

Riverside Primary School
Long-Term Curriculum Coverage Planning Overview
Year 1
KS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Welcome to Year 1!	My School	Toys	The Great Fire of London	Let's Grow!	Amazing animals
Wow start:	Welcome party!	Classroom scene from the past	Video of the toys moving around the classroom during the night	Fire engine visit	Beanstalk growing in the middle of the classroom	Animals hidden all around the classroom with a crashed noah ark

NC writing:

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read their writing aloud, clearly enough to be heard by their peers and the teacher

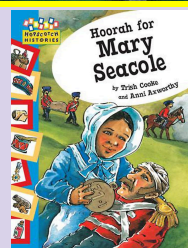
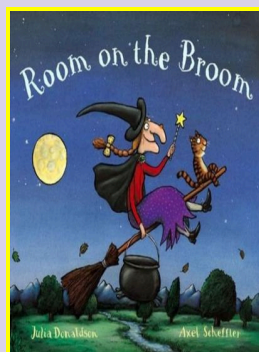
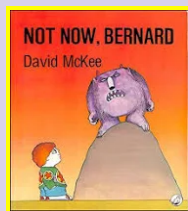
English writing

GPS

Letter formation.
Letter names.
 Separation of words with spaces
 How words can combine to make sentences
 Introduction to capital letters, full stops.

Texts for English

 	 	 	 	 	 
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NC Spelling

Spell

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

Name the letters of the alphabet

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

Add prefixes and suffixes

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Class Reader

Complexity of the plot/ symbol

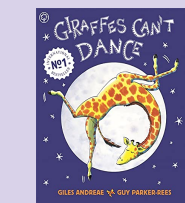
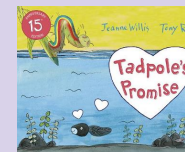
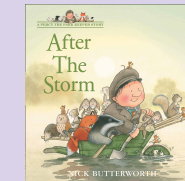
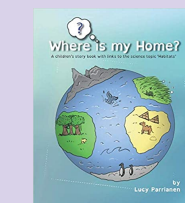
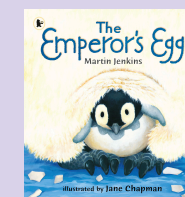
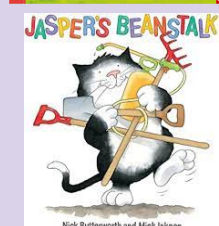
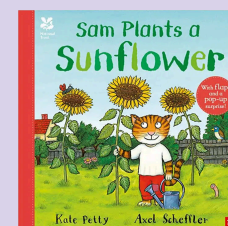
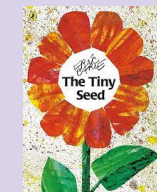
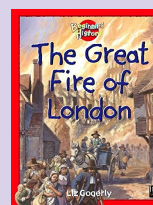
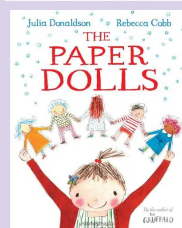
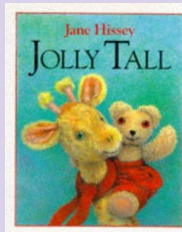
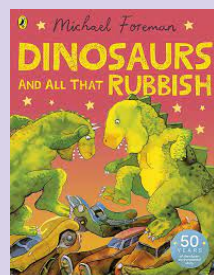
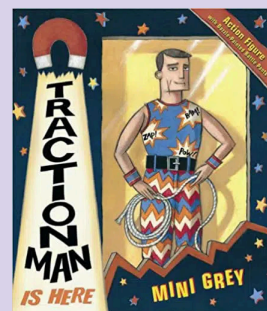
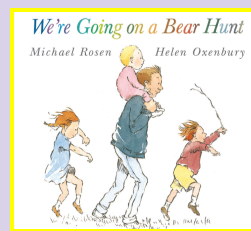
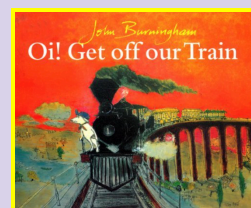
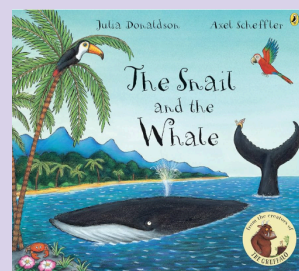
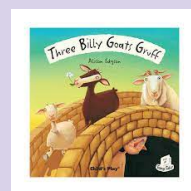
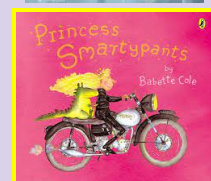
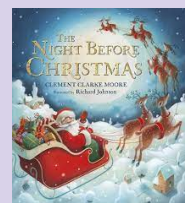
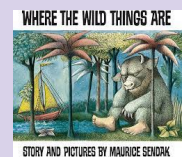
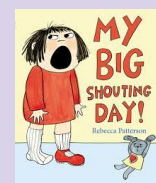
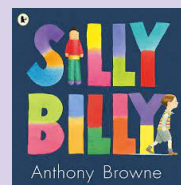
Archaic Texts

