




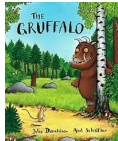
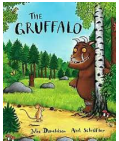
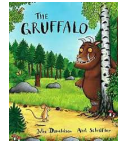
**Riverside Primary School
Medium-Term Curriculum Plan
Summer 2 2025
Year 1**


**Term: Summer 2
Theme: Amazing Animals**

	Unit	Skills	Week 1 01/06/26	Week 2 08/06/26	Week 3 15/06/26	Week 4 22/06/26	Week 5 29/06/26	Week 6 06/07/26	Week 7 13/07/26
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Wow start:

Key dates:			3/6 M&M Theatre Production	8/6 Class photographs 9/6 Marvellous Mens sale Phonics screening	Assessment Week 1 of 2	Assessment Week 2 of 2 24/06 - Sports Day rehearsals am 26/06 - Jump Up Day	1/07 - Sports Day	08/7 Summer disco 9/07 Trip to Hyde Hall 10/07 - Stay and play session 2	
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Writing:			 <p>Talk for Writing Writing a portal story. Imitation stage -</p> <ul style="list-style-type: none"> - Share and discuss the moral of the story. - Devise toolkit for writing a defeating the monster tale. - Drama activity - Story map. 	 <p>Talk for Writing Innovation stage -</p> <ul style="list-style-type: none"> - Brain storm ideas for a new character, location and actions. - Box- up new version of the story. - Short burst writing - Whole class write the new version of 	 <p>Talk for Writing</p> <ul style="list-style-type: none"> - Children write their stories. - Share to the class/ peer assess. Children rehearse stories. Teacher provides next steps - Exciting Writing <p>Independent Whole class devise a new defeating the</p>	 <p>Talk for Reading</p> <ul style="list-style-type: none"> - Introduce story and make predictions/ analyse vocab - Short burst writing on character actions- suffix 'ing' -Chn interview each other on sighting of the Gruffalo. Short burst writing -Chn write a character description 	 <p>Talk for Writing - Fact File</p> <p>Imitate</p> <p>Share model text - Fact File based on a monster Text map and learn with actions.</p> <p>Shortburst writing</p> <p>Innovate Box up own version - fact file of a Gruffalo</p>	 <p>Talk for Writing</p> <p>Whole class write the fact file of the Gruffalo</p> <p>Children write fact files</p> <p>Exciting Writing</p>	<p>Talk for Writing Independent</p> <p>Children use their knowledge of fact files to write a fact file about themselves. Deliver a copy to the class teacher.</p>
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				<ul style="list-style-type: none"> the story. - Drama activity - act out a new story. 	monster tale, based on the learnt structure.				
Spellings	https://docs.google.com/document/d/1-g-tqR1J9PHEVWcTkngt7WxJV-WKfSyVSPxt1rAZ6KU/edit		- Compound words	- Compound words	- Days of the week	- Common exception words https://drive.google.com/file/d/11G9H-E5yTL7wCwgX-olE43syAdN-rsqR/view?usp=drive_link	- Common exception words	- Common exception words	- Common exception words
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:								
Handwriting Y1:	Penpals	Penpals scheme	Penpals Y1 Summer 2 Practising wh unjoined	Penpals Y1 Summer 2 Introducing horizontal join to ascender: wh	Penpals Y1 Summer 2 Practising ow unjoined	Penpals Y1 Summer 2 Introducing horizontal join, no ascender: ow	Penpals Y1 Summer 2 Consolidate	Penpals Y1 Summer 2 Consolidate	Penpals Y1 Summer 2 Consolidate
Phonics:	Floppy's Phonics	Oxford Level 5	Screening practise Reading real and pseudo words Phonics play Revisit split digraphs a-e e-e i-e o-o u-e Oxford Level 5 Book 33 ch /ch/ /sh/ /k/ ch /ch/ /sh/ /k/ -ie /igh/ /ee/ -ie /igh/ /ee/ Consolidate	Screening practise Reading real and pseudo words Phonics play Revisit split digraphs a-e e-e i-e o-o u-e Oxford level 5 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	Floppy's Phonics Week 1 Oxford Level 5 Book 34 /ch/ ch -tch /chu/ -ture /ch/ ch -tch /chu/ -ture /sh/ sh ch /sh/ sh ch Consolidate	Floppy's Phonics Week 2 Oxford Level 5 Book 34 /sh/ -ti -ci -ssi -sci /sh/ -ti -ci -ssi -sci /g/ g gu -gue gh /g/ g gu -gue gh Consolidate	Floppy's Phonics Week 3 Oxford Level 5 Book 35 /eer/ ear eer -ere -ier /eer/ ear eer -ere -ier /air/ air -are -ear -ere /air/ air -are -ear -ere Consolidate.	Floppy's Phonics Week 4 Oxford Level 5 Book 35 /n/ n -nn kn gn /n/ n -nn kn gn /r/ r -rr wr rh /r/ r -rr wr rh Consolidate	Floppy's Phonics Week 5 Oxford Level5 Book 36 / m mm -mb -mn /m/ m mm -mb -mn /k/ c k -ck ch qu -que /k/ c k -ck ch qu -que 5 Book 36 /m Consolidate

