
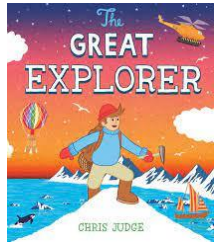
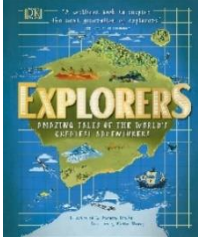
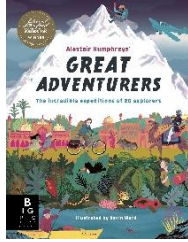
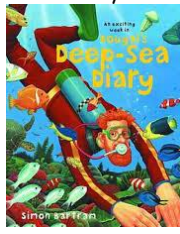

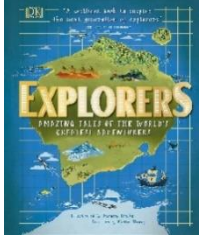




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 1 2022
Phase Key Stage 1 Year Group 2



	Week 1 Wk Beg 05.09	Week 2 Wk Beg 12.09	Week 3 Wk Beg 19.09	Week 4 Wk Beg 26.09	Week 5 Wk Beg 03.10	Week 6 Wk Beg 10.10	Week 7 Wk Beg 17.10
Big Question	Is there more of our world to discover?						
Weekly Questions	How many different places are there?	What different continents are there?	Is there more than one ocean?	How did explorers sail the oceans?	Are all continents the same?	Are all continents the same?	What have we discovered about our world?
Key Concepts	Land	Land	Sea	Travel	Exploration	Exploration	Discovery
Book Studies	The Great Explorer 	The Great Explorer 	Explorers 	Great Adventurers 	Dougal's Deep-Sea Diary 	Meerkat Mail 	Explorers 
Children steering learning...	How big is the world? How many places are in the world? Who made discoveries of our world?	Is everywhere the same? How many continents are there? How can we explore the world?	What are the oceans called? Are seas the same thing as oceans? How deep is the ocean?	Has anyone been to the bottom of the ocean? Did people use boats to travel across them?	Do people live there? Can humans, plants and animals survive on all of the continents?	Can humans, plants and animals survive on all of the continents? How do things grow in Africa?	Are there any parts of the world left to discover?
English Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Phase 1 – Understanding as a reader Hook: explore the new text The Great Explorer. Use expanded noun phrases	Phase 3 – Composition Apply prepositional phrases to make accurate descriptions. Become familiar with a range of prepositional phrases	Phase 1 – Understanding as a reader Hook: Read a letter from Christopher Columbus and explore the features.	Phase 2 – Understanding as a writer Use present tense and past tense correctly. Explore past and present tense, linking this to what tense our	Phase 1 – Understanding as a reader Hook: use props and Tales Toolkit structure to retell the focus text. Identify different word classes.	Phase 2 – Understanding as a writer Apply statements, questions and exclamations. Explore a range of sentence structures	Phase 3 – Composition Write narratives about personal experiences and those of others. Write own narrative story using Tales Toolkit structure.

