
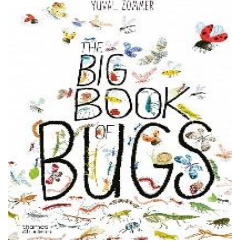
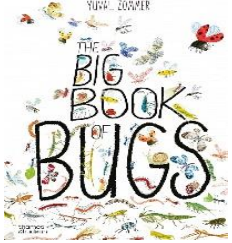
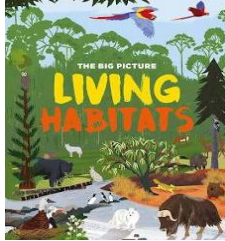
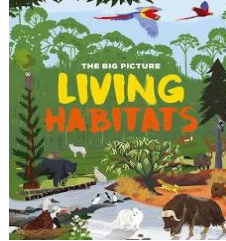
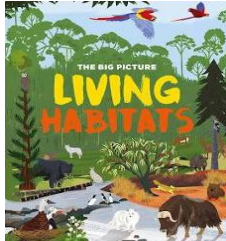




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Summer 1 2024
Phase Key Stage 1 Year Group 2



	Week 1 Wk Beg 15.04	Week 2 Wk Beg 22.04	Week 3 Wk Beg 29.04	Week 4 Wk Beg 06.05	Week 5 Wk Beg 13.05	Week 6 Wk Beg 20.05
Big Question	Who is hiding in the treetops, trenches and tundra?					
Connected Concepts	Cause & Effect Power Significance	Cause & Effect Power Significance	Cause & Effect Power Significance	Cause & Effect Power Significance	Cause & Effect Power Significance	Cause & Effect Power Significance
Book Studies	Big Book of Bugs 	Big Book of Bugs 	Big Book of Bugs 	The Big Picture: Living habitats 	The Big Picture: Living habitats 	The Big Picture: Living habitats 
Children steering learning....	What is a habitat? What is a microhabitat?	Are all habitats the same? Do all animals live in the same type of habitat?	What are the features of habitats and microhabitats in our local area?	What plants and animals live in our local habitats?	What do animals need from their habitats?	How do animals survive and adapt in their habitats?
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	<u>Phase 1 - Understanding as a reader.</u> Retrieve information from the text to recall names of characters, titles and events moving onto the layout of non-fiction texts. Explore non-fiction text and retrieve information in response to questions in a correct or incorrect format. Recommend books to peers and give reasons Explain how what they are reading relates to their chosen topic and	<u>Phase 2 - Understanding as a writer.</u> Use expanded noun phrases. Create expanded noun phrases using the key text as a stimulus, describing what can be seen in a microhabitat Begin to develop the use of simple similes when writing poetry or description. Begin to explore similes and investigate how these create an image in the readers mind.	<u>Phase 3 - Composition.</u> Plan or say out loud what they are going to write about using story mountains, planning grids. Plan a setting description about a microhabitat, using expanded noun phrases and similes. Write for different purposes. Write a setting description about a microhabitat including expanded noun phrases, similes and conjunctions.	<u>Phase 1 - Understanding as a reader.</u> Generate and answer questions using prompts from Bloom's taxonomy. Ask specific questions about information read in our key text and research the answers to these. Discuss the unfamiliar words and what these might mean. Generate unfamiliar words from our key text and research the definitions of these creating a glossary.	<u>Phase 2 - Understanding as a writer.</u> Use subordinate (as, when, because, if, that) and co-ordinating (or, but, so, yet) conjunctions. Use conjunctions to write informative sentences about a chosen animal from our key text. Use commas to separate items in a list. Use commas to separate items within a list when writing factual information about an animal.	<u>Phase 3 - Composition.</u> Write for different purposes. Write a non-chronological report about a chosen animal including title/sub headings, formal language and present tense. Make simple additions, revisions and corrections to writing. Up level writing using purple polish where appropriate. Up level writing using purple polish where appropriate.

