

# Riverside Primary School Medium-Term Curriculum Plan Autumn 1 2026 Year 1

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| <b>Term: Autumn 1</b><br><b>Theme: Welcome to Year One</b> |
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|  | Unit | Skills | Week 1<br>31.08.26<br>objectives and<br>brief outline of<br>learning | Week 2<br>07.09.26<br>objectives and<br>brief outline of<br>learning | Week 3<br>14.09.26<br>objectives and<br>brief outline of<br>learning | Week 4<br>21.09.26<br>objectives and<br>brief outline of<br>learning | Week 5<br>28.09.26<br>objectives and brief<br>outline of learning | Week 6<br>05.10.26<br>objectives and<br>brief outline of<br>learning | Week 7<br>12.10.26<br>objectives and<br>brief outline of<br>learning | Week 8<br>19.10.26<br>objectives and<br>brief outline of<br>learning |
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| Wow start: Welcome party! |
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| <b>Key dates:</b> |  |  | 2 day week<br>(INSET 1st and 2nd<br>Sep)<br>Transition | Christmas Cards | Christmas Cards |  |  |  |  | Black History<br>week |
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| <p><b>Writing:</b></p> | <p><b><u>Writing to inform:</u></b><br/> <b>Labels and captions</b><br/> <b><u>Writing to Entertain</u></b><br/> <b>Stories with familiar settings</b></p> | <p>Separation of words with spaces<br/>         How words can combine to make sentences<br/>         Joining words and joining clauses using 'and'<br/>         Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> | <div data-bbox="792 947 961 1167"> </div> <p>Share story and discuss feelings.</p> <p>Shortburst writing</p> <p>Drama activities</p> | <p>Talk 4 reading:<br/>         Text -</p> <div data-bbox="1154 947 1403 1253"> </div> <p>Share story and discuss vocab.</p> <p>Roleplay story.</p> <p>Hotseat characters.</p> <p>Shortburst writing - Speech bubbles.</p> <p>Dictated sentences.</p> | <p>Talk 4 reading:<br/>         Text:</p> <div data-bbox="1694 947 1958 1249"> </div> <p>Share story and discuss vocab.</p> <p>Roleplay story.</p> <p>Hotseat characters.</p> <p>Shortburst writing.</p> <p>Sentence structure.</p> <p>Orally rehearse sentences.</p> | <p>Talk 4 reading:<br/>         Text:</p> <div data-bbox="2211 980 2504 1239"> </div> <p>Share story and discuss vocab.</p> <p>Roleplay story.</p> <p>Hotseat characters.</p> <p>Shortburst writing</p> <p>Sentence structure.</p> <p>Capital letters, finger spaces, full stops.</p> | <p><b>Family and Me</b></p> <div data-bbox="2623 879 2849 1230"> </div> <p><b>Phonetical spelling</b><br/> <b>Capital letters</b><br/> <b>Full stops</b><br/> <b>Fingers spaces</b></p> <p>Hot seating.<br/>         Chn to record facts about Mary Seacole's life.<br/>         Write a letter from the point of view of a soldier.<br/>         Make a potion and write instructions on how to make it.</p> |
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| <p><b>Reading:</b></p> | <p><b>1b: Identify and explain key aspects of fiction and nonfiction texts, such as</b></p> | <p>1b: Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and</p> |  |  |
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|                 | characters, events, titles and information                                  | information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                       |                                                                                                                                                           |                                                                                                                                                                                                     |                                                                                                                              |                                                                                                                                     |                                                                                                 |                                                                                                                                                |                                                                                                                                   |  |
| Handwriting Y1: | Penpals                                                                     | Letter formation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Fine motor activities                                                                                 | Penpals Y1 Autumn<br>Practising long-legged giraffe letters                                                                                               | Penpals Y1 Autumn<br>Writing words with ll                                                                                                                                                          | Penpals Y1 Autumn<br>Introducing capitals for long-legged giraffe letters                                                    | Penpals Y1 Autumn<br>Practising one-armed robot letters                                                                             | Penpals Y1 Autumn<br>Practising long-legged giraffe letters and one-armed robot letters         | Penpals Y1 Autumn<br>Introducing capitals for one-armed robot letters                                                                          | Penpals Y1 Autumn Consolidate                                                                                                     |  |
| Phonics:        | Floppy’s Phonics                                                            | Oxford Level 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Phonics play games - revise eyfs phonemes.                                                            | Oxford Level 4 Book 19<br><br>a e i o u s t p n m<br>a e i o u s t p n m<br>a e i o u d g c k -ck r<br>a e i o u d g c<br>k -ck r<br>Consolidate          | Oxford Level 4 Book 19<br>a e i o u h b f -ff l -ll<br>-le -ss<br>a e i o u h b f<br>-ff l -ll -le -ss<br>a e i o u j v w<br>-x y z<br>-zz qu<br>a e i o u j v w<br>-x y z<br>-zz qu<br>Consolidate | Oxford Level 4 Book 20<br><br>ch sh th -ng<br>-nk<br>ch sh th<br>-ng<br>-nk ai ee<br>-igh oa ai ee -igh<br>oa<br>Consolidate | Oxford Level 4 Book 20<br><br>-oo oo ar or<br>ur er -er<br>-oo oo ar or<br>ur er -er<br>ow oi ear air ow oi ear air<br>Consolidate. | Oxford Level 4 Book 21<br><br>/ai/ ai -ay /ai/ ai -ay<br>/oi/ oi oy /oi/ oi oy<br>Consolidate   | Oxford Level 4 Book 21<br><br>/ee/ ee ea /ee/ ee ea /igh/ -igh -ie /igh/ -igh -ie<br>Consolidate                                               | Consolidate                                                                                                                       |  |
