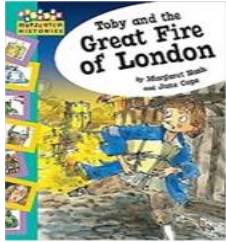
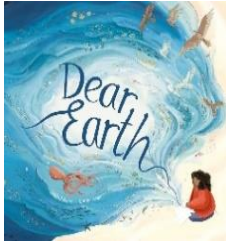
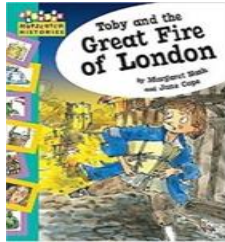
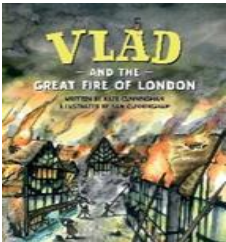
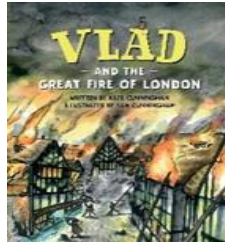
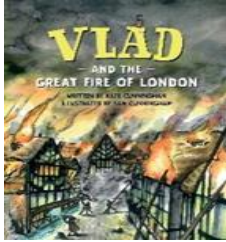
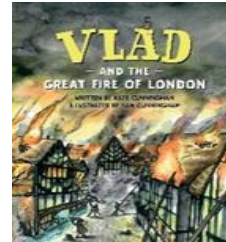




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum –Spring 2 2025
Phase Key Stage 1 Year Group 2



	Week 1 Wk Beg 24.02	Week 2 Wk Beg 03.03	Week 3 Wk Beg 10.03	Week 4 Wk Beg 17.03	Week 5 Wk Beg 24.03	Week 6 Wk Beg 31.03	Week 7 Wk Beg 07.04
Big Question	Fetch The Engines – what happened on Pudding Lane?						
Connected Concepts	Cause and Effect Change Structure	Cause and Effect Change Structure	Cause and Effect Change Structure	Cause and Effect Change Structure	Cause and Effect Change Structure	Cause and Effect Change Structure	Cause and Effect Change Structure
Book Studies	Toby and the Great Fire of London 	Dear Earth 	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 	Vlad and the Great Fire of London 
Children steering learning...	When was the Great Fire of London? Who or how was the fire started? Who was impacted by the fire? How was the Great Fire of London put out? How do we know about the Great Fire of London? What was the lasting impact of the fire? How did the fire change London?						
English Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation Reading -Word reading -Comprehension	Calligram poem Hook: Read the new key text. Phase 1 – Understanding as a reader Explore the features of a calligram poem. Read a range of poems and explore the features - descriptive language, use of shape in the poems.	World Book Week Hook: look at a variety of habitats and create a bank of adjectives for each. Phase 2 – Understanding as writer Use expanded noun phrases to add description to our poems. Compose descriptive sentences to describe	Calligram poem Phase 2 – Understanding as writer Use and understand the meaning of ambitious vocabulary. Explore tier 2 vocabulary using dictionaries and use these words correctly in sentences. Phase 3 – Composition of a calligram poem	Retrieval- diary entry Hook: Explore an 'old' box containing the diaries of Samuel Pepys and some historical artefacts (maps and pictures). What can we learn from them? What questions do we have? Phase 1 Understanding as a reader Share opinions about a range of texts	Retrieval- diary entry Phase 2 Understanding as a writer 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.	Retrieval- diary entry Phase 2 Understanding as a writer 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	Retrieval- diary entry Phase 3 Composition Write narratives about personal experiences and those of others (real and fictional) Write a diary extract, as if they were a witness of the GFoL. Include features such as -date -past tense

	<p>Phase 2 – Understanding as writer.</p> <p>Use our 5 senses to describe the Great Fire of London. Use senses to describe the conditions during the Great Fire of London.</p> <p>Use and identify onomatopoeia for our calligram poems. Compose descriptive sentences that include onomatopoeia.</p> <p>Reading Text: Anna's Homework</p> <p>Clarify the meaning of difficult words/ sections of the text. Develop vocabulary by discussing the meaning of words. Read chorally or take turns to read with a partner.</p> <p>Put events from the story in the correct order.</p>	<p>one of the habitats from the text.</p> <p>Phase 3 – Composition of a calligram poem</p> <p>Identify and use alliteration in our sentences. Apply descriptive sentences using alliteration into a calligram poem based on the text.