	<p>what other texts they have read which are linked. Explain and justify the strengths and limitations of a non-fiction text through a book review of our key text.</p> <p>Phase 2 - Understanding as a writer. Chunking texts into some of the key features and sections to identify these (titles, noun phrases) verbally within a group Explore the features of a setting description through a text detective activity.</p> <p>Reading The Dreams of Moxie Mouse and Cat Capone.</p> <p>Identify recurring language in stories and poems. Identify repeated language within a poem and its power within a poem.</p>	<p>Reading The Dreams of Moxie Mouse and Cat Capone</p> <p>Explain and discuss books, poems and other works that are read to them and that they read, taking turns and listening to what others say Discuss literary preferences based on poems within the book, commenting on language used.</p>	<p>Make simple additions, revisions and corrections to writing Up level writing using purple polish where appropriate.</p> <p>Reading An Invitation to a Party.</p> <p>Make sensible predictions based on what has been read, the front cover, pictures, and the blurb Make inferences based on what we have read to answer a selection of comprehension questions.</p>	<p>Phase 2 - Understanding as a writer. Chunking texts into some of the key features and sections to identify these (titles, noun phrases) verbally within a group Explore the features of a non-chronological report through a text detective activity.</p> <p>Reading An Invitation to a Party.</p> <p>Talk and share opinions about a range of texts including instructions. Discuss and clarify the meanings of words, linking new meanings to known vocabulary and discuss their understanding of the book.</p>	<p>Phase 3 - Composition. Plan or say out loud what they are going to write about using story mountains, planning grids. Plan a non-chronological report, on a chosen animal.</p> <p>Reading Anna's Homework.</p> <p>Discuss the unfamiliar words and what these might mean. Use dictionaries to clarify and understand the meaning of new or unfamiliar vocabulary.</p>	<p>Reading Anna's Homework.</p> <p>Retell stories and sequence the main events. Summarise the text by retelling the events in sequence.</p>
<p>Mathematics Number -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions</p> <p>Measurement</p>	<p>Fractions Solve mathematical problems applying knowledge of fractions including $1/3$, $1/4$, $2/4$ and $3/4$.</p> <p>Identify $1/3$, $1/4$, $2/4$ and $3/4$ of a number or quantity.</p> <p>Understand and recognise the equivalence of $1/2$ and $2/4$.</p>	<p>Fractions Solve mathematical problems applying knowledge of fractions including $1/3$, $1/4$, $2/4$ and $3/4$.</p> <p>Identify $1/3$, $1/4$, $2/4$ and $3/4$ of a number or quantity.</p> <p>Understand and recognise the equivalence of $1/2$ and $2/4$.</p>	<p>Addition and Subtraction TO Tens and Ones TO + TO to 100 TO - TO to 100</p> <p>Links to measure. Application of length, capacity and volume in context.</p>	<p>Addition and Subtraction TO Tens and Ones TO + TO to 100 TO - TO to 100</p> <p>Links to measure. Application of length, capacity and volume in context.</p>	<p>Addition and Subtraction TO Tens and Ones TO + TO to 100 TO - TO to 100</p> <p>Links to measure. Application of length, capacity and volume in context.</p>	<p>Statistics Simple pictograms and tables and charts. Totalling data.</p> <p>Patterns and sequences. Position and Direction.</p> <p>Recognise rotation as a turn, using quarters, halves and three quarter turns.</p>

