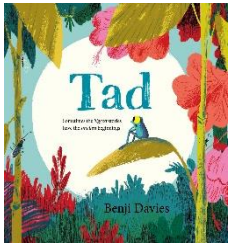
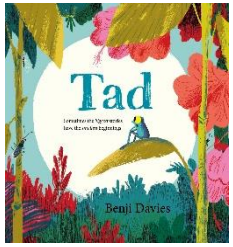
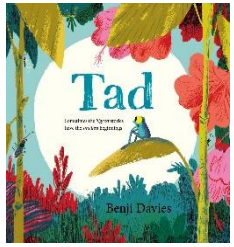
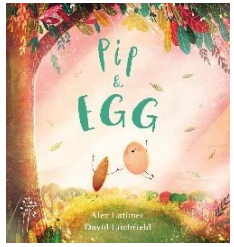
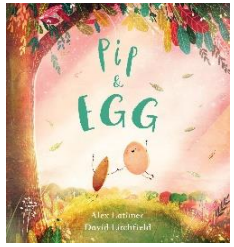
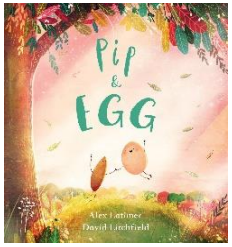
Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Spring 1 2025
Phase Key Stage 1 Year Group 2

	Week 1 Wk Beg 06.01	Week 2 Wk Beg 13.01	Week 3 Wk Beg20. 01	Week 4 Wk Beg 27.01	Week 5 Wk Beg 03.02	Week 6 Wk Beg 10.02
Big Question	**How do animals thrive and survive?**					
Connected Concepts	**Structure** **Cause and Effect**	**Structure** **Cause and Effect**	**Structure** **Cause and Effect**	**Structure** **Cause and Effect**	**Structure** **Cause and Effect**	**Structure** **Cause and Effect**
Book Studies	**Tad** **by Benji Davies** 	**Tad** **by Benji Davies** 	**Tad** **by Benji Davies** 	**Pip and Egg** **by Alex Latimer** 	**Pip and Egg** **by Alex Latimer** 	**Pip and Egg** **by Alex Latimer** 
Children steering learning….	Why do some animals hatch from eggs and some have live young? Do all animals look like their mothers? How do animals change from babies into adults? What do animals need to survive? What do different animals eat? What do animals need to thrive and stay healthy?					
English **Writing** **-Transcription** **-Composition** **-Vocabulary, Grammar and Punctuation** **Reading** **-Word reading** **-Comprehension**	**A frogs life cycle fact file** **Hook:** life cycles quiz. **Phase 1** **Understanding as a reader.** **Retrieve information from the text to identify the layout of non-fiction texts.** Look closely at a selection of fact files and identify the features. **Retrieve information from the text to identify the layout of non-fiction texts.** Order and construct a fact file using given information and images.	**A frogs life cycle fact file** **Phase 2** **Understanding as a writer.** **Uses subordinate (as, when, because, if, that) and co-ordinating (or, but, so, yet) conjunctions.** Match me up toolkit – explore co coordinating and subordinating conjunctions and match up a selection of clauses. **Uses subordinate (as, when, because, if, that) and co-ordinating (or, but, so, yet) conjunctions.**	**A frogs life cycle fact file** **Phase 3** **Composition.** **Identify the layout of non-fiction texts.** Read and sort a selection of facts into true or false, considering how they could be arranged to create a fact file. **Write simple and coherent narratives using coordinating and subordinating conjunctions within writing and identify key features of different text genres.**	**Narrative** **Hook:** read the new text and answer questions to demonstrate comprehension. **Phase 1** **Understanding as a reader** **Retell stories including fairy stories and traditional tales and sequence the main events in stories or non-fiction into the correct order.** Retell the story of Pip and Egg in sequence using images from the book. **Retrieve information from the text to recall**	**Narrative** **Phase 2** **Understanding as a writer.** **Uses expanded noun phrases.** Explore and apply a wide range of vocabulary to compose descriptive sentences. **Correctly add suffixes to words to change the meaning or word class** Explore and apply adverbs to describe how actions are performed in the story. **Reading** An Invitation to a Party	**Narrative** **Phase 3** **Composition.** **Plan or say out loud what they are going to write about using story maps.** Create a story map of key plot points to include in the story. **Write simple and coherent narratives.** Use the story map to retell the story of Pip and Egg. **Re-read over what has been read to make sense of it and make corrections.**

