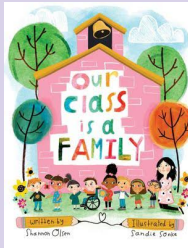
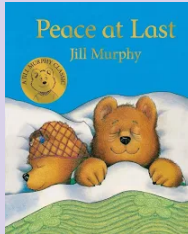
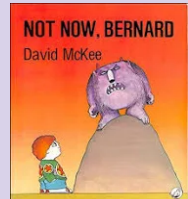
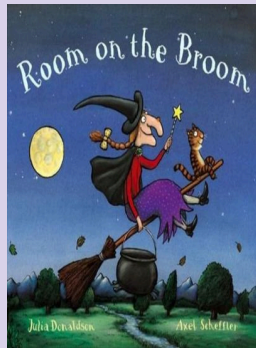
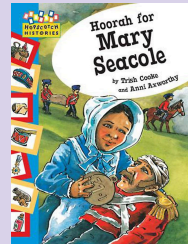
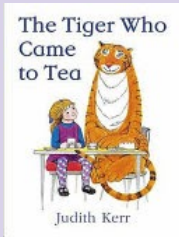
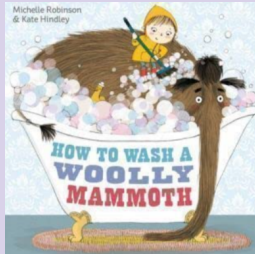
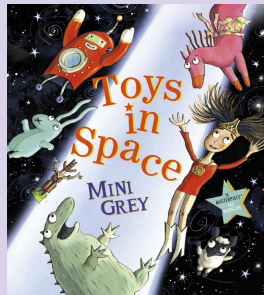
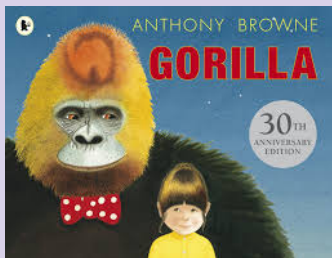
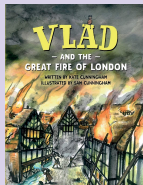
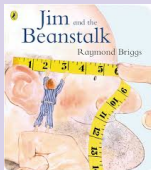
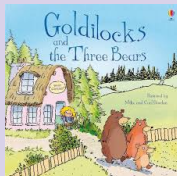
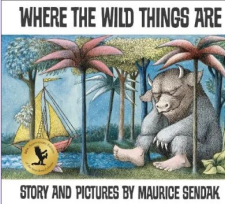
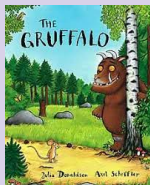


Riverside Primary School Long-Term Curriculum Coverage Planning Overview Year 1 KS1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Welcome to Year 1!	My School	Toys	The Great Fire of London	Let's Grow!	Amazing animals
Wow start:	Welcome party!	Classroom scene from the past	Toy story movie clip	Fire engine visit	Beanstalk growing in the middle of the classroom	Animals hidden all around the classroom with a crashed noah ark
NC writing:	Write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read their writing aloud, clearly enough to be heard by their peers and the teacher					
English writing	Focus: Cementing EYFS Literacy ELG (Writing phonetically decodable words; blending sounds). Oracy: Saying words and simple phrases out loud before attempting to write. Writing Application: Caption writing using CVC words matching Phonics Level 4 (e.g., <i>cat, man, bed</i>). Transcription & GPS: Strict focus on physical finger spaces to separate words. Correct lowercase letter formation (long-legged giraffe letters) and matching them to capital letter names. Review: Verbally re-reading captions with an adult to check for meaning	Focus: Moving from independent words/captions to building simple sentences slowly. Oracy: Composing a full sentence orally before picking up the pencil. Writing Application: Writing short, dictated or independent sentences using CVC and CVCC/CCVC words from Floppy's Phonics Level 4. Transcription & GPS: Learning how words combine to form a complete thought. Consolidating word spaces. Introduction to using a capital letter at the start of a sentence and a full stop at the end. Review: Re-reading written sentences aloud to check that they make sense.	Focus: Structural sentence building and introducing basic grammar rules. Oracy: Planning two linked ideas aloud. Writing Application: Sequencing two distinct sentences to form a mini-narrative (e.g., describing a toy's features or actions). Transcription & GPS: Consistent use of capital letters and full stops. Introducing capital letters for the personal pronoun 'I' and the names of the children's favorite toys. Learning to use the singular plural marker -s or -es (e.g., <i>toy</i> → <i>toys</i>, <i>box</i> → <i>boxes</i>).	Focus: Extending sentences and varying word structure. Oracy: Explaining what they will write using time and causal language orally. Writing Application: Writing sequences of sentences to retell historical events or stories. Transcription & GPS: Introduction to joining words and clauses using the coordinating conjunction 'and'. Introducing the prefix un- to change the meaning of words (e.g., <i>kind</i> → <i>unkind</i>, <i>safe</i> → <i>unsafe</i>). Spelling the days of the week in chronological order.	Focus: Multi-sentence text generation and morphological changes. Oracy: Structuring short descriptions or instructions aloud. Writing Application: Sequencing sentences to form short narratives and informational texts (e.g., instructions on how to plant a seed). Transcription & GPS: Adding suffixes -ing, -ed, -er, and -est to root words where no spelling changes are needed (e.g., <i>growing, planted, taller, tallest</i>). Consolidating capital letters for the names of people, places, and days of the week. Review: Discussing what they have written with the teacher or peers.	Focus: Full independence, editing, and celebration of Year 1 skills. Oracy: Formulating detailed narrative or factual sentences completely before writing. Writing Application: Independent compilation of an Animal Fact File and short animal stories using well-sequenced sentences. Transcription & GPS: Writing simple sentences from memory via teacher dictation, applying GPCs and taught common exception words. Confident use of basic punctuation (capital letters, full stops, and exposure to question/exclamation marks). Review: Reading their own writing aloud clearly enough to be heard by their peers and the teacher, checking for tracking, pacing, and basic errors.

