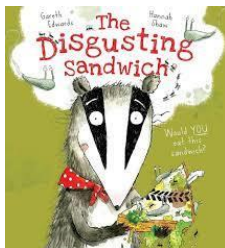
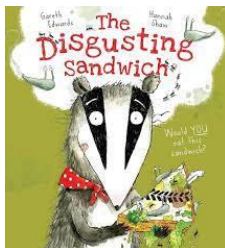
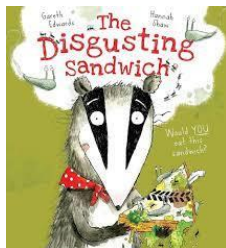
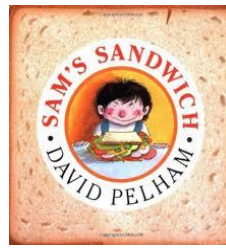
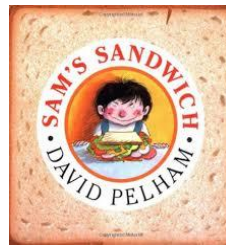




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Summer 1 2025
Phase Key Stage 1 Year Group 2



	Week 1 Wk Beg 28.04	Week 2 Wk Beg 05.05	Week 3 Wk Beg 12.05	Week 4 Wk Beg 19.05	Week 5 Wk Beg 09.06
Big Question	Food Glorious Food – Where does it come from?				
Key Concepts	Structures Cause and Effect Power	Structures Cause and Effect Power	Structures Cause and Effect Power	Structures Cause and Effect Power	Structures Cause and Effect Power
Book Studies	The Disgusting Sandwich by Gareth Edwards 	The Disgusting Sandwich by Gareth Edwards 	The Disgusting Sandwich by Gareth Edwards 	Sam's Sandwich by David Pelham 	Sam's Sandwich by David Pelham 
Children steering learning....	Where does food come from? What is a food chain? What is a producer? What is a consumer? Do all food chains have a predator and prey? Why can't all animals eat the same food?				
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Instructions <u>Hook</u> Follow a set of instructions to make a sandwich. <u>Phase 1 – Understanding as a reader</u> Identify key features of different text genres (instructions) Analyse the instructions that were followed to make a sandwich in the hook lesson, and discuss the features included.	Instructions <u>Phase 2 – Understanding as a writer</u> Apply imperative verbs to generate a command sentence. Generate command sentences through the application of previously identified expanded noun phrases and imperative verbs. Correctly adds suffixes to words to change the meaning or word class. Use the -ly suffix to compose and apply adverbs to describe	Instructions <u>Phase 3 – Composition</u> Write for different purposes (instructions) Apply all skills explored to compose a set of instructions for how to make a disgusting sandwich. Make simple additions, revisions and corrections to writing. Use purple polish to edit and improve instructions by applying phonetic knowledge and spelling and grammar rules.	Narrative with an alternative ending <u>Hook</u> Introduce the children to the new text and discuss similarities and differences between it and The Disgusting Sandwich. <u>Phase 1 – Understanding as a reader</u> Identify key features of different text genres (narrative) Explore a selection of familiar stories and compare with alternative versions.	Narrative with an alternative ending <u>Phase 3 – Composition</u> Plan or say out loud what they are going to write about. Collaboratively construct a story map plan: recalling the events from the story. Write for different purposes. Apply writing features explored this half term to write an alternative ending to a familiar text.