<p>Reading -Word reading -Comprehension</p>	<p>Read a selection of adjectives and match them with nouns to develop expanded nouns.</p> <p>Phase 2 - Understanding as writer</p> <p>Use expanded noun phrases to describe and specify</p> <p>Use adjectives/ expanded noun phrases within descriptive sentences.</p> <p>Write down ideas and/or key words, including new vocabulary to include within a description.</p> <p>Reading - Write a prediction of events from the key text: <i>The Great Explorer</i>. Answer inference questions using clues gained from the key text: <i>The Great Explorer</i>.</p>	<p>(next to, on top of, beside, near).</p> <p>Apply prepositional phrases to make accurate descriptions.</p> <p>Use prepositional phrases to upscale our character description and setting description.</p> <p>Reading - Sequencing of key features from the key text: <i>The Great Explorer</i>. Answer a range of retrieval questions using clues from the text.</p>	<p>Chunk texts into some of the key features of a letter.</p> <p>Identify the features of letters and postcards (address, date, greeting, main body, sign off, formal or informal tone).</p> <p>Phase 2 - Understanding as writer</p> <p>Distinguish between statement, question and exclamation.</p> <p>Identify different sentence types. Discuss what each sentence type is, its purpose and how it is punctuated.</p> <p>Reading - identifying features of non-fiction texts (title, subheadings, images, questions, facts).</p>	<p>letters are written in. Convert sentences in to either past or present tense.</p> <p>Phase 3 - Composition</p> <p>Compose a letter</p> <p>Write our own postcard or letter applying features and sentence structures.</p> <p>Reading - identify vocabulary from within the key text (<i>Great Adventurers</i>) that we are unfamiliar with, deducing the definition by reading around in the text for clues or by using a dictionary to find the definition.</p>	<p>Identify a selection of verbs, nouns and adjectives and give examples of these words.</p> <p>Distinguish between and apply statements, questions and exclamations.</p> <p>Consolidate learning of sentence types: exclamation, question, statement and commands.</p> <p>Reading - Identify recurring language in stories and poems to discuss the impact this has on the reader.</p>	<p>to include within our story.</p> <p>Identify different word classes.</p> <p>Develop use of adverbs to describe how a verb is completed.</p> <p>Plan or say out loud what we are going to write about.</p> <p>Plan own story using <i>Tales Toolkit</i> structure.</p> <p>Evaluate writing with the teacher</p> <p>Consider the use of vocabulary and upscale within the writing.</p> <p>Reading - Generate our own <i>VIPERS</i> questions about the text, before answering some of these questions as part of a small group.</p>	<p>Make simple additions, revisions and corrections to writing.</p> <p>Edit writing by following a success criteria.</p> <p>Reading - discuss our favourite texts from the term to encourage enjoyment in reading. Recommend one of our books to a peer, explaining the key events and why you have enjoyed it.</p>
<p>Oracy -Social and Emotional -Linguistic -Cognitive -Physical</p>	<p>Follow discussions, make contributions and observe the conventions of conversation.</p> <p>Participate within a discussion about our class text to make predictions.</p>	<p>Ask and answer questions to develop understanding.</p> <p>Ask questions about maps to identify their purpose and how we can use them to learn about travel and exploration.</p>	<p>Ask and answer questions to develop understanding.</p> <p>Explore non-fiction texts and digital technology to answer enquiry questions. Listen to the findings of others and consider their points.</p>	<p>Listen carefully to be able to identify the main points of conversations and explanations.</p> <p>Discuss why Christopher Columbus decided to go on his voyage. Recall key points from the discussion to identify the main events in his life.</p>	<p>Talk about events in sequence with supporting detail.</p> <p>Recall key events from the lives of Christopher Columbus and Captain Scott's life and explorations and construct a timeline to show a sequence of events.</p>	<p>Take part in role play, interacting with others.</p> <p>Create freeze frames to represent the key events in the lives of Columbus and Scott.</p>	<p>Be aware of an audience.</p> <p>Build on freeze frames adding speech and perform these to peers.</p>
<p>Mathematics</p>	<p>Place value</p>	<p>Place value</p>	<p>Place value</p>	<p>Place value</p>	<p>Place value</p>	<p>Place value</p>	<p>Place value</p>

