


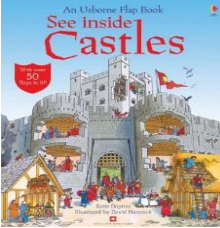
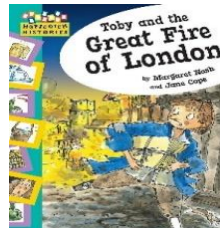
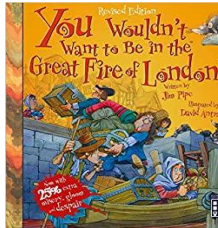




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Spring 1 2023
Phase Key Stage 1 Year Group 2



	Week 1 Wk Beg 02.01	Week 2 Wk Beg 09.01	Week 3 Wk Beg 16.01	Week 4 Wk Beg 23.01	Week 5 Wk Beg 30.01	Week 6 Wk Beg 06.02	Week 7 Wk Beg 13.02
Big Question	How has our country changed?						
Weekly Questions	Where in the world are we?	What landmarks are special in the UK?	Have we always had a King?	Is it only the Royal Family who live in castles?	How did the great fire of London change people's lives in the past?	How has the Great Fire of London changed our lives today?	What can we learn from the vents during the Great Fire of London?
Key Concepts	Location	Importance	Change	History	Impact	Impact	Impact
Book Studies	The Big Book of the UK 	The Queen's Handbag 	The Queen's Handbag 	See inside Castles 	Toby and the Great Fire of London 	You wouldn't want to be in the Great Fire of London 	
Children steering learning....	What countries are in the UK? Where are these countries?	What landmarks are there in the UK? Who made these landmarks?	Who is in the Royal Family? What is the difference between a Duke, Prince and a Queen?	Are all castles the same? Where are the castles in the UK? Why were castles built?	What is the Great Fire of London? When was the Great Fire of London?	Who started the fire? Who was impacted by the fire?	How long did it last? How was the Great Fire of London put out?
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Phase 1 – Understanding as a reader Explore fact file of the UK and discover the writing features used. Correct or not correct – answer a selection of questions to retrieve and	Phase 2 – Understanding as a writer Use knowledge of fact files to restructure the features and make sense of the information. Phase 3 – Composition	Phase 1 – Understanding as a reader Text Detectives Toolkit to identify some of the features within a recount and their purpose. Phase 2 – Understanding as a writer	Phase 2 – Understanding as a writer Create a recount plan by recalling key events from the story of The Queen's Handbag. Phase 3 – Composition	Phase 1 – Understanding as a reader Explore an 'old' box containing the diaries of Samuel Pepys and some historical artefacts (maps and pictures). What can we learn from them? What questions do we have?	Phase 2 – Understanding as a writer Apply adverbs of time to describe when something is happening. Reading Read and spell words with a_e/ay/ai/a/ey/ei/eigh.	Phase 3 – Composition Write a diary extract, as if they were a witness of the GFoL. Include features such as -date -past tense -personal pronouns -adverbs (time and manner)

