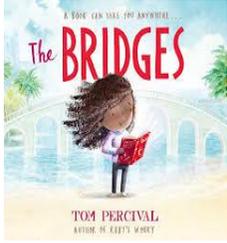
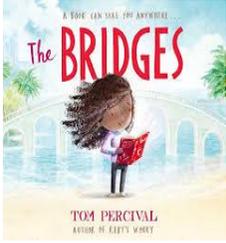
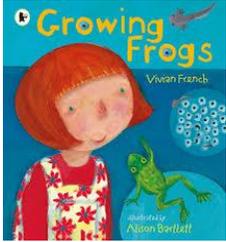
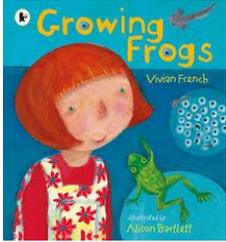




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Spring 2 2026**  
**Phase: Key Stage 1 Year Group: 2**



	<b>Week 1</b> <b>Wk Beg 23.02</b>	<b>Week 2</b> <b>Wk Beg 2.03</b>	<b>Week 3</b> <b>Wk Beg 9.03</b>	<b>Week 4</b> <b>Wk Beg 16.03</b>	<b>Week 5</b> <b>Wk Beg 23.03</b>
<b>Big Question</b>	How do animals thrive and survive?				
<b>Connected Concepts</b>	<b>Change</b>	<b>Change</b>	<b>Change</b>	<b>Change</b>	<b>Change</b>
<b>Book Studies</b>	<b>The Bridges</b> by Tom Percival 	<b>The Bridges</b> by Tom Percival 	<b>Growing Frogs</b> by Vivian French 	<b>Growing Frogs</b> by Vivian French 	<b>Growing Frogs</b> by Vivian French 
<b>Children steering learning....</b>	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?				
<b>English</b>  <b>Reading</b> -Word reading -Comprehension  <b>Writing</b> -Transcription -Composition -Vocabulary, <b>Grammar and Punctuation</b>	<b>Letter to a character</b>  <b>Hook:</b> Share the new class text and explore the images.  <u>Phase 1 - Understanding as a Writer</u>  <b>Retell a familiar story.</b> Create a story mountain to retell key plot points in the new text.  <u>Phase 2 - Understanding as a Writer</u>  <b>Use adjectives and expanded nouns to describe.</b> Use adjectives and senses to describe key images from the new text.  <u>Reading</u> Why Do Stars Twinkle?	<b>Letter to a character</b>  <u>Phase 2 - Understanding as a Writer</u>  <b>Write statement sentences to describe emotions and feelings.</b> Write a selection of sentences to describe how the main character, Mia, might feel at different points in the story.  <b>Write exclamation sentences.</b> Write exclamation sentences to show opinion and expression about different plot points in the story.  <u>Phase 3 - Composition</u> <b>Write for a range of purposes (letters).</b> Write a letter to Mia, thanking her for sharing her story.	<b>A frogs life cycle fact file</b>  <b>Hook:</b> Reveal a mystery package – generate questions about the contents.  <u>Phase 1 - Understanding as a Reader</u>  <b>Retrieve information from the text to identify the layout of non-fiction texts.</b> Look closely at a selection of fact files and identify the features.  <b>Retrieve information from the text to identify the layout of non-fiction texts.</b> Order and construct a fact file using given information and images.	<b>A frogs life cycle fact file</b>  <u>Phase 2 - Understanding as a Writer</u>  <b>Uses subordinate (as, when, because, if, that) and co-ordinating (or, but, so, yet) conjunctions.</b> Match me up toolkit - explore co coordinating and subordinating conjunctions and match up a selection of clauses.  <b>Uses subordinate (as, when, because, if, that) and co-ordinating (or, but, so, yet) conjunctions.</b> Enhance a selection of facts by adding a conjunction and a second clause.	<b>A frogs life cycle fact file</b>  <u>Phase 3 - Composition</u>  <b>Identify the layout of non-fiction texts.</b> Read and sort a selection of facts into true or false, considering how they could be arranged to create a fact file.  <b>Write simple and coherent narratives using coordinating and subordinating conjunctions within writing and identify key features of different text genres.</b> Begin to plan the fact file by considering what title, sub headings, pictures and captions are needed.