	Discuss unfamiliar words and what these might mean. Identify ambitious and technical vocabulary used in a good example of a fact file and discuss meanings of these words. **Reading** Why Do Stars Twinkle? **Draw simple inferences from illustrations, events, characters' actions and speech using the conjunction because to help justify ideas.** Make inferences based on what we have read to answer a selection of comprehension questions.	Enhance a selection of facts by adding a conjunction and a second clause. **Reading** Why Do Stars Twinkle? **Explain and discuss their understanding of books, commenting on characters and responding to what has happening.** Use explanations to write a review of the text.	Begin to plan the fact file by considering what title, sub headings, pictures and captions are needed. **Write simple and coherent narratives using coordinating and subordinating conjunctions within writing and identify key features of different text genres.** Write sentences and organise into paragraphs. **Write simple and coherent narratives using coordinating and subordinating conjunctions within writing and identify key features of different text genres.** Construct fact file by applying the features and sentences. **Reading** The Dreams of Moxie **Discuss the unfamiliar words and what these might mean.** Use dictionaries to clarify and understand the meaning of new or unfamiliar vocabulary.	**names of characters, titles and events.** Use Tales Toolkit to recall key characters and setting in the text and recall the problems and how they were solved throughout the story. **Discuss unfamiliar words and what these might mean.** Identify ambitious and technical vocabulary used in the story of Pip and Egg. **Reading** The Dreams of Moxie **Retell stories and sequence the main events.** Summarise the text by retelling the events in sequence.	**Make sensible predictions based on what has been read, the front cover, pictures, and the blurb.** Make a prediction about the new text based on pictures on the front and back and what is written in the blurb.	Use purple polish to edit throughout the writing process. **Reading** An Invitation to a Party **Talk and share opinions about a range of texts including instructions.** Discuss and clarify the meanings of words, linking new meanings to known vocabulary and discuss their understanding of the book.
Tier Two Vocabulary	Murky Shallow Webbed Frogspawn Tadpole Variety Sticky Smooth Shrink			Valley River Glacier Bright Scruffy Chirp Sturdy		

Mathematics **Number** **-Number and Place Value** **-Addition and Subtraction** **-Multiplication and Division** **-Fractions** **Measurement** **-Geometry Properties of shapes** **-Geometry Position and Direction**	**Addition and subtraction.** **Adding and subtracting three single digit numbers. Making decisions using bonds and doubles knowledge.** Concrete: solve a selection of + and – practically using a variety of tens and ones. Concrete/ Pictorial: solve a selection of + and – pictorially using part part whole models and bar models. Links to measure – application of length, capacity and volume.	**Addition and subtraction.** **TO + O crossing boundaries.** **TO – O crossing boundaries.** Concrete/ Pictorial: Use manipulatives when using Pick a Pair, recording our working out using part part whole models and bar models. Fluency Toolkit: Pick a Pair using bar models and other toolkit. Links to measure – application of length, capacity and volume.	**Addition and subtraction** **TO + O crossing boundaries.** **TO – O crossing boundaries.** Fluency Toolkit: Follow me toolkit. Deeper Thinking: 3 read- what's the problem? Use the inverse to check if the calculations are correct. Word Problem Focus: 3 Read- What's the story? Links to measure – application of length, capacity and volume.	**Multiplication and Division.** **Recall of the facts 2s 3s 5s 10s.** Concrete and Pictorial: identify equal groups from images and count them to find a total. Observe a selection of arrays, counting the rows and columns, then record the corresponding x and ÷ calculations. Links to measure – application of length, capacity and volume.	**Multiplication and Division.** **Place value – counting in 2s 3s 5s from 0.** Concrete and Pictorial: Practicing counting in multiples of five and ten using Numicon as a visual tool. Fluency Toolkits: Odd One Out Toolkit and What's My Number. Links to measure – application of length, capacity and volume.	**Multiplication and Division.** **Counting in tens from any number.** Fluency Toolkits: Correct or Not Correct and Deeper Thinking Toolkit: Prove It- Which four number sentences link these numbers? 3, 5, 15? Prove it. Deeper Thinking Focus: Conjecture and hypothesise Generalise, predict, justify, explain and deduce. Links to measure – application of length, capacity and volume.
