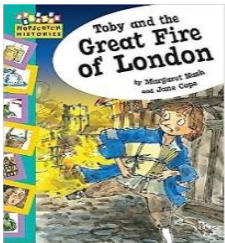
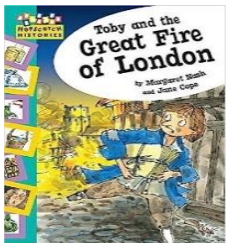
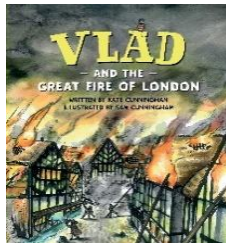
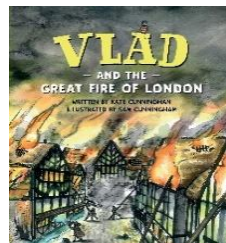
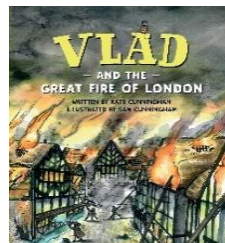




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Spring 1 2024
Phase Key Stage 1 Year Group 2



	Week 1 Wk Beg 08.01	Week 2 Wk Beg 15.01	Week 3 Wk Beg 22.01	Week 4 Wk Beg 29.01	Week 5 Wk Beg 05.02
Big Question	Fetch the Engines! – What happened on Pudding Lane?				
Connected Concepts	Cause and Effect	Cause and Effect	Cause and Effect	Cause and Effect	Cause and Effect
Book Studies	Toby and the Great Fire of London 	Toby and the Great Fire of London 	VLAD AND THE GREAT FIRE OF LONDON 	VLAD AND THE GREAT FIRE OF LONDON 	VLAD AND THE GREAT FIRE OF LONDON 
Children steering learning....	Where is London? What is the Great Fire of London? When was the Great Fire of London?	Who or how was the fire started? Who was impacted by the fire?	How long did it last? How was the Great Fire of London put out?	How were people affected by the fire? Did everyone survive? How do we know about the Great Fire of London?	What have we learnt from the events during the fire? What was the lasting impact of the fire? How did the fire change London?
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	<u>Phase 1 – Understanding as a reader</u> Generate questions and draw simple inferences from illustrations, events and characters' actions. 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? Share opinions about a range of texts including language recounts.	<u>Phase 2 – Understanding as a writer</u> Distinguishes between statement, question and exclamation and know when to use these within writing Write exclamation sentences about the Great Fire of London applying exclamation marks to our sentences. Consistently uses the present tense and past tense correctly. Explore writing verbs in the past tense through a find my	<u>Phase 2 – Understanding as a writer</u> Uses subordinating conjunctions Use and apply subordinating conjunctions within our writing, to extend sentences written in the past tense. Uses co-ordinating conjunctions Use and apply coordinating conjunctions within our writing, to extend sentences written in the past tense.	<u>Phase 2 – Understanding as a writer</u> Use and apply adverbs to writing. Apply adverbs of time to describe when something is happening to add detail to sentences. Complete a pick a pair to demonstrate how adverbs can be used to add detail to their sentences. Plan or say out loud what they are going to write about	<u>Phase 3 – Composition</u> Write narratives about personal experiences and those of others (real and fictional) Write a diary extract, as if they were a witness of the Great Fire of London. Include features such as -date -past tense -personal pronouns -adverbs (time and manner) -emotions

