> <p>Understanding music  <b>Let's find and keep a steady beat.</b></p> <p><b>Play or clap simple rhythmic patterns using long and short sounds.</b></p> <p><b>Respond to different high and low pitches.</b></p> <p>Improvise together  <b>Keep a steady beat when improvising.</b></p> <p><b>Clap four-beat rhythms, creating long and short sounds.</b></p> <p><b>Improvise using one, two or three notes, using F, G and A.</b></p> <p>Listen and Respond  <b>Listen carefully and copy back the actions.</b></p> <p><b>Respond to the questions, thinking about the music.</b>  <b>'Did You Know?' facts about the song.</b></p> <p>Singing  <b>Sing songs from memory.</b></p>	<p><b>Charanga Model Music Curriculum B</b>  Let's Perform Together!</p> <p>Combining pulse, rhythm and pitch.  <b>Assessment Indicator:</b>  <b>Step 5 Zootime</b>  Find and try to keep a steady beat. Very simple rhythm patterns using long and short.  Very simple melodic patterns using high and low.</p> <p>Understanding music  <b>Let's find and keep a steady beat.</b></p> <p><b>Play or clap simple rhythmic patterns using long and short sounds.</b></p> <p><b>Respond to different high and low pitches.</b></p> <p>Improvise together  <b>Keep a steady beat when improvising.</b></p> <p><b>Clap four-beat rhythms, creating long and short sounds.</b></p> <p><b>Improvise using one, two or three notes, using F, G and A.</b></p> <p>Listen and Respond  <b>Listen carefully and copy back the actions.</b></p> <p><b>Respond to the questions, thinking about the music.</b>  <b>'Did You Know?' facts about the song.</b></p> <p>Singing</p>	<p><b>Charanga Model Music Curriculum B</b>  Let's Perform Together!</p> <p>Combining pulse, rhythm and pitch.  Step 6 - She'll be coming round the Mountain</p> <p><b>Very simple rhythm patterns using long and short.</b></p> <p>Understanding music  <b>Let's find and keep a steady beat.</b></p> <p><b>Play or clap simple rhythmic patterns using long and short sounds.</b></p> <p><b>Respond to different high and low pitches.</b></p> <p>Improvise together  <b>Keep a steady beat when improvising.</b></p> <p><b>Clap four-beat rhythms, creating long and short sounds.</b></p> <p><b>Improvise using one, two or three notes, using F, G and A.</b></p> <p>Listen and Respond  <b>Listen carefully and copy back the actions.</b></p> <p><b>Respond to the questions, thinking about the music.</b>  <b>'Did You Know?' facts about the song.</b></p> <p>Singing</p>	<p><b>Charanga Model Music Curriculum B</b>  Let's Perform Together!</p> <p>Combining pulse, rhythm and pitch.  Step 7 - The Pink Panther theme</p> <p><b>Very simple rhythm patterns using long and short.</b></p> <p>Understanding music  <b>Let's find and keep a steady beat.</b></p> <p><b>Play or clap simple rhythmic patterns using long and short sounds.</b></p> <p><b>Respond to different high and low pitches.</b></p> <p>Improvise together  <b>Keep a steady beat when improvising.</b></p> <p><b>Clap four-beat rhythms, creating long and short sounds.</b></p> <p><b>Improvise using one, two or three notes, using F, G and A.</b></p> <p>Listen and Respond  <b>Listen carefully and copy back the actions.</b></p> <p><b>Respond to the questions, thinking about the music.</b>  <b>'Did You Know?' facts about the song.</b></p> <p>Singing  <b>Singing in unison.</b></p>
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<b>Enhancements Visits and Visitors</b>			Careers Week 24.06.24  Local walk to post letters to King Charles and explore building use in Cheadle 27.06.24	Visit to All Hallows Church 01.07.24		Transition - Planning learning opportunities and experiences for Year 2 15.07.24	Transition - Planning learning opportunities and experiences for Year 2 22.07.24
<b>Parental Engagement</b>					Sports Day KS1/FS 10.07.24 9.15 am	Come to meet your child's registration teacher for September and hear about next year's curriculum. 16.07.24	
<b>Whole School and National Events</b>	Phonics screening check for all Year 1	LPPA Award - Verification day. 20.06.24	Summer Fair 28.06.24 3.30-5.30 pm		Parents Coffee Morning-Mental Health support 08.07.24 9.00 am		Friends of Meadowbank thank you tea party 22.07.24 2.00 pm

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.