<p>-Geometry Properties of shapes -Geometry Position and Direction</p>	<p>Measurement including weight. Daily number bond practise to develop fluency. Daily space tables practice to develop fluency.</p>	<p>Measurement including weight. Daily number bond practise to develop fluency. Daily space tables practice to develop fluency.</p>				
<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Living things and their habitats. Pre assessment. Identify the basic names of habitats for a selection of animals. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Gather and record data to help in answering questions. Explore a selection of familiar habitats and what animals and plants need from their habitats - air, food and water and shelter. Carry out research to answer questions and find out about native habitats and the animals that are native to England.</p>	<p>Living things and their habitats. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Look closely at microhabitats in the school grounds and identify the plants and animals that live there.</p>	<p>Living things and their habitats. Observe closely, using simple equipment. Identify and name a variety of plants and animals in their habitats, including microhabitats. Record the number of different types of plants and animals within a frame at each micro-habitat. Discuss and compare the conditions in each microhabitat.</p>	<p>Sticky Knowledge-Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p>	<p>Living things and their habitats. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Look at how animals have adapted to survive in their habitats.</p>	<p>Living things and their habitats. <u>Assessment Indicator:</u> <i>TAPS Talks about the features of the animal/plant and how they are suited to the habitat.</i> Gather and record data to help in answering questions. Apply knowledge of habitats and microhabitats to decide where would be the best place to look for woodlice. Create a tally chart based on the criteria devised then revisit the outdoor environment to record how many woodlice are visible in each microhabitat. Follow up by analysing results as a class and consider which habitats the woodlice preferred.</p>
<p>Personal, Social, Health and Economic Education -Relationships</p>	<p>PSHEE JIGSAW SOW: Relationships. Identify the different members in my family,</p>	<p>PSHEE JIGSAW SOW: Relationships. Understand that there are lots of forms of</p>	<p>PSHEE JIGSAW SOW: Relationships. Identify some of the things that cause</p>	<p>PSHEE JIGSAW SOW: Relationships. Understand that sometimes it is good to</p>	<p>PSHEE JIGSAW SOW: Relationships. Recognise and appreciate people who can help me</p>	<p>PSHEE JIGSAW SOW: Relationships. <u>Assessment Indicator:</u></p>

<p>-Health and Well-Being -Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p>	<p>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. (Mutual respect)</p>	<p>physical contact within a family and that some of this is acceptable and some is not.</p> <p>Know which types of physical contact I like and don't like and be able to talk about this. (Rule of law)</p>	<p>conflict within my friends.</p> <p>Demonstrate how to use the positive problem solving technique to resolve conflict with my friends. (Tolerance)</p>	<p>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. (Rule of law)</p>	<p>in my family, my school and my community.</p> <p>Understand how it feels to trust someone.</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.</i></p> <p><i>Be comfortable accepting appreciation from others. (Mutual respect)</i></p>
<p>Physical Education -Gymnastics -Dance -Games -Athletics -Swimming</p>	<p>Get Set 4 PE SOW Indoor PE Dance.</p> <p>Accurately remember, repeat and link actions to express an idea. Copy, repeat and create actions in response to a stimulus relating to the rainforest.</p> <p>Outdoor PE Striking and Fielding.</p> <p>Develop tracking a ball and decision making with the ball. To track a rolling ball and collect it.</p>	<p>Get Set 4 PE SOW Indoor PE Dance.</p> <p>Understand that I can change the way I perform actions to show an idea. Copy, create and perform actions considering dynamics, imagining we are in the rainforest.</p> <p>Outdoor PE Striking and Fielding.</p> <p>Develop coordination and technique when throwing over and underarm. To develop underarm throwing and catching to field a ball.</p>	<p>Get Set 4 PE SOW Indoor PE Dance.</p> <p>Know that using counts of 8 will help me to stay in time with my partner and the music. 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>Develop coordination and technique when throwing over and underarm. To develop overarm throwing to limit a batter's score.</p>	<p>Get Set 4 PE SOW Indoor PE Dance.</p> <p>Know that sequencing actions in a particular order will help me to tell the story of my dance. Copy, repeat and create movement patterns in response to the theme of Jack Frost.</p> <p>Outdoor PE Striking and Fielding.</p> <p>Develop striking a ball with their hand and equipment with some consistency. Know that striking quickly will increase the power. To develop hitting for distance to score more points.</p>	<p>Get Set 4 PE SOW Indoor PE Dance.</p> <p>Explore working with a partner using unison, matching and mirroring. Create and perform using unison, mirroring and matching with a partner in response to the theme of Jack Frost.</p> <p>Outdoor PE Striking and Fielding.</p> <p>Understand the role of a batter. Know to move towards the ball to collect it to limit a batter's points. To be able to get a batter out.</p>	<p>Get Set 4 PE SOW Indoor PE Dance.</p> <p><u>Assessment Indicator:</u> <i>Show confidence to perform.</i> Remember and repeat actions and dance as a group in response to the theme of Jack Frost.</p> <p>Outdoor PE Striking and Fielding.</p> <p><u>Assessment Indicator:</u> <i>Understand the rules of the game and can use these to play fairly in a small group.</i> <i>To understand the rules of the game and use these to play fairly.</i></p>
<p>Computing -Code -Connect -Communicate -Collect</p>	<p>Creating Media Digital photography.</p> <p>Pre assessment. Can explain how to take a photograph.</p> <p>Discuss devices that can be used to take photographs.</p>	<p>Creating Media Digital photography.</p> <p>Explain what makes a good photograph and make choices when taking photos. Explore taking photographs in both portrait and landscape formats and explore the</p>	<p>Creating Media Digital photography.</p> <p>Explain what makes a good photograph and make choices when taking photos. Discuss what constitutes good photography composition and put this into practice by composing</p>	<p>Creating Media Digital photography.</p> <p>Explain what makes a good photograph and make choices when taking photos. Investigate the effect that good lighting has on the quality of the photos and explore what effect</p>	<p>Creating Media Digital photography.</p> <p>Recognise that photos can be changed and use tools to do so. Explore image editing software and use the 'Adjust' tools to change the colour effect of an image.</p>	<p>Creating Media Digital photography.</p> <p><u>Assessment Indicator:</u> <i>Identify which photographs are real and which have been changed.</i> <i>Explore a range of images that have been changed in different ways and develop an awareness that</i></p>

