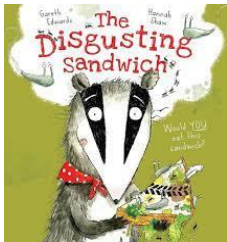
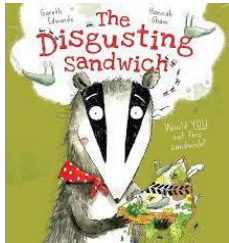

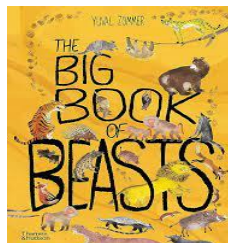

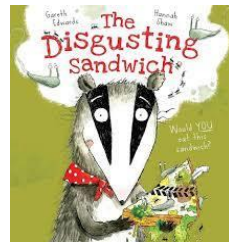




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Spring 2 2024
Phase Key Stage 1 Year Group 2



	Week 1 Wk Beg 19.02	Week 2 Wk Beg 26.02	Week 3 Wk Beg 04.03	Week 4 Wk Beg 11.03	Week 5 Wk Beg 18.03	Week 6 Wk Beg 25.03
Big Question	How do animals thrive and survive?					
Connected Concepts	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power
Book Studies	The Disgusting Sandwich 	The Disgusting Sandwich 	The Disgusting Sandwich 	Big Book of Beasts 	Big Book of Birds 	The Disgusting Sandwich 
Children steering learning....	Why do some animals hatch from eggs and some have live young?	How do animals change from babies into adults?	Do all young animals look the same as the adults? Are older animals and humans always bigger?	What types of animals are there? Why do some animals have fur? How do fish stay under water for a long time? Why do birds fly?	What do animals need to survive? What do different animals eat?	What do animals need to thrive and stay healthy?
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	<u>Hook</u> Follow a set of instructions to make a disgusting sandwich in the outdoor environment. <u>Phase 1 – Understanding as a reader.</u> Retrieve information to identify the features of non-fiction texts. Analyse the instructions given, then complete text detective toolkit to	<u>Phase 2 – Understanding as a writer.</u> Explore time conjunctions to sequence information. Collaboratively generate instruction sentences for making a disgusting sandwich, then apply time conjunctions to record them in sequence order. Correctly adds suffixes to words to change the meaning or word class	<u>Phase 3 – Composition.</u> Write for a range of different purposes – Instructions. Apply skills learnt to compose a set of instructions – How to make a disgusting sandwich. Use phonetic knowledge to inform spellings and check what has been written makes sense.	<u>Hook</u> Identify recurring language in stories and poems. Explore a selection of familiar stories and discuss what similarities they have – repeated phrases. Consider why some stories have repetition and the impact it has on the reader. <u>Phase 1 – Understanding as a reader.</u>	<u>Phase 2 – Understanding as a writer.</u> Uses subordinate and co-ordinating conjunctions. Apply coordinating and subordinate conjunctions to explain what happens to the sandwich. Uses subordinate and co-ordinating conjunctions. Apply coordinating and subordinate conjunctions.	<u>Phase 3 – Composition.</u> Writes simple and coherent narratives. Apply ambitious vocabulary and conjunctions to compose a story with repeated phrases. Use phonetic knowledge to inform spellings and check what has been written makes sense. Read sentences and paragraphs during the

