

# Meadowdale Curriculum Map Year 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Learning Challenge</b>	<p><b>What's it made of?</b></p> <p>Exploring everyday materials and textures.</p> <p><b>My town:</b> What is like to live in Market Harborough?</p>	<p><b>We're going on a journey</b></p> <p><b>My country:</b> What can we learn about the country that Market Harborough is in?</p> <p><b>Great Britain:</b> What are our capital cities and what seas surround us?</p>	<p><b>The world around me</b></p> <p>Animals</p>	<p><b>Where does my food come from?</b></p> <p>Plants</p>	<p><b>The Victorian age</b> <b>What is a bathing machine, and why did Queen Victoria have one?</b></p> <p>How were things different in the past and what has stayed the same?</p>	
<b>English (Written Outcomes)</b>	<p>Write a rhyming poem based on 'The Pirate Song'.</p> <p>To make a 'That's Not My' book with repeated sentences, including adjective.</p> <p>Write accurate sentences about The Tiger who came to tea.</p>	<p>Writing a poem about autumn with a repeated pattern (not rhyming)</p> <p>Write a sequence of sentences to create a narrative based on Katie In London.</p> <p>Use story language to write a narrative based on The Magic Porridge Pot</p> <p>Writing information sentences about looking after our planet.</p>	<p>Planning and writing a narrative using pictures.</p> <p>Writing non-fiction sentences about animals.</p> <p>Labelling pictures of animals.</p> <p>Write a sequence of sentences to create a narrative based on The Disgusting Sandwich.</p>	<p>Use story language to write a narrative based on Where The Wild Things Are.</p> <p>Instructions for how to make cress heads.</p> <p>Writing scientific questions (What does it look like inside the stem?)</p> <p>Keep a bean diary with observational sentences.</p>	<p>Write biographical sentences about Queen Victoria.</p>	<p>Use story language to write a narrative based on The Paper bag Princess.</p> <p>Orally compose new versions of I do like to be beside the seaside and The friendly octopus (poetry)</p>

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<b>English (Sentence development)</b>	In Year 1, children develop their understanding of sentence construction. They develop understanding of capital letters, full stops, question marks and exclamation marks. They orally rehearse sentences then write them. As the year progresses, they learn to edit their sentences and check that they make sense and are punctuated correctly. They link clauses within sentences with the use of 'and' and 'but'. They use some adjectives to describe objects, people and settings.					
<b>English (Handwriting)</b>	In Year 1, children continue to learn how to form letters (including capitals) and numbers correctly that are of a consistent size.					
<b>English-Phonics (Reading and Spelling)</b>	<b>See phonics policy for SSCs and Everyday words per term.</b>					
<b>Quality Stimulus Including books</b>	The Pirate Song (poetry) The Tiger Who Came To tea That's not my... Animal Bop Augustus and his smile Never Tickle a Tiger	Autumn is Here Clean up! Planet full of plastic Finn McCool Katie in London	The disgusting sandwich Non-Fiction Animal Books: I Love... Open very carefully The Caterpillar	World Book Day Instruction text The seed is sleepy Where the Wild Things Are A little Seed (poem)	Non-fiction texts about Queen Victoria (our own) Victorian workshop Queen Victoria's Bathing Machine	The Paperbag Princess Jabari Jumps Ruby's Worry I do like to be beside the seaside (John A Glover-Kind) The friendly octopus (Mike Jubb)