</p> <p>Reading Text: Anna's Homework</p> <p>Make inferences about how a character is feeling at the beginning, middle and end of the text. Use the text to find clues about each of the characters, writing adjectives to give personal opinions about the characters and evidence from the text to justify this.</p>	<p>Write a calligram poem using alliteration, onomatopoeia and expanded noun phrases. Apply descriptive sentences into a calligram poem based on the 5 senses during the Great Fire of London.</p> <p>Reading Text: Lost</p> <p>Retell stories including fairy stories and traditional tales and sequence the main events in stories or non-fiction into the correct order. Discuss the sequence of events in the story and how they are related.</p>	<p>including language recounts. 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 Text: Lost</p> <p>Generate and answer questions using prompts from Bloom's taxonomy. Make inferences to answer a selection of comprehension questions.</p>	<p>Consistently uses the present tense and past tense correctly.</p> <p>Explore writing verbs in the past tense through a find my 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 Text: Snow White and the Jazz Band</p> <p>Discuss favourite words and phrases in stories and poem. To listen, discuss and express views about a range of contemporary poetry.</p>	<p>add detail to their sentences.</p> <p>Plan or say out loud what they are going to write about</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 Text: Snow White and the Jazz Band</p> <p>Share and discuss favourite stories providing justified reasons making links to their own experience. Justify preferences and point of view.</p>	<p>-personal pronouns -adverbs (time and manner) -emotions</p> <p>Make simple additions, revisions and corrections to writing Proof read and edit to improve writing.</p> <p>Reading Consolidation Week</p>
<p>Tier Two Vocabulary</p>	<p>Sizzling Crackling Crashing Popping Roaring Fiery Charred Smouldering Embers Scorch</p> <p>Inferno Fanning Singed Quivering Staggered Preious Raging Dazed, Roasting Blazing</p>						
<p>Mathematics Number</p>	<p>Fractions</p>	<p>Fractions Identify equal parts as quarters and</p>	<p>Fractions Recognise, find and write fractions 1/3,</p>	<p>Fractions Solve mathematical problems by</p>	<p>Time Tell and write the time.</p>	<p>Time</p>	<p>Time</p>

<p>-Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions</p> <p>Measurement -Geometry Properties of shapes -Geometry Position and Direction</p>	<p>Identify the whole and part of the whole. Concrete/Pictorial: explore the concept of whole and parts of the whole through images.</p> <p>Identify equal and unequal parts of the whole. Concrete/Pictorial: explore equal and unequal parts of familiar shapes.</p> <p>Identify equal and unequal parts of the whole. Concrete/Pictorial: apply knowledge of equal and unequal parts to quantities.</p> <p>Measurement including money and shape.</p>	<p>halves. Concrete/Pictorial: explore equal parts as fractions</p> <p>Identify equal parts as quarters and halves. Fluency toolkit: Match Me Up - match up a selection of fractions as images, numbers and words.</p> <p>Identify equal parts as quarters and halves. Fluency toolkit: Correct or Not correct - observe a selection of shapes and identify if they are spilt into equal fractions or not.</p> <p>Measurement including centimetres.</p> <p>Daily number bond practise/space tables</p>	<p>1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity. Use division to find a fraction of a quantity.</p> <p>Recognise, find and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity. Show a fraction in different ways.