Retrieval through Maths Rehearsal sequence	Bonds within 20 Not bridging Focus: +	Bonds within 20 Not bridging Focus: +	Bonds within 20 Not bridging Focus: +	Bonds within 20 Not bridging Focus: +	Bonds within 20 Not bridging Focus: +	Bonds within 20 Not bridging Focus: +
Science **-Working Scientifically to observe, connect, respond** **-Biology** **-Chemistry** **-Physics**	Animals including humans **EQ: How do animals grow and change?** **Notice that animals, including humans, have offspring which grow into adults.** Identifying, grouping and classifying. Pre-assessment – questions. Group and order different stages of animal's development, grouping animals to their offspring. Identify similarities and differences between animals and their	Animals including humans **EQ: How do animals change as they grow?** **Notice that animals, including humans, have offspring which grow into adults.** Identifying, grouping and classifying. Explore life cycles through research using secondary sources to find out how amphibians and mammals animals change as they grow into adults. **<u>Assessment Indicator</u>** *Can describe how animals, including humans, have offspring which grow into adults, using the*	Animals including humans **EQ: What are the stages we go through into adulthood?** **Notice that animals, including humans, have offspring which grow into adults.** Identifying, grouping and classifying. Retrieve knowledge of life cycles and begin to identify and compare the stages of the human life cycle - baby, toddler, child, teenager and adult.	Animals including humans **<u>Sticky Knowledge</u>** *Acquire and Apply* Match adult animals and humans to their offspring. Order the life cycles of animals into the correct order, from infant to adult. Identify the similarities and differences between adult amphibians and mammals and their offspring. Mid assessment- questions.	Animals including humans **EQ: How do animals thrive and survive?** **Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).** Imagine being on a desert island and explore what basic requirements we would need to survive. Discuss the difference between needs and wants and consider how the needs would differ for animals. **<u>Assessment Indicator</u>** *Can state the basic needs*	Animals including humans **EQ: How do Humans thrive and survive?** **Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.** Investigate the importance of healthy eating and hygiene. End assessment- Questions. **<u>Assessment Indicator</u>** Can name foods in each section of the Eatwell Plate

	offspring, including adult humans and babies.	*appropriate names for the stages.*			*of animals, including humans, for survival.*	
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 How does it feel to talk about our past successes? **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. (BV-Individual liberty)	**PSHEE Jigsaw SOW** Dreams and Goals How does it feel to set a goal and achieve it? **Demonstrate that they can manage some feelings in a positive and effective way.** Discuss successes and the feelings we have when we achieve them. (BV-Individual liberty)	**PSHEE Jigsaw SOW** Dreams and Goals How can working as part of a team help us to achieve our goals? **Set themselves simple goals.** Set a goal and identify the small steps needed to achieve it. Know how to share success with other people. **Assessment Indicator** *Explain how I play my part in a group and the parts other people play to create an end product. I can explain how our skills complemented each other.* (BV-Individual liberty/Mutual respect)	**PSHEE Jigsaw SOW** Dreams and Goals How does it feel to achieve a task together? **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. (BV-Democracy)	**PSHEE Jigsaw SOW** Dreams and Goals Why is it important to set dreams and goals for ourselves? **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. (BV-Mutual respect)	**PSHEE Jigsaw SOW** Dreams and Goals Why is it important to help others to achieve their goals? **Recognise who they work well with and when they don't.** Work as part of a group and think about the part they played. Think about how others help them learn. ***Assessment Indicator*** Explain how it felt to be part of a group and can identify a range of feelings about group work. (BV-Mutual respect)
