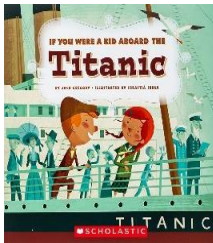
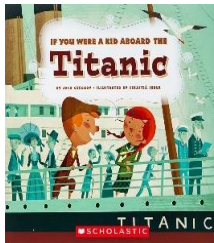
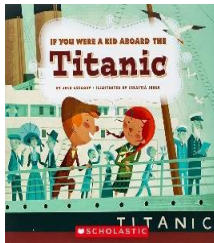
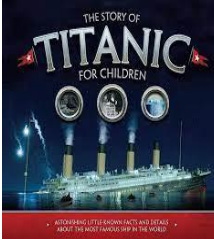
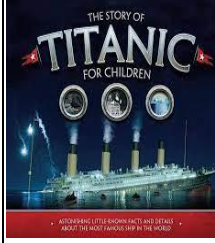
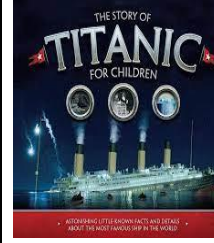
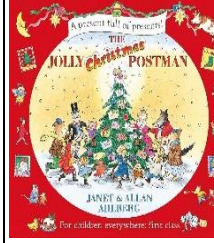
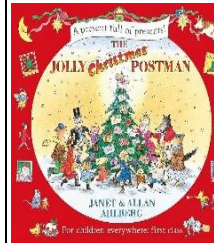




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2023
Phase Key Stage 1 Year Group 2



	Week 1 Wk Beg 30.10	Week 2 Wk Beg 06.11	Week 3 Wk Beg 13.11	Week 4 Wk Beg 20.11	Week 5 Wk Beg 27.11	Week 6 Wk Beg 04.12	Week 7 Wk Beg 11.12	Week 8 Wk Beg 18.12
Big Question	How can we sail beyond the sea?							
Connected Concepts	Power Significance Structure Cause and Effect							
Book Studies	If you were a kid aboard the Titanic 	If you were a kid aboard the Titanic 	If you were a kid aboard the Titanic 	The story of the Titanic 	The story of the Titanic 	The story of the Titanic 	The Jolly Christmas Postman 	The Jolly Christmas Postman 
Children steering learning....	Why did people want to cross the ocean in the past and present? How did people cross the ocean in the past?	Who built the Titanic? Where was the Titanic heading towards?	Why did so many people want to sail on the Titanic? What was life like for different people on the Titanic?	Why did people say it was an unsinkable ship? Why did the Titanic sink?	Is it safe to cross the ocean? Who invented life boats?	Could anyone have done anything to stop the Titanic from sinking?	Has anyone ever crossed the world in a boat? Has anyone ever crossed all five oceans?	Why did the passengers want to travel to New York?
English Reading - Word reading - Comprehension Writing - Transcription - Composition - Vocabulary, Grammar and Punctuation	Instructions Hook: read and test a set of badly written instructions to develop an understanding of the features and the need for clear, precise language. <u>Phase 1 – Understanding as a reader</u>	<u>Phase 2 – Understanding as a writer</u> Uses co-ordinating conjunctions Up level sentences by applying co-ordinating conjunctions and, but, or and so. Uses co-ordinating conjunctions.	Descriptive Poster Hook: explore a range of persuasive advertisements and identify the features. <u>Phase 1 – Understanding as a reader</u> Distinguishes between statement, question and exclamation and	<u>Phase 3 – Composition</u> Apply descriptive features, such as expanded noun phrases and sentence types. Write a description to advertise the Titanic to potential passengers, using descriptive features.	Letters Hook: children will receive a letter from a child travelling on board a ship travelling from Southampton to New York. <u>Phase 1 – Understanding as a reader</u> Text Detective Toolkit- Look closely	<u>Phase 2 – Understanding as a writer</u> Uses subordinating conjunctions Up level sentences by applying subordinating conjunctions when, because and if. Uses subordinating conjunctions.	<u>Phase 2 – Understanding as a writer</u> Correctly uses question marks Apply the 5Ws to write a selection of sentences that could be asked by a travelling passenger. Correctly uses exclamation marks	<u>Phase 3 – Composition of a set of instructions</u> Write for a range of purposes including instructions Apply the features explored (senders and recipients address, greeting, introduction, various sentence types and

