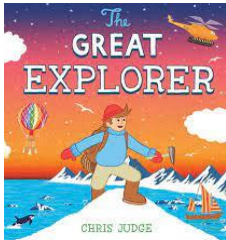

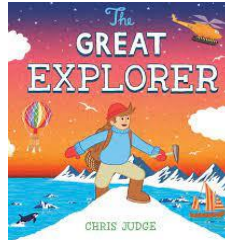

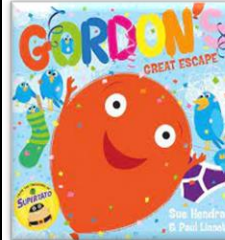
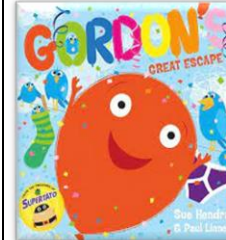
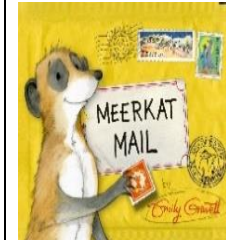




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 1 2023
Phase Key Stage 1 Year Group 2



	Week 1 Wk Beg 04.09	Week 2 Wk Beg 11.09	Week 3 Wk Beg 18.09	Week 4 Wk Beg 25.09	Week 5 Wk Beg 02.10	Week 6 Wk Beg 09.10	Week 7 Wk Beg 16.10
Big Question	What is left of our world to discover?						
Key Concepts	Travel Exploration Discovery World Power						
Book Studies	The Great Explorer 	The Great Explorer 	The Great Explorer 	The Great Explorer 	Gordon's Great Escape 	Gordon's Great Escape 	Meerkat Mail 
Children steering learning....	How big is the world? What is a continent? How many continents are there? Is everywhere the same?	What are the oceans called? How deep is the ocean? Has anyone been to the bottom of the ocean?	Can humans, plants and animals survive on all of the continents? Do people live on all of the continents?	Can humans, plants and animals survive on all of the continents? How do things grow in Africa?	How can we explore the world? Have people always used boats to travel across the oceans?	Who made discoveries of our world? Are seas the same thing as oceans?	How many places are in the world? Are there any parts of the world left to discover?
English Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation Reading -Word reading -Comprehension	The Great Explorer <u>Phase 1 – Understanding as a reader</u> Hook: explore the new text The Great Explorer. <u>Use expanded noun phrases.</u> Read a selection of adjectives and match them with nouns to develop expanded nouns.	The Great Explorer <u>Phase 3 – Composition of a character description</u> Apply prepositional phrases to make accurate descriptions. Become familiar with a range of prepositional phrases (next to, on top of, beside, near).	The Great Explorer <u>Phase 1 – Understanding as a reader</u> Read a range of poems and explore the features. <u>Phase 2 – Understanding as writer</u> Use senses to describe the conditions during	The Great Explorer <u>Phase 2 – Understanding as writer</u> Compose descriptive sentences to create a poem. <u>Phase 3 – Composition of a calligram poem</u> Apply descriptive sentences into a calligram poem based around Tom's	Gordon's Great Escape <u>Phase 1 – Understanding as a reader</u> Hook: use props and Tales Toolkit structure to retell the focus text. Identify different word classes. Identify a selection of verbs, nouns and adjectives and give	Gordon's Great Escape <u>Phase 2 – Understanding as writer</u> Apply statements, questions and exclamations. Explore a range of sentence structures to include within our story. Identify different word classes.	Meerkat Mail <u>Phase 3 – Composition of an adventure story</u> Write narratives about personal experiences and those of others. Write own narrative story using Tales Toolkit structure. Make simple additions, revisions

