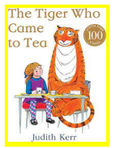
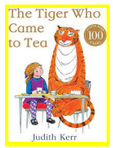
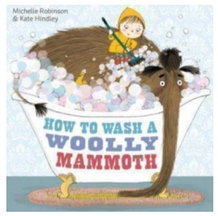
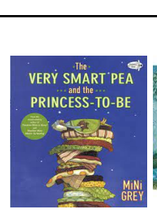
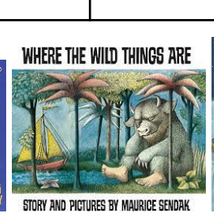
Riverside Primary School
Medium-Term Curriculum Plan
Autumn 2 2026
Year 1

Term: Autumn 2
Theme: My School

	Unit	Skills	Week 1 02/11/26 objectives and brief outline of learning	Week 2 09/11/26 objectives and brief outline of learning	Week 3 16/11/26 objectives and brief outline of learning	Week 4 23/11/26 objectives and brief outline of learning	Week 5 30/11/26 objectives and brief outline of learning	Week 6 07/12/26 objectives and brief outline of learning	Week 7 14/12/26 objectives and brief outline of learning
Wow start: My School									
Key dates:			Parents Evening	Cross country practise event	Children in need INSET FRIDAY	INSET MONDAY Christmas mobiles	Post box opens	Christmas rehearsals	Christmas production Christmas jumper day and Christmas lunch
Writing:		**Capital letters, finger spaces and full stops.** **Introduce adjectives and link sentences using the conjunction 'and'** **Use time connectives.**	**<u>Talk for Reading</u>**  **Hook -** . Make predictions about the story - record. Model reading, read as a reader to ensure comprehension. Discuss vocab. Make inferences. .	**<u>Talk for Reading</u>**  Hot seat the characters. Write thought bubbles for each of the characters. Roleplay the scene where Dad comes home. Focus on a particular page and write a description of the page.	**<u>Talk for Writing</u>** **Focus - Instructions** **How to Wash a Woolly Mammoth**  **<u>https://fliphtml5.com/esmplf/rxxx/How-to-wash-a-Woolly-Mammoth/</u>** Introduction - Read text and analyse. Children find bossy verbs. Children follow a set of instructions. Verbally use time connectives.	**<u>Talk for Writing</u>** **Text - How to decorate a Christmas Tree** **<u>Imitate</u>** Share model text. Learn text with actions. Drama Box -up text. Toolkit Write instructions. .	**<u>Talk for Writing</u>** **<u>Innovate</u>** Box up Toolkit for writing Text Map Talk the text Write instructions Exciting Writing	**<u>Talk for Writing</u>** **<u>Independent</u>** Share ideas Box up new plan Write independent set of instructions	 Discuss the story. Write a description of Santa. Write a description of a Christmas scene.

					Rehearse simple instructions for daily routines.				
Reading:	**1b: Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information**	1b: Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information	   						
Handwriting Y1:	**Penpals**	**Letter formation**	**Penpals Y1 Autumn** Practising curly caterpillar letters	**Penpals Y1 Autumn** Writing words with double ff	**Penpals Y1 Autumn** Writing words with double ss	**Penpals Y1 Autumn** Introducing capitals for curly caterpillar letters	**Penpals Y1 Autumn** **Consolidate**	**Penpals Y1 Autumn** **Consolidate**	**Penpals Y1 Autumn** **Consolidate**
Phonics:	**Floppy's Phonics**	**Oxford Level 4**	**Oxford Level 4 Week 1** Oxford Level 4 Book 22 /oa/ oa ow /oa/ oa ow /yoo/ -ue ew /yoo/ -ue ew Consolidate	**Oxford Level 4 Week 2** Oxford Level 4 Book 22 /oo/ oo -ew /oo/ oo -ew /ou/ ow ou /ou/ ow ou Consolidate	**Oxford Level 4 Week 3** Oxford Level 4 Book 23 /ur/ ur ir /ur/ ur ir /or/ or aw /or/ or aw Consolidate	**Oxford Level 4 Week 4** Oxford Level 4 Book 23 /eer/ ear eer /eer/ ear eer /air/ air -are /air/ air -are Consolidate	**Oxford Level 4 Week 5** Oxford Level 4 Book 24 /s/ s -ce /s/ s -ce /e/ e -ea /e/ e -ea Consolidate	**Oxford Level 4 Week 6** Oxford Level 4 Book 24 /u/ u o /u/ u o -ed /d/ /t/ -ed /d/ /t/ Consolidate	**Oxford Level 4** Consolidate Phonics play Screening