Nonlinear Time sequence

Complexity of the narrator

Resistant texts

Archaic Texts: Rhymes/ Poems



Handwriting Y1	Penpals Y1 Autumn <ol style="list-style-type: none"> 1. Practising long-legged giraffe letters 2. Writing words with ll 3. Introducing capitals for long-legged giraffe letters 4. Practising one-armed robot letters 5. Practising long-legged giraffe letters and one-armed robot letters 6. Introducing capitals for one-armed robot letters 7. Practising curly caterpillar letters 8. Writing words with double ff 9. Writing words with double ss 10. Introducing capitals for curly caterpillar letters 		Penpals Y1 Spring <ol style="list-style-type: none"> 1. Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters 2. Practising zig-zag monster letters 3. Writing words with double zz 4. Mixing all the letter families 5. Practising all the capital letters 6. Practising all the numbers 0-9 7. Writing words with ck and qu 8. Practising long vowel phonemes ai, igh, oo 9. Practising vowels with adjacent consonants:: ee, oa, oo 10. End of term check 		Penpals Y1 Summer <ol style="list-style-type: none"> 1. Numbers 10-20: spacing 2. Practising ch unjoined 3. Introducing diagonal join to ascender: ch 4. Practising ai unjoined 5. Introducing diagonal join, no ascender: ai 6. Practising wh unjoined 7. Introducing horizontal join to ascender: wh 8. Practising ow unjoined 9. Introducing horizontal join, no ascender: ow 10. Assessment 		
Phonics:	Floppy's Phonics Week 1 Oxford Level 4 Book 19 a e i o u s t p n m a e i o u s t p n m a e i o u d g c k -ck r a e i o u d g c k -ck r Consolidate Week 2 Oxford Level 4 Book 19 a e i o u h b f -ff l -ll -le -ss a e i o u h b f -ff l -ll -le -ss a e i o u j v w -x y z -zz qu a e i o u j v w -x y z -zz qu Consolidate Week 3 Oxford Level 4 Book 20 ch sh th -ng -nk ch sh th -ng -nk ai ee -igh oa ai ee -igh oa Consolidate Week 4 Oxford Level 4 Book 20 -oo oo ar or ur er -er -oo oo ar or ur er -er ow oi ear air ow oi ear air Week 5 Oxford Level 4 Book 21 /ai/ ai -ay /ai/ ai -ay /oi/ oi oy /oi/ oi oy Consolidate Week 6 Oxford Level 4 Book 21 /ee/ ee ea /ee/ ee ea /igh/ -igh -ie /igh/ -igh -ie Consolidate	Floppy's Phonics Week 1 Oxford Level 4 Book 22 /oa/ oa ow /oa/ oa ow /yoo/ -ue ew /yoo/ -ue ew Consolidate Week 2 Oxford Level 4 Book 22 /oo/ oo -ew /oo/ oo -ew /ou/ ow ou /ou/ ow ou Consolidate Week 3 Oxford Level 4 Book 23 /ur/ ur ir /ur/ ur ir /or/ or aw /or/ or aw Consolidate Week 4 Oxford Level 4 Book 23 /eer/ ear eer /eer/ ear eer /air/ air -are /air/ air -are Consolidate Week 5 Oxford Level 4 Book 24 /s/ s -ce /s/ s -ce /e/ e -ea /e/ e -ea Consolidate Week 6 Oxford Level 