	<p>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.</p>	<p><b>Reading</b> 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.</p>	<p>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. <b>Reading</b> 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.</p>		<p>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. <b>Reading</b> 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.</p>
<b>Ambitious Vocabulary</b>	<p>Barren Mysterious Extraordinary Clutched Gazed Connected</p>		<p>Frogspawn Tadpole Variety Smooth Shrink Webbed Murky Shallow</p>		
<p><b>Mathematics</b> <b>Number</b> -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions  <b>Measurement</b></p>	<p><b>Fractions</b> <b>Identify the whole and part of the whole.</b> Concrete/Pictorial: explore the concept of whole and parts of the whole through images.  <b>Identify equal and unequal parts of the whole.</b> Concrete/Pictorial: explore equal and unequal parts of familiar shapes.</p>	<p><b>Fractions</b> <b>Identify equal parts as quarters and halves.</b> Concrete/Pictorial: explore equal parts as fractions  <b>Identify equal parts as quarters and halves.</b> Fluency toolkit: Match Me Up - match up a selection of fractions as images, numbers and words.  <b>Identify equal parts as quarters and halves.</b> Fluency toolkit:</p>	<p><b>Fractions</b> <b>Recognise, find and write fractions <math>1/3</math>, <math>\frac{1}{4}</math>, <math>2/4</math>, and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</b> Use division to find a fraction of a quantity.  <b>Recognise, find and write fractions <math>1/3</math>, <math>\frac{1}{4}</math>, <math>2/4</math>, and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</b> Show a fraction in different ways.</p>	<p><b>Time</b> <b>Tell and write the time.</b> Concrete: Retrieve knowledge of o'clock. Explore analogue clocks and identify the hands and what they tell us about the time.  <b>Tell and write the time.</b> Concrete: Retrieve knowledge of half past. Explore analogue clocks and identify the hands and what they tell us about the time.</p>	<p><b>Time</b> <b>Tell and write the time, including quarter past/to the hour.</b> Concrete/Pictorial Through discussion and exploration, identify the given time on an analogue clock.  <b>Tell and write the time to five minutes.</b> Concrete/Pictorial</p>

<p><b>-Geometry</b> <b>Properties of shapes</b> <b>-Geometry Position and Direction</b></p>	<p><b>Identify equal and unequal parts of the whole.</b> Concrete/Pictorial: apply knowledge of equal and unequal parts to quantities.  Measurement including money and shape.</p>	<p>Correct or Not correct - observe a selection of shapes and identify if they are split into equal fractions or not.  Measurement including centimetres.  Daily number bond practise/space tables</p>	<p><b>Recognise, find and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, and <math>\frac{3}{4}</math> of a length, shape or set of objects or quantity.</b> Find a fraction of a number using division when the numerator is more than one.  <b>Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</b> Understand and recognise the equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math> of a shape through exploration.  <b>Solve mathematical problems by recognising, finding and writing fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</b> Deeper thinking: Look for patterns and relationships between equivalent fractions.</p>	<p><b>Tell and write the time.</b> Concrete: match up daily events such as lunchtime to a range of written times, then use the analogue clocks to show the given time.</p>	<p>Through discussion and exploration, identify the given time on an analogue clock.  <b>Tell and write the time, including quarter past/to the hour.</b> Fluency Toolkit: Match Me Up - Match up a selection of clocks with the correct time.  <b>Tell and write the time, including quarter past/to the hour.</b> Fluency Toolkit: Missing numbers - Read the time and identify the missing numbers and words.</p>
<p><b>Retrieval through Maths Rehearsal sequence</b></p>	<p>Bonds within 100</p>	<p>Bonds within 100</p>	<p>Bonds within 100</p>	<p>Bonds within 100</p>	<p>Bonds within 100</p>
<p><b>Science</b> <b>-Working Scientifically to observe, connect, respond</b> <b>-Biology</b> <b>-Chemistry</b> <b>-Physics</b></p>	<p>Animals including humans  <b>How do animals change as they grow?</b>  Notice that animals, including humans, have offspring which grow into adults.  <b>Identifying, grouping and classifying.</b> Explore the stages of different animal's development. Group and compare adult animals and their offspring.</p>	<p>Animals including humans  <b>How do animals change as they grow?</b>  Notice that animals, including humans, have offspring which grow into adults. Explore life cycles through research using secondary sources to find out how amphibians and mammals change as they grow into adults.</p>	<p>Animals including humans  <b>What are the stages we go through into adulthood?</b>  Notice that animals, including humans, have offspring which grow into adults.  <b>Identifying, grouping and classifying.</b> Retrieve knowledge of life cycles and begin to identify and compare the stages of the human life cycle - baby, toddler, child, teenager and adult.</p>	<p>Animals including humans  <b>How do animals thrive and survive?</b>  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Explore what basic requirements we would need to survive if we were on a desert island. Discuss the difference between needs and wants and consider how needs would differ for animals.</p>	<p>Animals including humans  <b>How does the right type of food, exercise and good hygiene keep animals and humans healthy?</b>  <b>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</b> Explore the Eat well plate and discuss different food types. Consider how eating the right amount of each food type creates a balanced diet.</p>
<p><b>Personal, Social, Health and Economic Education</b> <b>-Relationships</b></p>	<p><b>PSHEE Jigsaw SOW</b> Healthy me Why is it important to live a healthy lifestyle?  <b>Be motivated to make healthy lifestyle choices.</b></p>	<p><b>PSHEE Jigsaw SOW</b> Healthy me What does a healthy lifestyle look like?  <b>Know what they need to keep the body healthy.</b></p>	<p><b>PSHEE Jigsaw SOW</b> Healthy me How can I keep myself healthy?  <b>Understand how medicines work in their body and how</b></p>	<p><b>PSHEE Jigsaw SOW</b> Healthy me What food does my body need to stay healthy?</p>	<p><b>PSHEE Jigsaw SOW</b> Healthy me How can I live a healthy lifestyle?  <b><u>Assessment Indicators:</u></b></p>