	<p>Identify and apply bossy verbs Missing Information Toolkit – read a selection of sentences and identify which bossy verb is missing from the beginning of the sentence.</p> <p>Match me up Toolkit – read a selection of clauses and identify pairs that match to create a detailed command sentence.</p> <p>Phase 2 – Understanding as a writer Learn how to use sentences with different forms: command. Consider what actions will be needed to make a fruit kebab (cut, chop, wash) and apply these bossy verbs to compose command sentences.</p> <p>Reading – Comparing long u. Revisit previously learnt GPCs and apply to read new texts.</p>	<p>Apply co-ordinating conjunctions and, but, or and so to join two clauses to form sentences.</p> <p>Phase 3 – Composition of a set of instructions Write for a range of purposes including instructions Apply the features explored (how to title, introduction, list of equipment and command sentences) to write a set of instructions, detailing how to make a delicious fruit kebab.</p> <p>Reading – Comparing long ur. Revisit previously learnt GPCs and apply to read new texts.</p>	<p>know when to use these within writing. Odd one out toolkit – read and identify a selection of sentences and decide which are the odd ones out based on knowledge of statement, question and exclamation.</p> <p>Phase 2 – Understanding as writer Use expanded noun phrases Develop new adjectives and apply into expanded noun phrases to describe aspects of the Titanic.</p> <p>Reading – Comparing long e. Revisit previously learnt GPCs and apply to read new texts.</p>	<p>Reading – Explore spelling rules including suffixes and homophones.</p> <p>Discuss the key features within a non-fiction text.</p>	<p>at the letter example and identify the key features (senders and recipients address, greeting, introduction, various sentence types and sign off).</p> <p>Correct or Not correct toolkit – Read a selection of sentences (questions and exclamations) and decide if they are correct or not correct.</p> <p>Reading – Explore spelling rules including suffixes and homophones.</p> <p>Answer retrieval questions to demonstrate comprehension of the key text.</p>	<p>Apply subordinating conjunctions when, because and if to join two clauses to form sentences.</p> <p>Reading – Explore spelling rules including suffixes and homophones.</p> <p>Use explanations to answer questions to demonstrate comprehension of the key text.</p>	<p>Apply 'What a' and 'How' to write exclamation sentences describing the sights on board the Titanic.</p> <p>Reading – Explore spelling rules including suffixes and homophones.</p> <p>Use explanations to answer questions to demonstrate comprehension of the key text.</p>	<p>sign off) to write a letter from on board the Titanic.</p> <p>Re-read over what has been written to make sense of it and make corrections. Proof read and edit own writing.</p> <p>Reading – Explore spelling rules including suffixes and homophones.</p> <p>Sequencing events from a new text.</p>
<p>Mathematics Number - Number and Place Value</p>	<p>Addition and Subtraction 2 digit and 1 digit not crossing the boundaries.</p>	<p>Addition and Subtraction 2 digit both numbers are tens.</p>	<p>Addition and Subtraction 2 digit + tens e.g. 43 + 30 (not crossing 100)</p>	<p>Addition and Subtraction 2 digit and 2 digit not crossing the boundaries.</p>	<p>Multiplication and Division Arrays Commutativity.</p>	<p>Multiplication and Division Arrays Commutativity. (Problem solving)</p>	<p>Multiplication and Division Division problems Problem Solving. (Toolkit)</p>	<p>Geometry Properties of shapes Properties of shape 2d and 3d</p>