4 Book 24 /u/ u o /u/ u o -ed /d/ /t/ -ed /d/ /t/ Consolidate	Floppy's Phonics Week 1 Oxford Level 5 Book 25 /ai/ ai -ay eigh -ey /ai/ ai -ay eigh -ey /ai/ a-e a -ae -ea /ai/ a-e a -ae -ea Consolidate Week 2 Oxford Level 5 Book 25 /ee/ ee -y e -ey /ee/ ee -y e -ey /ee/ -ie ea e-e /ee/ -ie ea e-e Consolidate Week 3 Oxford Level 5 Book 26 /igh/ -igh -y i /igh/ -igh -y i /igh/ -ie i-e /igh/ -ie i-e Consolidate Week 4 Oxford Level 5 Book 26 /oa/ oa ow o /oa/ oa ow o /oa/ -oe o-e -ough eau /oa/ -oe o-e -ough eau Consolidate Week 5 Oxford Level 5 Book 27 /s/ s -ss -se -ce /s/ s -ss -se -ce /s/ ce ci cy /s/ ce ci cy Consolidate Week 6 Oxford Level 5 Book 27 /s/ sc -st- /s/ sc -st- /e/ e -ea /e/ e -ea Consolidate	Floppy's Phonics Week 1 Oxford Level 5 Book 28 /j/ j ge gi gy /j/ j ge gi gy /j/ -ge -dge /j/ -ge -dge Consolidate Week 2 Oxford Level 5 Book 28 /ul/ -le -el /ul/ -le -el /ul/ -al -il /ul/ -al -il Consolidate Week 3 Oxford Level 5 Book 29 /yoo/ -ue u /yoo/ -ue u /yoo/ ew u-e eu /yoo/ ew u-e eu Consolidate Week 4 Oxford Level 5 Book 29 long /oo/ oo u-e -o -ou -ough long /oo/ oo u-e -o -ou -ough long /oo/ -ue -ew -ui -u long /oo/ -ue -ew -ui -u Consolidate Week 5 Oxford Level 5 Book 30 /oi/ oi oy /oi/ oi oy /ou/ ow ou -ough /ou/ ow ou -ough Consolidate Week 6 Oxford Level 5 Book 30 /or/ or -our /or/ or -our /or/ aw au al war quar /or/ aw au al war quar Consolidate	Floppy's Phonics Week 1 Oxford Level 5 Book 31 /ur/ ur ir er /ur/ ur ir er /ur/ ear wor /ur/ ear wor Consolidate Week 2 Oxford Level 5 Book 31 /u/ u o -ou -our /u/ u o -ou -ur /ar/ ar a al /ar/ ar a al Consolidate Week 3 Oxford Level 5 Book 32 /zh/ -s -si -ge /zh/ -s -si -ge /w/ w wh -u /w/ w wh -u Consolidate Week 4 Oxford Level 5 Book 32 /f/ f -ff /f/ f -ff /f/ ph -gh /f/ ph -gh Consolidate Week 5 Oxford Level 5 Book 33 ch /ch/ /sh/ /k/ ch /ch/ /sh/ /k/ -ie /igh/ /ee/ -ie /igh/ /ee/ Consolidate Week 6 Oxford Level 5 Book 33 ow /ou/ /oa/ ow /ou/ /oa/ a /a/ /ai/ wa /o/ alt /o/ a /a/ /ai/ wa /o/ alt /o/ Consolidate L m..m	Floppy's Phonics Week 1 Oxford Level 5 Book 34 /ch/ ch -tch /chu/ -ture /ch/ ch -tch /chu/ -ture /sh/ sh ch /sh/ sh ch Consolidate Week 2 Oxford Level 5 Book 34 /sh/ -ti -ci -ssi -sci /sh/ -ti -ci -ssi -sci /g/ g gu -gue gh /g/ g gu -gue gh Consolidate Week 3 Oxford Level 5 Book 35 /eer/ ear eer -ere -ier /eer/ ear eer -ere -ier /air/ air -are -ear -ere /air/ air -are -ear -ere Consolidate. Week 4 Oxford Level 5 Book 35 /n/ n -nn kn gn /n/ n -nn kn gn /r/ r -rr wr rh /r/ r -rr wr rh Consolidate Week 5 Oxford Level 5 Book 36 / m mm -mb -mn /m/ m mm -mb -mn /k/ c k -ck ch qu -que /k/ c k -ck ch qu -que 5 Book 36 /m Consolidate	