</p> <p>Recognise, find and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity. Find a fraction of a number using division when the numerator is more than one.</p> <p>Recognise the equivalence of 2/4 and 1/2. Understand and recognise the equivalence of 1/2 and 2/4 of a shape through exploration.</p>	<p>recognising, finding and writing fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity. Deeper thinking: Look for patterns and relationships between equivalent fractions.</p>	<p>Concrete: Retrieve knowledge of o'clock. Explore analogue clocks and identify the hands and what they tell us about the time.</p> <p>Tell and write the time. Concrete: Retrieve knowledge of half past. Explore analogue clocks and identify the hands and what they tell us about the time.</p> <p>Tell and write the time. 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>Tell and write the time, including quarter past/to the hour. Concrete/Pictorial Through discussion and exploration, identify the given time on an analogue clock.</p> <p>Tell and write the time to five minutes. Concrete/Pictorial Through discussion and exploration, identify the given time on an analogue clock.</p> <p>Tell and write the time, including quarter past/to the hour. Fluency Toolkit: Match Me Up - Match up a selection of clocks with the correct time.</p> <p>Tell and write the time, including quarter past/to the hour. Fluency Toolkit: Missing numbers - Read the time and identify the missing numbers and words.</p>	<p>Compare and sequence intervals of time. Know the number of minutes in an hour and the number of hours in a day. Solve a selection of problems in the context of time. Make connections and comparisons between intervals of time.</p>
<p>Retrieval through Maths Rehearsal sequence</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>Bonds within 100</p>	<p>Bonds within 100</p>
<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Plants</p> <p>Spot similarities and differences between bulbs and seeds. Identify similarities and differences between seeds and bulbs and how plants grow from them.</p>	<p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants. Investigate and observe how seeds are adapted for effective dispersal.</p>	<p>Science Week: Change and Adapt</p> <p>Parent Workshop activities and experiments.</p> <p>Perform simple tests including some fair tests and making predictions.</p>	<p>Plants</p> <p>Identify the stages of a plants growth from a seed into a full grown flower. Nurture seeds and bulbs into mature plants identifying the different</p>	<p>Plants</p> <p>Sticky Knowledge Acquire and Apply: Identify plants that grow well in different conditions.</p> <p>Correct or incorrect of characteristics of a plant, what plants need</p>	<p>Plants</p> <p>Find out about and describe how plants need water, light and a suitable temperature to grow and stay healthy. Revisit the seeds that were planted in varying</p>	<p>Plants</p> <p>Assessment Indicator Compare plant growth in different conditions. Comparative and fair tests. Make predictions, before collecting data</p>

		Investigate dispersal in the outdoor area.	Predict what will happen to a bean seed planted in darkness.	requirements of different plants. Find out about and describe how plants need water, light and a suitable temperature to grow and stay healthy. Carry out a fair test to investigate what a plant needs to grow and how the conditions affect growth.	to survive and environments that plants grow best in.	conditions to observe the effects of growth on each one.	in the outdoor environment to identify where daisies grow best, considering knowledge of what a plant needs to grow.