- Addition and Subtraction Measurement - Geometry Properties of shapes	(Concrete and fluency)	(Toolkit and problem solving)	(Toolkit and problem solving)	(Pictorial, toolkit and problem solving)	(Toolkit and problem solving)		<u>Assessment</u> <u>White Rose Autumn</u>	Describing and comparing (Toolkit and problem solving)
Science - Working Scientifically to observe, connect, respond - Biology - Chemistry - Physics	Plants Observe and describe how seeds and bulbs grow into mature plants. Investigate and observe how seeds are adapted for effective dispersal.	Plants Observe and describe how seeds and bulbs grow into mature plants. Explore and identify how seeds are adapted for effective dispersal.	Plants <u>Assessment Indicator:</u> Describe how plants that have grown from seeds and bulbs have developed over time. Identify the stages of a plants growth from a seed into a full grown flower.	Plants Find out about and describe how plants need water, light and a suitable temperature to grow and stay healthy. Investigate what a plant needs to grow and how this effects a plants growth.	Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.	Plants Spot similarities and differences between bulbs and seeds. Identify similarities and differences of seeds and bulbs and how plants grow from them.	Plants Nurture seeds and bulbs into mature plants identifying the different requirements of different plants. Explore vital conditions for effective plant growth and the effects of a plant being deprived of necessary conditions.	Plants <u>Assessment Indicator:</u> Identify plants that grew well in different conditions. Identify the effects of necessary conditions plants need to grow.
Personal, Social, Health and Economic Education - Relationships - Health and Well-Being - Living in the Wider world Relationships and Sex Education (RSE) and Health Education	Understand assumptions people make about boys and girls, but recognise how they can be similar and different. PSHEE SOW - JIGSAW Celebrating differences. Generic gender statements to be placed in order of Agree or Disagree.	Understand assumptions people make about boys and girls, but recognise how they can be similar and different. PSHEE SOW JIGSAW Celebrating differences. In partners, children to find differences between themselves.	Recognise that bullying can be because of difference. PSHEE SOW JIGSAW Celebrating differences. Acting out scenarios based on bullying.	Know what is right and wrong, and how to stand up for this. PSHEE SOW JIGSAW Celebrating differences. Discussing emotions of different characters from previous week.	Know what is right and wrong, and how to stand up for this. PSHEE SOW JIGSAW Celebrating differences. Freeze frames of different scenarios.	Know what is right and wrong, and how to stand up for this. PSHEE SOW JIGSAW Celebrating differences. Anti-bullying information poster.	Recognise it is ok to be different from people, but be friends with them and not judge them. PSHEE SOW JIGSAW Celebrating differences. Looking at genders and recognising similarities and differences.	Recognise it is ok to be different from people, but be friends with them and not judge them. PSHEE SOW JIGSAW Celebrating differences. <u>Assessment Indicator:</u> Children to answer questions on stereotypes based on the learning completed this half term.

Physical Education -Gymnastics -Dance -Games -Athletics -Swimming	GETSET4PE SOW Indoor PE Teambuilding To follow instructions and work with others. Outdoor PE - Ball skills To be able to roll a ball and hit a target.	GETSET4PE SOW Indoor PE - Teambuilding To cooperate and communicate in a small group to solve challenges. Outdoor PE - Ball skills To develop coordination and be able to stop a rolling ball.	GETSET4PE SOW Indoor PE - Teambuilding To create a plan with a group to solve the challenges. Outdoor PE - Ball skills To develop coordination and be able to stop a rolling ball.	GETSET4PE SOW Indoor PE - Teambuilding To communicate effectively and develop trust. Outdoor PE - Ball skills To develop technique and control when dribbling a ball with your feet.	GETSET4PE SOW Indoor PE - Teambuilding To work as a group to solve problems. Outdoor PE - Ball skills To develop control and technique when kicking a ball.	GETSET4PE SOW Indoor PE - Teambuilding To work as a group to solve problems. Outdoor PE - Ball skills To develop control and technique when kicking a ball.	GETSET4PE SOW Indoor PE - Teambuilding To work as a group to copy and create a basic map. Outdoor PE - Ball skills To develop coordination and technique when throwing and catching.	GETSET4PE SOW Indoor PE - Teambuilding To work as a group to copy and create a basic map. Outdoor PE - Ball skills To develop coordination and control when dribbling a ball with your hands.
Computing -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' and create pictograms manually.	Recognise that objects can be represented as pictures. 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. Learners will answer questions based on their pictograms using mathematical vocabulary such as 'more than'/'less than' and 'most'/'least'.	Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.	<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. Learners will answer questions based on their pictograms using mathematical vocabulary such as 'more than'/'less than' and 'most'/'least'.	Explain that we can present information using a computer Understand that there are other ways to present data than using tally charts and pictograms, such as block diagrams.	Explain that we can present information using a computer Use a pre-made tally chart to create a block diagram using a device.
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans		Minor:- Use Google Maps to find places using a postcode or simple name search. Use geographical vocabulary to refer to key physical			Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.		Minor:- Identify human and physical features. Use simple compass directions (North, South, East and West)	Minor:- Use geographical vocabulary to refer to key physical features and human features. Identify human and physical features.