	<p>retrieve the features of instructions.</p> <p>Independently analyse and improve a selection of instructions through correct or not correct toolkit.</p> <p>Phase 2 – Understanding as a writer.</p> <p>Generate expanded noun phrases with ambitious vocabulary.</p> <p>Making reference to the key text, generate ambitious vocabulary to be applied in expanded noun phrases, which describe the ingredients for a disgusting sandwich.</p> <p>Reading Text: Kongy Arrives.</p> <p>Make sensible predictions based on what has been read, the front cover, pictures, and the blurb.</p> <p>Make predictions on the new text and discuss the purpose/ why we would want to read this text.</p>	<p>Use the -ly suffix to compose and apply adverbs to describe actions for making a disgusting sandwich.</p> <p>Reading Text: Kongy Arrives.</p> <p>Retrieve information from the text to recall events.</p> <p>Answer a selection of true or false statements by skimming and scanning to retrieve information from the text.</p>	<p>Use purple polish to edit and improve instructions by applying phonetic knowledge and spelling and grammar rules.</p> <p>Reading Text: Why Do Stars Twinkle?</p> <p>Draw simple inferences from illustrations, events, characters' actions and speech using the conjunction because to help justify ideas.</p> <p>Make inferences based on what we have read to answer a selection of comprehension questions.</p>	<p>Shows a wider understanding of vocabulary beyond that explicitly taught into their writing.</p> <p>Maze Me Toolkit to explore and apply ambitious descriptive vocabulary that could be used in a story.</p> <p>Phase 2 – Understanding as a writer.</p> <p>Use ambitious vocabulary to compose expanded noun phrases.</p> <p>Apply the vocabulary collated to describe potential characters who might appear in a new version of the disgusting sandwich story.</p> <p>Reading Text: Why Do Stars Twinkle?</p> <p>Explain and discuss their understanding of books, commenting on characters and responding to what has happening.</p> <p>Use explanations to write a review of the text.</p>	<p>to describe how the characters think and respond at each point of the story.</p> <p>Reading Text: The Dreams of Moxie.</p> <p>Discuss the unfamiliar words and what these might mean.</p> <p>Use dictionaries to clarify and understand the meaning of new or unfamiliar vocabulary.</p>	<p>writing process to check for sense and make corrections of spelling and punctuation using purple polish.</p> <p>Reading Text: The Dreams of Moxie.</p> <p>Retell stories and sequence the main events.</p> <p>Summarise the text by retelling the events in sequence.</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>Multiplication and Division</p> <p>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</p> <p>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>Fractions</p> <p>Recognise and find $\frac{1}{3}$ and $\frac{1}{4}$ of shape or length.</p> <p>Identify $\frac{1}{3}$ and $\frac{1}{4}$ of a number or quantity.</p> <p>Concrete and fluency.</p> <p>Measurement including money and shape.</p> <p>Daily number bond practise/space tables.</p>	<p>Fractions</p> <p>Recognise and find $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of shape or length.</p> <p>Identify $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a number or quantity.</p> <p>Understand and recognise the equivalence of $\frac{2}{2}$ and $\frac{2}{4}$.</p> <p>Concrete and fluency.</p>	<p>Fractions</p> <p>Solve mathematical problems applying knowledge of fractions including $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$.</p> <p>Identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a number or quantity.</p>	<p>Fractions</p> <p>Solve mathematical problems applying knowledge of fractions including $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$.</p> <p>Identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a number or quantity.</p>

Measurement -Geometry Properties of shapes -Geometry Position and Direction	Solve reasoning problems applying multiplication and division knowledge.	Solve reasoning problems applying multiplication and division knowledge.		Measurement including centimetres. Daily number bond practise/space tables.	Understand and recognise the equivalence of 1/2 and 2/4. Measurement including weight. Daily number bond practise/space tables.	Understand and recognise the equivalence of 1/2 and 2/4. Measurement including weight. Daily number bond practise/space tables.
Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	Pre-assessment Sort and classify animals into groups: fish, birds, amphibians, reptiles and mammals. Notice that animals, including humans, have offspring which grow into adults. Become familiar with a variety of animals and their young by grouping young animals to their adults.	Notice that animals, including humans, have offspring which grow into adults. Explore life cycles through research using secondary sources to find out how animals change as they grow into adults.	Notice that animals, including humans, have offspring which grow into adults. Retrieve knowledge of life cycles and begin to identify and compare the stages of the human life cycle - baby, toddler, child, teenager and adult.	Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge. <u>TAPS Assessment Indicator:</u> Describe how animals change as they get older. Measure and compare hand span to answer questions about growth from young to adult and make predictions based on observations.	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.	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <u>Assessment Indicator:</u> Has a good understanding of the food plate and understands 'a healthy balanced diet'. Explore the healthy eating plate and how humans can achieve a healthy balanced diet.
Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world Relationships and Sex Education (RSE) and Health Education	PSHE JIGSAW SOW: Healthy Me. Know what they need to keep body healthy. Identify and recognise how to live a healthy lifestyle and understand how to stay motivated.	PSHE JIGSAW SOW: Healthy Me. Know what they need to keep body healthy. Recognise and understand the feeling of being stressed or relaxed and what might cause these emotions.	PSHE JIGSAW SOW: Healthy Me. Understand how medicines work in their body and how important it is to use them safely. Recognise and suggest ways in which we can make ourselves feel better before taking medicine. Understand and identify how to take medicine safely.	PSHE JIGSAW SOW: Healthy Me. Sort foods into the correct food groups and know which foods a body needs every day. Using the 'eat well plate' identify necessary food groups needed in order to have a balanced diet. Identify various foods that would fit into each category.	PSHE JIGSAW SOW: Healthy Me. Decide which foods to eat to give body energy. Recognise and identify what foods would make a healthy nutritious snack.	PSHE JIGSAW SOW: Healthy Me. <u>Assessment Indicator:</u> Compare my own and my friends' choices and can express how it feels to make healthy and safe choices. Understand and identify various components of a healthy lifestyle, focusing on how to keep the brain and body and how these affect us.
Physical Education -Gymnastics -Dance	Get Set 4 PE SOW Indoor PE Gymnastics	Get Set 4 PE SOW Indoor PE Gymnastics	Get Set 4 PE SOW Indoor PE Gymnastics	Get Set 4 PE SOW Indoor PE Gymnastics Explore shape jumps and take off combinations.	Get Set 4 PE SOW Indoor PE Gymnastics	Get Set 4 PE SOW Indoor PE Gymnastics <u>Assessment Indicator:</u>