	<p><u>Phase 2 – Understanding as a writer</u></p> <p>Generate expanded noun phrases with ambitious vocabulary. Look at a selection of 'ingredients' from the outdoor area that might be used to make a disgusting sandwich. Collaborate to generate a selection of adjectives that could be used to describe each of them, then apply them into expanded noun phrases.</p> <p><u>Reading</u> Answer a wide range of VIPERS questions to demonstrate comprehension of a new text.</p>	<p>actions for making a disgusting sandwich.</p> <p>Consider what they are going to write before beginning. Consider what six ingredients to include in their sandwich and write a sentence to describe each one and think about which adverb can be applied to describe how it will be prepared.</p> <p>Begin to 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.</p> <p><u>Reading</u> Answer a wide range of VIPERS questions to demonstrate comprehension of a new text.</p>	<p><u>Phase 3 – Composition</u></p> <p>Evaluate writing with the teacher and other pupils. Evaluate the effectiveness of the instructions written, then publish a best copy to be included in a class recipe book.</p> <p><u>Reading</u> Answer a wide range of VIPERS questions to demonstrate comprehension of a new text.</p>	<p><u>Phase 2 – Understanding as a writer</u></p> <p>Make sensible predictions based on what has been read. Read question prompts and consider how the story would end if there was a different series of events throughout the text.</p> <p><u>Phase 2 – Understanding as a writer</u></p> <p>Apply coordinating and subordinating conjunctions. Retrieve knowledge of conjunctions and apply them to extend sentences from the story.</p> <p><u>Reading</u> Answer a wide range of VIPERS questions to demonstrate comprehension of a new text.</p>	<p><u>Reading</u> Answer a wide range of VIPERS questions to demonstrate comprehension of a new text.</p>
Ambitious Vocabulary	<p>Disgusting Rancid Inedible Repulsive Stale Gritty Wriggly Fuzzy Slippery</p>			<p>Disgusting Rancid Inedible Repulsive Stale Gritty Wriggly Fuzzy Slippery</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>Measurement</p>	<p>Addition and Subtraction TO + TO to 100 TO - TO to 100</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally.</p> <p>Concrete/ pictorial: Explore addition and subtraction through bar models. Correct or Not</p>	<p>Addition and Subtraction TO + TO to 100 TO - TO to 100</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Toolkit: Pick a pair. Add and subtract using the context of money.</p>	<p>Addition and Subtraction TO + TO to 100 TO - TO to 100</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Toolkit: Eliminate me.</p>	<p>Addition and Subtraction TO + TO to 100 TO - TO to 100</p> <p>Deeper thinking opportunities to work Justify, explain and deduce to find the correct answer to a selection of statements linked to addition and subtraction.</p>	<p>Statistics Simple pictograms and tables Totalling data</p> <p>Interpret data using statistics. Concrete/ pictorial: Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p>

-Geometry Properties of shapes -Geometry Position and Direction	Solve missing number addition and subtraction problems and order the statements into true or false. Links to measure - application of length, capacity and money.	Links to measure - application of length, capacity and money.	Links to measure - application of length, capacity and volume in context.	Deeper Thinking Problem Solving Focus: Logical reasoning Justify, explain and deduce. Links to measure - application of length, capacity and volume in context.	Gather and record data. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Devise and answer questions about data collected. Word Problem Focus: Number less problems using a visual representation approach
Retrieval through Maths Rehearsal sequence	Bonds within 100 Not bridging	Bonds within 100 Not bridging	Bonds within 100 Not bridging	Bonds within 100 Not bridging	Bonds within 100 Not bridging
Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	Living Things and their Habitats Enquiry focus: Pattern Seeking Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Explore a range of food chains in different habitats. Create a food chain including producer, consumer, predator and prey.	Living Things and their Habitats Enquiry focus: Research Using Secondary Sources Identifying, classifying and grouping Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Look more closely at what happens in a food chain and understand that the sun's energy travels through a food chain and then back into the ground. Sort a selection of animals to show a selection of food chains. <u>Assessment Indicators:</u> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Living Things and their Habitats Enquiry focus: Identifying, classifying and grouping Explore and compare the differences between things that are living, dead, and things that have never been alive. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Living Things and their Habitats Enquiry focus: Comparative and fair testing. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Create a shoebox diorama demonstrating a food chain and the transference of energy from sun back to the ground. <u>Assessment Indicator:</u> Construct a food chain that starts with a plant and has the arrows pointing in the correct direction.	Living Things and their Habitats Enquiry focus: Identifying, classifying and grouping Explore and compare the differences between things that are living, dead, and things that have never been alive. Visit the outdoor area and explore the differences between things that are living, dead and things that have never been alive. Discuss the key features of things that are living, as opposed to dead.
Personal, Social, Health and Economic Education	PSHEE Jigsaw SOW Relationships.	PSHEE Jigsaw SOW Relationships.	PSHEE Jigsaw SOW Relationships.	PSHEE Jigsaw SOW Relationships.	PSHEE Jigsaw SOW Relationships.