	<p>Correct or not correct - children will identify the features of a diary entry and explain their understanding/ reasoning for this (orally and written).</p> <p>Reading Draw simple inferences from illustrations using the conjunction <i>because</i> to help justify ideas. Look closely at pictures and titles of poems and make predictions and inferences based on these.</p>	<p>neighbour toolkit and apply these to sentences.</p> <p>Practice applying past tense verbs to our writing about the Great Fire of London.</p> <p>Reading Discuss the unfamiliar words and what these might mean. Discuss unfamiliar words used in poems and identify their meaning through the use of a dictionary.</p>	<p>Reading Retrieve information from the text to recall key events. Answer a selection of true or false statements and record and organise in a table.</p>	<p>Explore the chronology of the Great Fire of London and create a frieze frame plan in preparation for writing a diary entry.</p> <p>Reading Summarise what happened at the beginning, middle and end of the story. Write key words, a short sentence and a picture on three sticky notes to sequence the story.</p>	<p>Make simple additions, revisions and corrections to writing Proof read and edit to improve writing.</p> <p>Reading Make sensible predictions based on what has been read, the front cover, pictures, and the blurb. Make predictions about the text. Consider what do the pictures, front cover and the title tell us about ants.</p>
<p>Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions</p> <p>Measurement -Geometry Properties of shapes -Geometry Position and Direction</p>	<p>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 TO + O crossing boundaries.</p> <p>TO - O crossing boundaries.</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>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>Links to measure - application of length, capacity and volume.</p>
<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Everyday Materials</p> <p>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. Support children to consider properties of each material.</p>	<p>Everyday Materials</p> <p>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).</p>	<p>Everyday materials</p> <p>Ask simple questions and recognising that they can be answered in different ways. Discuss own scientific enquiry question to investigate which material will be best suited to recreate a building following the Great Fire of London.</p>	<p>Everyday Materials</p> <p>Gather and record data to help in answering questions.</p> <p>Assessment Indicator: Name an object, say what material it is made from, identify properties and make a link between property and use. Carry out materials hunt to identify properties of materials, their best uses and frequency of use.</p>	<p>Everyday Materials</p> <p>Use their observations and ideas to suggest answers to questions.</p> <p>Assessment Indicator: Describe similarities and differences. Use their observations to evaluate their investigation and discuss their findings</p>

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. (Individual liberty)	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 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 it.	PSHEE JIGSAW SOW: Dreams and Goals. Recognise the effect of their behaviour on other people and can cooperate with others. Explore working together as a team to be successful towards our goals. Work to a shared goal, understanding the need to cooperate and listen to others to ensure a success. (Democracy)	PSHEE JIGSAW SOW: Dreams and Goals. <u>Assessment Indicator:</u> Explain how it felt to be part of a group and can identify a range of feelings about group work. Reflect on goals we set ourselves and how successfully we worked with others to achieve our shared goal. (Mutual respect)
Physical Education -Gymnastics -Dance -Games -Athletics -Swimming	GETSET4PE SOW Indoor PE Dance. Accurately remember, repeat and link actions to express an idea. Explore dance actions then remember, repeat and link them to tell a story. Outdoor PE Target Games. Develop co-ordination and technique when throwing over and underarm. To consider how much power to apply when aiming at a target.	GETSET4PE SOW Indoor PE Dance. Develop an understanding of dynamics. Explore dynamics and how they can be added into our dance to show an idea. Outdoor PE Target Games. Develop co-ordination and technique when throwing over and underarm. To understand how to score using overarm and underarm throwing.	GETSET4PE SOW Indoor PE Dance. Know that using counts of 8 will help me to stay in time with the music. Improve the dance by using counts of 8 to help stay in time with the music. Outdoor PE Target Games. Develop striking a ball with their hand and equipment with some consistency. To develop striking to a target.	GETSET4PE SOW Indoor PE Dance. Develop the use of facial expressions in my performance. Know that using facial expressions helps to show the mood of my dance. To explore facial expressions and apply them in our dance to show different characters. Outdoor PE Target Games. Develop tracking a ball and decision making with the ball. To develop hitting a moving target.	GETSET4PE SOW Indoor PE Dance. Develop the use of pathways and travelling actions to include levels. <u>Assessment Indicator:</u> Copy, remember, repeat and create dance phrases <i>To explore pathways and levels and add into the final dance sequence.</i> Outdoor PE Target Games. Understand and apply simple tactics. Know how to score points and follow simple rules. To select and apply the appropriate skill to the target game and show improvement in my personal best. (\democracy)
Computing -Code -Connect -Communicate -Collect	Describe a series of instructions as a sequence Follow instructions given by someone else and give clear unambiguous instructions	Explain what happens when we change the order of instructions.	Use logical reasoning to predict the outcome of a program. Use logical reasoning to make predictions. Follow a program	Explain that programming projects can have code and artwork. Design an algorithm. <u>Assessment Indicator:</u>	Create and debug a program that I have written <u>Assessment Indicator:</u> Test and debug each part of the program.

