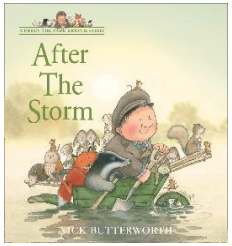
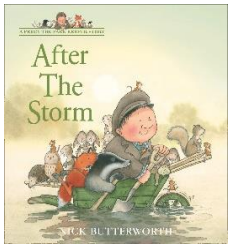
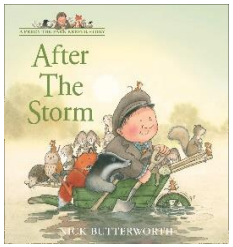
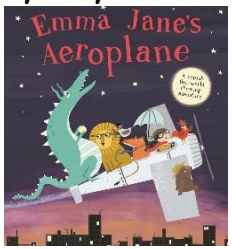
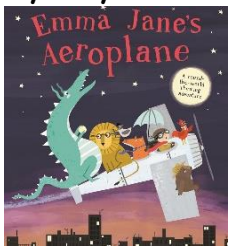
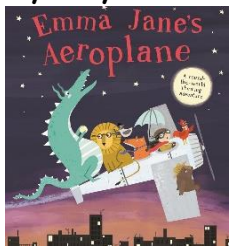
Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Summer 2 2025
Phase Key Stage 1 Year Group 1

	Week 1 Wk Beg 16.06	Week 2 Wk Beg 23.06	Week 3 Wk Beg 30.06	Week 4 Wk Beg 07.07	Week 5 Wk Beg 14.07	Week 6 Wk Beg 21.07
Big Question	**What is beyond the clouds?**					
Connected Concepts	**Cause & Effect, Power Significance**	**Cause & Effect, Power Significance**	**Cause & Effect, Power Significance**	**Cause & Effect, Power Significance**	**Cause & Effect, Power Significance**	**Cause & Effect, Power Significance**
Book Studies	**After the Storm by Nick Butterworth** 	**After the Storm by Nick Butterworth** 	**After the Storm by Nick Butterworth** 	**Emma Jane's Aeroplane by Katy Haworth** 	**Emma Jane's Aeroplane by Katy Haworth** 	**Emma Jane's Aeroplane by Katy Haworth** 
Children steering learning….	What can fly? Which types of flying machine are there? How can you fly? How does the plane stay up? How did planes get invented? How can we fly in different ways? What flying machines will be invented next?					
English **Reading** **-Word reading** **-Comprehension** **Writing** **-Transcription** **-Composition** **-Vocabulary, Grammar and Punctuation**	**Phase 1 – Understanding as a reader.** **Sequence sections of stories using images for support.** How can we use the illustrations to identify the correct order, how do we know what happens next? **Phase 1 – Understanding as a reader.** **Sequence sections of stories using images for support.** Tales toolkit page with captions and phrases to explain what the problem	**Phase 2 – Understanding as a writer.** **Joining words and joining clauses using 'and'.** **Beginning to use other co-ordinating conjunctions such as 'but' and 'so' and some subordinating conjunctions such as 'because'.** **Phase 2 – Understanding as a writer.** **Correct use of question marks.** **Uses an exclamation mark.** Asking Percy and the animals different questions to find out what	**Phase 2 – Understanding as a writer.** Following Airport visit: **Sequence sentences in chronological order to recount an event or experience.** Consider and include own experiences when writing, photos form the visit to prompt discussion. What happened first? What happened next? How did it end? **Phase 3 – Composition.** **Sequencing sentences to form short narratives.** Creating narratives to match the illustrations.	**Phase 1 – Understanding as a reader.** **Begin to make predictions about the events in a text including predicting from the front cover and the title of the book.** Explain how what they are reading relates to their Big Question. Reviewing the book shared. **Phase 1 – Understanding as a reader.** **Sequence sections of stories using images for support.** Tales toolkit page with captions and phrases to explain what the problem	**Phase 2 – Understanding as a writer.** **Identify when sentences have missing Capital Letters and Full Stops.** Correct or not correct, creating own examples. **Phase 2 – Understanding as a reader.** **Poetry** **Orally devise sentences using alliteration.** I can see… Matching nouns to alliterative words which make sense. **Reading** **FFT Step 60**	**Phase 3 – Composition** **Weather Poetry** *Final assessed piece* **Write simile sentences to describe.** Look at the … as tall as … **Reading** **FFT Step 61** **Read and spell words with – ph (ph / f / ff)** ***Assessment Indicator:*** *Final FFT RAP assessment*