Physical Education **-Gymnastics** **-Dance** **-Games** **-Athletics**	**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. **Assessment Indicator** *Show a character and idea through the actions and dynamics chosen.* Outdoor PE – Target Games **Develop co-ordination and technique when throwing over and underarm.**	**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. **Assessment Indicator** *Work cooperatively with a partner and a small group.*	**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. **Assessment Indicator** *Copy, remember, repeat and create dance phrases.* Outdoor PE – Target Games **Develop striking a ball with their hand and equipment with some consistency.**	**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. Outdoor PE – Target Games **Develop tracking a ball and decision making with the ball.** To develop hitting a moving target. **Assessment Indicator** *Throw, roll, kick or strike a ball to a target with some success.*	**GETSET4PE SOW** Indoor PE - Dance **Explore working with a partner using unison, matching and mirroring.** To explore facial expressions and apply them in our dance to show different characters. **Assessment Indicator** *Work with a partner using mirroring and unison in actions.* Outdoor PE -Target Games **Know to finish with my object/hand/foot pointing at my target.**	**GETSET4PE SOW** Indoor PE - Dance **Develop the use of pathways and travelling actions to include levels.** To explore pathways and levels and add into the final dance sequence. 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

	To consider how much power to apply when aiming at a target. (BV-Mutual Respect)	(BV-Mutual Respect)	To develop striking to a target. (BV-Mutual Respect)	(BV-Mutual Respect)	Catch with two hands with some coordination and technique. (BV-Mutual Respect)	improvement in my personal best. **Assessment Indicator** *Able to select the appropriate skill for the situation.* (BV-Mutual Respect)
Computing **-Code** **-Connect** **-Communicate** **-Collect**	Programming A Robot algorithms **Describe a series of instructions as a sequence.** 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. ***Assessment* Indicator** *Follow instructions given by someone else and give clear unambiguous instructions*	Programming A Robot algorithms **Explain what happens when we change the order of instructions.** **Explain that a sequence of commands has a start and an outcome** Focus on sequences and consider the importance of the order of instructions within a sequence. Create and test sequences.	Programming A Robot algorithms **Use logical reasoning to predict the outcome of a program.** Use logical reasoning to make predictions. Follow a program step by step and identify what the outcome will be.	Programming A Robot algorithms **Explain that programming projects can have code and artwork.** **Design an algorithm.** Design, create, and test a mat for a floor robot.	Programming A Robot algorithms **Design an algorithm.** Design an algorithm to move a robot around the mat designed, identifying the starting and finishing points of a route. **Assessment Indicator** *Program an algorithm on a floor robot.*	Programming A Robot algorithms **Create and debug a program that I have written** Find and fix errors in algorithms and programs. Understand this process to be 'debugging'. **Assessment Indicator** *Test and debug each part of the program.* Work saved in Big Question Books.
Geography **-Locational and Place Knowledge** **-Field Work** **-Using Globes, Maps and Plans**	**Major** **What is Cheadle like?** **Understand that school is in the village of Cheadle which is part of the borough of Stockport, in the county of Greater Manchester in the North West of England, in the UK, which is a part of the continent of Europe.** Explore the position of Cheadle within a range of sources, pinpointing our location in various scaled maps and aerial photographs. *Assessment Indicator:*	**Major** **What is Cheadle like?** **Identify human and physical features in Cheadle.** Through fieldwork, explore and identify the human and physical features of our local area, focusing on types of land use.	**Major** **What is Cheadle like?** **Recognise and record different types of land use, buildings and environments.** Investigate the features of where we live, identifying human and physical features, suggesting why these would encourage people to settle here. (PC: Race- National Origin) (BV: Individual Liberty)	**Major** **What is Cheadle like?** **Sticky Knowledge** *Acquire and Apply* ***Identify the human and physical features of a given place (Cheadle).*** *Using pictures taken during the fieldwork activity around Cheadle, group the features and landmarks of Cheadle into human and physical features and group by land use.*		

	Use Digimaps and Google Maps to find places using a postcode or simple name search.					