	<p>demonstrate the features used in a factfile.</p> <p>Reading Read and spell words with ir/ur/er</p> <p>Discuss the significance of the title and events.</p>	<p>Children to compose their own fact file about Queen Elizabeth II.</p> <p>Reading Read and spell words with ue/oo.</p> <p>Discuss the significance of the title and events.</p>	<p>Retell the story of The Queen's Handbag through drama: creating freeze frames.</p> <p>Reading Read and spell words with aw/or/ore/au.</p> <p>Make inferences on the basis of what has been said and done.</p>	<p>Reflect on the plan and write a recount of The Queen's Handbag.</p> <p>Reading Read and spell words with ew/ue/oo</p> <p>Make inferences on the basis of what has been said and done.</p>	<p>Read a selection of extracts from the diaries, then put them in sequence order. Children will explain their understanding/reasoning for this (orally and written).</p> <p>Phase 2 - Understanding as a writer</p> <p>Complete a find my neighbour to demonstrate how adverbs can be used to add detail to their sentences.</p> <p>Reading Consolidation Week</p>	<p>Predict what might happen on the basis of what has been read so far.</p>	<p>-emotions</p> <p>Proof read and edit to improve writing.</p> <p>Reading Read and spell words with e_e/ea/ee/ie/e</p> <p>Make inferences on the basis of what has been said and done.</p>
<p>Oracy</p> <p>-Social and Emotional</p> <p>-Linguistic</p> <p>-Cognitive</p> <p>-Physical</p>	<p>Use specific vocabulary to express thoughts, imaginings and opinion.</p> <p>In Geography explore maps and globes to identify where the UK is located and label its countries.</p>	<p>Follow discussions, make contributions and observe the conventions of conversation.</p> <p>In Literacy use the Oracy role cards to discuss landmarks, considering their features and what makes them special.</p>	<p>Take part in role play, interacting with others.</p> <p>In Literacy retell the story of The Queen's Handbag through drama techniques.</p>	<p>Take part in role play, interacting with others</p> <p>In Literacy retell the story of The Queen's Handbag through drama techniques.</p>	<p>Ask and answer questions to develop understanding.</p> <p>In Literacy explore artefacts and ask questions to develop an understanding of the past.</p>	<p>Talk about events in sequence with supporting detail.</p> <p>In History use retrieval skills to recall and retell key events from the Great Fire of London in sequence.</p>	<p>Be aware of an audience.</p> <p>Read aloud diary entries, using body language to give a clear performance.</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>Place Value Identifying place value of a two digit number.</p> <p>Ordering and comparing numbers</p>	<p>Addition and subtraction Adding 3 1 digit numbers.</p> <p>Subtracting 3 1 digit numbers .</p> <p>Links to measure - application of length, capacity and volume.</p>	<p>Addition and subtraction TO + O crossing boundaries.</p> <p>TO - O crossing boundaries.</p> <p>Links to measure - application of length, capacity and volume.</p>	<p>Addition and subtraction Adding 3 1 digit numbers.</p> <p>Subtracting 3 1 digit numbers.</p> <p>Links to measure - application of length, capacity and volume.</p>	<p>Multiplication and Division Recall of the facts 2s 3s 5s 10s.</p> <p>Place value - counting in 2s 3s 5s from 0.</p> <p>Counting in tens from any number.</p>	<p>Multiplication and Division Recall of the facts 2s 3s 5s 10s.</p> <p>Place value - counting in 2s 3s 5s from 0.</p> <p>Counting in tens from any number.</p>	<p>Multiplication and Division Recall of the facts 2s 3s 5s 10s.</p> <p>Place value - counting in 2s 3s 5s from 0.</p> <p>Counting in tens from any number.</p>