<p>-Relationships</p> <p>-Health and Well-Being</p> <p>-Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p>	<p>Identify the different members in my family, understand my relationship with each of them and why it is important to share and co-operate.</p> <p>Accept that every family is different and understand that most people value their family. (BV-Mutual Respect) (PC-Race/Age)</p>	<p>Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. Know which types of physical contact I like and don't like and be able to talk about this. (BV-Mutual Respect/Rule of Law) (PC:-Gender/Age)</p> <p><u>Assessment Indicators:</u></p> <p><i>Give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</i></p>	<p>Identify some of the things that cause conflict with my friends.</p> <p>Demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends. (BV-Mutual Respect/Rule of Law) (PC-Gender/Age)</p>	<p>Understand that sometimes it is good to keep a secret, and sometimes it is not good to keep a secret.</p> <p>Know how it feels to be asked to keep a secret I do not want to keep, and know who to talk to about this. (BV: Mutual Respect/Rule of Law) (PC-Gender/Age)</p>	<p>Recognise and appreciate people who can help me in my family, my school and my community.</p> <p>Understand how it feels to trust someone.</p> <p><u>Assessment Indicators:</u></p> <p><i>Explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. (BV-Mutual Respect/Rule of Law) (PC-Gender/Age)</i></p>
<p>Physical Education</p> <p>-Gymnastics</p> <p>-Dance</p> <p>-Games</p> <p>-Athletics</p> <p>-Swimming</p>	<p>Get Set 4 PE SOW</p> <p>Indoor PE - Dance</p> <p>Accurately remember, repeat and link actions to express an idea.</p> <p>Copy, repeat and create actions in response to a stimulus relating to the rainforest.</p> <p>Outdoor PE - Striking and Fielding.</p> <p>To track a rolling ball and collect it.</p> <p>Track a ball using fielding skills and stop the batting team from scoring points.</p> <p><u>Assessment Indicator:</u></p> <p><i>Hit a ball using equipment with some consistency.</i></p>	<p>Get Set 4 PE SOW</p> <p>Indoor PE - Dance</p> <p>Develop an understanding of dynamics.</p> <p>Copy, create and perform actions considering dynamics, imagining we are in the rainforest.</p> <p><u>Assessment Indicator:</u></p> <p><i>Work with a partner using mirroring and unison in actions.</i></p> <p>Outdoor PE - Striking and Fielding.</p> <p>To develop overarm throwing to limit a batter's score.</p> <p>Finish a throw with their hands facing towards their target and keep elbows high and in line with their shoulders.</p>	<p>Get Set 4 PE SOW</p> <p>Indoor PE - Dance</p> <p>Know that using counts of 8 will help me to stay in time with my partner and the music.</p> <p>Create a short dance phrase with a partner showing clear changes of speed, imagining we are in the rainforest.</p> <p>Outdoor PE- Striking and Fielding.</p> <p>To develop hitting for distance to score more points.</p> <p>Look at where the fielders are standing before deciding where to hit. Understand that aiming a ball involves facing side on and looking at the target.</p>	<p>Get Set 4 PE SOW</p> <p>Indoor PE - Dance</p> <p>Remember and repeat actions and dance as a group in response to a piece of music.</p> <p>Use counts of 8 to stay in time to the music. Use clear, exaggerated actions.</p> <p>Outdoor PE - Striking and Fielding.</p> <p>Be able to throw the ball accurately to get a batter out.</p> <p>Look at where the batter is before making a decision about where to send the ball. Make sure the person you are throwing to is looking at you.</p> <p><u>Assessment Indicators:</u></p> <p><i>Understand the rules of the game and can use these to play fairly in a small group.</i></p>	<p>Get Set 4 PE SOW</p> <p>Indoor PE - Dance</p> <p>To copy, repeat and create actions in response to a stimulus.</p> <p>Choose actions that show clear changes in speed. Show stillness when holding your shape and balance.</p> <p><u>Assessment Indicators:</u></p> <p><i>Show confidence to perform. Begin to provide feedback using key words.</i></p> <p>Outdoor PE - Striking and Fielding.</p> <p>Understand the rules of the game and use these to play fairly.</p> <p>Look at where the ball is before deciding to run on to the next base.</p>
<p>Computing</p> <p>-Code</p> <p>-Connect</p> <p>-Communicate</p>	<p>Creating Media- Digital photography.</p> <p>Use a digital device to take a photograph</p>	<p>Creating Media- Digital photography.</p>	<p>Creating Media- Digital photography.</p>	<p>Creating Media- Digital photography.</p>	<p>Creating Media- Digital photography.</p> <p>Decide how photos can be improved.</p>

