



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

	<b>Week 1</b> Wk Beg 31.10	<b>Week 2</b> Wk Beg 07.11	<b>Week 3</b> Wk Beg 14.11	<b>Week 4</b> Wk Beg 21.11	<b>Week 5</b> Wk Beg 28.11	<b>Week 6</b> Wk Beg 05.12	<b>Week 7</b> Wk Beg 12.12	<b>Week 8</b> Wk Beg 19.12
<b>Big Question</b>	How can we share our culture through celebration?							
<b>Weekly Questions</b>	What is a celebration?	How do we remember historical events?	Do we all celebrate the same things?	How do we share our celebrations with others?	What about people who don't celebrate Christmas?	What about people who don't celebrate Christmas?	What is the true meaning of Christmas?	What is the true meaning of Christmas?
<b>Key Concepts</b>	Culture	Respect	Community/ Respect/Culture	Community	Respect	Respect	Tradition	Tradition
<b>Book Studies</b>	What do we celebrate? 	Flanders Fields 	Celebrations around the world 	What do we celebrate? 	Celebrations around the world 	The Jolly Christmas Postman 	The Nativity Story 	The Nativity Story 
<b>Children steering learning....</b>	Why is Bonfire Night a celebration?	When did the War end? Why do we have poppies? Curiosity cube with key objects linking to RD.	Why do some people celebrate St Patrick's Day/ Halloween?	What is Thanksgiving? Parades/ festivals	What is Eid/Hannukah?	Who is Father Christmas?	How do we share with others at Christmas? (Food banks)	What can we learn from other people's celebrations and traditions?
<b>English Reading</b> -Word reading -Comprehension  <b>Writing</b>	Phase 1 - Understanding as a reader  Listening to, discussing and expressing views about a wide range	Phase 2 - Understanding as a writer  Develop positive attitudes towards and stamina for	Phase 3 - Composition  Write poetry Write their own poem applying the appropriate features.	Phase 1 - Understanding as a reader  Distinguish between statement, question and exclamation and when to use	Phase 2 - Understanding as a writer  Learn how to use sentences with different forms: statement,	Phase 1 - Understanding as a reader  Hook: read and test a set of badly written instructions to develop	Phase 3 - Composition  Write for a range of purposes including instructions	Develop positive attitudes towards and stamina for writing by: writing narratives about personal

<p><b>-Transcription</b> <b>-Composition</b> <b>-Vocabulary, Grammar and Punctuation</b></p>	<p><b>of contemporary and classic poetry</b> Appraise Flanders Field to discuss our likes and dislike.</p> <p>Identify the features of poetry: powerful adjectives, use of rhyme, figurative language.</p> <p><b>READING -</b> Listen and discuss the non-fiction book - What do we celebrate? Recall and recognise features of non-fiction books.</p>	<p><b>writing by writing poetry</b> Generate our own rhyming words linking to key themes of the poem Flanders Field.</p> <p>Apply preposition words to show where the events in the poem are happening: beneath the skies, upon the grass, across the fields.</p> <p><b>Begin to develop the use of simple similes when writing poetry</b> Develop similes to describe elements from the poem.</p> <p><b>READING -</b> Discuss favourite words in poems.</p>	<p><b>Evaluate writing with the teacher and other pupils</b> TAG a peer's poem to appraise and evaluate each other's work.</p> <p><b>READING -</b> Discuss favourite words in poems.</p>	<p><b>these within writing.</b> Match me up: read an invitation and identify the purpose of each key feature. (Questions, exclamations, date and time, powerful adjectives and location.)</p> <p>Generate their own sentence types; applying questions and exclamations.