| Maths Year 1:   | Number: Place Value within 10<br>Number: Addition and subtraction within 10 | <ul style="list-style-type: none"><li>Sort objects</li><li>Count objects</li><li>Represent objects</li></ul> Count, read and write forwards from any number 0-10<br>Count, read and write backwards from any number 0-10<br>Count one more<br>Count one less<br>One to one correspondence to start to compare groups<br>Compare groups using language such as equal, more/greater, less/fewer<br>Introduce more than less than and equal to symbols<br>Compare numbers<br>Order groups of objects<br>Order numbers<br>Ordinal numbers | Number: Place value within 10.<br>Sort objects<br>Count objects<br>Count objects from a larger group. | Number: Place value within 10.<br>Represent objects.<br>Recognise numbers as words.<br>Count on from any number.<br>1 more.<br>Count backwards within 10. | Number: Place value within 10.<br>1 less.<br>Compare groups by matching.<br>Fewer, more, same.<br>Less than, greater than, equal to.                                                                | Number: Place value within 10.<br>Compare numbers.<br>Order objects and numbers.<br>The number line.<br>ASSESSMENT.          | Addition and subtraction within 10<br>Introduces part and wholes<br>Part whole model                                                | Addition and subtraction within 10<br>Write number sentences<br>Fact families<br>addition facts | Addition and subtraction within 10<br>Find number bonds to 10 within 10<br>Systematic methods for number bonds within 10<br>Number bonds to 10 | Addition and subtraction within 10<br>Addition - adding together<br>Addition - adding more<br>Addition problems<br>Finding a part |  |

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|                                                    |                                                                                                                                                      | The number line                                                                                                                                                                                                                                                                        |  |                 |                        |                                                                                                                                                       |                              |                                                                                          |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| History:                                           | The lives of significant individuals in the past who have contributed to national and international achievements.                                    | The lives of significant individuals in the past who have contributed to national and international achievements.<br>Black History Week:<br><b>Mary Seacole</b>                                                                                                                        |  |                 |                        |                                                                                                                                                       |                              |                                                                                          |                                                                                       | <p>Black History Week:</p> <p><b>Mary Seacole.</b></p> <p><b>Understand key events in Mary’s life</b></p> <p><b>To build an overview of world history</b></p> <ul style="list-style-type: none"><li>• Describe historical events.</li><li>• Describe significant people from the past.</li></ul> <p><b>To communicate historically</b></p> <ul style="list-style-type: none"><li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li><li>• Show an understanding of the concept of nation and a nation’s history</li></ul> |
| Art and Design: Collage<br><br>And Christmas cards | <p><b>To develop ideas</b></p> <p><b>Collage:</b> To take inspiration from the greats: Henri Matisse</p> <p><b>Printing</b> for Christmas cards.</p> | <p><b>To develop ideas</b></p> <ul style="list-style-type: none"><li>• Respond to ideas and starting points.</li><li>• Explore ideas and collect visual information.</li><li>• Explore different methods and materials as ideas develop.</li></ul> <p><b>To master techniques:</b></p> |  | Christmas Cards | <b>Christmas cards</b> | Introducing the artist - Henri Matisse.<br>Explore his work and the skills use - i.e collage and colour.<br><br>To experiment mixing primary colours. | To cut out geometric shapes. | To draw and arrange shapes to create a Matiise version of his work entitled ‘The Snail’. | To create a sea themed collage by cutting and sticking geometric and organic shapes.. | To create an abstract collage of an animal using geometric shapes and evaluate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                   | <b>Collage. Expressionism</b> <ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul> <b>To take inspiration from the greats: Henri Matisse</b> <ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul> |                                                                                                           |                                                                                                                                     |                                                                                           |                                                                                                                                                   |                                                                                                                                |                                                                                                                                                                         |                                                                                                                                                        |                                                                                                                                |
