

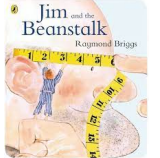
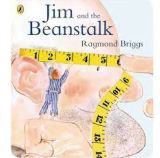
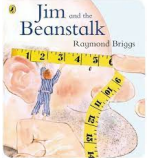
Riverside Primary School
 Medium-Term Curriculum Plan
 Summer 1 2026
 Year 1

Term: Summer 1
 Theme: Let's Grow




	Unit	Skills	Week 1 13/04/26	Week 2 20/04/26	Week 3 27/04/26	Week 4 04/05/26	Week 5 11/05/26	Week 6 18/05/26
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Wow start: Plants growing in classroom

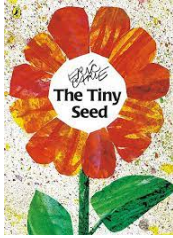
Key dates:			Fire of London workshops this week			Bank Holiday Monday		INSET Friday 22/05/25
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Writing:		<p>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> -leaving spaces between words joining 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>Talk for writing</p> <p>Creative hook -</p> <p>Imitation stage -</p> <ul style="list-style-type: none"> - Share story and model text. - - Discuss vocab and devise toolkit - Text map - Drama activities- - The whole class 'box - up' the story. 	 <p>Talk for Writing</p> <p>Innovate -</p> <ul style="list-style-type: none"> - Short burst writing activity - Story map - Storytelling activity - Short burst writing 	 <p>Talk for Writing</p>	<p>Talk for writing</p> <p>Innovate -</p> <ul style="list-style-type: none"> - Short burst writing activity - Story map - Storytelling activity - Short burst writing - Adjectives to describe nouns 	<p>Talk for writing</p> <ul style="list-style-type: none"> - Box up the new story. - 'Whole class write' activity.. - Write the story with changes. 	<p>Talk for writing</p> <ul style="list-style-type: none"> - Edit work - Exciting writing - Read stories to class. <p>Independent -</p> <ul style="list-style-type: none"> - Story map new story - Write stories.
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Spellings	Writing Curriculum Map 2023/24		- New Consonant Spellings -ph	New Consonant Spellings -wh	Using k for the /k/ sound	Adding the prefix -un	Words ending -y (/i:/ or /I/	
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Class Readers Refer to documents: https://teachlikeachampion.org/wp-content/uploads/5-P	Text types:	  						
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lagues-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-y1-reading-books.pdf									
Handwriting Y1:	Penpals	Penpals scheme	Penpals Y1 Summer 1 Numbers 10-20: spacing	Penpals Y1 Summer 1 Practising ch unjoined	Penpals Y1 Summer 1 Introducing diagonal join to ascender: ch	Penpals Y1 Summer 1 Practising ai unjoined	Penpals Y1 Summer 1 Introducing diagonal join, no ascender: ai		
Phonics:	Floppy's Phonics	Oxford Level 5	Consolidate week. Split digraphs a-e e-e i-e o-e u-e	Oxford Level 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	Oxford Level Week 3 Oxford Level 5 Book 32 /zh/ -s -si -ge /zh/ -s -si -ge /w/ w wh -u /w/ w wh -u Consolidate	Oxford Level Week 4 Oxford Level 5 Book 32 /f/ f -ff /f/ f -ff /f/ ph -gh /f/ ph -gh Consolidate	Oxford Level Week 5 Oxford Level 5 Book 33 ch /ch/ /sh/ /k/ ch /ch/ /sh/ /k/ -ie /igh/ /ee/ -ie /igh/ /ee/ Consolidate	Oxford level 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	
Maths Year 1:	Number - multiplication and division Fractions Geometry - position and direction	Count in 2's/5's/10's Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups - grouping Recognise half of an object or shape Find half an object or shape Recognise half of a quantity Find half of a quantity Recognise a quarter of an object or shape	Carried over from Spring 2 due to short half term: Measure capacity Compare capacity End of unit assessment	Multiplication and division Count in 10's Recognise equal groups Add equal groups	Multiplication and division Make arrays Make doubles Make equal groups - grouping - sharing End of unit assessment	Fractions Recognise half of an object or shape Find half of an object or shape Recognise half of a quantity Find half of a quantity	Fractions Find a quarter of an object or shape Recognise a quarter of a quantity Find a quarter of a quantity End of unit assessment	Position and direction Describe turns Describe position - left and right Describe position - above and below Ordinal numbers End of unit assessment	

		<p>Find a quarter of an object or shape</p> <p>Recognise a quarter of a quantity</p> <p>Find a quarter of a quantity</p> <p>Describe turns</p> <p>Describe position - left and right</p> <p>Describe position - above and below</p> <p>Ordinal numbers</p>						
DT:	<p>Food</p> <p>Preparing fruit and vegetables</p> <p>Making a Fruit salad - Summer 1</p> <p>https://drive.google.com/file/d/1aSmYxMui944oBpMqnHPJTyeI7EtnTz-4/view?usp=share_link</p>	<p>Explore fruits and vegetables</p> <p>Identify selection of fruit and vegetables</p> <p>Identify principles of healthy diet</p> <p>Design product using criteria</p> <p>Use simple equipment safely</p> <p>Evaluate product</p>	Not this week.	<p>Prior learning</p> <ul style="list-style-type: none"> • Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. • Experience of cutting soft fruit and vegetables using appropriate utensils. 	<p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the eatwell plate. • Know and use technical and sensory vocabulary relevant to the project. 	<p>Designing</p> <ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. 	<p>Making</p> <ul style="list-style-type: none"> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. 	<p>Evaluating</p> <ul style="list-style-type: none"> • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose.
Science:	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - identify and name a variety of common wild and garden plants, including 	<p>1 - Ask simple questions and recognise that they can be answered in different ways.</p> <p>2 - Observe closely, using simple equipment.</p>	LO: I can explore plants growing outside.	LO: I can plant a seed and consider what it needs to be able to grow	LO: I can name and compare the different parts of plants	LO: To identify and name some common garden and wild plants.	LO: I can identify and name some common trees.	