Texts for English	    	 	 	 	 	 
NC Spelling	Spell • words containing each of the 40+ phonemes already taught • common exception words • the days of the week					

Name the letters of the alphabet

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

Add prefixes and suffixes

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

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Class Reader

Complexity of the plot/ symbol

Archaic Texts

Nonlinear Time sequence

Complexity of the narrator

Resistant texts

Archaic Texts: Rhymes/ Poems

Class Reader

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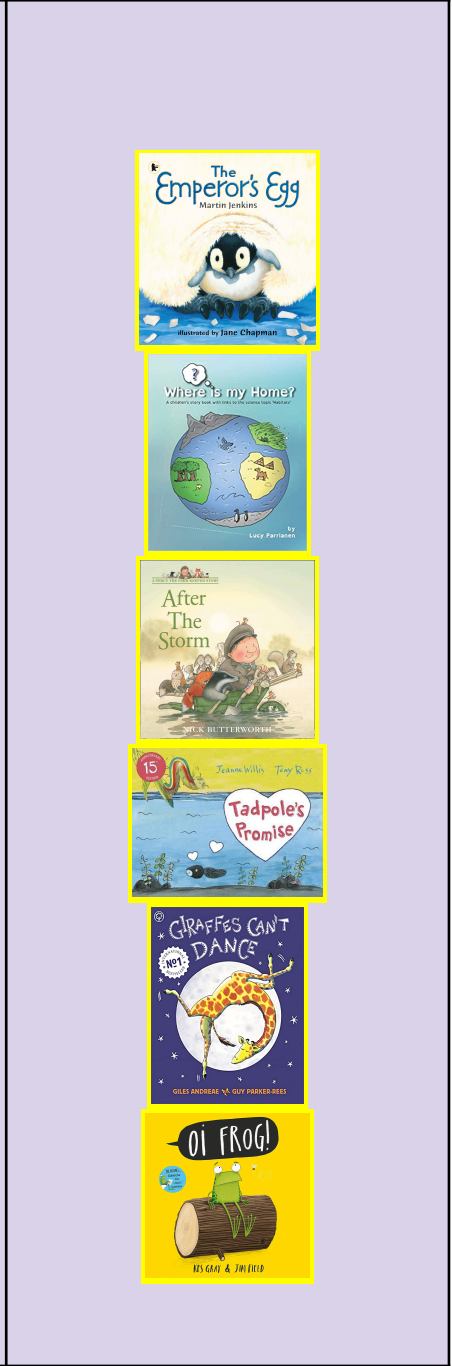
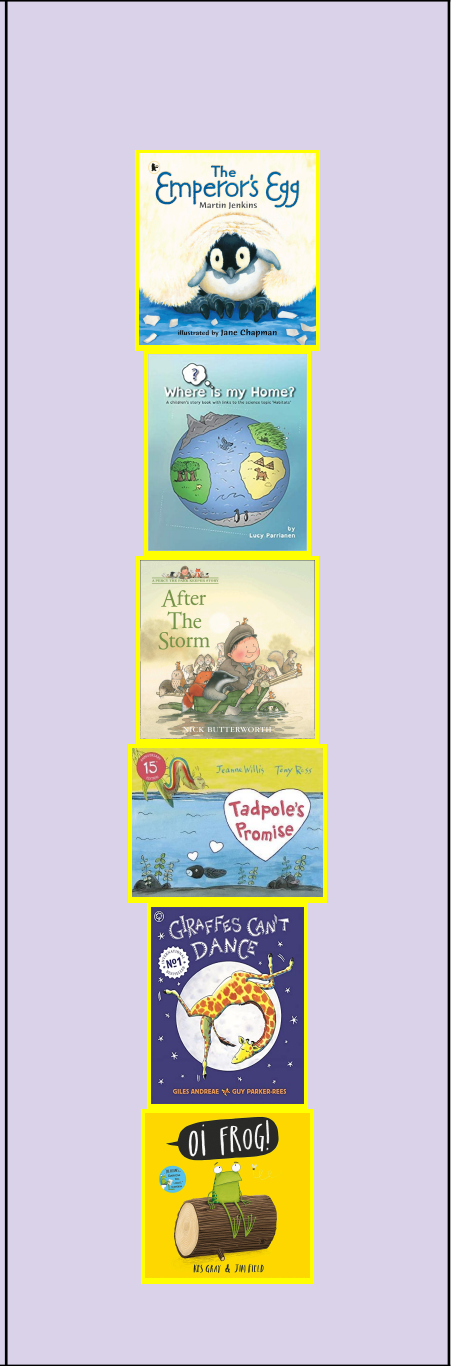
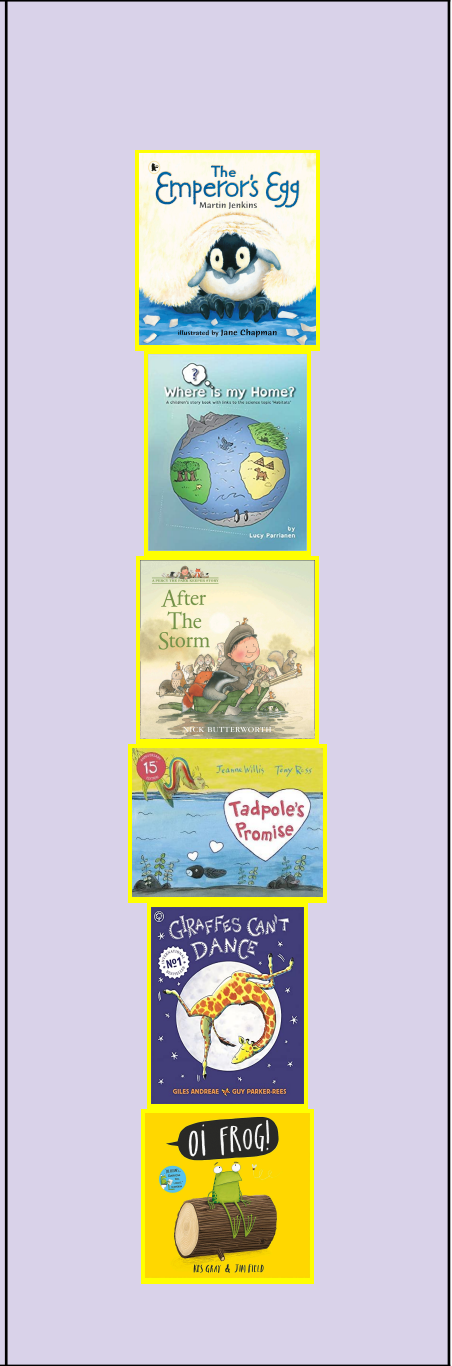