	Use a digital device to take a photograph. Begin to capture own photographs.	reasons why a photographer may favour one over the other.	and capturing photos of our own.	using the camera flash can have on their photos.		<i>not all images they see are real.</i>
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.	Major: What is great about Britain's coasts? Identify human and physical features. Use geographical vocabulary to refer to: Key physical features and human features. Explore the human and physical features of Britain's coasts, through the exploration of Formby. Focus on using geographical language to identify the key features of this area.	Major: What is great about Britain's coasts? Name and locate Australia and the area studied (Daintree). Explore the human and physical features of an alternative coastal area, Daintree Australia. Focus on using geographical language to identify the key features of this area.	Major: What is great about Britain's coasts? Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country (Australia). Begin to recognise the geographical similarities and differences of coastal areas in different areas of the world. (Mutual respect)	Major: Sticky Knowledge-Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.		
History -Chronology -Concepts -Interpretation -Enquiry -Communication					Minor: Source enquiry. How do we know about animals from the past? Plan questions and produce answers to historical enquiries using historical vocabulary. Plan questions about extinct animals and conduct a historical enquiry to find answers to these making direct links to sources used.	Minor: Source enquiry. How do we know about animals from the past? Assessment Indicator: <i>Can draw simple conclusions about themselves and others by reference to clues in evidence.</i> Draw conclusions about historical animals of significance through the exploration of historical sources.
Religious Education, Beliefs and Values -Believing -Expressing -Living	BELIEVING What can we learn from sacred Islamic books and stories?	BELIEVING What can we learn from sacred Islamic books and stories?	BELIEVING What can we learn from sacred Islamic books and stories?	Sticky Knowledge-Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.	BELIEVING What can we learn from sacred Islamic books and stories?	BELIEVING What can we learn from sacred Islamic books and stories?