						Week 6 Oxford Level 5 Book 36 /or/ or ore -our -oor oar /or/ or ore -our -oor oar /or/ aw au al -augh ough /or/ aw au al -augh ough Consolidate. Children can start reading Floppy's Phonics decodable readers Oxford Level 5 independently from this point.
Maths:	Number - place value within 10 Number - addition and subtraction (within 10)	Number - addition and subtraction (within 10) Geometry - shape	Number - place value (within 20) Number - addition and subtraction (within 20)	Number - place value (within 50) Measurement - length and height Measurement mass and volume	Number - multiplication and division Fractions Geometry - position and direction	Number - place value (within 100) Measurement - money Measurement - time
History:	The lives of significant individuals in the past who have contributed to national and international achievements. Black History Week: Who was Mary Seacole?	Significant historical events, people and places in their own locality: What was our school like in the past?	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life: How have toys changed over time?	Events beyond living memory that are significant nationally or globally: What happened during the Great Fire of London? Great Fire of London KS1 Planning and Activities Year 2 History — PlanBee		
Geography:		Where do I live? Plan Bee		The United Kingdom (Let's explore London) Plan Bee		Around the world Plan Bee

<p>Science:</p>	<p>Working Scientifically Seasonal changes Pupils should be taught to:</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <p>Main focus on Autumn</p>	<p>Revisit seasonal changes - Winter</p>	<p>Working Scientifically Everyday materials Pupils should be taught to:</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties 	<p>Revisit Seasonal changes - Spring.</p>	<p>Working Scientifically Y1 Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees 	<p>Working Scientifically Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Revisit Seasonal changes - Summer.</p>
<p>Art and Design:</p>	<p>Collage Artist - Henri Matisse</p> <p>To develop ideas To be inspired by the greats Collage:</p> <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. 			<p>Printing -</p> <p>To develop ideas To be inspired by the greats Printing</p> <ul style="list-style-type: none"> Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. <p>Create work inspired by Andy Warhol</p>	<p>Line Drawings Artist -Paul Klee</p> <p>To develop ideas To be inspired by the greats Drawing</p> <ul style="list-style-type: none"> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils/ paints. 	
<p>D+T: DT planning and coverage</p>			<p>Lever and sliders Making a toy with a slider / lever Spring 1 1_2 Sliders and levers.pdf</p>		<p>Food Preparing fruit and vegetables Making a Fruit salad – Summer 1 1_2 Preparing fruit and vegetables.pdf</p>	<p>Textiles Template and joining techniques Making Puppets – Summer 2 1_2 Templates and joining.pdf</p>
<p>Computing: Computing</p>	<p>Acceptable use X1 lesson</p>	<p>New unit Digital Foundations 1</p>	<p>Programming toys Programming Toys</p>	<p>Digital Painting NEW Digital Painting</p>	<p>Scratch Jr Scratch</p>	<p>Word processing word processing</p>