Measurement -Geometry Properties of shapes -Geometry Position and Direction					Links to measure - application of length, capacity and volume.	Links to measure - application of length, capacity and volume.	Links to measure - application of length, capacity and volume..
Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses. Explore a variety of materials.	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses. Sort a variety of materials in to the different categories decided by the children.	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses. Explore the properties of the different materials: hard, transparent, opaque, rough, etc	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Explore a range of materials. Children to decide on their own criteria for sorting the objects (squashy, bendy, can be twisted, stretched).	Ask simple questions and recognising that they can be answered in different ways. Perform simple tests including some fair tests and making predictions. Discuss own scientific enquiry question to investigate which material will be best to recreate a building from the Great Fire of London era.	Perform simple tests including some fair tests and making predictions. Observe closely, using simple equipment. Perform own investigation to test their materials suitability.	Use their observations and ideas to suggest answers to questions. Use their observations to evaluate their investigation and discuss their findings.
Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world Relationships and Sex Education (RSE) and Health Education	PSHEE JIGSAW SOW Dreams and Goals Demonstrate that they can manage some feelings in a positive and effective way. Discuss the jigsaw charter, how it makes us feel and how we can use it in a positive way.	PSHEE JIGSAW SOW Dreams and Goals Demonstrate that they can manage some feelings in a positive and effective way. Discuss successes and the feelings we feel have when we achieve them.	PSHEE JIGSAW SOW Dreams and Goals Set themselves simple goals. Set a goal and identify the small steps needed to achieve them.	PSHEE JIGSAW SOW Dreams and Goals Set themselves simple goals. Explore working together as a team to be successful towards our goals.	PSHEE JIGSAW SOW Dreams and Goals Recognise the effect of their behaviour on other people and can cooperate with others. Work to a shared goal, understanding the need to cooperate and listen to others to ensure a success.	PSHEE JIGSAW SOW Dreams and Goals Share opinions on things that matter to them and explain their views through discussions. Reflect on goals we set ourselves and how successfully we worked with others to achieve our shared goal.	PSHEE JIGSAW SOW Dreams and Goals Share opinions on things that matter to them and explain their views through discussions. Reflect on goals we set ourselves and how successfully we worked with others to achieve our shared goal.
Physical Education -Gymnastics -Dance -Games -Athletics	PE Scheme Get Set 4 PE - Dance Accurately remember, repeat	PE Scheme Get Set 4 PE - Dance Develop an understanding of dynamics.	PE Scheme Get Set 4 PE - Dance Know that using counts of 8 will help me to stay in time	PE Scheme Get Set 4 PE - Dance Know that sequencing actions in a particular order will	PE Scheme Get Set 4 PE - Dance Develop the use of pathways and	PE Scheme Get Set 4 PE - Dance Know that using facial expressions	PE Scheme Get Set 4 PE - Dance Understand that I can change the way

	<p>and link actions to express an idea.</p> <p>Sports Coaches - Fitness</p> <p>Know that I need to run slower if running for a long period of time.</p>	<p>Sports Coaches - Fitness</p> <p>Understand that some skills require me to move body parts at different times such as skipping.</p>	<p>with my partner and the music.</p> <p>Sports Coaches - Fitness</p> <p>Demonstrate increased control in body weight exercises.</p>	<p>help me to tell the story of my dance.</p> <p>Sports Coaches - Fitness.</p> <p>Show an ability to work for longer periods of time.</p>	<p>travelling actions to include levels.</p> <p>Sports Coaches - Fitness</p> <p>Demonstrate increased control in body weight exercises.</p>	<p>helps to show the mood of my dance.</p> <p>Sports Coaches - Fitness</p> <p>Demonstrate increased balance whilst travelling along and over equipment.</p>	<p>I perform actions to show an idea.</p> <p>Sports Coaches - Fitness</p> <p>Demonstrate running at different speeds.</p>
<p>Computing</p> <p>-Code</p> <p>-Connect</p> <p>-Communicate</p> <p>-Collect</p>	<p>Follow instructions given by someone else and give clear unambiguous instructions</p> <p>Follow instructions given and give instructions to others. Consider the language used to give instructions, and how that language needs to be clear and precise.</p>	<p>Explain what happens when we change the order of instructions.</p> <p>Focus on sequences and consider the importance of the order of instructions within a sequence. Create and test sequences.</p>	<p>Use logical reasoning to predict the outcome of a program.</p> <p>Use logical reasoning to make predictions. Follow a program step by step and identify what the outcome will be.</p>	<p>Explain that programming projects can have code and artwork.</p> <p>Design, create, and test a mat for a floor robot.</p>	<p>Design an algorithm.</p> <p>Design an algorithm to move a robot around the mat designed. Identifying the starting and finishing points of a route.</p>	<p>Design an algorithm.</p> <p>Design an algorithm to move a robot around the mat designed. Identifying the starting and finishing points of a route.</p>	<p><u>Test and debug each part of the program.</u></p> <p>Find and fix errors in algorithms and programs. Understand this process to be 'debugging'.</p>
<p>Geography</p> <p>-Locational and Place Knowledge</p> <p>-Field Work</p> <p>-Using Globes, Maps and Plans</p>	<p>Know the name, location and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Explore maps and globes to identify where the UK is located and label its countries.</p>	<p>Know the name, location and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Explore maps and globes to retrieve knowledge of where the UK is located. Identify the surrounding seas and label these on their own map.</p>	<p><u>Position key locations and places on a map of the UK.</u></p> <p>Relocate the 4 countries within the UK. Identify the capital cities of each country and locate these on the map.</p>	<p>Know the name, location and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Explore and discuss key characteristics from each capital city.</p>	<p>Know the name, location and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Recall and apply knowledge of countries, cities and seas around the UK to create a fact file.</p>	<p><u>Understand that school is in the village of Cheadle which is part of the borough of Stockport, in Greater Manchester in the North West of England, in the UK, which is a part of the continent of Europe.</u></p> <p>Apply knowledge of continents, countries, cities and towns to construct a lift the flap book.</p>	<p><u>Understand that school is in the village of Cheadle which is part of the borough of Stockport, in Greater Manchester in the North West of England, in the UK, which is a part of the continent of Europe.</u></p> <p>Apply knowledge of continents, countries, cities and towns to construct a lift the flap book.</p>
<p>History</p> <p>-Chronology</p> <p>-Concepts</p> <p>-Interpretation</p>	<p>Identify how periods of time can impact on individuals and events.</p>	<p>Identify that certain events and individuals have had major</p>	<p>Identify that certain events and individuals have had</p>	<p>Understand how the Great Fire of London is an event beyond living memory that is</p>	<p>Understand how the Great Fire of London is an event beyond living memory that is</p>	<p>Understand how the past has been presented or described referring</p>	<p>Identify causes and effects from different periods and</p>