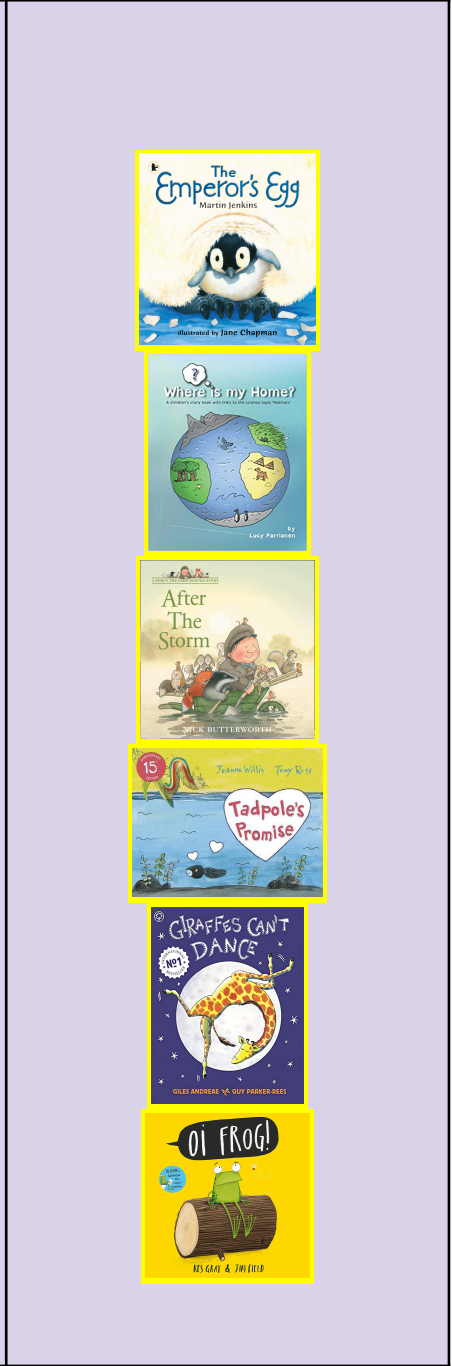
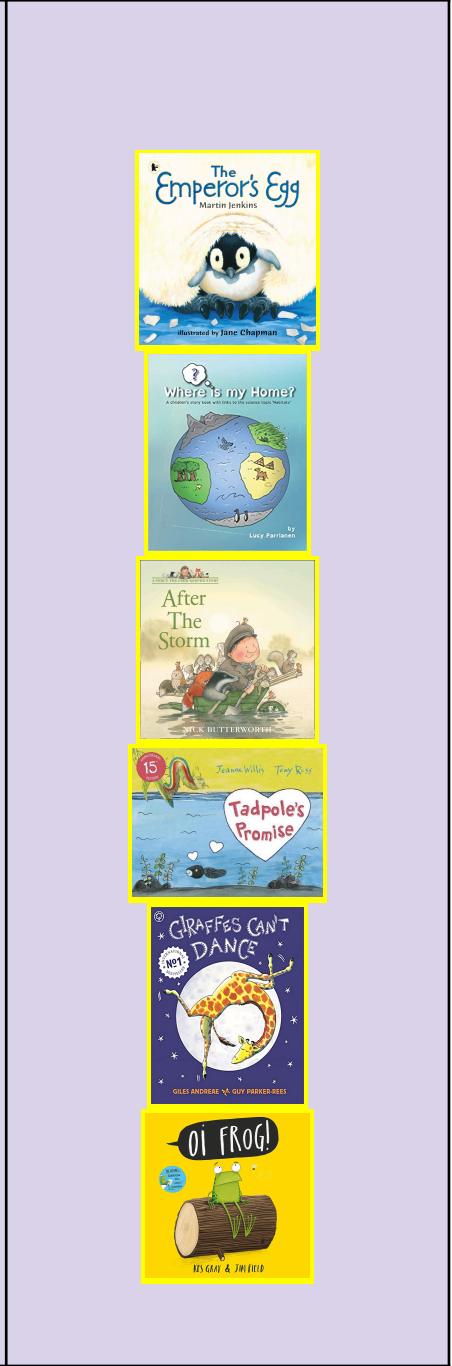
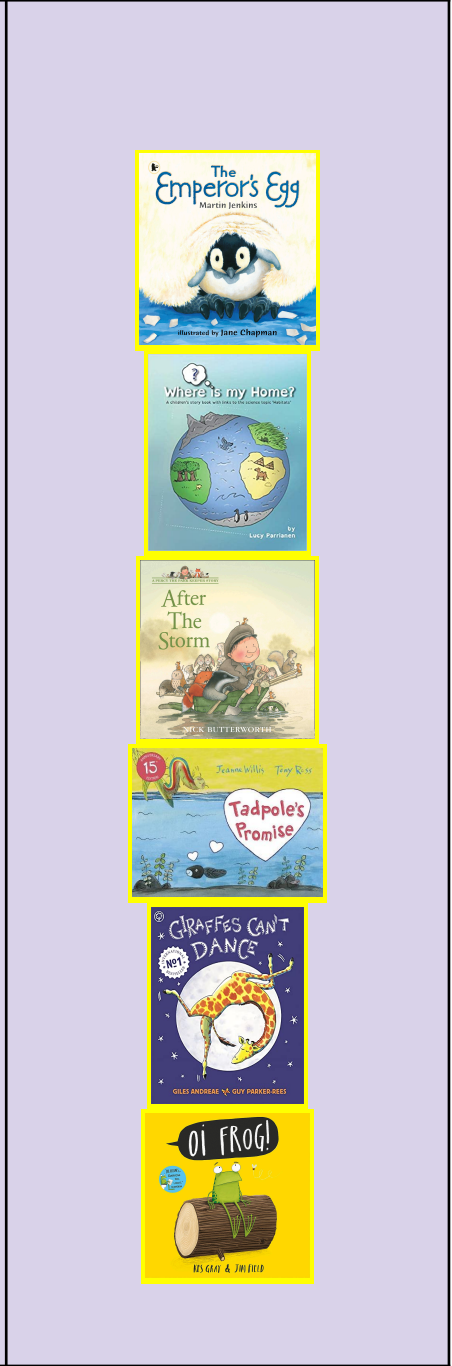
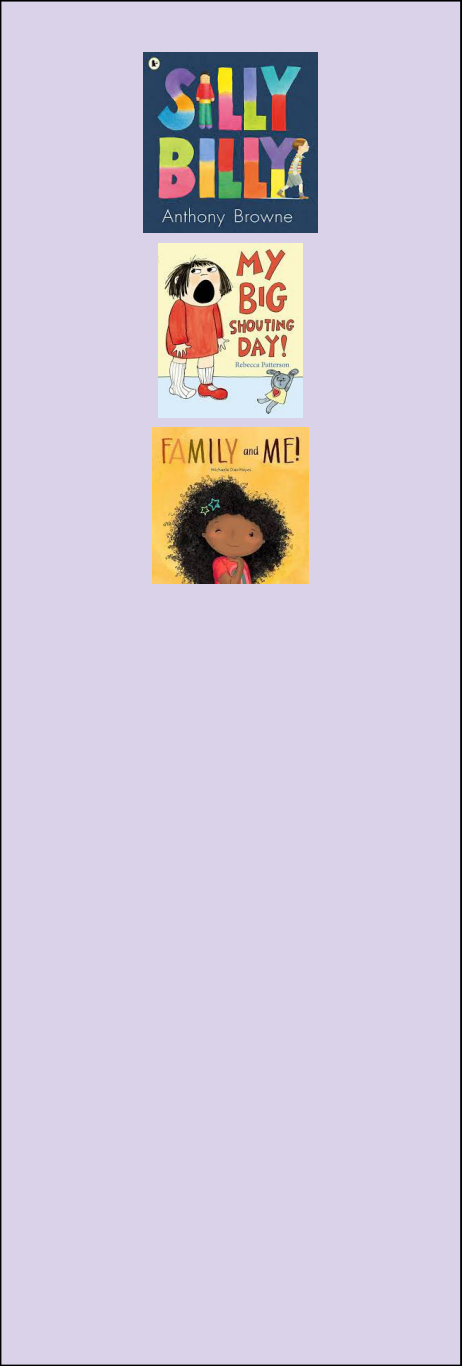
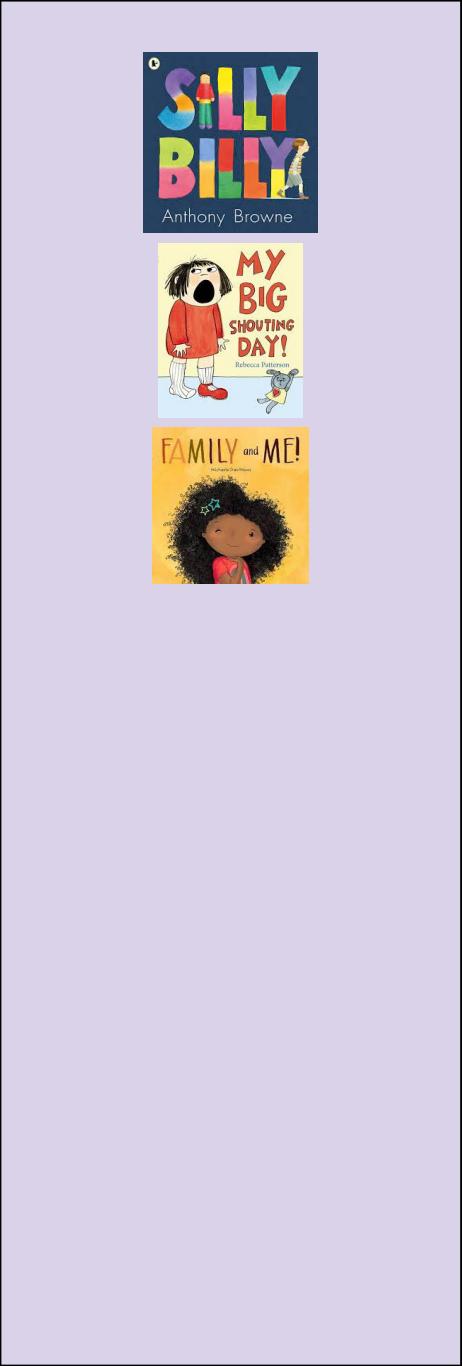
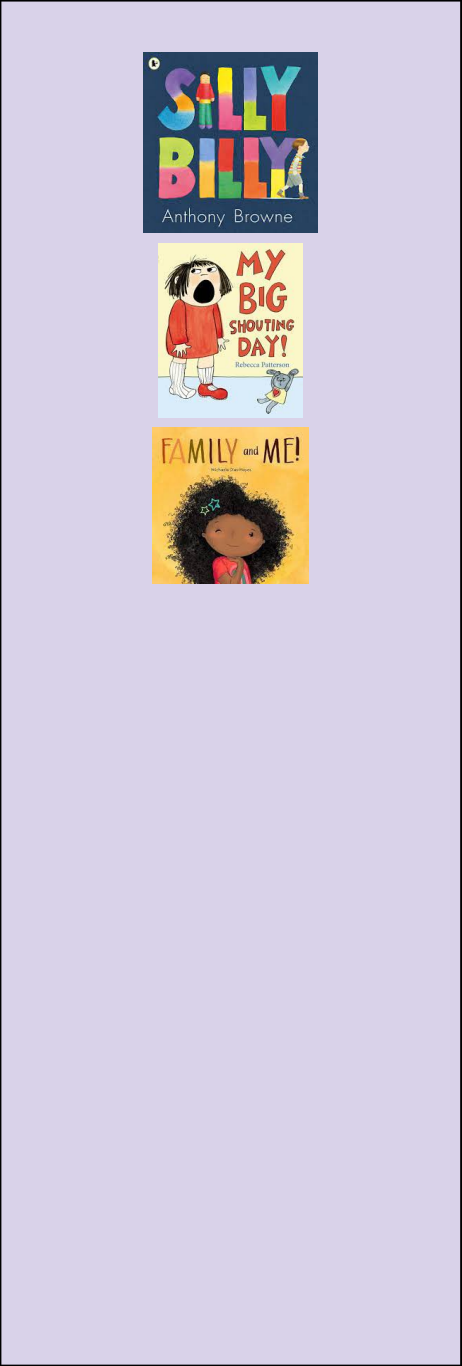
Archaic Texts

