

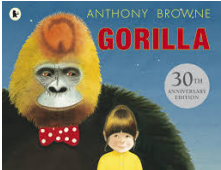
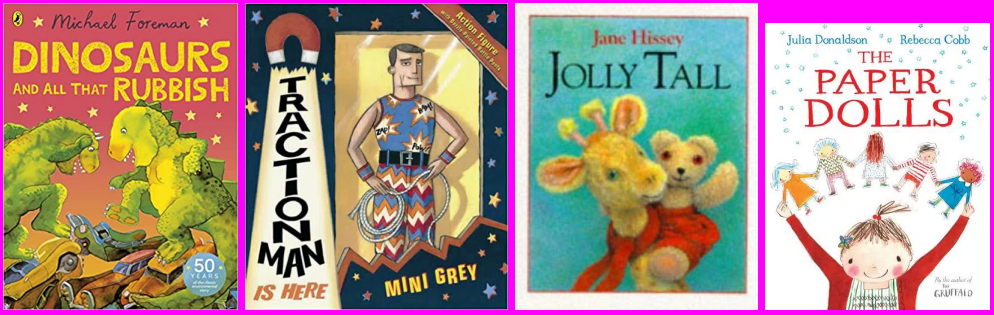


Riverside Primary School Medium-Term Curriculum Plan Spring 1 2026 Year 1								
Term: Spring 1 Theme: Toys								
	Unit	Skills	Week 1 05/01/25	Week 2 12/01/25	Week 3 19/01/25	Week 4 26/01/25	Week 5 02/02/25	Week 6 9/02/25
Wow start: Toys at night in classroom								
Key dates:								
Writing:		<p><b>Writing to Entertain</b>  <b>In Character / Role.</b>  <b>Stories with a Fantasy Setting</b></p> <p><b>Writing to entertain</b>  <b>Riverside Sentences Grammar and Sentences</b>            Use coordinating conjunctions to link two main ideas            Use noun phrases which add detail to description            Use the progressive form for verbs</p> <p>Use exclamation sentences where appropriate</p> <p><b>Punctuation Content:</b>            Use finger spaces between words            Use capital letters &amp; full stops to mark sentences            Use capital letter for first person 'I'</p>	 <p>Talk for Reading</p> <ul style="list-style-type: none"> <li>- Introduce story and make predictions</li> <li>- Story mapping</li> <li>- Discussions</li> <li>- Create a wanted poster for the alien.</li> <li>- Roleplay</li> </ul>	 <p>Talk for Reading</p> <p>Analyse characters</p> <ul style="list-style-type: none"> <li>- Roll on the wall activity</li> <li>- Analyse page in the story - where the alien is reunited with his toy..</li> <li>- Character description.</li> <li>- Exciting Writing.</li> </ul>	 <p>Talk for writing</p> <p>Creative hook -</p> <p>Imitation stage -</p> <ul style="list-style-type: none"> <li>- Share model text.</li> <li>- Story map</li> <li>- Discuss vocab and devise toolkit</li> <li>- Drama activities-</li> <li>- Short burst writing activity</li> </ul>	<p>Talk for writing</p> <ul style="list-style-type: none"> <li>- The whole class 'box - up' the story.</li> </ul> <p>Innovate -</p> <ul style="list-style-type: none"> <li>- Story map</li> <li>- Storytelling activity</li> <li>- Short burst writing - Adjectives to describe nouns</li> </ul>	<p>Talk for writing</p> <ul style="list-style-type: none"> <li>- Box up the new story.</li> <li>- 'Whole class write' activity..</li> <li>- Write the story with changes.</li> </ul>	<p>Talk for writing</p> <ul style="list-style-type: none"> <li>- Edit work</li> <li>- Exciting writing</li> <li>- Read stories to class.</li> </ul> <p>Independent -</p> <ul style="list-style-type: none"> <li>- Story map new story</li> <li>- Write stories.</li> </ul>

