

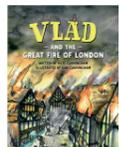
**Riverside Primary School
Medium-Term Curriculum Plan
Spring 2 2026
Year 1**

**Term: Spring 2
Theme: Fire of London**

| | Unit | Skills | Week 1 23/02/26 | Week 2 02/03/26 | Week 3 09/03/26 | Week 4 16/03/26 | Week 5 23/03/26 | Week 6 30/03/26 |
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Wow start: Great Fire of London video clip

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| Key dates: | | | | 06/03/25 World Book Day | Science Week w/c 09/03/26 Red Nose Virtual Dance 13/03/26 | Fire engine visit tbc | LONDON DAY 26/03/26 | |
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| Writing: | <p>Journey Story</p> <ul style="list-style-type: none"> • Postcard | <p>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> -leaving spaces between words and joining clauses - using and beginning to punctuate sentences -using a capital letter and a full stop, question mark or exclamation mark -using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' -learning the grammar for year 1 in English Appendix 2 - use the grammatical terminology in English Appendix 2 in discussing their writing. |  <p>-</p> <p>Talk for Reading</p> <p>Creative hook -</p> <ul style="list-style-type: none"> - Introduce story and make predictions/ analyse vocab <p>Imitation stage -</p> <ul style="list-style-type: none"> - Share model text. - Story map - - Discuss vocab and devise toolkit - Drama activities- Hotseat characters - The whole class 'box - up' the story |  <p>Talk for Writing</p> <p>Innovation Stage -</p> <ul style="list-style-type: none"> - Short burst writing activity - Story map - Storytelling activity - Box up the text. - Box up new version |  <p>Talk for Writing</p> <p>Innovate</p> <p>Write the story</p> <p>Whole class write</p> <p>Exciting writing.</p> |  <p>Talk for Reading</p> <ul style="list-style-type: none"> -Introduce story and make predictions -Story mapping - Discussions - Short burst writing - describe the crown jewels - Roleplay |  <p>Talk for Reading</p> <p>Shortburst writing - Use the suffix 'ing'</p> <p>Write a postcard about Katie's visit to London.</p> <p>Exciting Writing.</p> | |
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| Reading: https://docs.google.com/document/d/ | Predict what might happen on the basis of what has been | <p>Becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhyme and poems, and to recite some by heart</p> <p>Using Prior Knowledge to predict what might happen next</p> | |
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| 1493Mle9N5Zq0ScByLYhD_Q0V8H7i503mk-QDJBJE8PE/edit?usp=share_link | read so far. | Use a continuum -what are the most likely predictions What clues are there in the text that suggest what might happen next - where's the clues? | | | | | | |
| Class Readers Refer to documents: https://teachlikeachampion.org/wp-content/uploads/5-Plagues-Reading-Spine.pdf https://rhodesavenue.school/wp-content/uploads/2021/09/100-books-KS1.pdf https://baldwinhillprimaryschool.co.uk/wp-content/uploads/2021/03/pie-corbett-yr1-reading-books.pdf | Text types: Complexity of the plot/ symbol Archaic Texts Nonlinear Time sequence Complexity of the narrator Resistant texts Archaic Texts: Rhymes/ Poems |  | | | | | | |
| Handwriting Y1: | Penpals | Penpals scheme | Penpals Y1 Spring Practising all the numbers 0-9 | Penpals Y1 Spring Writing words with ck and qu | Penpals Y1 Spring Practising long vowel phonemes ai, igh, oo | Penpals Y1 Spring Practising long vowel phonemes ai, igh, oo | Penpals Y1 Spring Practising vowels with adjacent consonants:: ee, oa, oo | Penpals Y1 Spring End of term check |
| Phonics: | Floppy's Phonics | Oxford Level 5 | Oxford Level 5 Week 1 Oxford Level 5 Book 28 /ul/ -le -el /ul/ -le -el /ul/ -al -il /ul/ -al -il Consolidate | Oxford Level 5 Week 2 Oxford Level 5 Book 29 /yoo/ -ue u /yoo/ -ue u /yoo/ ew u-e eu /yoo/ ew u-e eu Consolidate | Oxford Level 5 Week 3 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 | Oxford Level 5 Week 4 Oxford Level 5 Book 30 /oi/ oi oy /oi/ oi oy /ou/ ow ou -ough /ou/ ow ou -ough Consolidate | Oxford level 5 Week 5 Oxford Level 5 Book 30 /or/ or -our /or/ or -our /or/ aw au al war quar /or/ aw au al war quar Consolidate | |

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| Maths Year 1: | Number - place value (within 50) Measurement - length and height Measurement mass and volume | Count from 20 to 50 Counting 20,30,40 and 50 Counting by making groups of 10 Groups of tens and ones Partition into tens and ones Number line to 50 Estimate on a number line to 50 One more / one less Compare lengths and heights Measure length Heavier and lighter Measure and compare mass Full and empty Compare volume Measure and compare capacity | Count from 20 to 50 Counting 20,30,40 and 50 Counting by making groups of 10 Groups of tens and ones | Partition into tens and ones Number line to 50 Estimate on a number line to 50 One more / one less | End of block assessment Compare lengths and heights Measure length using objects Measure length in cm | End of block assessment Heavier and lighter Measure mass Compare mass | Full and empty Compare volume Measure capacity compare capacity | End of block assessment NTS assessments |
| Spellings https://docs.google.com/document/d/1-g-tqR1J9PHEVWcTkngt7WxJV-WKfSyVSPxt1rAZ6KU/edit | | | <ul style="list-style-type: none"> • Vowel Trigraphs and Digraphs | <ul style="list-style-type: none"> • Vowel Trigraphs and Digraphs | <ul style="list-style-type: none"> • Vowel Trigraphs and Digraphs | <ul style="list-style-type: none"> • Vowel Trigraphs and Digraphs | No Spellings this week due to Easter break. | |
| Science | | | | | | Revisit Seasonal changes - Spring. | | |