</p> <p><b>READING -</b> Explain how what they are reading relates to their chosen topic and what other texts they have read which are linked</p>	<p><b>question, exclamation, command</b> Understand the purpose of a bossy verb and when to use them. Generate bossy verbs to include in an invitation.</p> <p>Distinguish between different sentence types, specifically command sentences.</p> <p><b>Phase 3 - Composition</b> <b>Write for a range of purposes including invitations.</b></p> <p>Write an invitation to our Christmas show using features.</p> <p><b>READING -</b> Generate our own questions linking to VIPERS</p>	<p>understanding of features and the need for clear, precise language.</p> <p><b>Consider what they are going to write before beginning</b> Correct or not correct: explore the features used in instructions. (Method, equipment, numbered steps, bossy verbs)</p> <p><b>Phase 2 - Understanding as a writer</b> <b>Learn how to use sentences with different forms: command</b></p> <p>Apply bossy verbs to compose command sentences.</p> <p><b>READING -</b> Phonics assessment/ salford reading</p>	<p>Apply the features explored to write a set of instructions, detailing how to make a Christmas trifle - How to title, List of equipment, question.</p> <p>Apply the features explored to write a set of instructions, detailing how to make a Christmas trifle - Method, numbered steps and command sentences including bossy verbs.</p> <p><b>READING -</b> Sequencing of the Christmas story through images.</p>	<p><b>experiences and those of others</b> Showing an understanding of past and present by sorting them.</p> <p>Application of the -ed suffix to show the past tense.</p> <p>Use of time conjunctions to structure the sequence of events.</p> <p>Recount of the Christmas Story with a focus on writing in the past tense.</p> <p><b>READING -</b> Retrieval questions based on the Jolly Postman</p> <p><b>Learn how to use expanded noun phrases to describe and specify</b> Character description (assessment piece)</p>
<p><b>Oracy</b> <b>-Social and Emotional</b> <b>-Linguistic</b> <b>-Cognitive</b> <b>-Physical</b></p>	<p><b>Ask and answer questions to develop understanding.</b> Children to explore the contents of the Curiosity Cube (containing artefacts linking to Remembrance Day). They will generate their own lines of enquiry and ask</p>	<p><b>Listen carefully to be able to identify the main points of conversations and explanations.</b> Having answered questions around Remembrance Day, begin to discuss and make comparisons between the lives of soldiers through history.</p>	<p><b>Take part in role-play, interacting with others.</b> Explore and practise roles within the Christmas performance.</p>	<p><b>Take part in role-play, interacting with others.</b> Explore and practise roles within the Christmas performance.</p>	<p><b>Take part in role-play, interacting with others.</b> <b>Be aware of an audience.</b> Dress rehearsals for Christmas show. Practising lines, listening to stage cues and performing to an audience.</p>	<p><b>Speak clearly to be heard and understood with some expression.</b> <b>Be aware of an audience.</b> Christmas performance - following stage and music cues, presenting lines and singing clearly to an audience.</p>	<p><b>Use specific vocabulary to express thoughts, imaginings and opinion.</b> Children will retell the Nativity Story, taking care to include key details outlining events specific to the time in which it happened.</p>	<p><b>Use specific vocabulary to express thoughts, imaginings and opinion.</b> Children will retell the Nativity Story, taking care to include key details outlining events specific to the time in which it happened.</p>

	questions about them.						(Baby in a manger, swaddled/clothing).	(Baby in a manger, swaddled/clothing).