	<p>deciduous and evergreen trees</p> <p>- identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>3 - Perform simple tests.</p> <p>4 - Identify and classify.</p> <p>5 -Use their observations and ideas to suggest answers to questions.</p> <p>6 - Gather and record data to help answer questions</p>						
Computing:	<p>Scratch https://drive.google.com/drive/folders/1FlqpVM AFAS2L449ahF WdyQFGk3W7xc KK</p>	<p>Describe and use instructions to program a character.</p> <p>Program a character to grow and shrink.</p> <p>Use instructions to make characters move at different speeds and distance.</p> <p>Use a repeat instruction to make a sequence of instructions run more than once.</p> <p>Create programs that play a recorded sound.</p> <p>Create programs with a sequence of linked instructions.</p>	<p>Lesson 1 Cool characters</p>	<p>Lesson 2 Grow and shrink</p>	<p>Lesson 3 Time to move</p>	<p>Lesson 4 Repeat</p>	<p>Lesson 5 Sounds</p>	<p>Lesson 6 Sequencing</p>
Music:	<p>Creative composition</p>	<p>Identify sounds Exploring sounds Playing musical instruments Body precision Reading music Singing Graphic scores Rhythm Pulse Composing</p>	<p>I am a robot 1</p> <p>Identifying sounds; experimenting with your voice; playing musical instruments</p>	<p>I am a robot 2</p> <p>Rhythm; Exploring Sounds; Composing; Playing musical instruments</p>	<p>I am a robot 3</p> <p>Pulse & Rhythm; Composing; Performing; Body Percussion; Reading Music</p>	<p>Spooky world 1</p> <p>Composing; exploring sounds; performing; singing</p>	<p>Spooky world 2&3</p> <p>Composing; pulse; rhythm; singing, exploring sounds; graphic scores</p>	<p>Spooky world 3</p> <p>Composing; pulse; rhythm; singing, exploring sounds; graphic scores</p>
Outdoor PE	<p>Athletics</p>	<p>Physical - run, balance, agility, coordination, hop, jump, leap,</p>	<p>To move at different speeds over different</p>	<p>To develop balance</p>	<p>To develop changing direction quickly</p>	<p>Bank Holiday</p>	<p>To explore hopping, jumping and leaping for</p>	<p>To develop throwing for distance</p>

		throw Social - work safely, collaboration Emotional - perseverance, independence, honesty. Thinking - reflection, comprehension, select and apply skills	distances				distance	To develop throwing for accuracy
Outdoor PE	Striking and fielding	Physical - underarm throw, overarm throw, catch, track, bat, balance, jump, run Social - communication, collaboration, support and encourage others, kindness Emotional - manage emotions, honesty, perseverance Thinking - comprehension, use tactics, select and apply, decision making	To develop underarm throwing and catching	To develop overarm throwing.	To develop hitting a ball.	Bank Holiday	To develop collecting a ball.	To learn how to get a batter out To understand how to score points
Art	Line Drawings Artist - Paul Klee To develop ideas To be inspired by the greats Drawing	<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. 	LO: To learn key facts about the inspirational artist, Paul Klee Key facts about his life and art.	LO : Draw dots and lines of different sizes and thickness. Explore textures of objects. Teach how to create texture using pencils  Chn create a caterpillar drawing demonstrating different line patterns.	LO : Draw dots and lines of different sizes and thickness Chn create another piece of artwork using pencils to create different textures.	LO: TO create a drawing inspired by Klee's 'Cat and Bird - 1928' Chn create shapes to create a drawing in the style of the famous painting.	LO: I can create different tones by using water colour paints.	
PSHCE: 2. Primary Programme Builder - Thematic model.pdf	Physical health and mental wellbeing. Growing and changing.	Keeping healthy; food and exercise, hygiene routines; sun safety Recognising what makes them unique	What it means to be healthy and why it is important About healthy and unhealthy foods, including	About basic hygiene routines, e.g. hand washing Ways to take care of themselves on a daily	About physical activity and how it keeps people healthy About different types of play, including balancing indoor,	About people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors	To recognise what makes them special and unique including their likes, dislikes and what they are good at How to manage and	

		and special; feelings; managing when things go wrong	sugar intake	basis	outdoor and screen-based play	How to keep safe in the sun	whom to tell when finding things difficult, or when things go wrong	
RE: Special Symbols and Objects: https://drive.google.com/drive/folders/1O7QTYDbQvMS7vNYbvc5P5j7j-DP-PqaS	Not this half term							
No Outsiders			My World, Your World by Melanie Walsh LO: I share the world with lots of people					
Trips, visitors and experiences: Exploring school garden / Mrs Jellet to explore gardens with us								
Shared learning: Fruit salad making / visit school garden								
Outcome/final pieces: Take home sunflowers or beans. Make and eat fruit salads.								