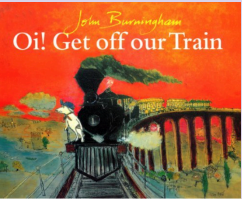
Nonlinear Time sequence

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**Archaic Texts:
Rhymes/ Poems**



		 				
Handwriting Y1	Penpals Y1 Autumn 1. Practising long-legged giraffe letters 2. Writing words with ll 3. Introducing capitals for long-legged giraffe letters 4. Practising one-armed robot letters 5. Practising long-legged giraffe letters and one-armed robot letters 6. Introducing capitals for one-armed robot letters 7. Practising curly caterpillar letters 8. Writing words with double ff 9. Writing words with double ss 10. Introducing capitals for curly caterpillar letters		Penpals Y1 Spring 1. Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters 2. Practising zig-zag monster letters 3. Writing words with double zz 4. Mixing all the letter families 5. Practising all the capital letters 6. Practising all the numbers 0-9 7. Writing words with ck and qu 8. Practising long vowel phonemes ai, igh, oo 9. Practising vowels with adjacent consonants:: ee, oa, oo 10. End of term check		Penpals Y1 Summer 1. Numbers 10-20: spacing 2. Practising ch unjoined 3. Introducing diagonal join to ascender: ch 4. Practising ai unjoined 5. Introducing diagonal join, no ascender: ai 6. Practising wh unjoined 7. Introducing horizontal join to ascender: wh 8. Practising ow unjoined 9. Introducing horizontal join, no ascender: ow 10. Assessment	
Phonics:	Floppy's Phonics Week 1 Oxford Level 4 Book 19 a e i o u s t p n m a e i o u s t p n m a e i o u d g c k -ck r a e i o u d g c k -ck r Consolidate Week 2 Oxford Level 4 Book 19 a e i o u h b f -ff l -ll -le -ss a e i o u h b f -ff l -ll -le -ss a e i o u j v w -x y z -zz qu a e i o u j v w -x y z -zz qu Consolidate Week 3 Oxford Level 4 Book 20 ch sh th -ng -nk ch sh th -ng -nk ai ee -igh oa ai ee -igh oa	Floppy's Phonics Week 1 Oxford Level 4 Book 22 /oa/ oa ow /oa/ oa ow /yoo/ -ue ew /yoo/ -ue ew Consolidate Week 2 Oxford Level 4 Book 22 /oo/ oo -ew /oo/ oo -ew /ou/ ow ou /ou/ ow ou Consolidate Week 3 Oxford Level 4 Book 23 /ur/ ur ir /ur/ ur ir /or/ or aw /or/ or aw Consolidate Week 4 Oxford Level 4 Book 23 /eer/ ear eer /eer/ ear eer /air/ air -are /air/ air -are Consolidate Week 5 Oxford Level 4 Book 24 /s/ s -ce /s/ s -ce /e/ e -ea /e/ e -ea Consolidate Week 6 Oxford Level 4 Book 24 /u/ u o /u/ u o -ed /d/ /t/ -ed /d/ /t/ Consolidate	Floppy's Phonics Week 1 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 Week 2 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 Week 3 Oxford Level 5 Book 26 /igh/ -igh -y i /igh/ -igh -y i /igh/ -ie i-e /igh/ -ie i-e Consolidate Week 4 Oxford Level 5 Book 26	Floppy's Phonics Week 1 Oxford Level 5 Book 28 /j/ j ge gi gy /j/ j ge gi gy /j/ -ge -dge /j/ -ge -dge Consolidate Week 2 Oxford Level 5 Book 28 /ul/ -le -el /ul/ -le -el /ul/ -al -il /ul/ -al -il Consolidate Week 3 Oxford Level 5 Book 29 /yoo/ -ue u /yoo/ -ue u /yoo/ ew