<b>Mathematics</b> <b>Number</b> <b>-Number and Place Value</b> <b>-Addition and Subtraction</b> <b>-Multiplication and Division</b> <b>-Fractions</b>  <b>Measurement</b> <b>-Geometry</b> <b>Properties of shapes</b> <b>-Geometry</b> <b>Position and Direction</b>	<b>Addition and Subtraction</b> 2 digit and 1 digit not crossing the boundaries	<b>Addition and Subtraction</b> 2 digit both numbers are tens	<b>Addition and Subtraction</b> 2 digit + tens e.g. 43 + 30 (not crossing 100)	<b>Addition and Subtraction</b> 2 digit and 2 digit not crossing the boundaries	<b>Multiplication and Division</b> Arrays Commutativity	<b>Multiplication and Division</b> Arrays Commutativity	<b>Multiplication and Division</b> Division problems Problem Solving	<b>Geometry</b> <b>Properties of shapes</b> Properties of shape 2d and 3d Describing and comparing
<b>Science</b> <b>-Working Scientifically to observe, connect, respond</b> <b>-Biology</b> <b>-Chemistry</b> <b>-Physics</b>	<b>Observe and describe how seeds and bulbs grow into mature plants.</b> Explore a range of seeds. What do we notice and observe? Discuss how the seeds grow: seed dispersal- being eaten, by the wind, sticking to animal's fur or to bees for example.	<b>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</b>  <u>Spot similarities and differences between bulbs and seeds.</u>  Explore images of bulbs. What do the children think the bulbs will grow in to? Begin to discuss what bulbs and seeds may need to grow: water, light and suitable temperature.	<b>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</b> Plan an investigation to monitor how plants grow (in a dark place and water, dark place and no water, in a light place with water and a light place with no water) and plant their seed.	<b>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</b>  <u>Nurture seeds and bulbs into mature plants identifying the different requirements of different plants.</u>  Set up the experiment - plant 4 seeds in various conditions. Draw each seed at this stage of the experiment.	<b>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</b>  <u>Comparing plant growth in different conditions</u>  Draw attention back to experiment and discuss what they notice about the progress of the seed. Begin to label the key parts of the plant: roots, seed, leaves, flower, stem. Recreate using different media -	<b>Observe and describe how seeds and bulbs grow into mature plants</b>  <u>Describe how plants that have grown from seeds and bulbs have developed over time.</u>  Make final observations of experiment. Draw own conclusions about which plant has grown successfully and why.	<b>Observe and describe how seeds and bulbs grow into mature plants</b> Plant cress/rocket seeds to grow. Share with children what the seeds will grow into. Taste cress and rocket.	<b>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</b>  <b>Observe and describe how seeds and bulbs grow into mature plants</b> Compare life cycles of flowering and non-flowering plants.

					lego; natural resources; draw.			
<b>Personal, Social, Health and Economic Education</b> <b>-Relationships</b> <b>-Health and Well-Being</b> <b>-Living in the Wider world</b>  <b>Relationships and Sex Education (RSE) and Health Education</b>	<p>Understand assumptions people make about boys and girls, but recognise how they can be similar and different.</p> <p>PSHE SOW - JIGSAW Celebrating differences</p> <p>Generic gender statements to be placed in order of Agree or Disagree.</p>	<p>Understand assumptions people make about boys and girls, but recognise how they can be similar and different.</p> <p>PSHE SOW - JIGSAW Celebrating differences.</p> <p>In partners, children to find differences between themselves.</p>	<p>Recognise that bullying can be because of difference.</p> <p>PSHE SOW - JIGSAW Celebrating differences.</p> <p>Acting out scenarios based on bullying.</p>	<p>Know what is right and wrong, and how to stand up for this.</p> <p>PSHE SOW - JIGSAW Celebrating differences.</p> <p>Discussing emotions of different characters from previous week.</p>	<p>Know what is right and wrong, and how to stand up for this.</p> <p>PSHE SOW - JIGSAW Celebrating differences.</p> <p>Freeze frames of different scenarios.</p>	<p>Know what is right and wrong, and how to stand up for this.</p> <p>PSHE SOW - JIGSAW Celebrating differences.</p> <p>Anti-bullying information poster.</p>	<p>Recognise it is ok to be different from people, but be friends with them and not judge them.</p> <p>PSHE SOW - JIGSAW Celebrating differences.</p> <p>Looking at genders and recognising similarities and differences.</p>	<p>Recognise it is ok to be different from people, but be friends with them and not judge them.</p> <p>PSHE SOW - JIGSAW Celebrating differences.</p> <p><u>Assessment: Children to answer questions on stereotypes based on the learning completed this half term.</u></p>