	and solution are within the text. **<u>Reading</u>** **FFT Step 55** **Read and spell words with - dge (g / ge / dge / j)** **Draw on what they already know or on background information and vocabulary provided by the teacher.** ***Phonics Screening Check Week**	they were doing at different points in the story. Focus group exclamation task over the week TA led. **<u>Reading</u>** **FFT Step 57** **Read and spell words with – ire** **Make inferences on the basis of what is being said and done.**	***<u>Assessment Indicator:</u>*** *Retell of 'After the Storm' using illustrations to retell in sections – work on over the week to build up a significant piece of writing.* **<u>Reading</u>** **FFT Step 58** **Read and spell words with – are (are / air /ear / ere)** **Read words with the suffix –less.** **Check that the text makes sense to them as they read and correcting inaccurate reading.**	and solution are within the text. **<u>Reading</u>** **FFT Step 59** **Read and spell words with – tch (tch / ch / t)** **Discuss the significance of the title and events.**	**Read and spell words with – oe (oe / o_e / ow / oa / ou / o)** **Read words with suffix – ment.** **Predict what might happen on the basis of what has been read so far.**	
Ambitious Vocabulary	Raging Pouring Creak Repairs Dreadful Hollow			London Paris – Eiffel Tower, Notre Dame Venice – gondola, canal New York, Manhattan – Statue of liberty, Broadway Beijing – Great Wall of China Sydney – Harbour Bridge, Opera House		
Mathematics **Number** **-Number and Place Value** **-Addition and Subtraction** **-Multiplication and Division** **-Fractions** **Measurement** **-Geometry Properties of shapes** **-Geometry Position and Direction**	**Represent and use number bonds and related subtraction facts within 20** Fluency Pathways using tens and ones. Fluency All the single digits. Using single digits to make the largest total Problem Solving	**Add and subtract one and two digit numbers to 20, including zero.** Concrete – selecting number cards, building an addition or subtraction sentence and using dienes to calculate. Concrete – tens frames addition and subtraction Concrete – part, part whole addition and subtraction All crossing the tens boundary.	**Add and subtract one and two digit numbers to 20, including zero.** Toolkit – Pick a Pair, bridging the tens and ones to 20. Toolkit – Find my Neighbour – bridging tens and ones to 20 Toolkit – Missing Numbers, bridging to 20.	**Add and subtract one and two digit numbers to 20, including zero.** Fluency – Four Pictures. Deeper Thinking – What do I know, what do I need to know word problem involving a table. Fluency – Which symbol, varying amounts of symbols missing.	**Add and subtract one and two digit numbers to 20, including zero** ***<u>Assessment Indicator:</u>*** *White Rose Assessments for Arithmetic and Reasoning.*	**Describe position, direction and movement, including whole, half, quarter and three quarter turns.** Concrete – Beebots programming specific directions. Toolkit – Cover Up – descriptions of shapes to be clues

Number Rehearsal Sequence	**Numberbonds to 20**				**Counting in 2s, 5s and 10s**	
Science **-Working Scientifically to observe, connect, respond** **-Biology** **-Chemistry** **-Physics**	**Materials** **Working Scientifically** Charles Macintosh **Describe the simple physical properties of a variety of everyday materials.** **Ask simple questions using their prior knowledge.** Define what waterproof means, identifying what different waterproof materials are. Generate questions about waterproof materials.	**Materials** **Working Scientifically** Charles Macintosh **Describe the simple physical properties of a variety of everyday materials.** **Identify and classify using a given criteria.** Look at a selection of materials and consider 'which material is best for making a waterproof mac to protect from the storm?' Make predictions about what material would be best suited.	**Materials** **Working Scientifically** Charles Macintosh **Describe the simple physical properties of a variety of everyday materials.** **Perform simple tests and talk about how to make it fair.** Test a selection of materials using a pipette to simulate raindrops and consider why some materials let water through and others do not.	**Materials** **Working Scientifically** Charles Macintosh ***Assessment indicator: Describe the properties of materials.*** *Answer* 'which material is best for making a waterproof mac to protect from the storm?' *Suggest a material they feel would be suitable for the mac and explain why.*	**Materials** **Compare and group together a variety of everyday materials on the basis of their simple physical properties.** Draw conclusions about materials based on their properties as to what jobs they are suited to.	