	<p>Follow instructions given and give instructions to others.</p> <p>Consider the language used to give instructions, and how that language needs to be clear and precise.</p>	<p>Explain that a sequence of commands has a start and an outcome</p> <p>Focus on sequences and consider the importance of the order of instructions within a sequence. Create and test sequences.</p>	<p>step by step and identify what the outcome will be.</p>	<p>Program an algorithm on a floor robot.</p> <p><i>Design, create, and test a mat for a floor robot.</i></p> <p><i>Design an algorithm to move a robot around the mat designed, identifying the starting and finishing points of a route.</i></p>	<p><i>Find and fix errors in algorithms and programs. Understand this process to be 'debugging'.</i></p>
<p>Geography</p> <p>-Locational and Place Knowledge</p> <p>-Field Work</p> <p>-Using Globes, Maps and Plans</p>	<p>Minor:-</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use and construct basic symbols in a key.</p> <p>Use maps to identify where London is in the United Kingdom.</p> <p>Explore aerial photographs of London and identify the key human and physical features. Develop a key of symbols which could be used to plot the landmarks on a map.</p>				
<p>History</p> <p>-Chronology</p> <p>-Concepts</p> <p>-Interpretation</p> <p>-Enquiry</p> <p>-Communication</p>	<p>Major:-</p> <p>Did the Great Fire make London a better or worse place to live?</p> <p>Understand how the Great Fire of London is an event beyond living memory that is significant nationally and globally. (legacy)</p> <p>EQ: What happened during the Great Fire?</p> <p>Explore the events of the Great Fire of London through an immersive drama workshop.</p>	<p>Major:-</p> <p>Did the Great Fire make London a better or worse place to live?</p> <p>Identify causes and effects from different periods and establish links between them.</p> <p>EQ: Why did the Great Fire burn down so many houses?</p> <p>Knowing how the fire spread, begin to develop a deeper understanding of why this was such a big fire.</p>	<p>Major:-</p> <p>Did the Great Fire make London a better or worse place to live?</p> <p>Identify why certain events have had an impact locally, nationally and internationally.</p> <p>EQ: Could more have been done to slow the spread of the fire?</p> <p>Explore the firefighting methods used during the Great Fire of London. Discuss their disadvantages.</p> <p>Discuss the actions taken to stop the fire spreading and consider if somebody was to blame.</p>	<p>Major:-</p> <p>Did the Great Fire make London a better or worse place to live?</p> <p>Identify how periods of time can impact on individuals and events</p> <p>EQ: How did people manage to live through the Great Fire of London?</p> <p>Work to come up with as many problems caused to the citizens of the city by the Great Fire.</p> <p>Explore the various actions the government took and which were the most effective. Which would have helped the most, and why?</p>	<p>Major:-</p> <p>Did the Great Fire make London a better or worse place to live?</p> <p><u>Assessment Indicator:</u></p> <p><i>Explain an important event, offering two or three reasons why the Great Fire of London spread so quickly</i></p> <p><i>Can give two main effects of an event.</i></p> <p><i>Can offer reasons why simple changes occur.</i></p> <p>Consolidate learning and understanding of the events that happened during the Great Fire of London and how it has left a lasting effect on London today.</p>