<p>-Enquiry -Communication</p>	<p>Children to sequence events that are familiar to them in chronological order. <u>Can use some dates to describe events in time, e.g. 1666 for the Great Fire of London.</u></p>	<p>consequences in history. Children to learn the story of the Great Fire of London.</p>	<p>major consequences in history. Children to discover how has the GFOL changed the way we live today? <u>Can give two main effects of an event e.g. after the Great Fire of London, houses were built of stone and brick and the streets were wider and straighter.</u></p>	<p>significant nationally and globally. Children to understand how is the GFOL significant to London.</p>	<p>significant nationally and globally. Children to understand how the GFOL was significant nationally.</p>	<p>to sources of evidence. Look at different accounts of GFOL. Why might they be different?</p>	<p>establish links between them. Children to give reasons as to why they think the GFOL happened based on facts and knowledge. <u>Can explain an important event, offering two or three reasons e.g. why the Great Fire of London spread so quickly.</u></p>
<p>Religious Education, Beliefs and Values -Believing -Expressing -Living</p>	<p>1.2 BELIEVING Who is a Muslim and what do they believe? What do people think about God? <u>Five Fingers of Faith: Muslim, Islam, Allah or Mohammed. Mosque. Qu'ran.</u></p>	<p>1.2 BELIEVING Who is a Muslim and what do they believe? Who is the prophet Mohammed and why is he important to Muslims? Children to retell the story of the Prophet and the Cat. <u>Retell the story 'Muhammad and the cat', and 'The crying camel' talk about what they teach</u></p>	<p>1.2 BELIEVING Who is a Muslim and what do they believe? What stories of the Prophet do Muslims love to tell? Looking at the story of the Crying Camel and what it teaches Muslims about animals. <u>Retell the story 'Muhammad and the cat', and 'The crying camel' talk about what they teach.</u></p>	<p>1.2 BELIEVING Who is a Muslim and what do they believe? What makes a place or an object special to us? And Muslims? Children to describe a place special to them and why. Question where is special to Muslims?</p>	<p>1.2 BELIEVING Who is a Muslim and what do they believe? What is a Mosque and what happens at a Mosque? Virtual/physical tour of a mosque, labelling what they saw and what it is used for. Children to understand rituals of prayer.</p>	<p>1.2 BELIEVING Who is a Muslim and what do they believe? What can we learn from Muslim holy words? Four words special to each child, four words for mum, for words we forget to say. <u>Understand that Muslims have 99 names for Allah.</u></p>	<p>1.2 BELIEVING Who is a Muslim and what do they believe? What happens at the celebration of Eid-ul-Fitr and why? Children to describe the different activities throughout Eid-ul-Fitr and Ramadan, from watching a video</p>
<p>Modern Foreign Languages-French -Listening -Speaking -Intercultural Understanding</p>	<p>Use everyday greetings in context. Listen to and say a selection of French greetings.</p>	<p>Respond to simple greetings. Listen to and say a selection of French greetings and responses.</p>	<p>Begin to engage in basic conversation. Listen and respond to a partner using French greetings and responses.</p>	<p>Days of the week Listen to French days of the week through song.</p>	<p>Days of the week Join in with French songs to help recall days of the week.</p>	<p>Recognise and recall vocabulary in the everyday environment. Begin to recognise days of the week in the classroom environment and make links between French and English days of the week.</p>	<p>Recognise and recall vocabulary in the everyday environment. Begin to recognise days of the week in the classroom environment and make links between French and English days of the week.</p>

Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise	Examine a piece of work by a well-known artist and critically evaluate work. Look at Teeny by Henri Matisse, what do we like and why?	Experiment with different techniques such as fabric printing and rubbing. Children to experiment with fabric printing.	Experiment with different techniques such as fabric printing and rubbing Children to experiment with rubbing technique.	Create a piece of work in response to an artist's work Create own design in response to Matisse's Teeny.	Create printed art by pressing, rolling, rubbing and stamping. Using Styrofoam and rolling technique create and design own product.	Create a piece of work in response to an artist's work Children to create larger image print, using same rolling technique.	Examine a piece of work by a well-known artist and critically evaluate work. Children to evaluate their own learning, and how it can be improved.
Design and Technology -Design -Make -Evaluate -Food Technology	Explore a range of existing freestanding structures in the school and local environment. Walk around the school grounds to explore structures such as playground equipment, street furniture, walls, towers and bridges. Consider what is their purpose? Who might use them? What materials have been used and why?	Know and use technical vocabulary relevant to the project. Draw the structures explored and label with the correct technical vocabulary in relation to the structure, materials used and shapes.	Practise using tools, skills and techniques, explaining choices. Demonstrate measuring, marking out, cutting, shaping, joining and finishing techniques with a range of tools.	Select new and reclaimed materials and construction kits to build their structures. Build and explore a variety of freestanding structures using construction kits.	Know how to make freestanding structures stronger, stiffer and more stable. Fold paper or card in different ways to make freestanding structures, using masking tape where necessary to make joins.	Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. Test the stability of structures made.	Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. Evaluate how the product could be improved.
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B How does music make the world a better place? Sing short phrases independently.	Charanga Model Music Curriculum B How does music make the world a better place? Find different steady beats.	Charanga Model Music Curriculum B How does music make the world a better place? Start to talk about where music might fit in the world.	Charanga Model Music Curriculum B How does music make the world a better place? Begin to talk about and understand the style of the music.	Charanga Model Music Curriculum B How does music make the world a better place? Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major	Charanga Model Music Curriculum B How does music make the world a better place? Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major	Charanga Model Music Curriculum B How does music make the world a better place? Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
Enhancements Visits and Visitors				Week beginning 23.01.23 Mosque visit	Week beginning 31.01.23 Mosque visit		Enrichment day to consolidate learning linked to Great Fire of London -basket weaving -signage -junk model houses

Parental Engagement						Art Gallery 2VB 09.02.23 2S 10.02.23	
Whole School and National Events		Staff Team Member for the day 12.01.23	Chinese New Year 22.01.23 Year 1 Charity event: 20.01.23 Ukraine Appeal - add a yellow accessory to show the Ukrainian Flag	RSPB's Big School Birdwatch 29.01.23		Children's Mental Health Week - Let's Connect. Safer Internet Day 07.02.23 February	

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.