<p><b>-Health and Well-Being</b> <b>-Living in the Wider world</b></p> <p><b>Relationships and Sex Education (RSE) and Health Education</b></p>	<p>Identify and recognise how to live a healthy lifestyle and understand how to stay motivated. (BV-Individual Liberty)</p>	<p>Recognise and understand the feeling of being stressed or relaxed and what might cause these emotions. (BV-Individual Liberty)</p>	<p><b>important it is to use them safely.</b> Recognise and suggest ways in which we can make ourselves feel better before taking medicine.</p> <p>Understand and identify how to take medicine safely. (BV-Individual Liberty) (PC- Disability)</p>	<p><b>Sort foods into the correct food groups and know which foods a body needs every day.</b> 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. (BV-Individual Liberty)</p>	<p><i>Compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</i> <i>Understand and identify various components of a healthy lifestyle, focusing on how to keep the brain and body and how these affect us.</i> (BV-Individual Liberty)</p>
<p><b>Physical Education</b> <b>-Gymnastics</b> <b>-Dance</b> <b>-Games</b> <b>-Athletics</b> <b>-Swimming</b></p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics</p> <p><b>Remember, repeat and link combinations of gymnastic balances.</b> To perform gymnastic shapes and link them together.</p> <p>Outdoor PE Net and Wall.</p> <p><b>Know that using a ready position helps me to react quickly and catch a ball.</b> To use the ready position to defend space on court. (BV-Mutual Respect)</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics</p> <p><b>Remember, repeat and link combinations of gymnastic balances.</b> To perform gymnastics shapes with control and link them together.</p> <p>Outdoor PE Net and Wall.</p> <p><b>Accurately underarm throw over a net to a partner.</b> To develop returning a ball with hands. (BV-Mutual Respect)</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics</p> <p><b>Explore using shapes in different gymnastic balances.</b> To use shapes to create balances.</p> <p>Outdoor PE Net and Wall.</p> <p><b>Accurately underarm throw over a net to a partner.</b> To play against a partner. (BV-Mutual Respect)</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics</p> <p><b>Explore using shapes in different gymnastic balances.</b> To use shapes to create balances.</p> <p>Outdoor PE Net and Wall.</p> <p><b>Develop hitting a dropped ball over a net.</b> To develop racket skills and use them to return a ball. (BV-Mutual Respect)</p>	<p><b>Get Set 4 PE SOW</b> Indoor PE Gymnastics</p> <p><b><u>Assessment Indicators:</u></b> <b>Perform the basic gymnastic actions with some control and balance.</b> <b>Work safely with others and apparatus.</b> To link travelling actions and balances using apparatus.</p> <p>Outdoor PE Net and Wall.</p> <p><b>Hit a ball over the net and into the court area.</b></p> <p><b>Show good sportsmanship when playing against an opponent.</b> To develop returning a ball using a racket. (BV-Mutual Respect)</p>
<p><b>Computing</b></p>	<p>Programming B- Programming quizzes.</p> <p><b>Explain that a sequence of commands has a start and an outcome.</b> Identify the start of sequences in real-world scenarios, and learn that sequences need to be started in ScratchJr.</p>	<p>Programming B- Programming quizzes.</p> <p><b>Use logical reasoning to predict the outcome of a program.</b> Discover that a sequence of commands has an 'outcome'. Predict the outcomes of real-life scenarios and a range of small programs in ScratchJr.</p>	<p>Programming B- Programming quizzes.</p> <p><b>Create a program using a given design.</b> Learn how to use the Start on tap and Go to page (Change background) blocks. Use a predefined design to create an animation based on the seasons.</p>	<p>Programming B- Programming quizzes.</p> <p><b>Change a given design.</b> Look at an existing quiz design and think about how this can be realised within the ScratchJr app.</p>	<p>Programming B- Programming quizzes.</p> <p><b>Predict the outcome of a sequence and compare my prediction to the program outcome.</b> Create a quiz question design including own choices of question, artwork, and algorithms. Debug algorithms.</p> <p><b><u>Assessment Indicator:</u></b> <i>Test and debug each part of the program.</i></p>