History **-Chronology** **-Concepts** **-Interpretation** **-Enquiry** **-Communication**					**Minor** **Source Enquiry** **Why do we remember Mary Anning?** **Identify why certain people/events are significant in the wider context of history.** **Identify why certain individuals and events have had an impact locally, nationally and internationally.** Explore historical artefacts to find out about the life of Mary Anning and discuss why she is significant. Plan questions and produce answers to historical enquiries using historical vocabulary.	**Minor** **Source enquiry** **Why do we remember Mary Anning?** **Select information independently from different sources e.g. written, visual and oral sources and artefacts to answer historical questions.** Identify the significance of Mary Anning through the exploration of secondary sources to answer a range of questions. **Assessment Indicators** *Can gather ideas from a few simple sources when building up their understanding of an event.*
Religious Education, Beliefs and Values **-Believing** **-Expressing** **-Living**	1.2 BELIEVING Who is a Muslim and what do they believe? ***Pre-learning assessment:*** Five Fingers of Faith - Islam, Muslim, Allah and Muhammed PBUH, Qur'an, Mosque. Record baseline knowledge of who is a Muslim and what do they believe. Begin to explore the Five Fingers of Faith and new vocabulary associated with the key question. (PC-Religion/Belief) (BV-Mutual respect)	1.2 BELIEVING Who is a Muslim and what do they believe? **Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.** Through discussion explore the Muslim beliefs about God. Recognise that Allah is the Arabic word used by Muslims for God and they believe he has 99 names. (PC:-Religion/Belief) (BV-Mutual respect)	1.2 BELIEVING Who is a Muslim and what do they believe? **Recognise some objects used by Muslims and suggest why they are important.** Explore the mosque and key features inside. Discuss why the mosque is a place Muslims may go to feel closer to God. Suggest why a mosque might be a place to feel close to God. (PC: Religion/Belief) (BV-Mutual respect)	1.2 BELIEVING Who is a Muslim and what do they believe? **Re-tell a story about the life of the Prophet Muhammad.** Retell the story of the Prophet and the Cat and discuss its significance and what the story teaches Muslims about the Prophet Muhammad PBUH. (PC-Religion/Belief) (BV-Mutual respect)	1.2 BELIEVING Who is a Muslim and what do they believe? **Re-tell a story about the life of the Prophet Muhammad.** Retell the story of Muhammad and the Crying Camel. Discuss Muhammad's beliefs and what Muslims can learn from his teachings in the story. (PC-Religion/Belief) (BV-Mutual respect)	1.2 BELIEVING Who is a Muslim and what do they believe? **Assessment Indicator** Five Fingers of Faith - Islam, Muslim, Allah and Muhammed PBUH, Qur'an, Mosque. Revisit the five fingers of faith and make links between them and new knowledge of beliefs. (PC-Religion/Belief) (BV-Mutual respect)

Modern Foreign Languages-French **-Listening** **-Speaking** **-Intercultural Understanding**	Intercultural Understanding **Look at French paintings (e.g. Matisse)** Examine Teeny by Henri Matisse, looking at the techniques and medium used.	Intercultural Understanding **Look at French paintings (e.g. Matisse)** Examine Teeny by Henri Matisse, looking at the techniques and medium used.	Listening **Listen and show understanding through songs and rhymes using everyday language.** Listen to La Chanson des Couleurs – The Song of Colours.	Listening and Speaking **Look at French paintings (e.g. Matisse and Debussy)** **Know and join in with familiar French songs and rhymes.** Recognise some familiar language from La Chanson des Couleurs – The Song of Colours and begin to join in.	Listening and Speaking **Know and join in with familiar French songs and rhymes.** Recognise some familiar language from La Chanson des Couleurs – The Song of Colours and begin to join in.	Speaking **Recognise and recall vocabulary in the everyday environment including colours.** Recognise a say a selection of colours learnt from La Chanson des Couleurs – The Song of Colours and begin to join in.