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| <p>History:</p> | <p>Events beyond living memory that are significant nationally or globally: What happened during the Great Fire of London?</p> <p>Fire of London resources</p> | <p>To build an overview of world history:</p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. <p>To understand chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a timeline. • Label timelines with words or phrases such as: past, present, older and newer.. • Use dates where appropriate. <p>To communicate historically:</p> <ul style="list-style-type: none"> • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Identify some of the different ways the past | <p>To understand where and when the Great Fire of London started.</p> | <p>To understand the events of the Great Fire of London.</p> | <p>To find out why the fire spread so quickly and stayed alight for so long.</p> | <p>To find out about Samuel Pepys and his diary.</p> | <p>To recap what we have found out about the Great Fire of London.</p> | |
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| | | has been represented | | | | | | |
| Geography: | The United Kingdom (Let's explore London) https://drive.google.com/drive/folders/15oDRbeYsPBVjh0d5sPBGJxLZtQG1Lft5?usp=share_link | Map skills Recognise landmarks Positional directions Compass skills Identify geographical features Seasonal weather patterns | Locating London on a map and describe its location. | Identify and describe landmarks of London. | Use compass points and positional direction to navigate between London landmarks. | Identify and describe a variety of geographical features in London. | Explore seasonal weather patterns in London. Week 6: Plan a pretend trip to London | |
| Computing: | Paint https://drive.google.com/drive/folders/1SVraO4xXHW3yIAHC9V6hPU-r3aDwLb8r?usp=drive_link | Paint with colour Paint with different brushes Create shapes Save paintings Fill an area with colour Undo and redo Add text Format text Resize text and images | Brushes https://drive.google.com/drive/folders/1SzVefH5BgJogsVzUXfFwyG-7BF9VPrWH?usp=drive_link Colours everywhere https://drive.google.com/drive/folders/1V-MBSWXT_RrHmwrOxY3A5LHUnkZp5pAt?usp=drive_link | Shapes and fill https://drive.google.com/drive/folders/1aaa_cgqkZOAxnWqe7jkhKfAA67EJa-gr?usp=drive_link | Erase and recreate https://drive.google.com/drive/folders/1SZAkBqBtek86y6GFkkcTpJkj0LUA-756?usp=drive_link | Adding text https://drive.google.com/drive/folders/1TzT37LiRDFSi1EpKiPHpU00DnORemWRx?usp=drive_link | Paint a self portrait https://drive.google.com/drive/folders/1WpKQgiJCTpDLDKLsR0LN0wrPkLBvAEBG?usp=drive_link | |
| Art: | To develop ideas To be inspired by the greats Printing | <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. | | Use objects to create prints (e.g. fruit, vegetables or sponges) Explore artists that use printing techniques. | - Use repeating or overlapping shapes | Mimic print from the environment | Press, roll, rub and stamp to make prints. | |
| Music: | Charanga | Learning to listen Understanding music Improvise Listen and respond Learn to sing the song Play your instruments with the song Improvise with the song Compose Perform | Days of the week | Name song | Cuckoo | Upside down | Hush little baby Week 6: Assessment check point | |
| Indoor PE: | Yoga | Social: To move safely around others Emotional: To show focus and | To explore yoga and mindfulness | To be able to copy and remember poses | To develop flexibility when holding poses | To develop balance while holding poses | To create yoga poses using a hoop | |

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| | | <p>concentration when completing breathing exercises</p> <p>Thinking; To recognise how yoga makes me feel</p> | | | | | <p>Week 6: To create a yoga flow with a partner</p> | |
| Outdoor PE: | Target Games | <p>Physical: underarm throw, overarm throw, balance</p> <p>Social: Collaboration, leadership, work safely, encourage others</p> <p>Emotional: Perseverance, honesty</p> <p>Thinking: Comprehension, select and apply, creativity</p> | To develop underarm throwing towards a target. | To develop throwing for accuracy. | To develop underarm and overarm throwing at a target. | To develop throwing for accuracy and distance using underarm and overarm | To select the correct throw for the target. | <p>Week 6: To develop throwing for accuracy and distance</p> |
| PSHCE: 2. Primary Programme Builder - Thematic model.pdf | Media literacy and digital resilience Money and work | Using the internet and digital devices; communicating online Strengths and interests; jobs in the community | Digital resilience How people find things out and communicate safely with others online | Money and work Understand that everyone has different strengths, in and out of school | Money and work Learn about how different strengths and interests are needed to do different jobs | Money and work Learn about people whose job it is to help us in the community | Money and work Learn about different jobs and the work people do | |
| No Outsiders | | | | | | | The Boy Who Loved Everyone by Jane Porter and Maisie Paradise Shearring LO: To play safe games | |
| RE: Special Symbols and Objects: https://drive.google.com/drive/folders/1Q7QTYDbQvMS7vNYbvc5P5j7j-DP-PqaS | What does the cross mean to Christians? | Christian beliefs | Recall events of the Easter story. | Compare different Christian crosses and examine their meaning. | Investigate the importance of the easter festival to Christians. | Create a cross which symbolises christian belief in Jesus. | Compose a message of hope to reflect what Easter means to Christians. | |
| Trips, visitors and experiences: Fire engine Fire of London online workshop (carried over to first week back) | | | | | | | | |
| Shared learning: Perform Fire of London song with signs | | | | | | | | |
| Outcome/final pieces: Exciting writing linked to The Fire of London / Art pieces linked to The Fire of London | | | | | | | | |