<p><b>Geography</b>  -Locational and Place Knowledge  -Field Work  -Using Globes, Maps and Plans</p>	<p>-</p>	<p><b>Major:</b>  <b>Map Skills and Fieldwork</b>  Use simple compass directions (North, South, East and West).  Devise a simple map.  Follow a simple map.  Use positional language N, E, S, W to discuss and construct a sketch map of the classroom.</p>	<p><b>Major:</b>  <b>Map Skills and Fieldwork</b>  Use simple compass directions (North, South, East and West).  Follow a simple map.  Use positional language N, E, S, W to give directions and navigate between human and physical features on the playground. Use positional knowledge to create a sketch map of the playground.</p>	<p><b>Major:</b>  <b>Map Skills and Fieldwork</b>  <b>Recognise how landmarks show basic human and physical features.</b>  Use GIS such as digimaps and google maps.  Use sketch maps and Digimaps to locate different human and physical features to answer questions about position, in the style of a quiz.</p>	<p>-</p>
<p><b>History</b>  -Chronology  -Concepts  -Interpretation  -Enquiry  -Communication</p>	<p>-</p>	<p>-</p>	<p>-</p>	<p><b>Minor:</b>  <b>Source Enquiry</b>  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.</p>	<p><b>Minor:</b>  <b>Source enquiry</b>  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.    <u><b>Assessment Indicators:</b></u>  Can gather ideas from a few simple sources when building up their understanding of an event.</p>
<p><b>Religious Education, Beliefs and Values</b>  -Believing  -Expressing  -Living</p>		<p><b>EXPRESSING</b>  How and why do we celebrate special and sacred times?  Part 2 Islam.    <b>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</b>  Explore objects and practices that are part of the Eid-ul-Fitr celebration and identify how the festival is celebrated.  (BV-Mutual Respect/Tolerance)  (PC-Religion and belief)</p>	<p><b>EXPRESSING</b>  How and why do we celebrate special and sacred times?  Part 2 Islam.    <b>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</b>  Recognise the similarities and differences in which Easter and Eid-ul-Fitr are celebrated.    <u><b>Sticky Knowledge</b></u>  <b>Acquire and Apply:</b></p>	<p><b>EXPRESSING</b>  How and why do we celebrate special and sacred times?  Part 2 Islam.    <b>Collect examples of what Muslims do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</b>  Identify what Muslims think about and reflect on during their Eid-ul-Fitr celebration and explore their significance.</p>	<p><b>EXPRESSING</b>  How and why do we celebrate special and sacred times?  Part 2 Islam.    <b>Ask questions and suggest answers and meanings about stories related to the festivals of Ramadan and Eid ul Fitr.</b>  Explore the significance and meaning of Ramadan for Muslims and how this is carried out in relation to Eid-ul-Fitr  (BV-Mutual Respect and Tolerance)  (PC-Religion and belief)</p>