<b>Physical Education</b> <b>-Gymnastics</b> <b>-Dance</b> <b>-Games</b> <b>-Athletics</b> <b>-Swimming</b>	<p>PE Scheme Get Set 4 PE - Teambuilding</p> <p>To follow instructions and work with others.</p> <p>Sports Coaches - Ball skills</p> <p>To be able to roll a ball and hit a target.</p>	<p>PE Scheme Get Set 4 PE - Teambuilding</p> <p>To cooperate and communicate in a small group to solve challenges.</p> <p>Sports Coaches - Ball skills</p> <p>To develop coordination and be able to stop a rolling ball.</p>	<p>PE Scheme Get Set 4 PE - Teambuilding</p> <p>To create a plan with a group to solve the challenges.</p> <p>Sports Coaches - Ball skills</p> <p>To develop technique and control when dribbling a ball with your feet.</p>	<p>PE Scheme Get Set 4 PE - Teambuilding</p> <p>To communicate effectively and develop trust.</p> <p>Sports Coaches - Ball skills</p> <p>To develop coordination and be able to stop a rolling ball.</p>	<p>PE Scheme Get Set 4 PE - Teambuilding</p> <p>To work as a group to solve problems.</p> <p>Sports Coaches - Ball skills</p> <p>To develop control and technique when kicking a ball.</p>	<p>PE Scheme Get Set 4 PE - Teambuilding</p> <p>To work as a group to solve problems.</p> <p>Sports Coaches - Ball skills</p> <p>To develop control and technique when kicking a ball.</p>	<p>PE Scheme Get Set 4 PE - Teambuilding</p> <p>To work as a group to copy and create a basic map</p> <p>Sports Coaches - Ball skills.</p> <p>To develop coordination and technique when throwing and catching.</p>	<p>PE Scheme Get Set 4 PE - Teambuilding</p> <p>To work as a group to copy and create a basic map.</p> <p>Sports Coaches - Ball skills</p> <p>To develop coordination and control when dribbling a ball with your hands.</p>

<b>Computing</b> -Code -Connect -Communicate -Collect	Recognise that we can count and compare objects using tally charts Create tally charts to organise data, and represent the tally count as a total.	Recognise that objects can be represented as pictures Become familiar with the term 'pictogram'. Create pictograms manually.	Recognise that objects can be represented as pictures Progress to creating pictograms using a computer.	Create a pictogram Collect data to create a tally chart and use this to make a pictogram on a computer.	Recognise that people can be described by attributes Think about ways in which objects can be grouped by attribute. Tally objects using a common attribute and present the data as a pictogram.	<u>Choose suitable attributes to compare people to be able to collect data</u> Use attributes to describe images of people in the class. Collect data needed to organise people using attributes and create a pictogram to show this pictorially.	Explain that we can present information using a computer Understand that there are other ways to present data than using tally charts and pictograms.	Explain that we can present information using a computer Use a pre-made tally chart to create a block diagram on their device.
<b>Geography</b> -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	To use simple compass directions (North, South, East and West) Recognising North, East, South and West on a compass.	To use simple compass directions (North, South, East and West) Follow instructions using directional language.	To use simple compass directions (North, South, East and West) Give instructions using North, East, South, West. <u>Identify which direction N, S, E, W is for example, using a compass in the playground.</u>	To devise a simple map. Create a map of the school grounds.	To use and construct basic symbols in a key. Given a map and children to create a key.	To devise a simple map. Create map for Santa from their house to school. <u>Use simple compass directions (NSEW)</u>	To use and construct basic symbols in a key. Add key to own map of Santa's route.	To use and construct basic symbols in a key. Add key to own map of Santa's route. <u>Begin to realise why maps need a key</u>
<b>History</b> -Chronology -Concepts -Interpretation -Enquiry -Communication	Ask and answer questions referring to evidence and artefacts. Children to explore the contents of the Curiosity Cube (containing artefacts linking to Remembrance Day). They will generate their own lines of enquiry and record questions based upon them.	Identify that changes throughout history have had important consequences. Children will make comparisons between the life of a WW1 soldier and a modern day soldier.	Can use some dates to describe events in time. Do we all celebrate the same things? Research where these celebrations originated.	Identify why some things have stayed the same throughout history. Children to explore a number of people or figures associated with the celebrations we have learned about so far (Father Christmas, Catrin/Catrina, Guy Fawkes) and different people's interpretations through time.	Identify why some things have stayed the same throughout history. Children to explore the artefacts relating to the past traditions from the celebrations of Eid and Hannukah. Following question prompts, children will record their thoughts and facts relating to the celebrations.	Identify why some things have stayed the same throughout history. Explore a variety of traditions practised throughout history as a means to celebrate Christmas. How has this changed and what does it tell us about people's beliefs (the true meaning of Christmas for individuals)	Identify that changes throughout history have had important consequences. Children will retell the Nativity Story, taking care to include key details outlining events specific to the time in which it happened. (Baby in a manger, swaddled/clothing).	Identify that changes throughout history have had important consequences. Children will retell the Nativity Story, taking care to include key details outlining events specific to the time in which it happened. (Baby in a manger, swaddled/clothing).
