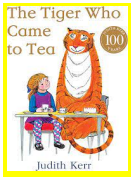
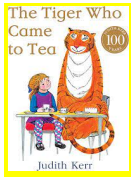
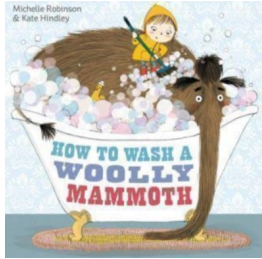
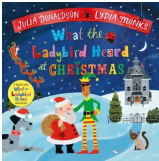
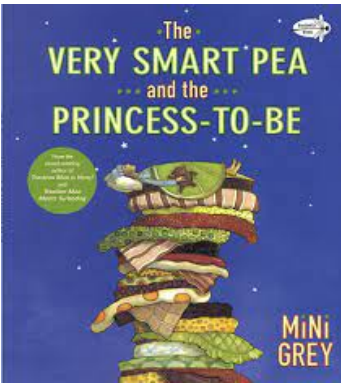
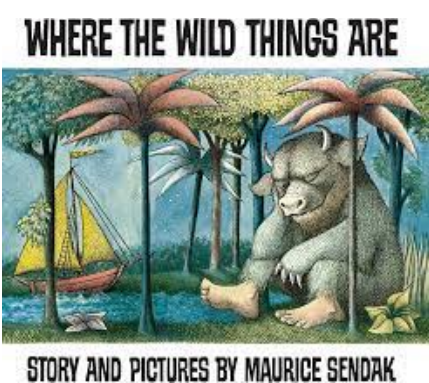
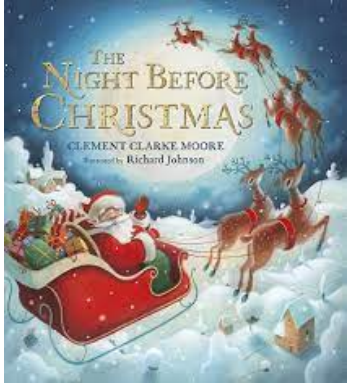
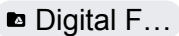


Riverside Primary School Medium-Term Curriculum Plan Autumn 2 2025 Year 1									
Term: Autumn 2 Theme: My School									
	Unit	Skills	Week 1 03/11/25 objectives and brief outline of learning	Week 2 10/11/25 objectives and brief outline of learning	Week 3 17/11/25 objectives and brief outline of learning	Week 4 24/11/25 objectives and brief outline of learning	Week 5 01/12/25 objectives and brief outline of learning	Week 6 08/12/25 objectives and brief outline of learning	Week 7 15/12/25 objectives and brief outline of learning
Wow start: My School									
Key dates:			Parents Evening Individual photographs	Cross country practise event tbc	Road safety week INSET FRIDAY	INSET MONDAY	Christmas rehearsals Cross country event	Christmas production Christmas jumper day and Christmas lunch Makaton assembly	Musical performance assembly PTA disco
Writing:		Capital letters, finger spaces and full stops. Introduce adjectives and link sentences using the conjunction ‘and’ Use time connectives.	Talk for Reading  Hook - Whole class tea party. Make predictions about the story - record. Model reading, read as a reader to ensure comprehension. Discuss vocab. Make inferences. Short-burst writing -	Talk for Reading  Hot seat the characters. Write thought bubbles for each of the characters. Roleplay the scene where Dad comes home. Focus on a particular page and write a description of the page	Talk for Writing Focus - Instructions How to Wash a Woolly Mammoth  https://fliphtml5.com/esmplf/rxxx/How-to-wash-a-Woolly-Mammoth/ Introduction - Read text and analyse. Children find time connectives. Children follow a set of instructions.	Talk for Writing Text - How to decorate a Christmas Tree Immitate Share model text. Learn text with actions. Drama Box -up text. Toolkit Write instructions.	Talk for Writing Innovate Box up Toolkit for writing Text Map Talk the text Write instructions Exciting Writing	Talk for Writing Independent Share ideas Box up new plan Write independent set of instructions	 Discuss the story. Read with expression. Roleplay the story. Write a plan for the ladybird.