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<b>Maths</b>	Comparison of quantities and part-whole relationships; Numbers 0-5; 2D and 3D shape; Numbers 0-10; Additive structures		Addition and subtraction facts within 10; Numbers 0-20; Fractions		Unitising and coin recognition; Position and direction; Time	
<b>Science</b>	<p><b>My senses</b></p> <p><b>Recording data:</b> What are my 5 senses?</p> <p><b>Materials</b></p> <p>Distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p>	<p><b>Seasonal changes-Autumn</b></p> <p><b>Observing closely and grouping:</b></p> <p>Can I identify evergreen and deciduous trees? (sorting leaves into the two categories)</p> <p>Using scientific equipment e.g. magnifying glasses and tweezers</p> <p><b>Writing a conclusion</b></p>	<p><b>Seasonal changes – Winter</b></p> <p><b>STEM Week Science Experiments</b></p> <p>Learning about a famous scientist (STEM week)</p> <p><b>Animals</b></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores,</p>	<p><b>Seasonal changes-Spring</b></p> <p><b>Measure using simple equipment</b> – How do I record the weather? (rainfall or temperature)</p> <p><b>Gather and Record Data</b></p> <p>Recording results in a table</p> <p><b>Plants</b></p> <p><b>Compare and contrast what they have found out about different plants</b></p> <p>identify and name a variety of common wild and garden plants</p>		<p><b>Seasonal changes – Summer</b></p> <p><b>Local geog - trees</b></p>

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	<p>compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p><b>Making predictions</b> for simple tests – What is the best material to keep a dinosaur dry?</p>		<p>herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Identifying and classifying: What are the different types of animals?</p> <p><b>Observe closely and write a conclusion-</b> What do animals eat?</p>	<p>Conduct a growing experiment with different seeds- compare and contrast growing times and heights of plants</p> <p><b>Observing Closely</b> identify and describe the basic structure of a variety of common flowering plants, including trees Use equipment to dissect a plant Use a magnifying glass to look closely Wearing gloves to work safely</p>		
<p><b>Computing</b></p>	<p><b>Self image and identity 2</b> <b>Online reputation 2</b> <b>Online relationships 4</b></p> <p><b>Information Technology around us</b> -Algorithms- Computing Systems <b>Digital Painting</b>-Effective use of tools-Creating Media</p>		<p><b>Online bullying 1</b> <b>Health wellbeing and lifestyle 1</b> <b>Managing online information 3</b></p> <p><b>Moving a Robot-</b> Algorithms -Programming <b>Grouping Data-</b> Data and Information -Algorithms</p>	<p><b>Privacy and security 3</b> <b>Copywrite and ownership 4</b></p> <p><b>Digital Writing</b> -Creating Media-Effective use of tools <b>Programming animations</b> -Programming -Data and Design</p>		
<p>RE</p>	<p>What does it mean to belong to a faith community?</p>	<p>What do Christians believe God is like?</p>	<p>Who is Jewish and how do they live? (God, Torah, The People)</p>	<p>Who do Christians say made the world? (Creation) How should we care for the world and for others, and why does it matter?</p>		

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<p><b>History / Geography</b></p>	<p>Simple mapping skills- looking at maps of the school, comparing old and new maps</p> <p>Local area – Market Harborough including local landmarks, the history of the market, how spaces are used</p> <p>Trip to Market Harborough market- <i>Where in the town is the market? What does it sell? Who visits the market?</i></p>	<p>England-what is its capital, what are some of the national foods?</p> <p>UK countries and capitals and surrounding seas</p> <p>Looking at an atlas, map and globe</p>			<p><b>The Victorians</b></p> <p>How were things different in the past and what has stayed the same?          Who were the Victorians?          Who was Queen Victoria?          What is a bathing machine and why did Queen Victoria have one?          Where did the Victorians go on holiday and what did they do there?          How did the Victorians travel?</p>
<p><b>Art / DT</b></p>	<p><b>DT:</b> Investigating, designing and preparing a food product- fruit salad</p> <p><b>Art:</b> Painting and Romero Britto          Learning about colour mixing          Practising brush strokes and mixing colours</p> <p>Looking at how to paint in the style of an artist, thinking about suitable</p>	<p><b>DT: mechanisms –</b> cards with moving parts</p>	<p><b>Printing</b>          Looking at different printing techniques, creating patterns and how to design a printing block</p> <p>Artist: Romero Britto</p>	<p><b>Drawing</b>          Mark making, shading techniques</p>	<p><b>Textiles</b>          Looking at how to manipulate and embellish fabric, create texture and use scissors to create shapes</p> <p><b>DT:</b> textiles make a finger puppet</p> <p><b>Drawing part 2</b>          Looking at how to draw 2d shapes accurately          Looking at how to draw 3d shapes, thinking about shading and shadows</p>