<b>Religious Education,</b>	1.6 EXPRESSING How and why do we celebrate special	1.6 EXPRESSING How and why do we celebrate special	1.6 EXPRESSING How and why do we celebrate special	1.6 EXPRESSING How and why do we celebrate special	1.6 EXPRESSING How and why do we celebrate special	1.6 EXPRESSING How and why do we celebrate special	1.6 EXPRESSING How and why do we celebrate special	1.6 EXPRESSING How and why do we celebrate special

<b>Beliefs and Values</b> <b>-Believing</b> <b>-Expressing</b> <b>-Living</b>	and sacred times? (Jewish) <b>What do you celebrate and why?</b> Concept map of what the children already know about Jewish festivals.	and sacred times? (Jewish) <b>What do you celebrate and why?</b> Small groups concept map of festivals celebrated in class.	and sacred times? (Jewish) <b>What stories do your family tell?</b> Children describe festival or celebration special to them.	and sacred times? (Jewish) <b>Why do Jewish people tell the story of Pesach each year?</b> Responding to the story of Pesach (Passover) <u>Ask questions and suggest answers and meanings about stories related to the festivals of Sukkot, Chanukah or Pesach.</u>	and sacred times? (Jewish) <b>Why do Jewish people tell the story of Pesach each year?</b> Exploring the Sedar Plate.	and sacred times? (Jewish) <b>How and why does people celebrate special and Holy times?</b> True or False Pesach statements. <u>Collect examples of what Jewish people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</u>	and sacred times? (Jewish) <b>How and why does people celebrate special and Holy times?</b> Reflecting on Hanukka, Pesach and Shabbat	and sacred times? (Jewish) <b>How and why does people celebrate special and Holy times?</b> <u>How our their traditions similar or different?</u>
<b>Modern Foreign Languages- French</b> <b>-Listening</b> <b>-Speaking</b> <b>-Reading</b> <b>-Writing</b> <b>-Intercultural Understanding</b>	<b>Look at French paintings.</b> Observe a selection of paintings by French artists.	<b>Look at French paintings.</b> Discuss likes and dislikes of the paintings observed.	<b>Look at French paintings.</b> Discuss likes and dislikes of the paintings observed.	<b>Look at French paintings</b> Make comparisons between the paintings observed.	<b>Listen to French music or a French singer</b> Listen to French music.	<b>Listen to French music or a French singer</b> Listen to French music and discuss elements such as instruments used.	<b>Listen to French music or a French singer.</b> Listen to French music and discuss likes and dislikes.	<b>Listen to French music or a French singer.</b> Listen to French music and compare to a familiar piece of English music.
<b>Art and Design</b> <b>-Structuring and Creating</b> <b>-Art Elements</b> <b>-Evaluate and Appraise</b>	<b>Examine a piece of work by well-known artist and critically evaluate work.</b> Evaluate a range of Picasso pieces, discussing likes and dislikes.	<b>Mix paint to create the secondary colours.</b> Know and name primary colours and how to mix to secondary.	<b>Create a piece of work in response to an artist's work.</b> Design own cubist image.	<b>Create a piece of work in response to an artist's work.</b> Develop ideas on own version on weeping woman.	<b>Create a piece of work in response to an artist's work.</b> Create definition on black and white section of own creation.	<b>Create and use a wide range of patters and shades of colour,</b> Explore shades, adding white or black to create tones.	<b>Create and use a wide range of patters and shades of colour,</b> Mix own colours to create primary and secondary colours on work.	<b>Examine a piece of work by a well-known artist and critically evaluate work.</b> Evaluate own learning, and that of a peer.