Maths Year 1:	<p>Geometry - position and direction</p> <p>Number - place value (within 100)</p> <p>Measurement - money</p> <p>Measurement - time</p>	<p>Describe position</p> <p>- left and right</p> <p>-forwards and backwards</p> <p>- above and below</p> <p>Ordinal numbers</p> <p>End of unit assessment</p>	<p>Count from 50 to 100</p> <p>Tens to 100</p> <p>Partition into tens and ones</p> <p>Number line to 100</p>	<p>1 more, 1 less</p> <p>Compare numbers with the same number of tens</p> <p>Compare any 2 numbers</p> <p>End of unit assessment</p>	<p>Unitising</p> <p>Recognising coins</p> <p>Recognising notes</p> <p>Count in coins</p> <p>End of block assessment</p>	<p>Before and after</p> <p>Days of the week</p> <p>Months of the year</p>	<p>Hours, minutes, seconds</p> <p>Tell the time to the hour</p> <p>Tell the time top the half hour</p>	<p>End of block assessment</p> <p>Consolidate</p>	<p>Consolidate</p>
DT:	<p>Textiles</p> <p>Making Puppets</p> <p>https://drive.google.com/file/d/1JgtolIOCyXRy0cfrUhfS97Lq0NHv7gTR/view?usp=share_link</p>	<p>Template and joining techniques</p>	<p>Investigate and evaluate products (puppets) and joining techniques</p>	<p>Focussed task - explore stitching</p>	<p>Design product</p>	<p>Making</p>	<p>Making - finishing techniques</p>	<p>Evaluate</p>	<p>Puppet show</p>
Science:	<p>Working Scientifically</p> <p>Animals including humans</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and</p>	<p>I can identify and name common animals</p>	<p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p>	<p>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p>I can identify and name a variety of common animals that are carnivores, herbivores and omnivore</p>	<p>I can identify, name, draw and label the basic parts of the human body.</p>	<p>I can identify which part of the body is associated with each sense</p>	<p>I can recognise the signs of summer</p>

		say which part of the body is associated with each sense							
Geography:	Around the world	Plan Bee	To be able to locate Europe on a world map and identify some of its countries and features.	To be able to locate Asia on a world map and explore the features and characteristics of China.	To be able to locate Australia on a world map and identify some of its features and characteristics.	To be able to locate Africa on a world map and explore the features and characteristics of Kenya.	To be able to identify North America on a world map and explore the characteristics and features of the USA.	To be able to locate South America on a world map and explore the features and characteristics of Brazil. To be able to locate Antarctica on a world map and identify some of its features and characteristics.	Unit complete
Computing:	Word processing https://drive.google.com/drive/folders/1ax2XLmMQhYHRIIztoNea1eQuDjIls1bO	Type on a keyboard Type symbols and save files Edit text Use a keyboard Select and format text	Lesson 1 Typing	Lesson 2 Symbols and save	Lesson 3 Editing	Lesson 4 Undo and redo	Lesson 5 Select and format	Lesson 6 Format the font	Lesson 7 Free exploration of computer programmes covered this year.
Music:	Let's Perform Together	Unit Social Question: How Does Music Teach Us About Looking After Our Planet? In this unit, we ask, 'How Does Music Teach Us About Looking After Our Planet?'. The Social Question evolves as the children move through the scheme while encouraging them to be responsible and kind citizens of the world.	Step 1 - The Bear Went Over the Mountain	Step 2 - In the Sea	Step 3 - Alice the Camel	Step 4 - Ten Green Bottles	Step 5 - Zootime	Step 6 - Assessment Checkpoint	
Swimming	Swimming:	Swimming lessons	Swimming lessons	Swimming lessons	Swimming lessons	Swimming lessons	Swimming lessons	Swimming lessons	Swimming lessons
PSHCE: 2. Primary Programme Builder - Thematic model.pdf	Growing and changing Keeping safe	Growing and changing - Recognising what makes them unique and special;	Growing and Changing How they are the same and different to	Growing and Changing - About different kinds of feelings	Growing and Changing - how feelings can affect how people	Keeping Safe - How rules can help to keep us safe	Keeping Safe - The basic rules for keeping safe online.	Keeping Safe - Whom to tell if they see something online that makes them feel	First Aid https://drive.google.com/drive/folders/1ubgNgKQuvYdsQjXIMjC74OqW3I-KGc76

		<p>feelings; managing when things go wrong.</p> <p>Keeping safe How rules and age restrictions help us; keeping safe online</p>	others.	- how to recognise feelings in themselves and others	behave	- Why some things have age restrictions, e.g. TV and film, games, toys or play areas		unhappy, worried, or scared.	?usp=drive_link
<p>RE: Philosophy https://drive.google.com/drive/folders/1WSrwm4I_7S99Y1OZI-J4RpXsRuWboAy9?usp=drive_link</p>	How did the universe come to be?	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Ask at least one question about the origin of the universe. • Give a simple reason, using the word 'because', for the origin of the universe. • Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories). • Know that beliefs about the origin of the universe influence how individuals treat the world around them. 	Examine and discuss the Hindu story of creation.	Sequence and recall the Christian story of creation.	Compare and contrast the Christian and Hindu creation stories.	Compose a creation story inspired by scripture.	Unit complete	Unit complete	
No Outsiders			<p>Errol's Garden by Gillian Hibbs</p> <p>LO: To work together</p>						
Trips, visitors and experiences: Sports day, Hyde Hall trip, jump up day									
Shared learning: Sports day, puppet show to EYFS									
Outcome/final pieces: Animal hand puppets - share with EYFS 'Puppet show'									