<p>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>Count and name numbers. Links to measure - application of length, capacity and volume in context.</p>	<p>Partitioning numbers into T and O including other combinations. Links to measure - application of length, capacity and volume in context.</p>	<p>Partitioning numbers into T and O including other combinations. Links to measure - application of length, capacity and volume in context.</p>	<p>Partitioning numbers into T and O to compare and order numbers. Links to measure - application of length, capacity and volume in context.</p>	<p>Partitioning numbers into T and O to compare and order numbers. Links to measure - application of length, capacity and volume in context.</p>	<p>Estimate and recognise numbers on a number line represented in different ways, including a number line and measuring cylinder. Links to measure - application of length, capacity and volume in context.</p>	<p>Estimate and recognise numbers on a number line represented in different ways, including a number line and measuring cylinder. Links to measure - application of length, capacity and volume in context.</p>
<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Identify the basic requirements animals need to survive: light, air, shelter and water.</p>	<p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). <u>Assessment Indicator - Record the basic requirements animals need to survive upon a desert island.</u></p>	<p>Notice that animals, including humans, have offspring which grow into adults. Match and group young animals to their adults.</p>	<p>Notice that animals, including humans, have offspring which grow into adults. Explore life cycles to find out how animals change as they grow into adults.</p>	<p>Notice that animals, including humans, have offspring which grow into adults. Compare the stages of the human life cycle.</p>	<p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Test the effects of exercise on the human body to know how to be as fit and healthy as an explorer.</p>	<p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Investigate the importance of healthy eating and hygiene <u>Assessment Indicator - to create a healthy meal for an explorer.</u></p>
<p>Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p>	<p>Identify worries, hopes and fears JIGSAW - Being me Identifying our emotions, in particular having worries and what to do to cope with this emotion.</p>	<p>Rights and responsibilities of being in class and school JIGSAW - Being me Identify what rights and responsibilities are.</p>	<p>How to make class fair. Listen and contribute ideas about rewards and consequences. JIGSAW - Being me Acknowledge that our behaviour has consequences that affect other people.</p>	<p>How to make class fair. Listen and contribute ideas about rewards and consequences. JIGSAW - Being me Consider what consequences are appropriate.</p>	<p>Helping themselves and others learn. JIGSAW - Being me Consider positive learning behaviours and the impact this has on learning.</p>	<p>Helping themselves and others learn. JIGSAW - Being me Identify positive learning behaviours recognised within a classroom.</p>	<p>Understand the consequences of choices. JIGSAW - Being me <u>Assessment Indicator - Apply knowledge of positive learning behaviours to show understanding.</u></p>

Physical Education -Gymnastics -Dance -Games -Athletics	Sports coaches - Invasion Know that when my team is in possession of the ball, I am an attacker and we can score. Class Teacher - Fundamentals Demonstrate balance when changing direction.	Sports coaches - Invasion Know how to score points and follow simple rules. Class Teacher - Fundamentals Clearly show different speeds when running.	Sports coaches - Invasion Understand and apply simple tactics for attack and defence. Class Teacher - Fundamentals Demonstrate balance when performing movements.	Sports coaches - Invasion Understand and apply simple tactics for attack and defence. Class Teacher - Fundamentals Demonstrate hopping for distance, height and in different directions.	Sports coaches - Invasion Explore staying close to other players to try and stop them getting the ball. Class Teacher - Fundamentals Jumping for distance, height and in different directions.	Sports coaches - Invasion Understand and apply simple tactics for attack and defence. Class Teacher - Fundamentals Explore single and double bounce when jumping in a rope.	Sports coaches - Invasion Understand and apply simple tactics for attack and defence. Class Teacher - Fundamentals Explore single and double bounce when jumping in a rope.
Computing -Code -Connect -Communicate -Collect	Identify the uses of IT in school and beyond school Identify products that are digital or not.	Identify the uses of IT in school and beyond school Explore why we use IT.	Identify the uses of IT in school and beyond school Explain what computers are used for.	Recognise choices are made when using IT Make choices over which IT to use for different purposes.	Recognise the uses and features of IT Explain why different IT is used at different times.	Explain how IT helps us <u>Assessment Indicator - Explore how IT keeps us safe.</u>	Explain how IT helps us Give reasoning as to how IT helps us.
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	Know the names of and locate the seven continents of the world. Explore atlases and globes, understanding their purpose.	Know the names of and locate the seven continents of the world. Make enquiries about what we can learn from the world map.	Know the names of and locate the seven continents of the world. <u>Assessment Indicator - Locate 7 continents across the world using atlases and globes.</u>	Know the names of and locate the five oceans of the world. Identify the oceans of the world.	Know the names of and locate the five oceans of the world. <u>Assessment Indicator - Recall the oceans of the world.</u>	Devise a simple map. Piece together the parts of the world map to show our understanding.	Devise a simple map. Create own interpretations of our world map, including continents and oceans to identify knowledge learnt.
History -Chronology -Concepts -Interpretation -Enquiry -Communication	How has travel and exploration changed? Identify people from different periods of time - legacy. Identify who Christopher Columbus was and why he is a significant individual from the past.	How has travel and exploration changed? Plan questions and produce answers to historical enquiries using historical vocabulary. Use key vocabulary to write questions developing lines of enquiry about Columbus.	How has travel and exploration changed? Select information independently from different sources. <u>Can gather ideas from a few simple sources when building up their understanding of an event.</u> Explore non-fiction texts and digital technology to answer our enquiry questions.	How has travel and exploration changed? Demonstrate a basic understanding of why certain events happened at certain times with some reasoning. Discuss why Christopher Columbus decided to go on his voyage. What was he looking for? What did he hope to find out?	How has travel and exploration changed? Compare aspects of Christopher Columbus' life to others who lived in different periods. Identify who Captain Scott was. What was his goal when he set off on his expedition?	How has travel and exploration changed? Compare aspects of Christopher Columbus' life to others who lived in different periods. Make comparisons between the life and achievements of Columbus and Scott.	How has travel and exploration changed? Identify changes in exploration within living memory - legacy. <u>Can describe change over time using appropriate words and phrases to suggest the more distant past.</u> Make a conclusion based on our knowledge of exploration. What have we learnt from