		Use apostrophes to mark contractions, e.g. didn't Use exclamation marks, particularly in relation to speech Begin to use inverted commas to mark direct speech where appropriate.						
<b>Reading:</b> <a href="https://docs.google.com/document/d/1493Mle9N5Zq0ScByLYhD_Q0V8H7i503mk-QDJBJE8PE/edit?usp=share_link">https://docs.google.com/document/d/1493Mle9N5Zq0ScByLYhD_Q0V8H7i503mk-QDJBJE8PE/edit?usp=share_link</a>		<p><b>1d: Make inferences from the text</b></p> <p>Being encouraged to link what they read or hear read to their own experiences.            Draw on what they already know.            Check the meaning makes sense - correcting inaccurate reading and understanding from incorrect inferences            Use prior knowledge to work out the hidden meaning.            Ask and answer questions about the text            What is the hidden meaning?            What evidence is there to support their thinking?            Use inference grids to break down what is the literal meaning, what is their prior knowledge of the situation, inference.            What is the most likely inference?</p>						
<b>Class Readers Refer to documents:</b> <a href="https://teachlikeachampion.org/wp-content/uploads/5-Pictures-Reading-Spine.pdf">https://teachlikeachampion.org/wp-content/uploads/5-Pictures-Reading-Spine.pdf</a> <a href="https://rhodesavenue.school/wp-content/uploads/2021/09/100-books-KS1.pdf">https://rhodesavenue.school/wp-content/uploads/2021/09/100-books-KS1.pdf</a> <a href="https://baldwinshillprimaryschool.co.uk/wp-content/uploads/2021/03/pie-corbett-yr1-reading-books.pdf">https://baldwinshillprimaryschool.co.uk/wp-content/uploads/2021/03/pie-corbett-yr1-reading-books.pdf</a>	<b>Text types:</b> Complexity of the plot/ symbol Archaic Texts Nonlinear Time sequence Complexity of the narrator Resistant texts Archaic Texts: Rhymes/ Poems							
<b>Handwriting Y1:</b>	<b>Penpals</b>	<b>Penpals scheme</b>	<b>Penpals Y1 Spring</b> Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters	<b>Penpals Y1 Spring</b> Practising zig-zag monster letters	<b>Penpals Y1 Spring</b> Writing words with double zz	<b>Penpals Y1 Spring</b> Mixing all the letter families	<b>Penpals Y1 Spring</b> Practising all the capital letters	<b>Consolidate</b>

Phonics:	Floppy's Phonics	Oxford Level 5	<p><b>Oxford Level 5 Week 1</b> 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 (completed last half term due to long term)</p> <p><b>Oxford Level 5 Week 2</b> 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</p>	<p><b>Oxford Level 5 Week 3</b> Oxford Level 5 Book 26 /igh/ -igh -y i /igh/ -igh -y i /igh/ -ie i-e /igh/ -ie i-e Consolidate</p>	<p><b>Oxford Level 5 Week 4</b> 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</p>	<p><b>Oxford Level 5 Week 5</b> Oxford Level 5 Book 27 /s/ s -ss -se -ce /s/ s -ss -se -ce /s/ ce ci cy /s/ ce ci cy Consolidate</p>	<p><b>Oxford level 5 Week 6</b> Oxford Level 5 Book 27 /s/ sc -st- /s/ sc -st- /e/ e -ea /e/ e -ea Consolidate</p>	<p><b>Oxford level 5 Week 7</b> <b>Begin book 28 for next half term due to short term:</b> Oxford Level 5 Book 28 /j/ j ge gi gy /j/ j ge gi gy /j/ -ge -dge /j/ -ge -dge</p>
Spellings			<ul style="list-style-type: none"><li>• The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such</li><li>• English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.</li></ul>	<ul style="list-style-type: none"><li>• If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es.</li></ul>	<p>Cover for two weeks -</p> <ul style="list-style-type: none"><li>• -ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on</li></ul>	<ul style="list-style-type: none"><li>• -ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on</li></ul>	<ul style="list-style-type: none"><li>• Adding -er t to adjectives where no change is needed to the root word</li></ul>	<ul style="list-style-type: none"><li>• Adding -est to adjectives where no change is needed to the root word</li></ul>