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** **Changing me.** **Start to understand the life cycles of animals and humans.** Investigate and identify the life cycle stages of humans and animals.	**PSHEE JIGSAW SOW** **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.	**PSHEE JIGSAW SOW** **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.	**PSHEE JIGSAW SOW** **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.	**PSHEE JIGSAW SOW** **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,	**PSHEE JIGSAW SOW** **Changing me.** ***Assessment Indicator:*** *Tell you about changes that have happened in my life.* *Identify key changed that have happened in my life so far, and suggest how these have impacted our lives.*
Physical Education **-Gymnastics** **-Dance** **-Games** **-Athletics** **-Swimming**	**Get Set 4 PE SOW** Indoor PE Gymnastics. **Explore shape jumps including jumping off low apparatus.** Explore a range of jumps, including star jumps and straight jumps, using the correct take-off and landing position.	**Get Set 4 PE SOW** Indoor PE Gymnastics. **Know that landing on the balls of the feet helps to land with control.** Develop technique and control when performing shape jumps, by bending your knees and looking straight ahead.	**Get Set 4 PE SOW** Indoor PE Gymnastics. **Explore barrel, straight and forward roll progressions.** Explore a range of different rolls, keeping in shape throughout the roll. ***Assessment indicator:***	**Get Set 4 PE SOW** Indoor PE Gymnastics. **Know that by using a starting and finishing position, people will know when the sequence has begun and when it has ended.** Link gymnastic actions to create a sequence,	**Get Set 4 PE SOW** Indoor PE Gymnastics. ***Assessment Indicator:*** ***Link simple actions together to create a sequence.*** *Use a starting and finishing position.*	Outdoor PE Athletics. **Explore throwing for distance and accuracy.** Increase the swing of your arm to increase your ability to throw a beanbag further. ***Assessment Indicator:***

	Assessment indicator: **Remember and repeat actions and shapes.** *Use appropriate jumps and shapes.* Outdoor PE Athletics. **Explore running at different speeds.** Move at varying speeds over varying distances. Run using opposite leg forward to arm. ***Assessment Indicator:*** **Run at different speeds.** *Know an appropriate speed to run at to complete a task.*	Outdoor PE Athletics. **Develop balance whilst jumping and landing.** Practise jumping and landing with soft knees, keeping your chest up whilst moving and moving slowly to help you maintain balance.	***Use apparatus safely and wait for my turn.*** *Perform different rolls upon apparatus.* Outdoor PE Athletics. **Know that landing on the balls of the feet helps to land with control.** Explore developing control by landing on the balls of your feet to be controlled and allow you to change direction quickly. ***Assessment indicator:*** ***Beginning to show balance and coordination when changing direction.*** *Develop technique to change direction whilst running.*	thinking carefully about starting and ending position. Outdoor PE Athletics. **Explore hopping, jumping and leaping for distance.** Use bended knees to land with control, looking forwards as you jump and swinging your arms forward when jumping to develop hopping, jumping and leaping.	*Use rolls, jumps, balances and travelling movements in your sequence.* Outdoor PE Athletics. **Explore throwing for distance and accuracy.** Develop underarm and overarm throwing for distance,	***Able to throw towards a target.*** *Apply throwing technique to reach a target.*