-Collect	<p>Discuss devices that can be used to take photographs.</p> <p>Begin to capture own photographs.</p> <p><u>Pre-assessment:</u> <i>Can explain how to take a photograph.</i></p>	<p>Explain what makes a good photograph and make choices when taking photos.</p> <p>Explore taking photographs in both portrait and landscape formats and explore the reasons why a photographer may favour one over the other.</p>	<p>Explain what makes a good photograph and make choices when taking photos.</p> <p>Discuss what constitutes good photography composition and put this into practice by composing and capturing photos of our own.</p>	<p>Recognise that photos can be changed and use tools to do so.</p> <p>Explore image editing software and use the 'Adjust' tools to change the colour effect of an image.</p> <p><u>Assessment Indicator:</u> <i>Use tools to achieve a desired effect when editing a photo.</i></p>	<p>Investigate the effect that good lighting has on the quality of the photos and explore what effect using the camera flash can have on their photos.</p> <p><u>Assessment Indicators:</u> Identify what is wrong with a photo and how to improve it by retaking the shot.</p>
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans				<p>Minor:- Map Skills and Fieldwork</p> <p>EQ: How do compass directions help us find our way?</p> <p>Use simple compass directions (North, South, East and West)</p> <p>Create a simple map of the school grounds and give directions using compass points to find locations on the playground.</p> <p><u>Assessment Indicator:</u> <i>Explain the position of something using NESW.</i></p>	<p>Minor:- Map Skills and Fieldwork</p> <p>EQ: How is land used in Meadowbank?</p> <p>Recognise different types of land use through digimaps, buildings and environments and record using charts and field sketches.</p> <p>Explore aerial photographs and maps to find and explore the village of Cheadle through buildings and land use.</p> <p>Compare land use between a village and our school.</p>
History -Chronology -Concepts -Interpretation -Enquiry -Communication	<p>Major:- Source Enquiry</p> <p>Who is Scotch Bob and why is he significant in Cheadle? (Local and community history month)</p> <p>Historical Concept: Characteristic features.</p> <p>EQ: What was it like to live in Cheadle in the past?</p> <p>Identify how periods of time can impact on individuals and events.</p> <p>Plan questions and produce answers to historical enquiries using historical vocabulary.</p>	<p>Major:- Source Enquiry</p> <p>Who is Scotch Bob and why is he significant in Cheadle? (Local and community history month)</p> <p>Historical Concept: Using sources and evidence.</p> <p>EQ: Who was Scotch Bob?</p> <p>Use a variety of sources to find out about Scotch Bob's life, discussing what sources are most useful and asking questions about where the sources come from.</p>	<p>Major:-Source Enquiry</p> <p>Who is Scotch Bob and why is he significant in Cheadle? (Local and community history month)</p> <p>Historical Concept: Change and continuity</p> <p>EQ: Why does Scotch Bob have a Lasting Legacy?</p> <p>Explore how Scotch Bob has been remembered and why this is important.</p> <p>Identify that significant events and individuals from the past have helped shape the present locally, nationally and internationally.</p>		

	<p><u>Assessment Indicator:</u> Can gather ideas from a few simple sources when building up their understanding of an event.</p>	<p>Draw conclusions about a person or event using evidence.</p> <p>Use more than one source of evidence to draw a conclusion</p>	<p><u>Assessment Indicator:</u> Name a local significant person and explain how they have impacted locally and nationally.</p>		
<p>Religious Education, Beliefs and Values</p> <p>-Believing</p> <p>-Expressing</p> <p>-Living</p>	<p>BELIEVING</p> <p>What can we learn from sacred Islamic books and stories?</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Explore why the Qu 'ran is sacred to Muslim people and ways it is treated with care and respect.</p> <p><u>Assessment Indicators:</u> Explain what the Qur'an is and that sacred texts contain stories which are special to many people and should be treated with respect. Identify how Muslims treat their secret books (BV-Mutual Respect/Tolerance)</p>	-	<p>BELIEVING</p> <p>What can we learn from sacred Islamic books and stories?</p> <p>Read stories from the Holy Qur'an and suggest the meaning of these stories.</p> <p>Explore stories from the Qu 'ran (Muhammed and Bilal), identify the teaching within this story and why it is significant for Muslims. (BV-Mutual Respect/Tolerance)</p>	<p>BELIEVING</p> <p>What can we learn from sacred Islamic books and stories?</p> <p>Read stories from the Holy Qur'an and suggest the meaning of these stories.</p> <p>Learn about the story 'Muhammed and the hungry stranger' ask questions about the teachings of this story before investigating the answers. (BV-Mutual Respect/Tolerance)</p>	<p>BELIEVING</p> <p>What can we learn from sacred Islamic books and stories?</p> <p>Talk about issues of good and bad, right and wrong arising from these stories.</p> <p>Investigate the story 'Muhammed and the rebuilding of Ka'aba and retell the story referring to the stories significant teachings. Discuss teachings and questions arisen from Islamic stories we have learnt about through a P4C discussion.</p> <p><u>Assessment Indicators:</u> Retell the story of the Black stone and identify the meaning of it including issues of good, bad, right and wrong Make two links between the messages within sacred texts and the way people live. (BV-Mutual Respect/Tolerance)</p>
<p>Modern Foreign Languages- French</p> <p>-Listening</p> <p>-Speaking</p> <p>-Reading</p> <p>-Writing</p> <p>-Intercultural Understanding</p>	<p>Speaking</p> <p>Listen to and join in with French songs and rhymes.</p> <p>Listen to La Chanson des Couleurs - The Song of Colours.</p>	<p>Speaking</p> <p>Listen to and join in with French songs and rhymes.</p> <p>Listen to La Chanson des Couleurs - The Song of Colours.</p>	<p>Speaking</p> <p>Know and join in with familiar French songs and rhymes.</p> <p>Sing along with recognisable words in La Chanson des Couleurs - The Song of Colours.</p>	<p>Speaking</p> <p>Know and join in with familiar French songs and rhymes.</p> <p>Sing along with recognisable words in La Chanson des Couleurs - The Song of Colours.</p>	<p>Speaking</p> <p>Begin to recognise some numbers and colours when they hear them.</p> <p>Recall some of the colours learnt through the song La Chanson des Couleurs.</p>

