

# Riverside Primary School Medium-Term Curriculum Plan Autumn 1 2025 Year 1

<b>Term: Autumn 1</b> <b>Theme: Welcome to Year One</b>
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	Unit	Skills	Week 1 01.09.25 objectives and brief outline of learning	Week 2 08.09.25 objectives and brief outline of learning	Week 3 15.09.25 objectives and brief outline of learning	Week 4 22.09.25 objectives and brief outline of learning	Week 5 29.09.25 objectives and brief outline of learning	Week 6 06.10.25 objectives and brief outline of learning	Week 7 13.10.25 objectives and brief outline of learning	Week 8 20.10.25 objectives and brief outline of learning
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Wow start: Welcome party!
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<b>Key dates:</b>			4 day week (INSET 1st Sep) Transition	Christmas Cards		25th September - 2pm Theatre Visit - The Jungle Book				Black History week
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<p><b>Writing:</b></p>	<p><b><u>Writing to inform:</u></b>  <b>Labels and captions</b>  <b><u>Writing to Entertain</u></b>  <b>Stories with familiar settings</b></p>	<p>Separation of words with spaces          How words can combine to make sentences          Joining words and joining clauses using 'and'          Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<div data-bbox="792 919 961 1140"> </div> <p>Share story and discuss feelings.</p> <p>Shortburst writing</p> <p>Drama activities</p>	<p>Talk 4 reading:          Text -</p> <div data-bbox="1154 915 1403 1224"> </div> <p>Share story and discuss vocab.</p> <p>Roleplay story.</p> <p>Hotseat characters.</p> <p>Shortburst writing - Speech bubbles.</p> <p>Dictated sentences.</p>	<p>Talk 4 reading:          Text:</p> <div data-bbox="1691 913 1961 1224"> </div> <p>Share story and discuss vocab.</p> <p>Roleplay story.</p> <p>Hotseat characters.</p> <p>Shortburst writing.</p> <p>Sentence structure.</p> <p>Orally rehearse sentences.</p>	<p>Talk 4 reading:          Text:</p> <div data-bbox="2202 947 2510 1186"> </div> <p>Share story and discuss vocab.</p> <p>Roleplay story.</p> <p>Hotseat characters.</p> <p>Shortburst writing</p> <p>Sentence structure.</p> <p>Capital letters, finger spaces, full stops.</p>	<p><b>Family and Me</b></p> <div data-bbox="2623 850 2849 1199"> </div> <p><b>Phonetical spelling</b>  <b>Capital letters</b>  <b>Full stops</b>  <b>Fingers spaces</b></p> <p>Hot seating.          Chn to record facts about Mary Seacole's life.          Write a letter from the point of view of a soldier.          Make a potion and write instructions on how to make it.</p>
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<p><b>Reading:</b></p>	<p><b>1b: Identify and explain key aspects of fiction and nonfiction texts, such as characters,</b></p>	<p>1b: Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information</p>	<div data-bbox="1350 1768 1997 1806"> </div>
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	events, titles and information										
Handwriting Y1:	Penpals	Letter formation	Fine motor activities	Penpals Y1 Autumn Practising long-legged giraffe letters	Penpals Y1 Autumn Writing words with ll	Penpals Y1 Autumn Introducing capitals for long-legged giraffe letters	Penpals Y1 Autumn Practising one-armed robot letters	Penpals Y1 Autumn Practising long-legged giraffe letters and one-armed robot letters	Penpals Y1 Autumn Introducing capitals for one-armed robot letters	Penpals Y1 Autumn Consolidate	
Phonics:	Floppy's Phonics	Oxford Level 4	Phonics play games - revise eyfs phonemes.	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	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	Oxford Level 4 Book 20  ch sh th -ng -nk ch sh th -ng -nk ai ee -igh oa ai ee -igh oa Consolidate	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 Consolidate.	Oxford Level 4 Book 21  /ai/ ai -ay /ai/ ai -ay /oi/ oi oy /oi/ oi oy Consolidate	Oxford Level 4 Book 21  /ee/ ee ea /ee/ ee ea /igh/ -igh -ie /igh/ -igh -ie Consolidate	Consolidate	
Maths Year 1:	Number: Place Value within 10 Number: Addition and subtraction within 10	<ul style="list-style-type: none"><li>Sort objects</li><li>Count objects</li><li>Represent objects</li></ul> Count, read and write forwards from any number 0-10 Count, read and write backwards from any number 0-10 Count one more Count one less One to one correspondence to start to compare groups Compare groups using language such as equal, more/greater, less/fewer Introduce more than less than and equal to symbols Compare numbers Order groups of objects Order numbers Ordinal numbers The number line	Number: Place value within 10. Sort objects Count objects Count objects from a larger group.	Number: Place value within 10. Represent objects. Recognise numbers as words. Count on from any number. 1 more. Count backwards within 10.	Number: Place value within 10. 1 less. Compare groups by matching. Fewer, more, same. Less than, greater than, equal to.	Number: Place value within 10. Compare numbers. Order objects and numbers. The number line. ASSESSMENT.	Addition and subtraction within 10 Introduces part and wholes Part whole model	Addition and subtraction within 10 Write number sentences Fact families addition facts	Addition and subtraction within 10 Find number bonds to 10 within 10 Systematic methods for number bonds within 10 Number bonds to 10	Addition and subtraction within 10 Addition - adding together Addition - adding more Addition problems Finding a part	