	<p>Phase 2 – Understanding as writer</p> <p>Use expanded noun phrases to describe and specify. 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 – Revisit previously learnt GPCs and apply to read new texts.</p>	<p>Apply prepositional phrases to make accurate descriptions. Use prepositional phrases to upscale our character description.</p> <p>Reading – Revisit previously learnt GPCs and apply to read new texts.</p>	<p>Tom's adventure to the Arctic.</p> <p>Reading – Revisit previously learnt GPCs.</p> <p>Sequence events from the key text 'The Great Explorer'.</p>	<p>adventure to the Arctic.</p> <p>Reading – Revisit previously learnt GPCs.</p> <p>Answer retrieval questions to demonstrate comprehension of the key text.</p>	<p>examples of these words.</p> <p>Distinguish between and apply statements, questions and exclamations. Consolidate learning of sentence types: exclamation and statement.</p> <p>Reading – Revisit previously learnt GPCs.</p> <p>Make sensible predictions based on the images and blurb of our new key text 'Gordon's Great Escape'.</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. Plan own story using Tales Toolkit structure.</p> <p>Reading –. Revisit previously learnt GPCs.</p> <p>Answer inference questions to demonstrate comprehension of the key text.</p>	<p>and corrections to writing. Edit writing by following a success criteria.</p> <p>Reading – Revisit previously learnt GPCs.</p> <p>Make key comparisons between the three key texts we have read this half term and discuss similarities and differences. (individual liberty)</p>
<p>Mathematics</p> <p>Number</p> <p>-Number and Place Value</p> <p>-Addition and Subtraction</p> <p>-Multiplication and Division</p> <p>-Fractions</p> <p>Measurement</p> <p>-Geometry Properties of shapes</p> <p>-Geometry Position and Direction</p>	<p>Place value</p> <p>Count and name numbers.</p> <p>Links to measure - application of length, capacity and volume in context.</p>	<p>Place value</p> <p>Partitioning numbers into T and O including other combinations.</p> <p>Links to measure - application of length, capacity and volume in context.</p>	<p>Place value</p> <p>Partitioning numbers into T and O including other combinations.</p> <p>Links to measure - application of length, capacity and volume in context.</p>	<p>Place value</p> <p>Partitioning numbers into T and O to compare and order numbers.</p> <p>Links to measure - application of length, capacity and volume in context.</p>	<p>Place value</p> <p>Partitioning numbers into T and O to compare and order numbers.</p> <p>Links to measure - application of length, capacity and volume in context.</p>	<p>Place value</p> <p>Estimate and recognise numbers on a number line represented in different ways, including a number line and measuring cylinder.</p> <p>Links to measure - application of length, capacity and volume in context.</p>	<p>Place value</p> <p>Estimate and recognise numbers on a number line represented in different ways, including a number line and measuring cylinder.</p> <p>Links to measure - application of length, capacity and volume in context.</p>

Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	Ask simple questions and recognising that they can be answered in different ways. Investigate a variety of different sources to gather data about the types of animals that live in the Arctic. Children to compare the use of different sources and their validity.	Perform simple tests including some fair tests and making predictions. Children to predict the outcome to the statement 'The oldest child in our class will be the tallest'. The children will plan an investigation into this identifying factors they will control and what will be measured. (Rule of law)	Observe closely, using simple equipment. Conduct an experiment to investigate if the 'Oldest person in our class is the tallest', presenting data in a table. (Tolerance)	Identify and classify using their own criteria. Explore a range of clothing items that might be taken to the Arctic, children to use their scientific knowledge to group items into things they would/would not take.	Perform simple tests including some fair tests and making predictions. Children to plan an investigation, identifying variables they will control and measure and select the equipment they will need. (Tolerance)	Gather and record data to help in answering questions. Children to carry out the experiment they planned in the previous lesson recording their data in a table. (Tolerance)	Use their observations and ideas to suggest answers to questions. Children to use their knowledge of creating a fair test to answer reflective questions about their completed investigation.
Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world Relationships and Sex Education (RSE) and Health Education	Identify worries, hopes and fears. PSHE Jigsaw SOW Being Me in My World. Discuss and identify some of our hopes and worries for this year and what to do to cope with this emotion.	Rights and responsibilities of being in class and school. PSHE Jigsaw SOW Being Me in My World. Identify what rights and responsibilities are.	How to make class fair. Listen and contribute ideas about rewards and consequences. PSHE Jigsaw SOW Being Me in My World. Understand how I can help to make my class a safe and fair place and acknowledge that our behaviour has consequences that can affect other people.	How to make class fair. Listen and contribute ideas about rewards and consequences. PSHE Jigsaw SOW Being Me in My World. Consider what rewards and consequences are appropriate to make the class a safe and fair place. (Democracy)	Helping themselves and others learn. PSHE Jigsaw SOW Being Me in My World. Consider positive learning behaviours and the impact this has on learning. Consider how working collaboratively can help us to learn. (Tolerance)	Helping themselves and others learn. PSHE Jigsaw SOW Being Me in My World. Identify positive learning behaviours recognised within a classroom. (individual liberty)	Understand the consequences of choices. PSHE Jigsaw SOW Being Me in My World. <u>Assessment Indicator</u> Apply knowledge of positive learning behaviours to show understanding.
Physical Education -Gymnastics -Dance -Games -Athletics	GETSET4PE SOW Sports coaches - Invasion Know that when my team is in possession of the ball, I am an attacker and we can score. To understand what being in possession means and support a teammate to do this. (Mutual respect)	GETSET4PE SOW Sports coaches - Invasion Know how to score points and follow simple rules. To understand that scoring goals is an attacking skill and to explore ways to do this.	GETSET4PE SOW Sports coaches - Invasion Understand and apply simple tactics for attack and defence. To understand that stopping goals is a defending skill and explore ways to do this.	GETSET4PE SOW Sports coaches - Invasion Understand and apply simple tactics for attack and defence. To explore how to gain possession.	GETSET4PE SOW Sports coaches - Invasion Explore staying close to other players to try and stop them getting the ball. To mark an opponent and understand that this is a defending skill.	GETSET4PE SOW Sports coaches - Invasion Understand and apply simple tactics for attack and defence. To apply simple tactics for attacking and defending.	GETSET4PE SOW Sports coaches - Invasion Understand and apply simple tactics for attack and defence. To apply simple tactics for attacking and defending.