u-e eu /yoo/ ew u-e eu Consolidate Week 4 Oxford Level 5 Book 29 long /oo/ oo u-e -o -ou -ough long /oo/ oo u-e -o -ou	Floppy's Phonics Week 1 Oxford Level 5 Book 31 /ur/ ur ir er /ur/ ur ir er /ur/ ear wor /ur/ ear wor Consolidate 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 Week 3 Oxford Level 5 Book 32 /zh/ -s -si -ge /zh/ -s -si -ge /w/ w wh -u /w/ w wh -u Consolidate Week 4 Oxford Level 5 Book 32 /f/ f -ff /f/ f -ff /f/ ph -gh /f/ ph -gh Consolidate Week 5 Oxford Level 5 Book 33 ch /ch/ /sh/ /k/ ch /ch/ /sh/ /k/	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 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 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 Week 4 Oxford Level 4 Book 20 -oo oo ar or ur er -er -oo oo ar or ur er -er ow oi ear air ow oi ear air Week 5 Oxford Level 4 Book 21 /ai/ ai -ay /ai/ ai -ay /oi/ oi oy /oi/ oi oy Consolidate Week 6 Oxford Level 4 Book 21 /ee/ ee ea /ee/ ee ea /igh/ -igh -ie /igh/ -igh -ie Consolidate		/oa/ oa ow o /oa/ oa ow o /oa/ -oe o-e -ough eau /oa/ -oe o-e -ough eau Consolidate Week 5 Oxford Level 5 Book 27 /s/ s -ss -se -ce /s/ s -ss -se -ce /s/ ce ci cy /s/ ce ci cy Consolidate Week 6 Oxford Level 5 Book 27 /s/ sc -st- /s/ sc -st- /e/ e -ea /e/ e -ea Consolidate	-ough long /oo/ -ue -ew -ui -u long /oo/ -ue -ew -ui -u Consolidate Week 5 Oxford Level 5 Book 30 /oi/ oi oy /oi/ oi oy /ou/ ow ou -ough /ou/ ow ou -ough Consolidate Week 6 Oxford Level 5 Book 30 /or/ or -our /or/ or -our /or/ aw au al war quar /or/ aw au al war quar Consolidate	-ie /igh/ /ee/ -ie /igh/ /ee/ Consolidate 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 L m..m	Consolidate. 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 Week 5 Oxford Level 5 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 Week 6 Oxford Level 5 Book 36 /or/ or ore -our -oor oar /or/ or ore -our -oor oar /or/ aw au al -augh ough /or/ aw au al -augh ough Consolidate. Children can start reading Floppy's Phonics decodable readers Oxford Level 5 independently from this point.
Maths:	Number - place value within 10 Number - addition and subtraction (within 10)	Number - addition and subtraction (within 10) Geometry - shape	Number - place value (within 20) Number - addition and subtraction (within 20)	Number - place value (within 50) Measurement - length and height Measurement mass and volume	Number - multiplication and division Fractions Geometry - position and direction	Number - place value (within 100) Measurement - money Measurement - time
History:	The lives of significant individuals in the past who have contributed to national and international	Significant historical events, people and places in their own locality: What was our school like in the past?	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life:	Events beyond living memory that are significant nationally or globally: What happened during the Great Fire of London?		