<b>History:</b>	The lives of significant individuals in the past who have contributed to national and international achievements.	The lives of significant individuals in the past who have contributed to national and international achievements. Black History Week: <b>Mary Seacole</b>								<p>Black History Week:</p> <p><b>Mary Seacole.</b></p> <p><b>Understand key events in Mary’s life</b></p> <p><b>To build an overview of world history</b></p> <ul style="list-style-type: none"><li>• Describe historical events.</li><li>• Describe significant people from the past.</li></ul> <p><b>To communicate historically</b></p> <ul style="list-style-type: none"><li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li><li>• Show an understanding of the concept of nation and a nation’s history</li></ul>
<b>Art and Design: Collage</b>  <b>And Christmas cards</b>	<p><b>To develop ideas</b></p> <p><b>Collage:</b> To take inspiration from the greats: Henri Matisse</p> <p><b>Printing</b> for Christmas cards.</p>	<p><b>To develop ideas</b></p> <ul style="list-style-type: none"><li>• Respond to ideas and starting points.</li><li>• Explore ideas and collect visual information.</li><li>• Explore different methods and materials as ideas develop.</li></ul> <p><b>To master techniques: Collage. Expressionism</b></p>		<b>Christmas cards</b>		Introducing the artist - Henri Matisse. Explore his work and the skills use - i.e collage and colour.  To experiment mixing primary colours.	To cut out geometric shapes.	To draw and arrange shapes to create a Matiise version of his work entitled ‘The Snail’.	To create a sea themed collage by cutting and sticking geometric and organic shapes..	To create an abstract collage of an animal using geometric shapes and evaluate