	<p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Explore why the Qu 'ran is sacred to Muslim people and ways it is treated with care and respect. (Mutual respect/Tolerance)</p>	<p>Re-tell stories from the Holy Qur'an and suggest the meaning of these stories. Explore stories from the Qu 'ran (Muhammed and Bilal), identify the teaching within this story and why it is significant for Muslims. (Mutual respect/Tolerance)</p>	<p>Ask and suggest answers to questions arising from stories. Learn about the story 'Muhammed and the hungry stranger' ask questions about the teachings of this story before investigating the answers. (Mutual respect/Tolerance)</p>		<p>Talk about issues of good and bad, right and wrong arising from these stories. 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. (Mutual respect/Tolerance)</p>	<p>Assessment Indicator: Explain what the Qur'an is. Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Explain the importance of the Qur'an and its teachings for Muslims and recognise why it is a sacred text. (Mutual respect/Tolerance)</p>
<p>Modern Foreign Languages-French -Listening -Speaking -Reading -Writing -Intercultural Understanding</p>	<p>Join in with French counting songs. Begin to explore numbers in French through the song 'Numbers in French'. Vocabulary - zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf,dix.</p>	<p>Join in with French counting songs. Begin to explore numbers in French through the song 'Numbers in French'. Vocabulary - zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf,dix.</p>	<p>Join in with French counting songs. Consolidate understanding of numbers and join in with French counting song 'Une Chanson des Chiffres' - A song of numbers. Vocabulary - zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf,dix.</p>	<p>Join in with French counting songs. Consolidate understanding of numbers and join in with French counting song 'Une Chanson des Chiffres' - A song of numbers. Vocabulary - zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf,dix.</p>	<p>Begin to recognise some numbers. Recognise and recall vocabulary in the everyday environment including: - Numbers 1-10. Make links between numbers we have learnt through song to recognise vocabulary in the environment.</p>	<p>Begin to recognise some numbers. Recognise and recall vocabulary in the everyday environment including: - Numbers 1-10. Make links between numbers we have learnt through song to recognise vocabulary in the environment.</p>
<p>Design and Technology -Design -Make -Evaluate -Food Technology</p>	<p>Evaluate Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. Explore the school grounds to identify structures such as playground equipment and furniture. Generate ideas based on simple design criteria</p>	<p>Design Develop, model and communicate their ideas through talking, mock-ups and drawings. Develop ideas and build a variety of freestanding structures using construction kits, such as wooden blocks, interconnecting plastic bricks and those that make frameworks.</p>	<p>Design Select and use tools, skills and techniques, explaining their choices. Practise measuring, marking out, cutting, shaping, joining and finishing techniques with a range of materials. Consider the suitability of materials for their products according to their characteristics.</p>	<p>Make Select new and reclaimed materials and construction kits to build their structures. Use simple finishing techniques suitable for the structure they are creating. Select appropriate tools and materials and begin to build the structure, using the design as prompt.</p>	<p>Make Select new and reclaimed materials and construction kits to build their structures. Use simple finishing techniques suitable for the structure they are creating. Continue to build the structure and consider how materials can be folded and tools that can be used to make the</p>	<p>Evaluate Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. Assessment Indicator: Know and use technical vocabulary relevant to the project. Test the finished habitat structure and evaluate the</p>

	<p>and their own experiences, explaining what they could make. Considering findings, create a simple success criteria for our own freestanding structure that could be used as a habitat for an animal.</p>	<p>Consider how to make the structure stronger, stiffer and what techniques can be used to stop it falling over.</p>		<p>Apply previously learnt skills to measure, cut and join materials.</p>	<p>structure more stable and strong.</p>	<p>final product against the original design criteria.</p>
<p>Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition</p>	<p>Charanga Model Music Curriculum B How Does Music Make Us Happy? Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major. 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' (Mutual respect/Tolerance)</p>	<p>Charanga Model Music Curriculum B How Does Music Make Us Happy? Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major. Playing Instruments. To play and perform 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' (Mutual respect/Tolerance)</p>	<p>Charanga Model Music Curriculum B How Does Music Make Us Happy? 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'</p>	<p>Charanga Model Music Curriculum B How Does Music Make Us Happy? 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. (Mutual respect)</p>	<p>Charanga Model Music Curriculum B How Does Music Make Us Happy? Sing, rap or rhyme as part of a choir/group. Singing. Sing and perform focus song 'Saying Sorry' as a class choir.</p>	<p>Charanga Model Music Curriculum B How Does Music Make Us Happy? <u>Assessment Indicator:</u> <i>Begin to create personal musical ideas using the given notes for this unit.</i> <i>Composing.</i> <i>Create and perform a simple composition using a glockenspiel in response to a piece of music focused on within the unit.</i></p>
<p>Enhancements Visits and Visitors</p>				<p>Zoo Lab visit to school 08.05.24</p>		
<p>Parental Engagement</p>						<p>Sports Day KS1/FS 22.05.24 9.15 am</p>
<p>Whole School and National Events</p>	<p>Class Photographs 17.04.24</p>	<p>Earth Day 22.04.24 Saint Georges Day 23.04.24</p>				

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.