			Identify at least two ways Muslims celebrate Eid-ul-Fitr. (BV-Mutual Respect/Tolerance) (PC-Religion and belief)	(BV- Mutual Respect/Tolerance) (PC-Religion and belief)	
<b>Modern Foreign Languages-French</b> -Listening -Speaking -Reading -Writing -Intercultural Understanding	<b>Listening</b> Listen and show understanding through songs and rhymes using everyday language. Listen to 'La Chanson des Chiffres' - The Song of Numbers.	<b>Listening</b> Listen and show understanding through songs and rhymes using everyday language. Listen to 'La Chanson des Chiffres' - The Song of Numbers.	<b>Listening and Speaking</b> Know and join in with familiar French songs and rhymes. Recognise some familiar language from 'La Chanson des Chiffres' - The Song of Numbers and begin to join in.	<b>Listening and Speaking</b> Know and join in with familiar French songs and rhymes. Recognise some familiar language from 'La Chanson des Chiffres' - The Song of Numbers and begin to join in.	<b>Speaking</b> Begin to recognise some numbers and colours when they hear them. Recognise and say a selection of numbers learnt from 'La Chanson des Chiffres' - The Song of Numbers and begin to join in.
<b>Design and Technology</b> -Design -Make -Evaluate -Food Technology	<b>Major: DT Food Technology Preparing Fruit and Vegetables</b>  <b>Investigative and Evaluative tasks (IEAs) Generate initial ideas and design criteria through investigating a variety of fruits.</b> Explore a range of fruits and consider which would make a good combination for fruit kebabs. (BV-Mutual Respect)	<b>Major: DT Food Technology Preparing Fruit and Vegetables</b>  <b>Focussed Tasks (FTs) Design appealing products for a particular user based on simple design criteria.</b> Understand the difference between fruit and vegetables and identify the meaning and size of a portion. Children will compare fruit Kebab recipes by different chefs. Children identify what they like or dislike about the recipes.	<b>Major: DT Food Technology Preparing Fruit and Vegetables</b>  <b>Focussed Tasks (FTs) Design appealing products for a particular user based on simple design criteria.</b> Discuss the possible products they might want to design, make and evaluate and who the products will be for. Agree on design criteria that can be used to guide the development and evaluation of the product.	<b>Major: DT Food Technology Preparing Fruit and Vegetables</b>  <b>Investigative and Evaluative tasks (IEAs) Know how to prepare simple dishes safely and hygienically without a heat source</b> - Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk. Use utensils and preparing techniques to create the final product.	<b>Major: DT Food Technology Preparing Fruit and Vegetables</b>  <b>Design, Make and Evaluate assignment (DMEAs)</b> <b>Evaluate ideas and finished products against design criteria, including intended user and purpose.</b> Evaluate as the children work through the project and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed. (BV-Individual liberty)
<b>Music</b> -Listen and Appraise -Singing -Instruments -Improvisation -Composition	<b>Charanga Model Music Curriculum B</b> Recognising Different Sounds  How does music teach us about our neighbourhood?  <b>Copy back and create simple melodic patterns.</b> To create rhythms using word phrases as a starting point.	<b>Charanga Model Music Curriculum B</b> Recognising Different Sounds  How does music teach us about our neighbourhood?  <b>Start to talk about the style of a piece of music.</b>  <b>Recognise some band and orchestral instruments.</b> Listen to a piece of music and respond by answering a range of questions about the composition.	<b>Charanga Model Music Curriculum B</b> Recognising Different Sounds  How does music teach us about our neighbourhood?  <b>To demonstrate good singing posture.</b>  <b>Sing songs from memory.</b> Learn to sing a song and recall the song from memory.	<b>Charanga Model Music Curriculum B</b> Recognising Different Sounds  How does music teach us about our neighbourhood?  <b>To demonstrate good singing posture.</b>  <b>Sing as part of a choir.</b> Sing a song as a group, listening to each other to ensure everyone is singing in time with the music and each other.	<b>Charanga Model Music Curriculum B</b> Recognising Different Sounds  How does music teach us about our neighbourhood?  <b>Rehearse and learn to play a simple melodic instrumental part by ear or from notation.</b> Use the glockenspiel to perform a song.

<b>Outdoor Learning</b>	<b>Minor: (Maths)</b> Explore the outdoor area, looking for the whole and part of the whole.	<b>Major: (Science)</b> Explore the outdoor environment for different signs of life cycles.	<b>Minor: (PSHEE)</b> Explore mindfulness outdoors to develop techniques for managing big feelings.	<b>Minor: (Science)</b> Plant Spring bulbs in our outdoor classroom.	<b>Minor: (History)</b> Use drama to reimagine Mary Anning collecting and categorising fossils. We will search for 'fossils' on the playground.
<b>Enhancements Visits and Visitors</b>		Zoolab Workshop 06.03.26			
<b>Parental Engagement</b>				Parent Consultation Meetings 17.03.26 and 18.03.26 3.40-5.50	Experience how we teach 'Science'. 24.03.26 9.00-9.30
<b>Whole School and National Events</b>		World Book Day 05.03.26	National British Science Week 09.03.26 Mother's Day 15.03.26	Comic Relief Red Nose Day 20.03.26	

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.