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	colours and bold/pale shades					
<b>PE</b>	Multi-skills Boot camp	Mighty movers (Running) Story time dance	Skip to the beat Groovy gymnastics	Brilliant ball skills Gymfit circuits	Throwing and catching Cool core (strength)	Active athletics Fitness frenzy
<b>Music</b>	Charanga Introducing beat: How can we make friends when we sing together?	Nativity songs Charanga Adding rhythm and pitch - How does music tell stories about the past? Nutcracker	Carnival of the animals Charanga Introducing tempo and dynamics - How does music make the world a better place?	Charanga Combining pulse, rhythm and pitch - How does music help us to understand our neighbours?	Charanga Having fun with improv - What songs can we sing to help us through the day?	Charanga Explore sound and create a story - How does music teach us about looking after our planet?
<b>PSHE</b>	<b>Myself and My Relationships-</b> beginning and belonging	<b>Citizenship-</b> diversity and communities	<b>Healthy and Safer Lifestyles-</b> managing safety and risk Digital lifestyles (internet safety week)	<b>Healthy and Safer Lifestyles--</b> Healthy lifestyles	<b>Healthy and Safer Lifestyles</b> relationships and sex education	<b>Myself and my relationships –</b> My emotions
<b>Visits &amp; visitors/ Trips</b>	Trip to the market				Charlie the chimney sweep	
<b>Cultural Heritage</b>	<b>Familiar Poems</b> Hickory, Dickory Dock Hey Diddle Diddle One, Two, Buckle my Shoe <b>Stories</b>	<b>Familiar Poems</b> It's Raining, It's Pouring Monday's child Mary had a Little Lamb <b>Stories</b> The Little Red Hen Chicken Little	<b>Familiar Poems</b> Three Blind Mice Three Little Kittens Old King Cole <b>Stories</b> Little Red Riding Hood	<b>Familiar Poems</b> Hot Cross Buns Sing a Song of Sixpence <b>Stories</b> Tug of War	<b>Aesop's Fables</b> The Lion and the Mouse The Hare and the Tortoise The Grasshopper and the Ant	<b>Stories</b> Winnie the Pooh <b>History/Geography</b> Prime Ministers <b>Art</b> Van Gogh Paintings <b>Favourite Songs</b>

Together we work for success!

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	<p>Goldilocks and the Three Bears Three Billy Goats Gruff <b>Favourite Songs</b> Hush Little Baby Here we go Round the Mulberry Bush <b>Art</b> Sculptures</p>	<p><b>Favourite Songs</b> London Bridge is Falling Down London's Burning <b>History/Geography</b> The Union Jack</p>	<p>The Ugly Duckling St George and the Dragon King Arthur and the Round Table <b>History/Geography</b> The Continents <b>Favourite Songs</b> Pop! Goes the Weasel One Man Went to Mow <b>Scientists</b> Jane Goodall</p>	<p>King Midas and the Golden Touch <b>History/Geography</b> Stonehenge <b>Favourite Songs</b> The Bear Went Over the Mountain <b>Scientists</b> Joseph Banks</p>	<p><b>Stories</b> The Velveteen Rabbit <b>History/Geography</b> The Ice Age <b>Art</b> Cave Paintings <b>Favourite Songs</b> The Farmer in his Den The Old Man <b>Scientists</b> Wilbur and Orville Wright Elizabeth Garrett Anderson</p>	<p>Kum Ba Yah</p>
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