Curriculum Map 2025- 2026	<p>New unit Digital Citizenship 1 Digital Citizenship 1 X4 lessons</p> <p>Tech for Katie and Tex explore cashless payments X1 lesson</p>	Digital Foundations 1 X6 lessons				
<p>Music: https://www.greatressexmusicclub.org.uk/c/1381856-ri-verside-primary-school-music-scheme</p>	My musical heartbeat	Dance, sing and play	Exploring sounds	Learning to listen	Year 1 Creative composition (I am a robot and spooky world)	Let's perform together
PE Aesthetic Lesson	Fundamentals	Dance	Gymnastics	Yoga	Athletics	Swimming
PE Games lesson	Ball Skills	Invasion	Sending and Receiving	Target Games	Striking and fielding	
<p>PSHCE: 2. Primary Programme Builder - Thematic model.pdf</p>	<p>Relationships</p> <p>Families and friendships Roles of different people; families; feeling cared for</p> <p>Safe Relationships Recognising privacy; staying safe; seeking permission</p>	<p>Relationships</p> <p>Safe relationships Recognising privacy; staying safe; seeking permission</p> <p>Respecting ourselves and others How behaviour affects others; being polite and respectful</p>	<p>Living in the Wider World</p> <p>Belonging to a community What rules are; caring for others' needs; looking after the environment</p> <p>Media literacy and digital resilience Using the internet and digital devices; communicating online</p>	<p>Living in the Wider World</p> <p>Media literacy and digital resilience Using the internet and digital devices; communicating online</p> <p>Money and work Strengths and interests; jobs in the community</p>	<p>Health and Wellbeing</p> <p>Physical and mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong</p>	<p>Health and Wellbeing</p> <p>Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>Keeping safe How rules and age restrictions help us; keeping safe online</p> <p>1st Aid KS1 Resources</p>
<p>No Outsiders https://drive.google.com/drive/search?q=elmer%20lesson%20plan</p>	<p>Elmer by david McKee LO: I like the way I am</p>	<p>Going to the Volcano by Andy Stanton LO: To join in</p>	<p>The Perfect Fit by Naomi Jones and James Jones LO: How do I fit in?</p>	<p>The Boy Who Loved Everyone by Jane Porter and Maisie Paradise Shearring LO: To play safe games</p>	<p>My World, Your World by Melanie Walsh LO: I share the world with lots of people</p>	<p>Errol's Garden by Gillian Hibbs LO: To work together</p>
RE: https://drive.google.com	What do my senses tell me about the world of religion and	How does a celebration bring a community together?	What do Jewish people remember	What does the cross mean to Christians?		How did the universe come to

e.com/drive/folders/1O7QTYDbQvMS7vNYbvc5P5j7j-DP-PqaS	belief? Christian, Hindu, Jewish	Muslim, Christian	on Shabbat? Jewish	Christian		be? Christian, Hindu
Trips, visitors and experiences:	Black History week Harvest festival	Local Area Walk Visitor - First hand account about our school in the past.	Invite grandparents into school. Hullbridge Library	Firefighter & fire engine visit Science week	Invite Mrs Jellet in to plant with the children School trip - Hyde hall	Animal company visit school Jump up day Sports day
Shared learning:	Making Christmas decorations		Parents / grandparents to talk about own toys from their childhood Parents support with library visit and follow up tasks		Invite parents to grow plants with the children after planting seeds at school.	Sports day
Outcome/final pieces:	Art display	Then / Now display		Great fire of London display of work	Display of plants we grew Making and eating fruit salads	Puppet show