-Games -Athletics -Swimming	<p>Explore using shapes in different gymnastic balances. To perform gymnastic shapes and link them together.</p> <p>Outdoor PE Net and Wall.</p> <p>Consistently use the ready position to move towards a ball. To use the ready position to defend space on a court.</p>	<p>Explore using shapes in different gymnastic balances. To use shapes to create balances.</p> <p>Outdoor PE Net and Wall.</p> <p>Accurately underarm throw over a net to a partner. To develop returning a ball with hands.</p>	<p>Remember, repeat and link combinations of gymnastic balances. To link travelling actions and balances using apparatus.</p> <p>Outdoor PE Net and Wall.</p> <p>Accurately underarm throw over a net to a partner. To play against a partner.</p>	<p>To demonstrate different shapes, take-off and landing when performing jumps.</p> <p>Outdoor PE Net and Wall.</p> <p>Develop hitting a dropped ball over a net. To develop racket skills and use them to return a ball.</p>	<p>Explore barrel, straight and forward roll and put into sequence work. To develop rolling and sequence building.</p> <p>Outdoor PE Net and Wall.</p> <p>Develop hitting a dropped ball over a net. To develop returning a ball using a racket.</p>	<p>Work safely with others and apparatus. To create a sequence using apparatus.</p> <p>Outdoor PE Net and Wall.</p> <p><u>Assessment Indicator:</u> Know how to score points and can remember the score.</p> <p>Show good sportsmanship when playing against an opponent. To play against an opponent using a racket. (Tolerance)</p>
Computing -Code -Connect -Communicate -Collect	<p>Explain that a sequence of commands has a start and an outcome. Identify the start of sequences in real-world scenarios, and learn that sequences need to be started in ScratchJr.</p>	<p>Explain that a sequence of commands has a start and an outcome. Discover that a sequence of commands has an 'outcome'.</p> <p>Predict the outcomes of real-life scenarios and a range of small programs in ScratchJr.</p>	<p>Create a program using a given design. Learn how to use the Start on tap and Go to page (Change background) blocks.</p> <p>Use a predefined design to create an animation based on the seasons.</p>	<p><u>Assessment Indicator:</u> Use algorithms to create a program to meet a goal. <i>Look at an existing quiz design and think about how this can be realised within the ScratchJr app.</i></p>	<p>Predict the outcome of a sequence and compare my prediction to the program outcome. Create a quiz question design including own choices of question, artwork, and algorithms. Debug algorithms.</p>	<p><u>Assessment Indicator:</u> Test and debug each part of the program. <i>Begin to evaluate by comparing projects to designs. Consider how they could improve their designs by debugging and adding additional features.</i></p>
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans Discover where Cheadle is within Stockport, England and Europe and explore geographical features.	<p>Major:- What is Cheadle like?</p> <p>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.</p>	<p>Major:- What is Cheadle like?</p> <p>Understand characteristics of Cheadle and identify reasons why people would choose to settle there. Investigate the features of where we live, identifying human and physical features, suggesting why these would encourage people to settle here.</p>	<p>Major:- What is Cheadle like?</p> <p>Identify human and physical features in Cheadle. Through fieldwork, explore and identify the human and physical features of our local area, focusing on building types and their use.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>		