Art and Design **-Sculpting and Creating** **-Art Elements** **-Evaluate and Appraise**	Henri Matisse- Printing *Teeny* **Examine a piece of work by a well-known artist and critically evaluate work.** Examine Teeny by Henri Matisse, looking at the techniques and medium used.	Henri Matisse- Printing Teeny **Experiment with different techniques such as fabric printing and rubbing.** Begin to explore printing in different ways, by choosing from a wide selection of textured items to create different effects.	Henri Matisse- Printing Teeny **Experiment with printing on fabric or different types of paper.** Use different pressures to create different effects of print.	Henri Matisse- Printing Teeny **Create a piece of work in response to an artist's work.** Create a design to be printed in the style of Henri Matisse, by retrieving and applying knowledge of the style and features discussed and explored.	Henri Matisse- Printing Teeny **Create printed art by pressing, rolling, rubbing and stamping.** Transfer design onto Styrofoam and apply rolling techniques to create a monoprint. **<u>Assessment Indicators</u>** Use mono printing technique to create printed art.	Henri Matisse- Printing Teeny **Examine a piece of work by a well-known artist and critically evaluate work.** Evaluate finished print, making reference to the techniques, shapes and applied. Consider what went well and what could be improved.
Music **-Listen and Appraise** **-Singing** **-Instruments** **-Improvisation** **-Composition**	**Charanga Model Music Curriculum B** **Inventing a Musical Story - Exploring Feelings Through Music.** **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.	**Charanga Model Music Curriculum B** **Inventing a Musical Story - Exploring Feelings Through Music.** **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.	**Charanga Model Music Curriculum B** **Inventing a Musical Story - Exploring Feelings Through Music.** **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.	**Charanga Model Music Curriculum B** **Inventing a Musical Story - Exploring Feelings Through Music.** **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.	**Charanga Model Music Curriculum B** **Inventing a Musical Story - Exploring Feelings Through Music.** Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in *C* major, F major and *G* major. ***<u>Assessment Indicator</u>*** *Rehearse and perform their parts within the context of the unit song.*	**Charanga Model Music Curriculum B** **Inventing a Musical Story - Exploring Feelings Through Music.** Perform a focus song from the unit in group. Displaying the skills of singing in time with a group, improvisation and short composition on an un-tuned instrument. ***<u>Assessment Indicator</u>*** *Play together with everybody while keeping in time with a steady beat.*

Outdoor Learning Opportunities	**Minor: (Computing)** Follow a set of instructions to identify an endpoint. Make links to algorithms.	**Major: (Geography)** Carry out fieldwork in Cheadle to identify different types of land use.	**Minor: (Art)** Print patterns from leaves onto different types of paper, exploring how pressure impacts the effects of prints.	**Minor: (French)** Apply knowledge of French colours in a scavenger hunt.	**Minor: (PSHEE)** As part of Children's Mental Health week, use our outdoor space to practice mindfulness and gratitude.	**Minor: (History)** Use drama to reimagine Mary Anning collecting and categorising fossils. We will search for 'fossils' on the playground.
Enhancements Visits and Visitors		Fieldwork walk into Cheadle –15.02.25 Zoolab visitor – 17.01.25		Chinese New Year Celebration – 29.01.25		
Parental Engagement						Art workshop: Printing 2S 11.02.25 2D 12.02.25
Whole School and National Events				Chinese New Year 29.01.25	Children's Mental Health Week Beg 03.02.25	Safer Internet Day 11.02.25 St. Valentine's Day 14.02.25

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.