<b>Maths:</b> <b>White Rose</b>	<b>Number place value (Within 20)</b> <b>Number addition and subtraction (Within 20)</b>	Number place value (Within 20) 1 more, 1 less. Number line to 20. Use a number line to 20. Estimate on a number line to 20. Compare numbers to 20. Order numbers to 20. Addition and subtraction (Within 20). Add by counting on within 20. Add ones using number bonds Find and make number bonds to 20 Doubles Near doubles Subtract ones using number bonds Subtraction (counting back) Subtraction (finding the difference)  Related facts Missing number problems	Number place value (Within 20) 1 more / 1 less Number line to 20	Number place value (Within 20) Use a number line to 20. Estimate on a number line to 20. Compare numbers to 20. Order numbers to 20.	End of Block Assessment Addition and subtraction (Within 20). Add by counting on within 20. Add ones using number bonds	Find and make number bonds to 20 Doubles Near doubles Subtract ones using number bonds	Subtraction (counting back) Subtraction (finding the difference) Related facts	Missing number problems End of Block Assessment.  Consolidate
<b>History:</b>	<a href="#">Teaching Toys at KS1 - Years 1 &amp; 2   Keystage history</a>	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life: <b>What were toys like in the past?</b> <b>History planning:</b> <a href="https://drive.google.com/drive/folders/1QQV2CRNqipQ-2UvIhcxaUBEL_ck6qvJ3?usp=drive_link">https://drive.google.com/drive/folders/1QQV2CRNqipQ-2UvIhcxaUBEL_ck6qvJ3?usp=drive_link</a>	Not this week	Enquiry 1: What are our favourite toys and how has this changed over time?	Enquiry 2: What did children play with in the past?	Enquiry 3: What did our parents /grandparents do in their spare time?	Enquiry 4 / 5: How have homes changed over time?	