							Columbus and Scott and how have they changed our lives?
Religious Education, Beliefs and Values -Believing -Expressing -Living	BELIEVING Identify links between the components of different religious life and practices and how this influences the lives of people within these communities. What is precious to us? What is precious to Jewish people? Share things that are precious to teacher, children to think of items that are precious to them. Children to explore and name different items that are precious to Jewish people.	BELIEVING Identify links between the components of different religious life and practices and how this influences the lives of people within these communities. Who is Jewish and what do they believe? Five Fingers of Faith - talk about the five different strands of Judaism. Children to create their own hand print, naming the key points/fingers and what they are or what they are used for.	BELIEVING Identify links between the components of different religious life and practices and how this influences the lives of people within these communities. What does a mezuzah remind Jewish people about? Thinking back to previous lesson, children to generate a class list of questions about the different items. Explain the importance of the mezuzah, children to create their own version of Shema, personal to them.	BELIEVING Identify links between the components of different religious life and practices and how this influences the lives of people within these communities. How and why do Jewish people celebrate Shabbat? Images of all items that make up a Shabbat dinner - name and discuss the different elements, and how they may link. Children to create 3d mind map in small groups making links between the different elements	BELIEVING Identify links between the components of different religious life and practices and how this influences the lives of people within these communities. How and why do Jewish people celebrate Shabbat? Watching video on Shabbat, children to think about special times within their lives, what might be similar to a Shabbat in their faith?	BELIEVING Identify links between the components of different religious life and practices and how this influences the lives of people within these communities. What does the story of Hannukah make us think about? Discuss and share the story of Hannukah with the children. Children to write 5 facts about Hannukah, based on an image shared at the beginning of the session. Children to use facts from session.	BELIEVING Identify links between the components of different religious life and practices and how this influences the lives of people within these communities. What does the story of Hannukah make us think about? Children to retell the story of Hannukah in their books, recalling key facts about the festival.
Modern Foreign Languages-French -Listening -Speaking -Intercultural Understanding	Listen to welcomes in different languages. Listen to how we say help in different languages.	Listen and show understanding through songs and rhymes using everyday language and greetings. Listen to French hello song.	Recognise and recall vocabulary in the everyday environment including: - Greetings	Recognise and recall vocabulary in the everyday environment including: - Greetings	Recognise and recall vocabulary in the everyday environment including: - Greetings	Begin to engage in basic conversation E.g. greetings. Use greetings within a conversation.	Begin to engage in basic conversation E.g. greetings. Use greetings within a conversation.
Art and Design -Sculpting and Creating -Art Elements -Evaluate and Appraise	Uses lines and movement, contours and feelings known shapes to create drawings. Self-portrait assessment piece.	Examine a piece of work by well-known artist and critically evaluate work. Appraise and evaluate artist Lady Kwali's work.	Create a piece of work in response to an artist's work. Plan own piece of pottery.	Use clay to join things together. Building on Year 1's experiences of knowing how to cut, roll and coil materials.	Use clay to join things together. Building on Year 1's experiences of knowing how to cut, roll and coil materials.	Examine a piece of work by well-known artist and critically evaluate work. Evaluate our peers products/ design and	Examine a piece of work by well-known artist and critically evaluate work. Evaluate our product/ design and offer