Design and Technology -Design -Make -Evaluate -Food Technology	-	Art – Sculpture <p>Know how and why artists have created colour, shape and pattern. Look at sources of evidence to explore who Lady Kwali was and what style and techniques she used. (BV-Mutual Respect)</p> <p>Examine a piece of work by well-known artist and critically evaluate work. Evaluate pieces created by Lady Kwali discussing likes, dislikes and techniques used.</p>	Art – Sculpture <p>Create a piece of work in response to an artist's work. Design a clay pot in the style of Lady Kwali.</p> <p>Know how to cut, roll and coil materials. Retrieve knowledge and practise using tools to cut and create texture in clay.</p>	Art – Sculpture <p>Use clay to join elements together.</p> <p>Know how to make a clay pot and know how to join two clay finger pots together. Following the design, manipulate clay to create a pot and join together with a handle.</p>	Art – Sculpture <p>Examine and critically evaluate work. Observe and evaluate their own work against a given success criteria. (BV-Individual Liberty)</p>
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B <p>EQ: How Does Music Make Us Happy?</p> <p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.</p> <p>Playing Instruments To play and rehearse an instrumental part on a glockenspiel within a group by ear or from standard notation and as part of the song 'I Wanna Play in a Band' (BV-Mutual Respect/ Tolerance)</p>	Charanga Model Music Curriculum B <p>EQ: How Does Music Make Us Happy?</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Composing Explore using a graphic score whilst improvising on a glockenspiel to record notation in response to the song 'Music is All Around Us' (BV-Mutual Respect)</p>	Charanga Model Music Curriculum B <p>EQ: How Does Music Make Us Happy?</p> <p>Describe tempo as fast or slow. Describe dynamics as loud or quiet. Talk about how the music makes you feel. Listening and Appraising Listen and appraise the song 'Moon River' by Henry Mancini, commenting on tempo, dynamics and how the music makes us feel. (BV-Mutual Respect)</p>	Charanga Model Music Curriculum B <p>EQ: How Does Music Make Us Happy?</p> <p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation. Improvising and Composing Use the glockenspiel to perform a song. (BV-Mutual Respect)</p>	Charanga Model Music Curriculum B <p>EQ: How Does Music Make Us Happy?</p> <p>Sing, rap or rhyme as part of a choir/group. Composing Create and perform a simple composition using a glockenspiel in response to a piece of music focused on within the unit <u>Assessment Indicator:</u> <i>Begin to create personal musical ideas using the given notes for this unit.</i> (BV-Mutual Respect)</p>
Outdoor Learning Opportunities	Major: (Literacy) Explore the outdoor environment for 'ingredients' that could be used in a disgusting sandwich.	Major: (Computing) Explore landscape and portrait photography in the outdoor environment.	Minor: (History) Look around the school grounds and design a statue for a local historical figure.	Minor: (Geography) Give compass directions to guide people around the school grounds.	Major: (Science) Explore the outdoor areas to identify things that are alive, dead and never alive.
Enhancements Visits and Visitors		Farmer Steve visits - Farm to Fork 0605.25			
Parental Engagement			FS and KS1 Sports Day 16.05.25 9.15am	FS and KS1 Sports Day 21.05.25 9.15am	

Whole School and National Events	Class Photographs 30.04.25	VE celebrations 08.05.25 Wear Red White and Blue		National Numeracy Day 21.05.25	
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Progression of knowledge and skills are shown horizontally across the half term. The different areas and aspects of learning are shown vertically.
 Learning opportunities are planned alongside the children through a cross curricular thematic approach and also through discrete teaching.