		<p>features and human features.</p> <p>Identify human and physical features. Explore Belfast, the capital city of Northern Ireland, on Google Maps and identify key human and physical features.</p>					<p>Assessment Indicator: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Look at aerial photographs of Belfast and identify the human and physical features.</p>	<p>Use simple compass directions (North, South, East and West) Follow compass points to locate human and physical features on a map of Belfast.</p>
<p>History - Chronology - Concepts - Interpretation - Enquiry - Communication</p>	<p>Major:- What was so special about the Titanic?</p> <p>Understand how an event beyond living memory is significant nationally and globally. EQ: What do we already know about the Titanic and what can we work out from a picture?</p> <p>Explore detailed illustrations and discuss subject specific vocabulary to begin making an enquiry about the Titanic and its voyage.</p>		<p>Major:- What was so special about the Titanic?</p> <p>Understand how the past has been presented or described referring to sources of evidence.</p> <p>Can understand that not everyone in the past had the same experience. EQ: What was so special about life on board the Titanic and was life on the Titanic the same for everyone?</p> <p>Explore sources of evidence and discuss why so many people wanted to travel on the Titanic on its maiden voyage. Explore what life was like on-board, including the different categories of passengers.</p>	<p>Major:- What was so special about the Titanic?</p> <p>Identify causes and effects from different periods and establish links between them.</p> <p>Identify that certain events and individuals have had major consequences in history. EQ: How could the unsinkable Titanic sink?</p> <p>Ask questions and discuss possibilities for the sinking of the Titanic. Consider why a ship as strong and as well built as the Titanic was capable of being sunk on its first voyage.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Major:- What was so special about the Titanic?</p> <p>Identify that significant events and individuals from the past have helped shape the present locally, nationally and internationally.</p> <p>Identify that changes throughout history have had important consequences. EQ: What are the best ways of stopping disasters such as the sinking of the Titanic ever happening again?</p> <p>Take on the role of safety advisers in the aftermath of the sinking of the Titanic. Explore and identify measures needed to improve safety at sea.</p>		

Religious Education, Beliefs and Values - Believing - Expressing - Living	<p>EXPRESSING</p> <p>How and why do we celebrate special and sacred times? (Jewish)</p> <p>What do you celebrate and why? Collaborate ideas to create a concept map detailing the celebrations children know and participate in, as well as how they celebrate.</p>	<p>EXPRESSING</p> <p>How and why do we celebrate special and sacred times? (Jewish)</p> <p>What do you celebrate and why? Discuss why celebrations are important and establish that each celebration is held for a reason. Write a simple description of a personal celebration.</p>	<p>EXPRESSING</p> <p>How and why do we celebrate special and sacred times? (Jewish)</p> <p>Why do Jewish people tell the story of Pesach each year?</p> <p>Ask questions and suggest answers and meanings about stories related to the festivals of Sukkot, Chanukah or Pesach.</p> <p>Listen to the story of Passover and discuss thoughts and feelings. Sequence the events of Passover.</p>	<p>EXPRESSING</p> <p>How and why do we celebrate special and sacred times? (Jewish)</p> <p>Why do Jewish people tell the story of Pesach each year?</p> <p>Explore how Pesach is celebrated each year through the symbolisation of the Seder plate.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>EXPRESSING</p> <p>How and why do we celebrate special and sacred times? (Jewish)</p> <p>Why do Jewish people tell the story of Pesach each year?</p> <p>Explore how Pesach is celebrated each year through the symbolisation of the Seder plate.</p>	<p>EXPRESSING</p> <p>How and why do we celebrate special and sacred times? (Jewish)</p> <p>How and why do Jewish people celebrate special and Holy times?</p> <p><u>Assessment Indicator:</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.</p> <p>Explore similarities and differences between the celebration of Chanukah, Pesach and Easter.</p>	<p>EXPRESSING</p> <p>How and why do we celebrate special and sacred times? (Jewish)</p> <p>How and why do Jewish people celebrate special and Holy times?</p> <p>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.</p> <p>Explore similarities and differences between the celebration of Chanukah, Pesach and Easter.</p>
Modern Foreign Languages- French - Listening - Speaking - Reading - Writing - Intercultural Understanding	<p>Listen and show understanding through songs.</p> <p>Respond and engage to songs and rhymes.</p> <p>Listen to a French song - Alouette, Gentille Alouette by Alain le Lait.</p>	<p>Listen and show understanding through songs.</p> <p>Respond and engage to songs and rhymes.</p> <p>Listen to a French song - Alouette, Gentille Alouette by Alain le Lait.</p>	<p>Know and join in with familiar French songs and rhymes.</p> <p>Respond and engage to songs and rhymes.</p> <p>Begin to join in with familiar words and phrases in a French song - Alouette, Gentille Alouette by Alain le Lait.</p>	<p>Know and join in with familiar French songs and rhymes.</p> <p>Respond and engage to songs and rhymes.</p> <p>Begin to join in with familiar words and phrases in a French song - Alouette, Gentille Alouette by Alain le Lait.</p>	<p>Listen and show understanding through songs.</p> <p>Respond and engage to songs and rhymes.</p> <p>Listen to a French song - Ainsi Font Font Font by Raffi.</p>	<p>Listen and show understanding through songs.</p> <p>Respond and engage to songs and rhymes.</p> <p>Listen to a French song - Ainsi Font Font Font by Raffi.</p>	<p>Know and join in with familiar French songs and rhymes.</p> <p>Respond and engage to songs and rhymes.</p> <p>Begin to join in with familiar words and phrases in a French song - Ainsi Font Font Font by Raffi.</p>	<p>Know and join in with familiar French songs and rhymes.</p> <p>Respond and engage to songs and rhymes.</p> <p>Begin to join in with familiar words and phrases in a French song - Ainsi Font Font Font by Raffi.</p>