					Children make jam sandwiches and verbally use time connectives.				
Reading:	1b: Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information	1b: Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information	  						
Handwriting Y1:	Penpals	Letter formation	Penpals Y1 Autumn Practising curly caterpillar letters	Penpals Y1 Autumn Writing words with double ff	Penpals Y1 Autumn Writing words with double ss	Penpals Y1 Autumn Introducing capitals for curly caterpillar letters	Penpals Y1 Autumn Consolidate	Penpals Y1 Autumn Consolidate	Penpals Y1 Autumn Consolidate
Phonics:	Floppy's Phonics	Oxford Level 4	Oxford Level 4 Week 1 Oxford Level 4 Book 22 /oa/ oa ow /oa/ oa ow /yoo/ -ue ew /yoo/ -ue ew Consolidate	Oxford Level 4 Week 2 Oxford Level 4 Book 22 /oo/ oo -ew /oo/ oo -ew /ou/ ow ou /ou/ ow ou Consolidate	Oxford Level 4 Week 3 Oxford Level 4 Book 23 /ur/ ur ir /ur/ ur ir /or/ or aw /or/ or aw Consolidate	Oxford Level 4 Week 4 Oxford Level 4 Book 23 /eer/ ear eer /eer/ ear eer /air/ air -are /air/ air -are Consolidate	Oxford Level 4 Week 5 Oxford Level 4 Book 24 /s/ s -ce /s/ s -ce /e/ e -ea /e/ e -ea Consolidate	Oxford Level 4 Week 6 Oxford Level 4 Book 24 /u/ u o /u/ u o -ed /d/ /t/ -ed /d/ /t/ Consolidate	Oxford Level 4 Consolidate Phonics play Screening

Spellings		Spellings	.The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	No Spellings
Maths Year 1:	Number addition and subtraction (Within 10) Geometry - shape	Addition and subtraction (Within 10) Find a part. Subtraction to find a part. Fact families, the 8 parts. Subtraction - Takeaway, cross out, (How many left?) Subtraction - Takeaway (How many left?) <i>(Revisit above sessions as required - covered Autumn 1 due to long half term)</i> Subtraction on a numberline. Add or subtract 1 or 2. End of block assessment Geometry - Shape Recognise and name 3d shapes.. Sort 3D shapes Recognise and name 2D shapes. Sort 2D shapes Patterns with 2D and 3D shapes. End of term assessment.	Addition and subtraction RECAP: Find a part. Fact families, the 8 parts.	Addition and subtraction Subtraction on a numberline. Add or subtract 1 or 2.	Addition and Subtraction Consolidate End of block assessment	Geometry - Shape Recognise and name 3d shapes.. Sort 3D shapes	Geometry - Shape Recognise and name 2D shapes. Sort 2D shapes Patterns with 2D and 3D shapes. End of block assessment.	End of topic assessments and end of term assessments. Place Value (Within 20) To count within 20.	Place Value (Within 20) To understand 10. To understand 11,12,13. To understand 14,15,16. To understand 17,18,19. To understand 20.