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 Healthy me Why is it important to live a healthy lifestyle? Be motivated to make healthy lifestyle choices. Identify and recognise how to live a healthy lifestyle and understand how to stay motivated. (BV-Individual Liberty)	PSHEE Jigsaw SOW Healthy me What does a healthy lifestyle look like? Know what they need to keep the body healthy. Recognise and understand the feeling of being stressed or relaxed and what might cause these emotions. (BV-Individual Liberty)	PSHEE Jigsaw SOW Healthy me How can I keep myself healthy? 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. <u>Assessment Indicator</u> <i>Explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices.</i> (BV-Individual Liberty) (PC-Disability)	PSHEE Jigsaw SOW Healthy me What food does my body need to stay healthy? 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. (BV-Individual Liberty)	PSHEE Jigsaw SOW Healthy me How does food affect my body? Decide which foods to eat to give our body energy. Recognise and identify what foods would make a healthy nutritious snack. <u>Assessment Indicator</u> <i>Justify my choices about food and medicines and explain healthy and safe ways in which they are good for my body.</i> (BV-Individual Liberty)	PSHEE Jigsaw SOW Healthy me How does mental wellbeing affect my health? Identify things that make us feel relaxed and things that make us feel stressed. Recognise the differences between these feelings and the way that our body responds to them. Be able to notice these changes in others. (BV-Individual Liberty.)	PSHEE Jigsaw SOW Healthy me How can I live a healthy lifestyle? Understand and identify various components of a healthy lifestyle, focusing on how to keep the brain and body and how these affect us. <u>Assessment Indicator</u> <i>Compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</i> (BV-Individual Liberty)
Physical Education -Gymnastics -Dance -Games	GETSET4PE SOW Indoor PE Gymnastics	GETSET4PE SOW Indoor PE Gymnastics Use shapes to create balances.	GETSET4PE SOW Indoor PE Gymnastics	GETSET4PE SOW Indoor PE Gymnastics Demonstrate different shapes,	GETSET4PE SOW Indoor PE Gymnastics Develop rolling and sequence building.	GETSET4PE SOW Indoor PE Gymnastics Refine rolling and sequence building.	GETSET4PE SOW Indoor PE Gymnastics Create a sequence using apparatus.

<p>-Athletics</p>	<p>Perform gymnastic shapes and link them together.</p> <p>Learn different balances (without apparatus) and link them together to make a cohesive sequence in a simple routine.</p> <p>Outdoor PE Net and Wall.</p> <p>Use the ready position to defend space on court. Practice the ready position to defend a space against overarm and underarm throws.</p> <p><u>Assessment Indicator</u> <i>Defend space on own court using the ready position.</i></p>	<p>Explore using shapes in different gymnastic balances.</p> <p>Explore ways to travel within their gymnastics routine.</p> <p>Hold each balance for 5 seconds while tensing our muscles.</p> <p><u>Assessment Indicator</u> <i>Work safely with others and apparatus</i></p> <p>Outdoor PE Net and Wall.</p> <p>To develop returning a ball with hands. Accurately underarm throw over a net to a partner. Watch the ball carefully as it travels.</p>	<p>Link travelling actions and balances using apparatus.</p> <p>Explore low and high balances on different apparatus, linking actions together by travelling using different body parts.</p> <p>Outdoor PE Net and Wall.</p> <p>To play against a partner. Consistently use the ready position to move towards a ball.</p>	<p>take off and landing when performing jumps. Explore shape jumps and take off combinations.</p> <p><u>Assessment Indicator</u> <i>Plan and repeat simple sequences of actions.</i></p> <p>Develop racket skills and use them to return a ball. Explore underarm rallying with a partner, catching and returning after one bounce.</p>	<p>Incorporate rolls, balances and travel into a routine and perform in front of others.</p> <p>Outdoor PE Net and Wall.</p> <p>Develop hitting a dropped ball over a net. Hold the racket with a relaxed grip and with the racket facing the teammate.</p> <p><u>Assessment Indicator</u> <i>Show good sportsmanship when playing against an opponent.</i></p>	<p>Remember, repeat and link combinations of gymnastic balances.</p> <p><u>Assessment Indicator</u> <i>Use directions and levels to make work look interesting.</i></p> <p>Outdoor PE Net and Wall.</p> <p>Develop returning a ball using a racket. Face side on to the teammate when serving the ball.</p>	<p>Explore travelling along, over, under, through and around apparatus.</p> <p>Perform a routine in front of the class, giving and receiving feedback using the correct names of rolls and balances.</p> <p>Outdoor PE Net and Wall.</p> <p>Play against an opponent using a racket. To recognise the best space to send the ball.</p> <p><u>Assessment Indicator</u> <i>Use simple tactics to make it difficult for an opponent.</i></p>