	Class Teacher – Fundamentals Clearly show different speeds when running. To explore how the body moves when running at different speeds.	Class Teacher – Fundamentals Demonstrate balance when changing direction. To develop changing direction and dodging.	Class Teacher – Fundamentals Demonstrate balance when performing movements. To develop balance, stability and landing safely.	Class Teacher – Fundamentals Demonstrate hopping for distance, height and in different directions. To explore and develop jumping, hopping and skipping actions.	Class Teacher – Fundamentals Jumping for distance, height and in different directions. To develop co-ordination and combining jumps.	Class Teacher – Fundamentals Explore single and double bounce when jumping in a rope. To develop combination jumping and skipping in an individual rope.	Class Teacher – Fundamentals Explore single and double bounce when jumping in a rope. To develop combination jumping and skipping in an individual rope.
Computing -Code -Connect -Communicate -Collect	Identify the uses of IT in school and beyond school. Identify examples of computers and that they are a part of IT. What is information technology (IT)? Explore devices that are computers and how IT can help us both at school and beyond.	Identify the uses of IT in school and beyond school. Identify common uses of information technology. Identify examples of IT and explain the purpose of different examples of IT in the school setting.	Identify the uses of IT in school and beyond school. Describe some uses of computers. Explore IT in environments beyond school, including home and familiar places such as shops.	Recognise choices are made when using IT. Explore the benefits of using IT in the wider world. Identify why we use IT in the wider world or not and why we use IT.	Recognise the uses and features of IT. Talk about different rules for using IT and how these keep me safe. Learners will consider how they use different forms of information technology safely, in a range of different environments. (Mutual respect)	Explain how IT helps us. Learners will think about the choices that are made when using information technology, and the responsibility associated with those choices. (Rule of law)	Consolidation Week
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	Know the names of and locate the seven continents of the world. Find the given locations and features on a world map and globe. Explore aerial photographs and maps to find and explore the seven continents.	Know the names of and locate the five oceans of the world. <u>Assessment Indicator</u> Find the given locations and features on a world map and globe. Explore aerial photographs and maps to find and explore the five oceans.	Locate the Northern and Southern Hemisphere. Use maps and globes to explore the equator and northern and southern hemisphere and the relevance this has on the conditions on each continent.	<u>Assessment Indicator</u> Ask and answer geographical questions. Use aerial photographs, maps and globes to answer and create questions in the style of a quiz to consolidate knowledge of continents, oceans and hemispheres.			
History -Chronology -Concepts -Interpretation -Enquiry -Communication					How has travel and exploration changed? Demonstrate a basic understanding of why certain events happened at certain	How has travel and exploration changed? Identify how periods of time can impact on individuals and events.	How has travel and exploration changed? Identify that significant events and individuals from the past have helped shape the present