Computing **-Code** **-Connect** **-Communicate** **-Collect**	**Programming B Programming animations.** **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.	**Programming B Programming animations.** **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.	**Programming B Programming animations.** **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.	**Programming B Programming animations.** **Explain that each sprite has its own instructions.** Understand and recognise each sprite has its own instructions. Begin adding instructions to more than one sprite.	**Programming B Programming animations.** **Design the parts of a project (on screen)** Understand the use of available tolls to effectively plan a working animation.	**Programming B Programming animations.** **Use algorithms to create a program.** ***Assessment Indicator:*** *Create algorithms for each sprite to move as intended. Test a program I have created.*
Geography **-Locational and Place Knowledge** **-Field Work** **-Using Globes, Maps and Plans**				**Minor: Map skills and Fieldwork** Human and physical features on maps and within our school grounds and local area.	**Minor: Map skills and Fieldwork** Human and physical features on maps and within our school grounds and local area.	**Minor: Map skills and Fieldwork** Human and physical features on maps and within our school grounds and local area.
History **-Chronology** **-Concepts** **-Interpretation** **-Enquiry**	**Major:** Events beyond Living Memory & Significant Individuals **How did we learn to fly?** **Understand how the first flight is an event beyond**	**Major:** Events beyond Living Memory & Significant Individuals **How did we learn to fly?** **Know that events and people from the past may**	**Major:** Events beyond Living Memory & Significant Individuals **How did we learn to fly?**	**Sticky Knowledge-** Ordering the events of the Wright Brothers' timeline.	**Major:** Events beyond Living Memory & Significant Individuals **How did we learn to fly?**	**Major:** Events beyond Living Memory & Significant Individuals **How did we learn to fly?**

-Communication	**living memory that is significant nationally and globally.** **Begin to understand what makes someone significant.** **Analyse a variety of artefacts/objects to infer about an individual or event.** **Ask and answer questions, locate relevant information and communicate the answers as sentences.** *What do these clues tell us about why the Wright brothers were famous?* Use visual clues to piece together that the Wright Brothers were early aviators. To understand why the Wright Brothers achievements were significant and why they are remembered today. Ask questions that they would ask the Wright Borthers if they could meet them today.	**have occurred before they were born** **Know that events and changes have happened in order – e.g. development of trains/planes.** *How did the Wright brothers manage to be the first to launch a man powered flight?* Understand the simple timeline of events which led to the first flight. Sequence the events of the Wright Brothers story and understand moments which made them significant.	**Identify changes that have happened in history that impact on today.** **Identify that certain events and individuals have had major consequences in history – Wright Brothers.** *Why did the Wright brothers succeed where others had failed?* Diamond 4 considering what made the first flight happen – what were the factors which meant the brothers were successful and what went wrong along the way?		**Begin to understand what makes someone significant.** **Identify why certain people/events are significant in history.** **Analyse a variety of artefacts/objects to infer about an individual or event.** Amelia Earhart Tales Toolkit summary of the events in her life, where she was born/went whilst flying, what she did and how the problem was solved.	**Begin to understand what makes someone significant.** **Identify why certain people/events are significant in history.** **Analyse a variety of artefacts/objects to infer about an individual or event.** Amy Johnson True or false fact matching – recalling the events of the timeline of her life and what happened to her.