		Place Value within 20 Count within 20. To understand 10.-To understand 11,12,13. To understand 14,15,16. To understand 17,18,19. To understand 20.							
History	Key Stage 1 • changes within living memory significant historical places in their own locality Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periodsSignificant historical events, people and places in their own locality: What changes have happened to our school and streets within living memory?		Enquiry question: When was our school built and what was our school building like before?	Enquiry question: What do photographs tell us about what our school was like in the past?	Enquiry question: What do artefacts tell about our school years ago?	Enquiry question: What do written sources tell us about what our school was like in the past?	Enquiry question: What can first hand accounts tell us about what life was like in our school years ago?	Enquiry question: How has our local high street changed? I can compare and contrast aspects of the past and present	
Geography	Where do I live? Plan Bee https://drive.google.com/drive/folders/1RQelwgAg1Vz8fccyV4sewF8rd7sBsJj?usp=sharing		To be able to name the seven continents of the world and locate the UK on a world map.	To be able to identify the countries and capital cities of the UK.	To be able to identify features and characteristics of the countries of the UK.	To explore the town we live in.	To be able to describe where you live.		
Computing:	Digital Foundations  Digital F...		Step 1 LO: To recognise how technology is used in our everyday lives.	Step 2 LO: To know what a digital device is.	Step 3 LO: To use a computer mouse or trackpad.	Step 4 LO: To use a computer keyboard to input letters, numbers and symbols.	Step 5 - LO: To recognise common icons used in computing.	Step 6 LO: To use a simple program to create, save and retrieve information on a digital device.	
Music:	Charanga		Step 1	Step 2	Step 3	Step 4	Christmas songs &	Christmas songs &	Step 5

	Dance, sing and play		Twinkle, twinkle little star	In the orchestra	Daisy Bell	Dancing dinosaurs	productions	productions	Rack-a-bye-baby Step 6 Assessment checkpoint
Indoor PE:	Dance GetSet4PE scheme	Physical: actions, dynamic, space, relationships. Social: Respect, work safely, collaboration, communication Emotional: Empathy, confidence, acceptance, determination, kindness Thinking: Creativity, select and apply actions, copy and repeat actions, provide feedback, recall.	THEME: Weather To use counts of 8 to move in time and make my dance look interesting.	THEME: Weather To explore pathways in my dance.	THEME: Weather To create my own dance using, actions, pathways and counts.	INSET	THEME: Pirates To explore speeds and actions in our pirate inspired dance.	THEME: Pirates To copy, remember and repeat actions that represent the theme.	THEME: Pirates To copy, repeat, create and perform actions that represent the theme.
Outdoor PE	Invasion GetSet4PE scheme	Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed, balance Social: supporting others, communication, cooperation, kindness Emotional: perseverance, confidence, honesty Thinking: comprehension, identifying strengths and areas for development, select and apply	To understand the role of defenders and attackers.	To recognise who to pass to and why.	To move towards goal with the ball.	INSET	To support and team mate when playing in attack.	To move into space showing an awareness of defenders.	To stay with a player when defending.
PSHCE:	Relationships Safe relationships Respecting ourselves and others	Recognising privacy; staying safe; seeking Permission How behaviour affects others; being polite and respectful	LO: I can identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)	LO: I understand when it is important to ask for permission to touch others and how to ask for and give/not give permission. LO: I know how to respond if being	LO: I know what kind and unkind behaviour mean in and out of school.	LO: I know how kind and unkind behaviour can make people feel.	LO: I know what the word 'respect' means.	LO: I know the class rules and how to be polite to others, share and take turns.	

				touched makes me feel uncomfortable or unsafe					
Science	Seasonal Changes Observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies	Main focus on Winter - There are four seasons in a year - The months for each season - The weather changes in Winter. - The days get shorter and the nights get longer. - Clothes people wear in Winter. - Special events - Deciduous trees have lost their leaves - Certain animals migrate or hibernate in winter months.						LO: I can describe the weather in Winter	LO: I can describe the weather in Winter.
RE:	RE: https://drive.google.com/drive/folders/1Q7QTYDbQvMS7vNYbvc5P5j7j-DP-PqaS	How does a celebration bring a community together? Muslim, Christian		Session 1: Describe the events of Christmas and Eid.	Session 2: Discuss and compare how Christians celebrate Christmas.	Session 3: Explain how Muslims celebrate Eid.	Christmas rehearsals	Session 4: Investigate how a Christian community comes together at Christmas.	Session 5: Compare and contrast how different celebrations bring a community together.
No Outsiders https://drive.google.com/drive/search?q=no%20outside%20year%201		Going to the Volcano by Andy Stanton LO: To Join In						.	
Trips, visitors and experiences: Christmas production / local area walk									
Shared learning: Christmas decorations and productions									
Outcome/final pieces: Then and Now display									