History -Chronology -Concepts -Interpretation -Enquiry -Communication					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. Explore historical artefacts to find out about the life of Mary Anning and begin to identify why she is significant.	Minor: Source enquiry. Why do we remember Mary Anning? Assessment Indicator: Can gather ideas from a few simple sources when building up their understanding of an event. Identify the significance of Mary Anning through the exploration of secondary sources.
Religious Education, Beliefs and Values -Believing -Expressing -Living	EXPRESSING How and why do we celebrate special and sacred times? Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. Explore objects and practices that are part of the Eid-ul-Fitr celebration and identify how the festival is celebrated. (Tolerance)	EXPRESSING How and why do we celebrate special and sacred times? Collect examples of what Muslims do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. Identify what Muslims think about and reflect on during their Eid-ul-Fitr celebration and explore their significance.	EXPRESSING How and why do we celebrate special and sacred times? Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. Explore the significance and meaning of Ramadan for Muslims and how this is carried out in relation to Eid-ul-Fitr. (Mutual respect and Tolerance)	EXPRESSING How and why do we celebrate special and sacred times? Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Listen and respond to the retelling of stories from the bible through an Easter visit to the church (Mutual respect and Tolerance)	EXPRESSING How and why do we celebrate special and sacred times? Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. Recognise the similarities and differences in which Easter and Eid-ul-Fitr are celebrated. (Mutual respect and Tolerance)	EXPRESSING How and why do we celebrate special and sacred times? Assessment Indicator: Describe examples of what Muslims do during Ramadan and Eid-ul-Fitr. Suggest meanings for symbols and actions used throughout Ramadan and Eid-ul-Fitr. Including fasting, extra prayer, giving to charity - Zakat, celebrate, time with family and friends, new clothes. (Mutual respect and Tolerance)

Modern Foreign Languages-French -Listening -Speaking -Reading -Writing -Intercultural Understanding	Intercultural Understanding Look at French paintings. Observe a selection of paintings by French artist Henri Matisse and discuss likes and dislikes. (Mutual respect)	Intercultural Understanding Look at French paintings. Make comparisons between the paintings of Henri Matisse that have been observed.	Intercultural Understanding Listen to French music. Listen to French song Alouette, Gentille Alouette by Alain le Lait. (mutual respect)	Intercultural Understanding Listen to French music. Listen to French song Alouette, Gentille Alouette by Alain le Lait and discuss elements such as instruments used.	Intercultural Understanding Listen to French music. Listen to French song Alouette, Gentille Alouette by Alain le Lait and discuss likes and dislikes. (mutual respect)	Intercultural Understanding Listen to French music. Listen to French music Alouette, Gentille Alouette by Alain le Lait and compare to a familiar piece of English music.
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. Examine Teeny by Henri Matisse, looking at the techniques and medium used.	Experiment with different techniques such as fabric printing and rubbing. Begin to explore printing in different ways, focussing on fabric printing.	Experiment with different techniques such as fabric printing and rubbing. Continue to explore printing in different ways, focussing on rubbing techniques and how this can create different effects.	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 in lesson one.	Create printed art by pressing, rolling, rubbing and stamping. <u>Assessment Indicator:</u> Use mono printing technique to create printed art. Transfer design onto Styrofoam and apply rolling techniques to create a monoprint.	Examine a piece of work by a well-known artist and critically evaluate work. Evaluate finished print, making reference to the techniques and colours applied. Consider what went well and what could be improved. (Individual liberty)
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B How does music teach us about our neighbourhood? Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major. To play and perform an instrumental part by ear or from standard notation and as part of the song 'Helping each other' and share a performance. (Mutual respect and Tolerance)	Charanga Model Music Curriculum B How does music teach us about our neighbourhood? Work with a partner and class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation. Improvise and perform a 'Question and answer' phrase in response to the song 'Helping each other'	Charanga Model Music Curriculum B How does music teach us about our neighbourhood? Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major. To play and perform an instrumental part by ear or from standard notation and as part of the song 'The Music Man' and share a performance.	Charanga Model Music Curriculum B How does music teach us about our neighbourhood? Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Understand that music can be written down using symbols. Use this to write down own simple composition.	Charanga Model Music Curriculum B How does music teach us about our neighbourhood? Sing, rap or rhyme as part of a choir/group. Sing and perform focus song 'Let's sing together' as a class choir.	Charanga Model Music Curriculum B How does music teach us about our neighbourhood? <u>Assessment Indicator:</u> Rehearse and perform their parts within the context of the unit song. Perform an instrumental section from a focus song using a glockenspiel, keeping in time with others within the group.

Enhancements Visits and Visitors			Fieldwork in Cheadle Collecting and recording data to identify different types of building use in the local area. 08.03.24	Visit to The Easter Trail at All Hallows Church 14.03.24		
Parental Engagement					Book Fair 18.03.24- 20.03.24 Parent Consultation meetings 19.03.2 and 21.03.24 E-Safety Workshops 20.03.24 9.00-10.00am or 2.00-3.00pm	
Whole School and National Events		Break the Rules day for Turner Syndrome 28.02.24	World Book Day 07.03.24 Mother's Day 10.03.24	British Science Week 11.03.24 Comic Relief Dance-a-thon 15.03.24		Easter Sunday 31.03.24

Progression of knowledge and skills are shown horizontally across the half term. The different areas of learning are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.