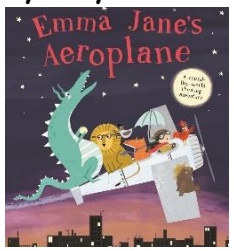
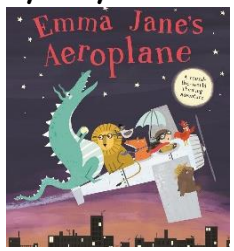
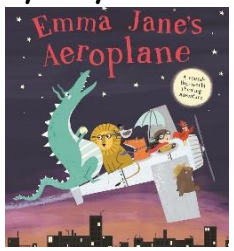
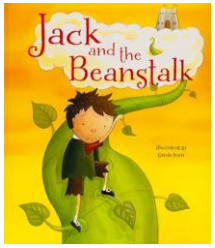
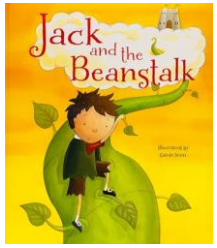
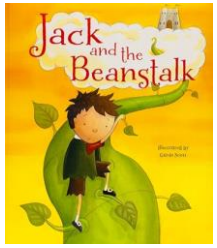
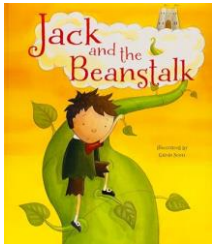
Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Summer 2 2026
Phase Key Stage 1 Year Group 1

	Week 1 Wk Beg 08.06	Week 2 Wk Beg 15.06	Week 3 Wk Beg 22.06	Week 4 Wk Beg 29.06	Week 5 Wk Beg 06.07	Week 6 Wk Beg 13.07	Week 7 Wk Beg 20.07
Biq Question	**What's beyond the clouds?**						
Key Concepts	**Cause & Effect, Power, Significance**						
Book Studies	**Emma Jane's Aeroplane by Katy Haworth** 	**Emma Jane's Aeroplane by Katy Haworth** 	**Emma Jane's Aeroplane by Katy Haworth** 	**Jack and the Beanstalk by Ronnie Randall** 	**Jack and the Beanstalk by Ronnie Randall** 	**Jack and the Beanstalk by Ronnie Randall** 	**Jack and the Beanstalk by Ronnie Randall** 
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 **Writing** **-Transcription** **-Composition** **-Vocabulary, Grammar and Punctuation** **Reading** **-Word reading** **-Comprehension**	**Phase 1 – Understanding as a reader.** **Draw simple inferences from the text and/or the illustrations.** Ask questions to Emma Jane to gain an understanding of how she feels throughout the story. **Phase 2 – Understanding as a writer.**	**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 writer.** **Structures sentences confidently into short narratives,**	**Phase 3 – Composition.** ***Assessment Indicator:*** **Sequencing sentences to form short narratives.** *Using story planning, compose and write sentences to write a story based on Emma Jane's Aeroplane.* **Reading** **FFT Step 64** **Comparing long /i/ GPCs**	**Phase 1 – Understanding as a reader.** **Begin to sequence sections of stories using images for support.** Sequence images from Jack and the Beanstalk and retell the story orally recording on Chatterpix. **Phase 2 – Understanding as a writer.**	**Phase 2 – Understanding as a writer.** **Uses an exclamation mark.** Write exclamation sentences using an exclamation mark imagining what Jack might say. **Phase 2 – Understanding as a writer.** **Structures sentences confidently into short narratives,**	**Phase 3 – Composition.** ***Assessment Indicator:*** **Sequencing sentences to form short narratives.** *Using story planning, compose and write sentences to write a story in the style of a traditional tale, inspired by jack and the Beanstalk.* **Reading** **FFT Step 67** **Comparing /ur/ GPCs**	***Assessment Indicator:*** *Final FFT RAP assessment* **Reading** **FFT Step 68** **Comparing long /e/ GPCs** **Check that the text makes sense to them as they read and correcting inaccurate reading.**