Religious Education, Beliefs and Values **-Believing** **-Expressing** **-Living**	EXPRESSING What makes some places sacred? **Identify special objects and symbols found in a place where people worship and say something about what they mean and how they are used.** Baseline assessment of naming different parts of a church.	EXPRESSING What makes some places sacred? **Identify special objects and symbols found in a place where people worship and say something about what they mean and how they are used.** **Talk about ways in which stories, objects, symbols and actions used in churches show what people believe.** Think about things that are special or sacred to us.	EXPRESSING What makes some places sacred? **Talk about ways in which stories, objects, symbols and actions used in churches show what people believe.** 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.	EXPRESSING What makes some places sacred? **Identify special objects and symbols found in a place where people worship and say something about what they mean and how they are used.** Looking at images from visit to All Hallows Church, recognising and naming key features and what they're used for.	EXPRESSING What makes some places sacred? **Identify special objects and symbols found in a place where people worship and say something about what they mean and how they are used** ***Assessment Indicator:*** *Name objects found in a Church and what they mean and how they are used - altar, font, aisle, cross, candles/light, bell, pews*	EXPRESSING What makes some places sacred? **Talk about ways in which stories, objects, symbols and actions used in churches show what people believe.** Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel. How can music sometimes help believers in worship? Concept map of children's ideas on music and beliefs.

		Identifying a special/sacred object and justifying why it is so.			Show an awareness that some people regularly worship God in different ways and in different places e.g at church and at home	
Modern Foreign Languages-French -Listening -Speaking -Reading -Writing -Intercultural Understanding	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.
Design and Technology -Design -Make -Evaluate -Food Technology Art and Design	**Major: Design Technology TEXTILES – Investigate** **Explore and evaluate a range of existing textile products relevant to the project being undertaken.** Investigate a range of current hand puppets identifying positive and useful aspects as well as the texture and finish of the items.	**Major: Design Technology TEXTILES - Design** **Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mockups and information and communication technology** Design a functional and practical product in response to a criteria. Select and label appropriate features and materials.	**Major: Design Technology TEXTILES – Design** **Design a functional, purposeful and appealing product for a chosen user and purpose based on simple design criteria.** Understand methods that have been used to join textile materials together and recognise the tools we use to do this. Identify methods which may be used in design to join fabrics together. Make a mockup out of paper/card	**Major: Design Technology TEXTILES – Make** **Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.** **Select from and use textiles according to their characteristics.** Use available tools to cut and join materials together. .	**Major: Design Technology TEXTILES – Make** **Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.** **Select from and use textiles according to their characteristics.** Understand how we might join materials/added features together to achieve our planned design	**Major: Design Technology TEXTILES – Evaluate** **Evaluate their ideas throughout and their final products against original design criteria.** ***Assessment Indicator:*** *Evaluate a finished product. Identifying and recognising areas of strength and areas for development in response to a given brief.*

Music **-Listen and Appraise** **-Singing** **-Instruments** **-Improvisation** **-Composition**	**Charanga Model Music Curriculum B** Let's perform together! Understanding Music **Copy back simple melodic patterns by sing using high and low.** Explore different patterns within music.	**Charanga Model Music Curriculum B** Let's perform together! Listening and appraising **Recognise some band and orchestral instruments.** Discuss different types of instruments.	**Charanga Model Music Curriculum B** Let's perform together! Singing **Understand the meaning of a song.** Learn to sing, understanding its meaning.	**Charanga Model Music Curriculum B** Let's perform together! 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** Let's perform together! Creating: composing **Use music technology, if available, to capture, change and combine sounds.** Use technology to combine and improvise with different notes. ***Assessment Indicator:*** *Perform their simple composition/s using two, three, four or five notes.*	
Outdoor Learning Opportunities	**Minor: (PSHEE)** Drawing life cycles in small groups on the playground.	**Major: (History)** Creating a timeline of air transport	Airport visit		**Major: (Science)** Litter pick and materials sorting	
Enhancements Visits and Visitors			Manchester Airport Runway Visitor Park 30.06.25	Transition Visit 11.07.25		Transition Visit 21.07.25
Parental Engagement					Come to meet your child's registration teacher for September and hear about next year's curriculum. 15.07.25	
Whole School and National Events			Friends of Meadowbank Summer Fair 04.07.25			

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.