Science:	<b>Working Scientifically Everyday materials</b> Knowledge organiser: <a href="#">Year 1 Everyday Materials.pdf</a>	<p>Pupils should be taught to: observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies</p> <p>Pupils should be taught to: 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>		LO: I can distinguish between an object and the material from which it is made	LO: I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	LO: I can describe the simple physical properties of a variety of everyday materials	LO: I can compare and group together a variety of everyday materials on the basis of their simple physical properties	
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DT:	<b>Levers and sliders</b> <b>Making a toy with a slider / lever</b> <a href="#">1_2 Sliders and levers.pdf</a>	<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>• Early experiences of working with paper and card to make simple flaps and hinges.</li> <li>• Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</li> <li>• Develop, model and communicate their ideas through drawings and mock-ups with card and paper.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Plan by suggesting what to do next.</li> <li>• Select and use tools, explaining their choices, to cut, shape and join paper and card.</li> <li>• Use simple finishing techniques suitable for the product they are creating.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Explore a range of existing books and everyday products that use simple sliders and levers.</li> <li>• Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</li> </ul> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Explore and use sliders and levers.</li> <li>• Understand that different mechanisms produce different types of movement.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>		<p>Investigative and Evaluative Activities (IEAs)</p> <p>Children explore and evaluate a collection of books and everyday products that have moving parts, including those with levers and sliders. e.g. What is it? Who is it for? What is it for?</p>	<p>Focused Tasks (FTs)</p> <p>Demonstrate simple levers and sliders to the children using prepared teaching aids.</p>	<p>Design products</p> <p>Who will your product be for? What will be its purpose? How do you want it to move? Will you use a lever or a slider?</p>	<p>Make products</p> <p>Plan by suggesting what to do next. Select and use tools, explaining their choices, to cut, shape and join paper and card. Use simple finishing techniques suitable for the product they are creating.</p>	<p>Evaluate products</p> <p>Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</p>
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<b>Computing:</b>	Programming toys <a href="#">Programming Toys</a>	Understand what an algorithm is Program a Bee-Bot Check their work for mistakes to debug a program Plan and check an algorithm	Building bricks algorithms	Potato man algorithms	Program a person	Bee-Bot toy shop Part 1	Debugging Bee-Bots	Bee-Bot toy shop Part 2
<b>Music:</b>	<b>Riverside Primary School scheme</b> <a href="https://www.greatessexmusic.org.uk/c/1381856-riverside-primary-school-music-scheme/1370761-exploring-sounds">https://www.greatessexmusic.org.uk/c/1381856-riverside-primary-school-music-scheme/1370761-exploring-sounds</a>	<b>Exploring Sounds</b>	Step 1 - Listen and Appraise Play the song. Learn song. Perform song.	Step 2 Listen and Appraise Play the song. Learn song. Play your instrument. Perform song.	Step 3 Listen and Appraise Play the song. Learn song. Play your instrument. Perform song.	Step 4 Listen and Appraise Play the song. Learn song. Play your instrument. Improvise. Perform song.	Step 5 Listen and Appraise Play the song. Learn song. Play your instrument. Improvise. Perform song.	Step 6 Listen and Appraise Play the song. Learn song. Play your instrument. Improvise. Compose. Perform song.
<b>Indoor PE</b>	<b>Gymnastics</b>	Physical: travelling actions, shapes, balances, jumps, barrel roll, straight roll and forward roll progressions. Social: Sharing and working safely. Emotional : Confidence Thinking: Observing and providing feedback. Selecting and applying actions.	LO: To explore travelling movements.	LO:To develop and combine travelling movements.	LO: To develop quality when performing and linking shapes.	LO: To develop quality when linking shapes.	LO: To develop stability and control when performing balances.	LO: To develop stability and control when performing balances
<b>Outdoor PE</b>	<b>Sending and Receiving</b>	Physical: Rolling, kicking, throwing, catching, tracking. Social: Taking turns, supporting and encouraging others, respect, communication and challenging myself. Emotional: Perseverance, honey, being happy to succeed and transferring skills.	LO: To develop rolling and throwing a ball towards a target.	LO: To develop receiving a rolling ball and tracking skills.	LO: To be able to send and receive a ball with your feet.	LO: To develop throwing and catching skills over a short distance.	LO:To develop throwing and catching over a longer distance.	LO: To apply sending and receiving skills to small games.



<b>PSHCE:</b> <a href="#">2. Primary Programme Builder - Thematic model.pdf</a>	Belonging to a community Media literacy and digital resilience	Belonging to a community- • about what respect means • about class rules, being polite to others, sharing and taking turns  Media Literacy and digital resilience -Using the internet and digital devices; communicating online	<b>Belonging to a community</b> Examples of rules in different situations, e.g. class rules, rules at home, rules outside	<b>Belonging to a community</b> How different people have different needs How we care for people, animals and other living things in different ways	<b>Belonging to a community</b> How they can look after the environment, e.g. recycling	<b>Digital Resilience</b> How and why people use the internet.	<b>Digital Resilience</b> The benefits of using the internet and digital devices	
	<b>No Outsiders</b>			<b>The Perfect Fit by Naomi Jones and James Jones</b> <b>LO: How do I fit in?</b>				
<b>RE: Special Symbols and Objects: <a href="#">KS1 Y1 Spring Special Symbols and Objects 2.pdf</a></b>  <b><a href="#">RE AGREED SYLLABUS 2015 exploRE.pdf</a></b>	Theology	<b>What do Jewish people remember on Shabbat? Jewish</b>	Retell the Jewish story of creation.	Examine the artefacts used to celebrate Shabbat.	Explain the traditions and rules of Shabbat.	Connect ideas of rest and Shabbat to the Creation Story.	Discuss the significance of Shabbat to the Jewish people.	Unit finished
Trips, visitors and experiences: Hullbridge library / Visitor to share toys from when they were young								
Shared learning: Library visit								
Outcome/final pieces: DT project making levers / pulleys								