	Write simple sentences adding an adjective to a noun. Focusing on the settings Emma Jane visits, generate descriptive phrases to use within a sentence. **<u>Reading</u>** **FFT Step 62** **Consolidate learning of ire, are, tch, oe, ph** **Discuss the significance of the title and events.**	**using a tales toolkit structure.** Create individual journey plans using the tales toolkit format, include key phrases and adjectives before orally rehursing. **<u>Reading</u>** **FFT Step 63** **Comparing long /a/ GPCs** **Predict what might happen on the basis of what has been read so far.**	**Check that the text makes sense to them as they read and correcting inaccurate reading.**	**Write simple sentences adding an adverb to a verb.** Generate adverb and verb pairings to use within a sentence. **<u>Reading</u>** **FFT Step 65** **Comparing long /o/ GPCs** **Discuss the significance of the title and events.**	**using a tales toolkit structure.** Innovate a story inspired by Jack and the Beanstalk changing one feature, plan story using a tales toolkit. **<u>Reading</u>** **FFT Step 66** **Comparing long /u/ GPCs** **Predict what might happen on the basis of what has been read so far.**	**Check that the text makes sense to them as they read and correcting inaccurate reading.**	
Tier II vocabulary	swoop prance admire fearsome churning			extremely amazed rumbling roared overjoyed peeping			
Mathematics **Number** **-<u>Number and Place Value</u>** **<u>-Addition and Subtraction</u>**	**Represent and use number bonds and related subtraction facts within 20** Concrete- using tens and ones frames children split numbers into tens and ones. Toolkit-missing number, children fill in the missing number for 10s and ones. Toolkit-pick a number, children pick a number and split it into tens and ones.	**Add and subtract one and two digit numbers to 20, including zero.** Concrete- using tens frames children to add 2 digit numbers together not bridging ten. Concrete- children complete adding and subtracting two digit numbers not together. Toolkit-Pick a pair of numbers not bridging ten.	**Add and subtract one and two digit numbers to 20, including zero.** Concrete - bridging ten practically using tens frames. Fluency – pick a pair, children pick a pair of numbers that bridge ten. Toolkit –correct or not bridging ten.	**Add and subtract one and two digit numbers to 20, including zero.** Toolkit- find my neighbour adding and subtracting for bridging ten. Deeper Thinking – bridging ten using money, 4 picture maths. Fluency – all the single digits, bridging ten.	**Add and subtract one and two digit numbers to 20, including zero.** Deeper Thinking – bridging ten using measurements, 4 picture maths. Fluency- odd one out, which one is not bridging ten.	**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	**Add and subtract one and two digit numbers to 20, including zero** ***<u>Assessment Indicator:</u>*** *Assessments for Arithmetic and Reasoning.*

Retrieval work through Maths 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.** Define what waterproof means, identifying what different waterproof materials are.	**Materials** **Working Scientifically** Charles Macintosh **Describe the simple physical properties of a variety of everyday materials. Ask simple questions using their prior knowledge.** 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** **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.	**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 ***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.*
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.** Learn a new skill as a class and identify how this might help us and impact our lives.	**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**	**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. ***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.*	**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. 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.	**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:*** ***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.*	**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, thinking carefully about starting position. Outdoor PE Athletics. **Explore hopping, jumping and leaping for distance.** Use bended knees to land with control, looking forwards as you jump.	**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, thinking carefully about ending position. Outdoor PE Athletics. **Explore hopping, jumping and leaping for distance.** Swinging your arms forward when jumping to develop hopping, jumping and leaping.	**Get Set 4 PE SOW** Indoor PE Gymnastics. ***Assessment Indicator:*** ***Link simple actions together to create a sequence.*** *Use a starting and finishing position.* *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,	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:*** ***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.**	**Programming B Programming animations.** **Show that a series of commands can be joined together for a given purpose.**	**Programming B Programming animations.** **Show that a series of commands can be joined together for a given purpose.**	**Programming B Programming animations.** **Explain that each sprite has its own instructions.**	**Programming B Programming animations.** **Explain that each sprite has its own instructions.**	**Programming B Programming animations.** **Design the parts of a project (on screen)** Understand the use of available tolls to	**Programming B Programming animations.** **Use algorithms to create a program.**

