



Our curriculum at Meadowbank Primary School is designed collaboratively between children and the teaching team. Children are taught skills to access, process and express their knowledge within a learning environment where independence and thinking skills are developed.

Teaching Phase: Key Stage One      Year Group: Year 1

Teachers: Miss Chipchase and Miss Barber

Date: June 2026

Big Question: What's beyond the clouds?

Key Concepts: Cause and Effect, Power, Significance

**English - Our book study's are...**

Emma Jane's Aeroplane  
by Katie Haworth

Jack and the Beanstalk  
Adapted by Ronnie Randall

**English - In Reading we are learning...**

To consolidate our knowledge of Phase 5 sounds when reading and revisit all of the Year 1 'red' words taught so far.

To make inferences on the basis of what is being said and done.

To check that text makes sense as they are reading and correcting mistakes.

**English - In Writing we are learning...**

To sequence sections of stories using images for support.

To use question marks correctly when asking a question.

To use joining words and joining clauses using 'and'.

To begin to use co-ordinating conjunctions such as 'but' and 'so' and some subordinating conjunctions such as 'because'.

**In Personal, Social, Health and Economic Education we are learning...**

To say some things about me that have changed and some things about me that have stayed the same.

To say how my body has changed since I was a baby.

To understand that every time I learn something new I change a little bit.

**Mathematics - In Number we are learning...**

To represent and use number bonds and related subtraction facts within 20.

To add and subtract one and two digit numbers to 20, including zero.

To cross the tens boundary when calculating addition and subtraction problems.

**Mathematics - In Measurement we are learning...**

To describe position, direction and movement, including whole, half, quarter and three quarter turns.

**In Science we are learning...**

To describe the simple physical properties of a variety of everyday materials.

To ask simple questions using their prior knowledge.

To identify and classify using a given criteria.

To perform simple tests and talk about how to make it fair.

**In Relationships and Sex Education we are learning...**

To start to understand the life cycles of animals and humans.

To identify the parts of the body that make boys different to girls and can use the correct names for these.



## **In Religious Education, Beliefs and Values we are learning...**

To identify special objects and symbols found in a place where people worship and say something about what they mean and how they are used.

To talk about ways in which stories, objects, symbols and actions used in churches show what people believe.

## **In Geography we are learning...**

To recognise human and physical features on maps and within our school grounds and local area.

## **In Physical Education we learning...**

To explore shape jumps including jumping off low apparatus.  
To know that landing on the balls of the feet helps to land with control.  
To know that by using a starting and finishing position, people will know when the sequence has begun and when it has ended.

## **In French we are learning...**

To recognise and recall vocabulary in the everyday environment.  
To recall French vocabulary for colours.

## **In Computing we are learning...**

To show that a series of commands can be joined together for a given purpose.

To explain that each sprite has its own instructions.

To design the parts of a project (on screen).

To use algorithms to create a program.

## **In History we are learning...**

To understand how the first flight is an event beyond living memory that is significant nationally and globally.

To begin to understand what makes someone significant.

To analyse a variety of artefacts to infer about an individual or event.

To know that events and people from the past may have occurred before they were born.

## **In Art and Design and Design and Technology we are learning...**

To explore and evaluate a range of existing textile products.

To generate, model and communicate our ideas.

To design a functional, purposeful and appealing product based on simple design criteria.

To select and use tools to perform practical tasks such as marking out, cutting, joining and finishing.

## **In Music we are learning...**

Let's perform together!

To copy back simple melodic patterns by sing using high and low.

To recognise some band and orchestral instruments.

To rehearse and learn to play a simple melodic instrumental part by ear or from simple notation.

## **Special events for children...**

\*Visit to Manchester Airport Runway Visitor Park on 22.07.26.

\*Transition - Planning learning opportunities and experiences for Year 3 13.07.26 and 20.07.26

## **Events for parents in school...**

\*Friends of Meadowbank Summer Fair 03.07.26 3.30-5.00pm

\*Meet and Greet meetings with Year 2 registration teachers 14.07.26

## **Home School Learning...**

Read 10-15 minutes daily in preparation to change your reading books on Tuesdays and Fridays.

Practise your spellings ready for our spelling check on a Friday.

Practise star maths quizzes ready for our quiz on a Friday.

## **Additional Information...**

PE days - Tuesday and Thursday.  
Home Reading books are changed on Tuesdays and Fridays.

Library - Fridays. Please return library books to school each Friday so the children can pick a new one to bring home.