Design and Technology -Design -Make -Evaluate -Food Technology	Generate initial ideas and design criteria through investigating a variety of fruits. Gather the opinions of the existing products from the intended users.	Design appealing products for a particular user based on simple design criteria. Discuss the possible products they might want to design, make 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.	Design appealing products for a particular user based on simple design criteria. Plan what might we want to include in our product to meet our user's preferences.	Know how to prepare simple dishes safely and hygienically without a heat source Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk. Make a poster to demonstrate.	Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Consider utensils needed and how to use them. Discuss quantities of ingredients needed and how to prepare them.	Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Use utensils and preparing techniques to create the final product.	Evaluate ideas and finished products against design criteria, including intended user and purpose. Evaluate as the children work through the project and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.	Evaluate ideas and finished products against design criteria, including intended user and purpose. Evaluate as the children work through the project and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B Playing in an Orchestra Copy back simple melodic patterns using high and low. Respond to a piece of music, singing in high and low pitches.	Charanga Model Music Curriculum B Playing in an Orchestra Explore improvisation within a major scale Explore improvising using musical instruments inspired by focus music.	Charanga Model Music Curriculum B Playing in an Orchestra Talk about how the music makes you feel. Answer questions in response to a piece of music.	Charanga Model Music Curriculum B Playing in an Orchestra Mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. Discuss likes and dislikes for a piece of music. Talk about different styles of music.	Charanga Model Music Curriculum B Playing in an Orchestra Sing in unison and sometimes in parts, and with more pitching accuracy. Sing as part of a group focusing on changing the pitch when singing.	Charanga Model Music Curriculum B Playing in an Orchestra <u>Assessment Indicator:</u> Play a part on an untuned instrument by ear or from notation. Listen to a familiar song and respond using four notes on a glockenspiel.	Christmas nativity performance Sing in unison and sometimes in parts, and with more pitching accuracy. Understand and follow the leader or conductor. Perform in time and sing in unison as part of a choir during a Christmas performance.	Christmas nativity performance Sing in unison and sometimes in parts, and with more pitching accuracy. Understand and follow the leader or conductor. Perform in time and sing in unison as part of a choir during a Christmas performance.
Enhancements Visits and Visitors	Visit to the Yeshuran Synagogue 03.11.23					Food Workshop - Making festive fruit kebabs 08.12.23		
Parental Engagement	Parent Consultation Meetings 01.11.23 and 02.11.23 3.30 - 5.50pm	Parent Forum 08.11.23 9.00-10.00am					KS1 Christmas Production 2.15pm 11.12.23 and 12.12.23 9:30am	Meadowbank Team Member for the Day 18.12.23 Santa Dash! 20.12.23 Children's Christmas Party 22.12.23

Whole School and National Events	Bonfire Night 05.11.23	Bible encounters assembly 10.11.23 Remembrance Day 11.11.23 Diwali 12.11.23	World Kindness Day 13.11.23 Children in Need 17.11.23			'Save the Children'. Christmas Jumper Day 08.12.23	Christmas Dinner 13.12.23	
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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.