				<p>Know how to make a clay pot and know how to join two clay finger pots together.</p> <p>Use clay to create own piece of pottery.</p>	<p>Know how to make a clay pot and know how to join two clay finger pots together.</p> <p>Use clay to create own piece of pottery.</p> <p><u>Assessment Indicator - Sculpture inspired by Lady Kwali</u></p>	offer suggestions for improvement.	suggestions for improvement.
<p>Design and Technology</p> <p>-Design</p> <p>-Make</p> <p>-Evaluate</p> <p>-Food Technology</p>	<p>Investigate a variety of fruit and vegetables.</p> <p>Examine a range of fruit. Use enquiry questions to develop understanding.</p>	<p>Investigate a variety of fruit and vegetables.</p> <p>Taste and evaluate a range of fruits.</p>	<p>Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</p> <p>Develop vocabulary to describe the wide variety of fruits explored.</p>	<p>Communicate ideas through talk and drawings.</p> <p>Draw a selection of fruit based upon the descriptive vocabulary developed.</p>	<p>Generate initial ideas and design criteria through investigating a variety of fruits.</p> <p>Evaluate a range of existing products (trifle).</p>	<p>Generate initial ideas and design criteria through investigating a variety of fruits.</p> <p>Gather the opinions of the existing products from the intended users.</p>	<p>Design appealing products for a particular user based on simple design criteria.</p> <p>Plan what might we want to include in our product to meet our user's preferences.</p>
<p>Music</p> <p>-Listen and Appraise</p> <p>-Singing</p> <p>-Instruments</p> <p>-Improvisation</p> <p>-Composition</p>	<p>Charanga Model Music Curriculum B</p> <p>How does music help us to make friends?</p> <p>Find and keep a steady beat.</p> <p>Listen to a piece of music and identify the pulse, keeping in time with bodies.</p>	<p>Charanga Model Music Curriculum B</p> <p>How does music help us to make friends?</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Find the rhythm in a piece of music and repeat it back using body percussion.</p>	<p>Charanga Model Music Curriculum B</p> <p>How does music help us to make friends?</p> <p>Talk about how the music makes you feel.</p> <p>Answer questions in response to a piece of music.</p>	<p>Charanga Model Music Curriculum B</p> <p>How does music help us to make friends?</p> <p>Talk about how the music makes you feel.</p> <p>Discuss likes and dislikes for a piece of music. <u>Talk about different styles of music.</u></p>	<p>Charanga Model Music Curriculum B</p> <p>How does music help us to make friends?</p> <p>Demonstrate good singing posture.</p> <p>Discuss and demonstrate how good posture is important when singing.</p>	<p>Charanga Model Music Curriculum B</p> <p>How does music help us to make friends?</p> <p>Rehearse and learn to play a simple melodic instrumental part by ear.</p> <p>Listen to a familiar song and respond using four notes on a glockenspiel.</p>	<p>Charanga Model Music Curriculum B</p> <p>How does music help us to make friends?</p> <p>Explore improvisation within a major scale using the notes: C, D, E.</p> <p>Improvise playing the notes C, D and E along to a piece of music.</p>
Outdoor experiences	PSHE links - using natural resources to create emotion leaf.	PSHE links - team building games linking to the idea of fairness.	Mathematic links - partitioning of numbers using natural resources.	Science links - identify life cycles we can see in our school environment.	Mathematic links - partitioning of numbers using natural resources to make comparisons.	Literacy Links - Story retelling of our Tales Toolkit creating our own natural story boards.	Geography links - Recreate own maps using natural materials.
Enhancements				European Day of Languages fair.			
Visits and Visitors							

Parental Engagement						Are you ready to be an explorer? Exercise Boot Camp.	
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Progression of knowledge and skills are shown horizontally across the half term. The different areas and aspects of learning are shown vertically. Learning opportunities are planned alongside the children through a cross curricular thematic approach and also through discrete teaching.