| <b>Computing:</b>                                                                                                                                                                                  | Acceptable use X1 lesson<br><br>Digital Citizenship 1 X4<br> Digital Ci...<br><br>Digital Foundations 1 X6<br> Digital F... | <b>Staying Safe Online</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Digital Citizenship Step 1</b><br>To recognise the different ways technology can be used to go online. | <b>Digital Citizenship Step 2 and 3</b><br>To recognise examples of personal information and understand how to keep it safe online. | <b>Digital Citizenship Step 4</b><br>To recognise how to learn and explore safely online. | <b>Digital Foundations Step 1</b><br>To recognise how technology is used in our everyday lives.<br><br>To know how to use technology responsibly. | <b>Digital Foundations Step 2</b><br>To know what a digital device is.<br><br>To recognise common features of digital devices. | <b>Digital Foundations Step 3</b><br><br>To use a computer mouse or trackpad.<br><br><b>Step 4</b><br>To use a computer keyboard to input letters, numbers and symbols. | <b>Digital Foundations Step 5</b><br>To recognise common icons used in computing.<br><br>To begin to navigate an operating system on a digital device. | <b>Digital Foundations Step 6</b><br><br>To use a simple program to create, save and retrieve information on a digital device. |
| <b>Music:</b><br><a href="https://www.essexmusicclub.org.uk/c/1381856-riverside-primary-school-music-scheme">https://www.essexmusicclub.org.uk/c/1381856-riverside-primary-school-music-scheme</a> | <b>Charanga</b><br><br><b>My musical heartbeat</b>                                                                                                                                                                                                                                                | Listen and appraise<br>Learn and perform.                                                                                                                                                                                                                                                                                                                                                                                                                                           | Not this week                                                                                             | Step 1 - Find the beat                                                                                                              | Step 2 - 1,2,3,4,5                                                                        | Step 3 - Head, Shoulders, Knees and Toes                                                                                                          | Step 4 - Shapes                                                                                                                | Step 5 - We talk to Animals                                                                                                                                             | Step 6 - Assessment Checkpoint                                                                                                                         | Unit end                                                                                                                       |
| <b>Outdoor PE:</b>                                                                                                                                                                                 | <b>Ball Skills</b>                                                                                                                                                                                                                                                                                | Physical: dribble with hands, roll, throw, catch, dribble with feet, track<br>Social - communication, support others, co-operation<br>Thinking -                                                                                                                                                                                                                                                                                                                                    | Not this week                                                                                             | To develop a dribbling ball with your hands.                                                                                        | To explore accuracy when rolling a ball.                                                  | To explore throwing with accuracy towards a target.                                                                                               | To explore catching with two hands.                                                                                            | To explore dribbling a ball with your feet.                                                                                                                             | To explore tracking a ball that is coming towards me.                                                                                                  | Consolidate.                                                                                                                   |