<p>Computing</p> <p>-Code</p> <p>-Connect</p> <p>-Communicate</p> <p>-Collect</p>	<p>Programming B-Programming quizzes.</p> <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>Programming B-Programming quizzes.</p> <p>Use logical reasoning to predict the outcome of a program. 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>Create a program using a given design. 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>Change a given design. Look at an existing quiz design and think about how this can be realised within the ScratchJr app.</p> <p><u>Assessment Indicator</u> <i>Show the difference in outcomes between two sequences.</i></p>	<p>Programming B-Programming quizzes.</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>Programming B-Programming quizzes.</p> <p>Create and debug a program that I have written. Increase the number of blocks used within their sequences to create more complex programs.</p> <p><u>Assessment Indicator</u> <i>Predict the outcome of a sequence and compare my prediction to the program outcome.</i></p>	<p>Programming B-Programming quizzes.</p> <p>Decide how our projects can be improved. Begin to evaluate by comparing projects to designs. Consider how they could improve their designs by debugging and adding additional features.</p> <p>Screenshots of children's projects will be saved in pupil portfolios.</p> <p><u>Assessment Indicator</u> <i>Test and debug each part of the program.</i></p>

<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>	<p>Minor: EQ: Where is London and why is it a capital city? Recognise how landmarks show basic human and physical features. Explore a selection of maps to identify human and physical features across London, including the Houses of Parliament and Buckingham Palace.</p>	<p>Minor: EQ: How has London changed over time? Use GIS such as digimaps and google maps. Look at maps from past and present to explore streets and landmarks that were present before and after the Great Fire of London.</p>				<p>Minor: EQ: What is the lasting effect of the Great Fire of London? Devise a simple map. <u>Assessment Indicator</u> Use symbols on maps (own and class agreed symbols). Apply knowledge of how London has changed since the GFoL to draw a sketch map of the streets and roads today. Include a selection of key landmarks that are significant to the event (St Paul's Cathedral, Monument to the GFoL.</p>	<p>Minor: EQ: How could the Great Fire of London Have been prevented? Create a 3D map of London, using the Tudor houses built in History.</p>
<p>History -Chronology -Concepts -Interpretation -Enquiry -Communication</p>	<p>Major: EQ: Did the Great Fire make London a better or worse place to live? Understand how the Great Fire of London is an event beyond living memory that is significant nationally and globally. (legacy) EQ: What happened during the Great Fire? Explore the events of the Great Fire of London through an immersive drama workshop.</p>	<p>Major: EQ: Did the Great Fire make London a better or worse place to live? Identify causes and effects from different periods and establish links between them. EQ: Why did the Great Fire burn down so many houses? Knowing how the fire spread, begin to develop a deeper understanding of why this was such a big fire.</p>	<p>Major: EQ: Did the Great Fire make London a better or worse place to live? Identify why certain events have had an impact locally, nationally and internationally. EQ: Could more have been done to slow the spread of the fire? Explore the firefighting methods used during the GFoL and discuss their disadvantages. Discuss the actions taken to stop the fire spreading and consider if somebody was to blame.</p>	<p>Major: EQ: Did the Great Fire make London a better or worse place to live? Identify how periods of time can impact on individuals and events EQ: How did people manage to live through the Great Fire of London? Work to come up with as many problems caused to the citizens of the city by the Great Fire. Next, explore the various actions the government took and which were the most effective. Which would have helped the most, and why?</p>	<p><u>Sticky Knowledge</u> Acquire and Apply: Can explain an important event, offering two or three reasons why the Great Fire of London spread so quickly Can give two main effects of an event. Can offer reasons why simple changes occur. Consolidate learning and understanding of the events that happened during the GFoL and how it has left a lasting effect on London today. Create a timeline to retell the events during the Great Fire of London and when they happened.</p>		<p>Great Fire of London Immersive Experience - Building Tudor houses - Baking bread - Making fire mark insurance plates</p>