<b>Design and Technology</b> <b>-Design</b> <b>-Make</b> <b>-Evaluate</b>	<b>Generate initial ideas and design criteria through investigating a variety of fruits.</b> Gather the opinions of the existing	<b>Design appealing products for a particular user based on simple design criteria.</b> Discuss the possible products they might want to design, make	<b>Design appealing products for a particular user based on simple design criteria.</b> Plan what might we want to include in our product to meet	<u>Know how to prepare simple dishes safely and hygienically without a heat source</u> Discuss basic food hygiene practices when handling food	<b>Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</b> Consider utensils needed and how to	<b>Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</b> Use utensils and preparing techniques	<b>Evaluate ideas and finished products against design criteria, including intended user and purpose.</b> Evaluate as the children work	<b>Evaluate ideas and finished products against design criteria, including intended user and purpose.</b> Evaluate as the children work

<b>-Food Technology</b>	products from the intended users.	and evaluate and who the products will be for. Agree on design criteria that can be used to guide the development and evaluation of the product.	our user's preferences.	including the importance of following instructions to control risk. Make a poster to demonstrate.	use them. Discuss quantities of ingredients needed and how to prepare them.	to create the final product.	through the project and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.	through the project and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.
<b>Music</b> <b>-Listen and Appraise</b> <b>-Singing</b> <b>-Instruments</b> <b>-Improvisation</b> <b>-Composition</b>	Charanga Model Music Curriculum B  How does music teach us about the past?  <b>Work with a partner to improvise simple 'Question and Answer' phrases.</b> Listen to high and low notes and repeat back to create a sequence.	Charanga Model Music Curriculum B  How does music teach us about the past?  <b>Copy back simple melodic patterns using high and low.</b> Listen to a beat clapped by a partner and repeat back.	Charanga Model Music Curriculum B  How does music teach us about the past?  <b>Start to talk about the style of a piece of music.</b> Begin to discuss styles of music and discuss elements unique to that style of music.	Charanga Model Music Curriculum B  How does music teach us about the past?  <b>Talk about why they like/don't like the music.</b>  Use technical vocabulary to describe elements of music that we like and dislike.	Charanga Model Music Curriculum B  How does music teach us about the past?  <b>Sing in unison and sometimes in parts.</b> Sing in unison to practise singing a new song.	Charanga Model Music Curriculum B  How does music teach us about the past?  How does music teach us about the past?  <b>Sing songs from memory and/or from notation.</b> Recall lyrics and melody to sing a previously learnt song.	Charanga Model Music Curriculum B  How does music teach us about the past?  How does music teach us about the past?  <b>Rehearse and learn to play a simple melodic instrumental part by ear or from notation.</b>  <u>Rehearse and perform their parts within the context of the unit song.</u>	Charanga Model Music Curriculum B  How does music teach us about the past?  How does music teach us about the past?  <b>Rehearse and learn to play a simple melodic instrumental part by ear or from notation.</b>  <u>Rehearse and perform their parts within the context of the unit song.</u>
<b>Enhancements Visits and Visitors</b>			Anti-Bullying Week BBC Teach Live Lesson			Christmas Performances  KS1 Monday 12 <sup>th</sup> December @ 2:15 Tuesday 13 <sup>th</sup> @ 9:30	Fieldwork in the local community - making maps.	
<b>Parental Engagement</b>					Reading workshop for KS1 and KS2 parents		Christmas Performances KS1 Monday 12 <sup>th</sup> December @ 2:15 Tuesday 13 <sup>th</sup> @ 9:30	
<b>Whole School and National Events</b>	Diwali 24/10 Bonfire Night 5/11	Remembrance day 11/11	It's cool to be kind 14/11 Inter-faith week Children in Need 18/11		Advent starts 1/12	Christmas Fair 7/12 Save the Children Christmas jumper day 8/12		Hanukkah 18/12

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.