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|                                                                                                                                                                       |                                                  | exploration, make decisions, comprehension, use tactics                                                                                                                                                                                                                                                            |                |                                                      |                                                                            |                                                       |                                                    |                                                    |                                                                   |                         |
| Indoor PE                                                                                                                                                             | Fundamentals                                     | Balancing<br>Sprinting<br>Jogging<br>Dodging<br>Jumping<br>Hopping<br>Skipping<br>Taking turns<br>Supporting and encouraging others<br>Working safely<br>Communication<br>Challenging myself<br>Perseverance<br>Honesty<br>Selecting and applying<br>Identifying strengths<br>Listening and following instructions | Not this week  | To explore balance, stability and landing safely.    | To explore how the body moves differently when running at different speeds | To explore changing direction and dodging             | To explore jumping, hopping, and skipping actions  | To explore co-ordination and combining jumps       | To explore combination jumping and skipping in an individual rope | End of unit Consolidate |
| PSHCE:<br> PSHE ed...                                                                | Making Friends:<br>Playing and learning together | <b>Making friends:</b><br>playing and learning together<br>This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying.                                                               | Class promises | Ground rules, rule! – KS1<br>L1: Ground rules, rule! | Learning and playing together – KS1<br>L1: Learning and playing together   | Friendship and bullying – KS1<br>L1: Let's be friends | Friendship and bullying – KS1<br>L2: Let's make up | Friendship and bullying – KS1<br>L3: Let's be kind | Consent – KS1<br>L1: Asking for permission                        | Unit complete           |
| No Outsiders<br><br><a href="https://drive.google.com/drive/search?q=no%20outsiders%20year%201">https://drive.google.com/drive/search?q=no%20outsiders%20year%201</a> |                                                  |                                                                                                                                                                                                                                                                                                                    |                |                                                      | Elmer by david McKee<br>LO: I like the way I am.                           |                                                       |                                                    |                                                    |                                                                   |                         |

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| <b>RE:</b><br><div>NEW Science</div>                                                                                                                                         | What do my senses tell me about the world of religion and belief?<br>Christian, Hindu, Jewish                                                                                                                                                                                                                                                                                                         |  | Not this week | Not this week | Not this week | LO: Explore and compare items using my senses | LO: Identify religious artefacts and discuss what they symbolise. | LO: Explain how and why artefacts are used in worship. | LO: Design and create a sensory experience. | Unit complete                             |
| <b>Science</b><br><br><b>Seasonal Changes</b><br><br>Observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies | <b>Main focus on Autumn</b><br>-There are four seasons in a year<br>-The months for each season<br>-The weather changes in Autumn<br>-The days get shorter and the nights get longer.<br>-Clothes people wear in autumn<br>-Special events<br>-Deciduous trees lose their leaves<br>-People pick berries, collect conkers and rake leaves.<br>-Certain animals migrate or hibernate in winter months. |  |               |               |               |                                               |                                                                   |                                                        | LO: I can recognise signs of Autumn.        | LO: I can describe the weather in Autumn. |
| Trips, visitors and experiences: Black History Week / Harvest / Christmas Play                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                       |  |               |               |               |                                               |                                                                   |                                                        |                                             |                                           |
| Shared learning: Christmas cards                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                       |  |               |               |               |                                               |                                                                   |                                                        |                                             |                                           |
| Outcome/final pieces: Art display- Matisse                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                       |  |               |               |               |                                               |                                                                   |                                                        |                                             |                                           |