Religious Education, Beliefs and Values - Believing - Expressing - Living	<p>BELIEVING</p> <p>Who is a Muslim and what do they believe?</p> <p>Recognise some objects used by Muslims and suggest why they are important.</p> <p>Record baseline knowledge to begin to create a Glossary of terminology linked with Islam.</p> <p>Explore the Five Fingers of Faith - Islam, Muslim, Allah and Muhammed PBUH, Qur'an, Mosque. (Religion or belief) (Mutual respect)</p>	<p>BELIEVING</p> <p>Who is a Muslim and what do they believe?</p> <p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</p> <p>Explore and discuss the Islamic belief that the many names of Allah represent 99 attributes and what this means to Muslims. (Religion or belief) (Mutual respect)</p>	<p>BELIEVING</p> <p>Who is a Muslim and what do they believe?</p> <p>Re-tell a story about the life of the Prophet Muhammed.</p> <p>Retell the story of the Prophet and the Cat and discuss the significance for Muslims. (Religion or belief) (Mutual respect)</p>	<p>BELIEVING</p> <p>Who is a Muslim and what do they believe?</p> <p>Re-tell a story about the life of the Prophet Muhammed.</p> <p>Share the story of the Crying Camel and what it teaches Muslims. (Religion or belief) (Mutual respect)</p>	<p>BELIEVING</p> <p>Who is a Muslim and what do they believe?</p> <p><u>Assessment Indicator:</u> Five Fingers of Faith; Muslim, Islam, Allah or Mohammed, Mosque, Qu'ran. Revisit the five fingers of faith and record knowledge and understanding of the key elements of the Islamic faith. (Mutual respect)</p>
Modern Foreign Languages-French - Listening - Speaking - Reading - Writing - Intercultural Understanding	<p>Know and join in with familiar French songs and rhymes.</p> <p>Listen to French days of the week through song.</p>	<p>Know and join in with familiar French songs and rhymes.</p> <p>Listen to French days of the week through song.</p>	<p>Know and join in with familiar French songs and rhymes.</p> <p>Join in with French songs to help recall days of the week.</p>	<p>Recognise and recall vocabulary in the everyday environment including - Days of the week.</p> <p>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 including - Days of the week.</p> <p>Begin to recognise days of the week in the classroom environment and make links between French and English days of the week.</p>
Design and Technology - Design - Make - Evaluate - Food Technology	<p>Evaluating</p> <p>Explore and evaluate a range of products with wheels and axles.</p> <p>Distinguish between fixed and freely moving axles.</p> <p>Investigate a selection of everyday objects and discuss how wheels and axles are used in daily life. Sort the items based on the type of axle.</p>	<p>Designing</p> <p>Generate initial ideas and simple design criteria through talking and using own experiences.</p> <p>Develop and communicate ideas through drawings and mock-ups.</p> <p>Collaborate to develop a success criteria for a cart to transport belongings out of London during the Great Fire. Design a cart based on the success criteria and consider materials, tools and techniques that will be used.</p>	<p>Making</p> <p>Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing</p> <p>Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</p> <p>Follow the success criteria and design to make the cart with moving wheels.</p>	<p>Making</p> <p>Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing</p> <p>Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</p> <p>Follow the success criteria and design to make the cart with moving wheels.</p>	<p>Evaluating</p> <p>Evaluate their ideas throughout and their products against original criteria.</p> <p><u>Assessment Indicator:</u> Know and use technical vocabulary relevant to the project. Use technical vocabulary and the success criteria to evaluate the finished product - a cart.</p>
Music - Listen and Appraise - Singing - Instruments	<p>Charanga Model Music Curriculum B.</p> <p>How does music make the world a better place?</p>	<p>Charanga Model Music Curriculum B.</p> <p>How does music make the world a better place?</p>	<p>Charanga Model Music Curriculum B.</p> <p>How does music make the world a better place?</p>	<p>Charanga Model Music Curriculum B.</p> <p>How does music make the world a better place?</p>	<p>Charanga Model Music Curriculum B.</p> <p>How does music make the world a better place?</p>

-Improvisation -Composition	Step 1 - Rainbows Pt 1 Sing short phrases independently. Learn to sing 'Rainbows' as part of a choir. Perform the song whilst keeping in time with the rest of the choir.	Step 2 - Rainbows Pt 2 Use graphic symbols, dot notation and stick notation, as appropriate, to compose a simple tune. Compose a short rhythm using glockenspiels to the focus song 'Rainbows'. Record composition using graphic symbols/colours.	Step 3 - Hand, Feet, Heart Pt 1 Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major. Play a short tune on a glockenspiel in time with the song 'Hand, Feet, Heart'. Following simple notation.	Step 4 - Hand, Feet, Heart Pt 2 Improvise with a song using body percussion. Create and perform a short rhythm in time with the song 'Hand, Feet, Heart' using body parts to create different sounds.	Assessment Indicator: Play together with everybody while keeping in time with a steady beat. Perform a focus song from the unit in group. Display the skills of singing in time with a group, improvisation and short composition on an un-tuned instrument.
Enhancements Visits and Visitors	Great Fire of London Immersive Drama Workshop 08.01.24	Friends of Meadowbank Movie night FS & KS1 18.01.24 3:30-5.00 pm			
Parental Engagement		KS1 Maths workshop Tell Me/Show me event 15.01.24 9:00-10:15			
Whole School and National Events				NSPCC's number day (Year 3's chosen charity) 02.02.24	Safer Internet day 06.02.2024 Mental Health Week 'Place2Be' Chinese New Year 10.02.24

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.