					<p>times with some reasoning. EQ: Why do we still remember Christopher Columbus, even though he's been dead for 500 years!?</p> <p>Explore sources of evidence to uncover what was so significant about Christopher Columbus and his discoveries.</p>	<p>EQ: What was life like on board during such a long journey?</p> <p>Ask and answer a range of questions to find out what life was like on board the ships Columbus sailed and how it would differ to life today. (rule of law)</p>	<p>locally, nationally and internationally. EQ: How and why should we remember him?</p> <p>Make a conclusion based on our knowledge of exploration and decide how we can remember and learn from Columbus' exploration and discoveries.</p>
<p>Religious Education, Beliefs and Values -Believing -Expressing -Living</p>	<p>BELIEVING - Who is Jewish and what do they believe?</p> <p>Identify five fingers of faith in Judaism. 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.</p>	<p>BELIEVING - Who is Jewish and what do they believe?</p> <p>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?</p> <p>Share things that are precious to teacher and children to think of items that are precious to them.</p> <p>Children to explore and name different items that are precious to Jewish people. (Mutual respect)</p>	<p>BELIEVING - Who is Jewish and what do they believe?</p> <p>Understand how the mezuzah in the home reminds Jewish people about God. What does a mezuzah remind Jewish people about?</p> <p>Thinking back to previous lessons, 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 and display in their own Mezuzah. (Mutual respect)</p>	<p>BELIEVING - Who is Jewish and what do they believe?</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and how they might celebrate.</p> <p>How and why do Jewish people celebrate Shabbat?</p> <p>Using images, name and discuss the different elements of a Shabbat dinner and how they may link.</p> <p>Children to create 3d mind map in small groups making links between the different elements.</p>	<p>BELIEVING - Who is Jewish and what do they believe?</p> <p><u>Assessment Indicator</u> Talk about how Shabbat is a special day of the week for Jewish people, and how they might celebrate.</p> <p>How and why do Jewish people celebrate Shabbat?</p> <p>Children to think about special times within their lives and explore what might be similar to a Shabbat in their faith? (Mutual respect)</p>	<p>BELIEVING - Who is Jewish and what do they believe?</p> <p>Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means.</p> <p>What does the story of Hanukkah make us think about?</p> <p>Discuss and share the story of Hanukkah with the children.</p> <p>Children to write 5 facts about Hanukkah, based on an image shared at the beginning of the session.</p>	<p>BELIEVING - Who is Jewish and what do they believe?</p> <p><u>Assessment Indicator</u> Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means.</p> <p>What does the story of Hanukkah make us think about?</p> <p>Children to retell the story of Hanukkah in their books, recalling key facts about the festival.</p>
<p>Modern Foreign Languages-French -Listening -Speaking</p>	<p>Listen to welcomes and greetings in different languages.</p>	<p>Listen to welcomes and greetings in different languages.</p>	<p>Listen to welcomes and greetings in different languages.</p>	<p>Listen to welcomes and greetings in different languages.</p>	<p>Listen to welcomes and greetings in different languages.</p>	<p>Begin to engage in basic conversation. Use greetings within a conversation, when</p>	<p>Begin to engage in basic conversation. Use greetings within a conversation, when entering and leaving</p>

-Intercultural Understanding	Listen to how we say hello in different languages.	Listen and learn a French hello song.	Listen and learn a French hello song.	Listen to and learn other simple French greetings.	Listen to and learn other simple French greetings.	entering the classroom.	the classroom and answering the register.
Art and Design -Sculpting and Creating -Art Elements -Evaluate and Appraise	Examine a piece of work by well-known artist and critically evaluate work. Evaluate a range of Picasso pieces, discussing likes, dislikes and techniques used. (Mutual respect)	Mix paint to create the secondary colours. Name primary colours and practise mixing to make secondary.	Use white to create tints, and black to create tones. Explore how we can add black and white to create different tints and tones of primary and secondary colours.	Show texture in painting. Apply different painting techniques to create texture with paint.	Use lines and movement, contours and feelings and known shapes to create drawings. Use pencil to design and draw own 'Weeping Woman' in the style of Pablo Picasso.	Create a piece of work in response to an artist's work. Apply newly acquired skills of colour mixing and creating texture to paint their pencil drawing.	Examine and critically evaluate work. Observe and evaluate their own work against a given success criteria. (Individual liberty)
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B How does music help us to make friends? Find and keep a steady beat. Listen to a piece of music and identify the pulse, keeping in time with bodies.	Charanga Model Music Curriculum B How does music help us to make friends? Copy back simple rhythmic patterns using long and short. Find the rhythm in a piece of music and repeat it back using body percussion.	Charanga Model Music Curriculum B How does music help us to make friends? Talk about how the music makes you feel. Answer questions in response to a piece of music.	Charanga Model Music Curriculum B How does music help us to make friends? Talk about how the music makes you feel. Discuss likes and dislikes for a piece of music. Talk about different styles of music.	Charanga Model Music Curriculum B How does music help us to make friends? Demonstrate good singing posture. Discuss and demonstrate how good posture is important when singing.	Charanga Model Music Curriculum B How does music help us to make friends? Rehearse and learn to play a simple melodic instrumental part by ear. Listen to a familiar song and respond using four notes on a glockenspiel.	Charanga Model Music Curriculum B How does music help us to make friends? Explore improvisation within a major scale using the notes: C, D, E. Improvise playing the notes C, D and E along to a piece of music.
Enhancements Visits and Visitors						Visit to the local Jewish Synagogue (Date TBC)	
Parental Engagement					Geography Workshop 03.10.23 9.05am		
Whole School and National Events				European Day of Languages 26.09.23 Individual and sibling photographs 27.09.23	Black History Month.	Black History Month. World Mental Health Day 10.10.23	Black History Month. Harvest Celebration 18.10.23

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.