	achievements. Black History Week: Who was Mary Seacole?		How have toys changed over time?	Great Fire of London KS1 Planning and Activities Year 2 History — PlanBee		
Geography:		Where do I live? Plan Bee		The United Kingdom (Let's explore London) Plan Bee		Around the world Plan Bee
Science:	Working Scientifically Seasonal changes Pupils should be taught to: • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies Main focus on Autumn	Revisit seasonal changes - Winter	Working Scientifically Everyday materials 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	Revisit Seasonal changes - Spring.	Working Scientifically Y1 Plants Pupils should be taught to: • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees	Working Scientifically Animals, including humans Pupils should be taught to: • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Revisit Seasonal changes - Summer.

Art and Design:	Collage Artist - Henri Matisse To develop ideas To be inspired by the greats Collage: • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.			Printing - To develop ideas To be inspired by the greats Printing • 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. Create work inspired by Andy Warhol	Line Drawings Artist -Paul Klee To develop ideas To be inspired by the greats Drawing • 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.	
D+T: DT planning and coverage			Textiles Template and joining techniques Making Puppets – Summer 2 1_2 Templates and joining.pdf		Food Preparing fruit and vegetables Making a Fruit salad – Summer 1 1_2 Preparing fruit and vegetables.pdf	Levers and sliders Making a toy with a slider / lever Spring 1 1_2 Sliders and levers.pdf
Computing:  Computing C...	Acceptable use X1 lesson Digital Citizenship 1 X4  Digital Citizenship 1 Digital Foundations 1 X6  Digital Foundations 1	Computer Systems and Networks 1 X4  Computer Systems and N...	Physical Computing 1 x5  Physical Computing 1	Creating Media 1 X5  Creating Media 1	Programming 1 X5  Programming 1	Data and Information 1 x5  Data and Information 1
Music: https://www.greatressexmusicclub.org.uk/c/1381856-riverside-primary-school-music-scheme	My musical heartbeat	Dance, sing and play	Exploring sounds	Learning to listen	Year 1 Creative composition (I am a robot and spooky world)	Let's perform together
PE Aesthetic Lesson	Fundamentals	Dance	Gymnastics	Yoga	Athletics	Swimming
PE Games lesson	Ball Skills	Invasion	Sending and Receiving	Target Games	Striking and fielding	
PSHCE:  PSHE educati...	Making Friends: Playing and learning together	Mental Health and Wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others

No Outsiders https://drive.google.com/drive/search?q=elmer%20leson%20plan	Elmer by david McKee LO: I like the way I am	Going to the Volcano by Andy Stanton LO: To join in	The Perfect Fit by Naomi Jones and James Jones LO: How do I fit in?	The Boy Who Loved Everyone by Jane Porter and Maisie Paradise Shearring LO: To play safe games	My World, Your World by Melanie Walsh LO: I share the world with lots of people	Errol's Garden by Gillian Hibbs LO: To work together Errol_s garden.pptx
RE: https://drive.google.com/drive/folders/1O7QTYDbQvMS7vNYbvc5P5j7j-DP-PqaS	What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish	How does a celebration bring a community together? Muslim, Christian	What do Jewish people remember on Shabbat? Jewish	What does the cross mean to Christians? Christian		How did the universe come to be? Christian, Hindu
Trips, visitors and experiences:	Black History week Harvest festival	Local Area Walk Visitor - First hand account about our school in the past. Christmas Play	Invite grandparents into school. Hullbridge Library	Firefighter & fire engine visit Science week Online Great Fire of London Workshop	Invite Mrs Jellet in to plant with the children School trip - Hyde hall	Jump up day Sports day
Shared learning:	Making Christmas decorations	Christmas Play	Parents / grandparents to talk about own toys from their childhood Parents support with library visit and follow up tasks		Invite parents to grow plants with the children after planting seeds at school.	Sports day
Outcome/final pieces:	Art display	Then / Now display	Puppet show	Great fire of London display of work	Display of plants we grew Making and eating fruit salads	Animal Fact File