		<ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul> <p><b>To take inspiration from the greats: Henri Matisse</b></p> <ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>								
<b>Computing:</b>	Acceptable use X1 lesson  <b>New unit</b> Digital Citizenship 1 Digital Ci... X4 lessons  <a href="#">Tech for Katie and Tex explore cashless payments</a> X1 lesson	<b>Staying safe online</b>	Not this week	Not this week	Acceptable use lesson	Digital citizenship Step 1 <b>How Can We Use Technology to Learn and Explore Safely Online?</b>  To recognise the different ways technology can be used to go online.	Digital citizenship Step 2 <b>How Can We Use Technology to Learn and Explore Safely Online?</b>  To recognise examples of personal information and understand how to keep it safe online.	Digital citizenship Step 3 <b>How Can We Use Technology to Learn and Explore Safely Online?</b>  To recognise examples of personal information and understand how to keep it safe online.	Digital citizenship Step 4 <b>How Can We Use Technology to Learn and Explore Safely Online?</b>  To recognise how to learn and explore safely online.	<a href="#">Tech for Katie and Tex explore cashless payments</a>
<b>Music:</b> <a href="https://www.essexmusicclub.org.uk/c/1381856-riverside-primary-school-music-scheme">https://www.essexmusicclub.org.uk/c/1381856-riverside-primary-school-music-scheme</a>	<b>Charanga</b>  <b>My musical heartbeat</b>	Listen and appraise Learn and perform.	Step 1 - Find the beat	Step 2 - 1,2,3,4,5	Step 3 - Head, Shoulders, Knees and Toes	Step 4 - Shapes	Step 5 - We talk to Animals	Step 6 - Assessment Checkpoint		
<b>Outdoor PE:</b>	<b>Ball Skills</b>	Physical: dribble with hands, roll, throw, catch, dribble with feet, track Social - communication, support others, co-operation Thinking - exploration, make	Not this week	To develop a dribbling ball with your hands.	To explore accuracy when rolling a ball.	To explore throwing with accuracy towards a target.	To explore catching with two hands.	To explore dribbling a ball with your feet.	To explore tracking a ball that is coming towards me.	Consolidate.

		decisions, comprehension, use tactics								
<b>Indoor PE</b>	<b>Fundamentals</b>	Balancing Sprinting Jogging Dodging Jumping Hopping Skipping Taking turns Supporting and encouraging others Working safely Communication Challenging myself Perseverance Honesty Selecting and applying Identifying strengths Listening and following instructions	INSET	To explore balance, stability and landing safely.	To explore how the body moves differently when running at different speeds	To explore changing direction and dodging	To explore jumping, hopping, and skipping actions	To explore co-ordination and combining jumps	To explore combination jumping and skipping in an individual rope	End of unit Consolidate
<b>PSHCE:</b> <a href="#">2. Primary Programme Builder - Thematic model.pdf</a>	Families and friendships Safe relationships	Recognising significant people in our lives Respecting ourselves	Learn about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers	Learn about the role these different people play in children's lives and how they care for them	Learn about what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.	Learn about the importance of telling someone — and how to tell them — if they are worried about something in their family	Learn about situations when someone's body or feelings might be hurt and whom to go to for help	Learn about what it means to keep something private, including parts of the body that are private		
<b>No Outsiders</b>  <a href="https://drive.google.com/drive/search?q=no%20outsiders%20year%201">https://drive.google.com/drive/search?q=no%20outsiders%20year%201</a>					Elmer by david McKee LO: I like the way I am.					
<b>RE:</b> <a href="https://drive.google.com/drive/folders/1O7QTYDbQvMS7vNYbvc5P5j7j-DP-PqaS">https://drive.google.com/drive/folders/1O7QTYDbQvMS7vNYbvc5P5j7j-DP-PqaS</a>	What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish		INSET			LO: Explore and compare items using my senses	LO: Identify religious artefacts and discuss what they symbolise.	LO: Explain how and why artefacts are used in worship.	LO: Design and create a sensory experience.	

<b>Science</b>  <b>Seasonal Changes</b>  Observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies	<b>Main focus on Autumn</b> <ul style="list-style-type: none"> <li>- There are four seasons in a year</li> <li>- The months for each season</li> <li>- The weather changes in Autumn</li> <li>- The days get shorter and the nights get longer.</li> <li>- Clothes people wear in autumn</li> <li>- Special events</li> <li>- Deciduous trees lose their leaves</li> <li>- People pick berries, collect conkers and rake leaves.</li> <li>- Certain animals migrate or hibernate in winter months.</li> </ul>									LO: I can recognise signs of Autumn.	LO: I can describe the weather in Autumn.
Trips, visitors and experiences: Black History Week / Harvest / Theatre visit in school											
Shared learning: Christmas decorations											

Outcome/final pieces: Art display- Matisse	
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