	Explore the tools available on Scratch and begin to compare their uses.	Understand and demonstrate how blocks can be joined together to create a command.	Identify the effect of changing the value in a block that has a number.	Understand and recognise each sprite has its own instructions.	Begin adding instructions to more than one sprite.	effectively plan a working animation.	***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 **Recognise landmarks and basic human and physical features.** Identify and sort human and physical features of our school grounds.	**Minor:** Map skills and Fieldwork **Understand what features would need to be included on a hand drawn map.** Create a hand drawn map of the school grounds to show the location of where Jack has planted his beanstalk.
History **-Chronology** **-Concepts** **-Interpretation** **-Enquiry** **-Communication**	**Major:** Events beyond Living Memory & Significant Individuals **How did we learn to fly?** **Understand how the first flight is an event beyond living memory that is significant nationally and globally.** *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. Ask questions that they would ask the Wright Borthers if they could meet them today.	**Major:** Events beyond Living Memory & Significant Individuals **How did we learn to fly?** **Know that events and people from the past may 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	**Sticky Knowledge-** ***Assessment indicator:*** *To identify a significant person/event and give a reason why they are significant.* Identify and explain the significance of the Wright Brothers' inventions using a diamond 9.	**Major:** Events beyond Living Memory & Significant Individuals **How did we learn to fly?** **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.	**Major:** Events beyond Living Memory & Significant Individuals **How did we learn to fly?** ***Assessment indicator:*** *Can explain how an event or development has affected the local area.* *Can give a simple consequence of someone's actions*		

		of the Wright Brothers story and understand moments which made them significant.					
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. Research - Collect data on who has been to church What have they been to a church for? What happens in 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.** Explore the word sacred… what does it mean? Think about things that are special or sacred to us. Identifying a special/sacred object and justifying why it is so. Research – Interview memebers of staff on what is sacred to them/what sacred means to them…	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.** Research - Look at case studies of a range of people's views of places of worship including staff) and what it and what it contains and what these mean to them	EXPRESSING What makes some places sacred? **Talk about ways in which stories, objects, symbols and actions used in churches show what people believe.** Explore images and artefacts to be found in a church as well as in different places of worship, children to sort and 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.** Watch virtual tour of church and look at images of a church, recognising and naming key features and what they're used for. Matching and sorting activities	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* Show an awareness that some people regularly worship God in different ways and in different places e.g at church and at home	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. Recall how we found out about 'What makes some places sacred?'
Modern Foreign Languages-French **-Listening** **-Speaking**	Speaking **Recognise and recall vocabulary in the everyday environment.**	Speaking **Recognise and recall vocabulary in the everyday environment.**	Speaking **Recognise and recall vocabulary in the everyday environment.**	Speaking **Recognise and recall vocabulary in the everyday environment.**	Speaking **Recognise and recall vocabulary in the everyday environment.**	Speaking **Recognise and recall vocabulary in the everyday environment.**	Speaking **Recognise and recall vocabulary in the everyday environment.**

-Intercultural Understanding.	Recall French vocabulary for colours. La Chanson des Couleurs.	Recall French vocabulary for colours. La Chanson des Couleurs	Recall French vocabulary for colours. La Chanson des Couleurs.	Recall French vocabulary for colours. La Chanson des Couleurs	Recall French vocabulary for colours. La Chanson des Couleurs.	Recall French vocabulary for colours. La Chanson des Couleurs.	Recall French vocabulary for colours. La Chanson des Couleurs.
Design and Technology **-Design** **-Make** **-Evaluate** **-Food Technology** **Art and Design** **-Sculpting and Creating** **-Art Elements** **-Evaluate and Appraise**	**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 and identify methods that have been used to join textile materials together and recognise the tools we use to do this. 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 – 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! 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! 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	Literacy – Build the cities Emma Jane visits.	Maths – Concrete lesson with resources outside.	History – Fly our paper airplanes outside.	Science- children go outside to school to test a range of materials using a pipette.	Science – Draw conclusions about materials and the jobs they have.	Geography – Taking pictures of human and physical features within our school grounds.	Geography – Draw maps of the school
Enhancements Visits and Visitors							Wednesday 22nd July – Manchester Airport Visit
Parental Engagement			Friends of Meadowbank Summer Fair Friday 3rd July			Meet the new teacher 14th July	
Whole School and National Events						Move up afternoon 1 in new classes 13th July.	Move up afternoon 2 in new classes 20th July.

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.