<p>Religious Education, Beliefs and Values -Believing -Expressing -Living</p>	<p>1.6 (Expressing) How and why do we celebrate special and sacred times? Part 2 Islam.</p> <p>Ask and answer questions to find out what we already know about Eit-ul-Fitr and Ramadan. Answer the baseline questions and create questions of our own that we would like to answer in this topic.</p> <p>BV: Respect and Tolerance. PC: Religion and belief.</p>	<p>1.6 (Expressing) How and why do we celebrate special and sacred times? Part 2 Islam.</p> <p>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.</p> <p>BV: Respect and Tolerance. PC: Religion and belief.</p>	<p>1.6 (Expressing) How and why do we celebrate special and sacred times? Part 2 Islam.</p> <p>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.</p> <p><u>Assessment Indicator:</u> <u>Identify at least two ways Muslims celebrate Eid-ul-Fitr.</u></p> <p>BV: Respect and Tolerance. PC: Religion and belief.</p>	<p>1.6 (Expressing) How and why do we celebrate special and sacred times? Part 2 Islam.</p> <p>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.</p> <p>BV: Respect and Tolerance. PC: Religion and belief.</p>	<p>1.6 (Expressing) How and why do we celebrate special and sacred times? Part 2 Islam.</p> <p>P4C: Ask some questions about believing in God and offer ideas of our own. Through P4C children will discuss Eid al-Fitr in more detail and consider why Muslims celebrate special and sacred times.</p> <p>BV: Mutual respect, individual liberty. PC: Religion and belief.</p>	<p>1.6 (Expressing) How and why do we celebrate special and sacred times? Part 2 Islam.</p> <p>Ask questions and suggest answers and meanings about stories related to the festivals of Ramadan and Eid ul Fitr. Explore the significance and meaning of Ramadan for Muslims and how this is carried out in relation to Eid-ul-Fitr</p> <p>BV: Respect and Tolerance. PC: Religion and belief.</p>	<p>1.6 (Expressing) How and why do we celebrate special and sacred times? Part 2 Islam.</p> <p>Suggest meanings for symbols and actions used throughout Ramadan and Eid-ul-Fitr (Fasting, extra prayer, giving to charity - Zakat, celebrate, time with family and friends, new clothes) <u>Assessment Indicator:</u> <u>Describe examples of what Muslims do during Ramadan and Eid-ul-fitr</u></p> <p>BV: Respect and Tolerance. PC: Religion and belief.</p>
<p>Modern Foreign Languages-French -Listening -Speaking -Intercultural Understanding</p>	<p>Listen and show understanding through songs and rhymes using everyday language and greetings. Listen to French days of the week through song.</p>	<p>Listen and show understanding through songs and rhymes using everyday language and greetings. Listen to French days of the week through song.</p>	<p>Know and join in with familiar French songs and rhymes. Join in with French songs to help recall days of the week.</p>	<p>Know and join in with familiar French songs and rhymes. Join in with French songs to help recall days of the week.</p>	<p>Know and join in with familiar French songs and rhymes. 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. 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. Begin to recognise days of the week in the classroom environment and make links between French and English days of the week.</p>
<p>Art and Design -Sculpting and Creating -Art Elements -Evaluate and Appraise</p>	<p>Mechanisms -Wheels and axles</p> <p>Evaluating Explore and evaluate a range of products with wheels and axles.</p>	<p>Mechanisms -Wheels and axles</p> <p>Making Explore and use wheels, axles and axle holders. Show different ways of making axle holders and stress the importance of making</p>	<p>Mechanisms -Wheels and axles</p> <p>Making Explore and use wheels, axles and axle holders Using samples of materials and components they will use when designing and</p>	<p>Mechanisms -Wheels and axles</p> <p>Designing Generate initial ideas and simple design criteria through talking and using own experiences.