Spellings		**Spellings**	**Spelling compound words with unstressed vowels**	**Words with digraphs ‘ai’ and ‘oi’**	**Words with digraphs ‘ay’ and ‘oy’**	**Words with the split digraph ‘a-e’**	**Words with the split digraph ‘e-e’**	**Words with the split digraph ‘i-e’**	**Consolidate**
Maths Year 1:	**Number addition and subtraction (Within 10)** **Geometry - shape**	**Addition and subtraction (Within 10)** Find a part. Subtraction to find a part. Fact families, the 8 parts. Subtraction - Takeaway, cross out, (How many left?) Subtraction - Takeaway (How many left?) ***(Revisit above sessions as required - covered Autumn 1 due to long half term)*** Subtraction on a numberline. Add or subtract 1 or 2. **End of block assessment** **Geometry - Shape** Recognise and name 3d shapes.. Sort 3D shapes Recognise and name 2D shapes. Sort 2D shapes Patterns with 2D and 3D shapes. End of term assessment. **Place Value within 20** Count within 20. To understand 10.-To understand 11,12,13. To understand 14,15,16. To understand 17,18,19. To understand 20.	**Addition and subtraction** Subtraction on a numberline. Add or subtract 1 or 2. **End of block assessment**	**Addition and Subtraction** Consolidate **End of block assessment**	**Geometry - Shape** Recognise and name 3d shapes.. Sort 3D shapes	**Geometry - Shape** Recognise and name 2D shapes. Sort 2D shapes Patterns with 2D and 3D shapes. **End of block assessment.**	**End of topic assessments and end of term assessments.** **Place Value (Within 20)** To count within 20.	**Place Value (Within 20)** To understand 10. To understand 11,12,13. To understand 14,15,16. To understand 17,18,19. To understand 20.	**Consolidate / end of term assessments.**
History	**Key Stage 1** • changes within living memory significant historical places in their own locality Pupils should develop an awareness of the past,		Enquiry question: When was our school built and what was our	Enquiry question: What do photographs tell us about what our	Enquiry question: What do artefacts tell about our school years ago?	Enquiry question: What do written sources tell us about what our	Enquiry question: What can first hand accounts tell us about what life was	Enquiry question: How has our local high street changed?	

	using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periodsSignificant historical events, people and places in their own locality: What changes have happened to our school and streets within living memory?		school building like before?	school was like in the past?		school was like in the past?	like in our school years ago?	I can compare and contrast aspects of the past and present	
Geography	**Where do I live?** **Plan Bee** **Where do I live?**		To be able to name the seven continents of the world and locate the UK on a world map.	To be able to identify the countries and capital cities of the UK.	To be able to identify features and characteristics of the countries of the UK.	To explore the town we live in.	To be able to describe where you live.		
Computing:	Computer Systems and Networks 1 X4 Compute…		CS&N Step 1 CS&N1 - Ste… Understand how technology is used in different places by different people.	CS&N step 2 CS&N1 -Step 2 Recognise how information technology can help us in different ways.	CS&N step 3 CS&N1 -Step 3 Understand how computer technology has changed and developed over time.	CS&N step 4 CS&N1 -Step 4 To think about how technology may develop in the future.			
Music:	**Charanga Dance, sing and play**		**Step 1** Twinkle, twinkle little star	**Step 2** In the orchestra	**Step 3** Daisy Bell	**Step 4** Dancing dinosaurs	Christmas songs & productions	Christmas songs & productions	**Step 5** Rack-a-bye-baby **Step 6** Assessment checkpoint
Indoor PE:	**Dance** **GetSet4PE scheme**	Physical: actions, dynamic, space, relationships. Social: Respect, work safely, collaboration, communication Emotional:Empathy, confidence, acceptance, determination, kindness Thinking: Creativity, select and apply actions, copy and repeat actions, provide feedback, recall.	THEME: Weather To use counts of 8 to move in time and make my dance look interesting.	THEME: Weather To explore pathways in my dance.	THEME: Weather To create my own dance using, actions, pathways and counts.	THEME: Pirates To explore speeds and actions in our pirate inspired dance.	THEME: Pirates To copy, remember and repeat actions that represent the theme.	THEME: Pirates To copy, repeat, create and perform actions that represent the theme.	THEME: The Lost Toy. To explore speeds and actions.

Outdoor PE	**Invasion** **GetSet4PE scheme**	Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed, balance Social: supporting others, communication, cooperation, kindness Emotional: perseverance, confidence, honesty Thinking: comprehension, identifying strengths and areas for development, select and apply	To understand the role of defenders and attackers.	To recognise who to pass to and why.	To move towards goal with the ball.	To support and team mate when playing in attack.	To move into space showing an awareness of defenders.	To stay with a player when defending.	Consolidate
PSHCE PSHE ed…	**Mental Health and Wellbeing** Foundations for Wellbeing		L1: Noticing Feelings	L2: Distraction	L3: Paying attention to pleasant feelings	L4: Helpful and unhelpful thoughts	L5: Reacting		
Science	**Seasonal Changes** Observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies	**Main focus on Winter** - There are four seasons in a year - The months for each season - The weather changes in Winter. - The days get shorter and the nights get longer. - Clothes people wear in Winter. - Special events - Deciduous trees have lost their leaves - Certain animals migrate or hibernate in winter months.						LO: I can describe the weather in Winter	LO: I can describe the weather in Winter.

RE: NEW Sc…		How does a celebration bring a community together? Muslim, Christian		**Session 1:** Describe the events of Christmas and Eid.	**Session 2:** Discuss and compare how Christians celebrate Christmas.	**Session 3:** Explain how Muslims celebrate Eid.	**Christmas rehearsals**	**Session 4:** Investigate how a Christian community comes together at Christmas.	**Session 5:** Compare and contrast how different celebrations bring a community together.
No Outsiders Google Drive: Sign-in		Going to the Volcano by Andy Stanton LO: To Join In	Going to the Volcano by Andy Stanton LO: To Join In					.	
Trips, visitors and experiences: Christmas production / local area walk									
Shared learning: Christmas decorations / Christmas mobiles / Christmas productions									
Outcome/final pieces: Then and Now display / Christmas production to families									