</p>	<p>Mechanisms -Wheels and axles</p> <p>Making 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>Mechanisms -Wheels and axles</p> <p>Making 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>Mechanisms -Wheels and axles</p> <p>Evaluating <u>Assessment Indicator</u> Know and use technical vocabulary relevant to the project.</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><u>Assessment Indicator</u> Give an opinion on a range of products including wheels and axles.</p>	<p>sure the axles run freely within the holders.</p>	<p>making, ask the children to assemble some examples of wheel, axle, axle holder combinations. Display the work completed as a reference for their final design.</p> <p><u>Assessment Indicator</u> Use a variety of tools and materials to create a wheel and axle mechanism..</p>	<p>Develop and communicate ideas through drawings and mock-ups. 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>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>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><u>Assessment Indicator</u> Refer back to design criteria throughout making process, adapting where necessary.</p>	<p>Refer back to design criteria to evaluate their ideas. Use technical vocabulary and the success criteria to test and evaluate the finished product - a cart.</p>
<p>Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition</p>	<p>Charanga Model Music Curriculum B Recognising Different Sounds</p> <p>How does music teach us about our neighbourhood?</p> <p>Understand the speed of the beat can change, creating a faster or slower tempo. Clap back and sing rhythms, considering how the speed is changing.</p>	<p>Charanga Model Music Curriculum B Recognising Different Sounds</p> <p>How does music teach us about our neighbourhood?</p> <p>Copy back and create simple melodic patterns. To create rhythms using word phrases as a starting point.</p>	<p>Charanga Model Music Curriculum B Recognising Different Sounds</p> <p>How does music teach us about our neighbourhood?</p> <p>Start to talk about the style of a piece of music. Recognise some band and orchestral instruments. Listen to a piece of music and respond by answering a range of questions about the composition.</p>	<p>Charanga Model Music Curriculum B Recognising Different Sounds</p> <p>How does music teach us about our neighbourhood?</p> <p>To demonstrate good singing posture. Sing songs from memory. Learn to sing a song and recall the song from memory.</p>	<p>Charanga Model Music Curriculum B Recognising Different Sounds</p> <p>How does music teach us about our neighbourhood?</p> <p>To demonstrate good singing posture. Sing as part of a choir. Sing a song as a group, listening to each other to ensure everyone is singing in time with the music and each other.</p>	<p>Charanga Model Music Curriculum B Recognising Different Sounds</p> <p>How does music teach us about our neighbourhood?</p> <p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation. Use the glockenspiel to perform a song.</p>	<p>Charanga Model Music Curriculum B Recognising Different Sounds</p> <p>How does music teach us about our neighbourhood?</p> <p><u>Assessment Indicators</u> Begin to create personal musical ideas using the given notes for this unit. Follow a steady beat and staying 'in time'. Improvise with a set of given notes to create a simple piece of music.</p>
<p>Outdoor Learning Opportunities</p>		<p>Major: (Science) Investigate and observe how seeds are adapted for effective dispersal.</p>	<p>Minor: (PSHEE) Practise an outdoor meditation session and discuss how this can contribute to feeling well.</p>	<p>Minor: (PSHEE) 54321 mindfulness activity, using senses to see, hear, feel, smell and taste.</p>	<p>Minor: Literacy Explore past tense verbs through charades.</p>	<p>Major: PSHEE Giving back to the community: Litter Picking</p>	<p>Major: Science Explore the outdoor environment to find out how different conditions affect the growth of daises.</p>

Enhancements Visits and Visitors	Great Fire of London Workshop 25.02.25	Careers week Wk Beg 03.03.25			Local area walk to post letters to the King 24.03.25	Mindfulness Workshop 02.04.25 Giving back to the community: Litter Picking 04.04.25	Great Fire of London Immersive Workshop 09.04.25
Parental Engagement			Science Workshop 13.03.25 2:30-3:15pm			Parenting Anxious Children workshop with Stockport Mental Health Support Team - 02.04.25 9-10am	
Whole School and National Events		World Book Day 06.03.25	Science Workshop 13.03.25 2:30-3:15pm	Comic Relief Scholastic Book Fair	Friends of Meadowbank 'Bouncathon' - 26.03.25 Eid al-Fitr 30.03-10.04.25	Parent Consultation Evenings - 02.04.25 and 03.04.25	Passover 12.04-20.04.25

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.