Beaufront First School Class 1 (Year 1 & 2) Medium Term Planning
Autumn Term 2 2024: 7 Weeks

English	Mathematics
Focus Text 1: 'Stanley's Stick' by John Hegley **Hooks:** Sticks of different sizes and types in a tuff tray **Writing Focus:** Narrative (Sequencing, Setting, Character) and Performance Poetry Exploring the text, 'Stanley's Stick' by John Hegley, through Talk for Writing, children will: ● Listen attentively to the story. ● Look closely at the illustrations. ● Talk about and describe different aspects of the story - characters, setting, structure (beginning, middle, end). ● Learn the events in the story through role-play, inference (illustrations and language used). ● Sequence the story using pictures to create story maps. ● Consider the use of adjectives, verbs and nouns to describe the illustrations and events. ● Innovate the story to write own narrative with change of character and setting. ● Explore performance poetry, innovating the story/ part of the story to become a poem. ● Invent a performance poem about a stick/ sticks. ● Perform own poem. **Guided Reading:** 'The Day the Crayons Quit', by Oliver Jeffers ●	**Year 1 White Rose Maths** **Weeks 9 & 10: Addition and Subtraction within 10** ● Explore parts and wholes, and the part-whole model in practical and visual ways. ● Develop formation of number sentences (practical and then written). ● Developing understanding and exploring fact-families and number bonds within 10 using a range of resources. ● Solving addition and subtraction problems using specific methods and a range of resources, including number lines → recording problem solving. **Year 2 White Rose Maths** **Week 9: Addition and Subtraction** ● Exploring number bonds to 10 and fact-families/ bonds (addition and subtraction) within 20. ● Exploring bonds to 100 (10s). ● Add and subtract 1s. ● Add by making 10. ● Add three 1-digit numbers. ● Add to the next, and across, a10. ● Subtract across a 10 and from a 10. ● Subtract a 1-digit number from a 2-digit number across a 10. ● 10 more, 10 less. ● Add and subtract 10s. ● Add and subtract 2-digit numbers, starting within a 10 and then across a 10. ● Explore mixed addition and subtraction. ● Compare number sentences and solve a range of number problems, including missing numbers problems, using a range of resources and known strategies/ methods.

Science	PSHE/ RSE	PE
Everyday Materials ● Exploring and naming materials. ● Recognising differences between common materials through exploration and investigation. ● Explore and investigate the properties of everyday materials, describing them and finding out about their uses/ choosing the best material for a particular purpose. ● Group materials based on their properties, testing them to check that they are sorted correctly, e.g. absorbent, waterproof, tough/ strong.	**Health and Wellbeing** ● Developing an understanding of feelings through stories such as, 'Where are you, Blue Kangaroo?', and 'Get to know your feelings Inside Out' videos linked to the Disney Pixar movie. ● Learning to relax our minds and bodies through progressive muscle relaxation and laughter. ● Recognising and celebrating our own strengths and set reasonable challenges and goals for ourselves through stories and discussions. ● Understanding the benefits of physical exercise and rest by sequencing bedtime routines and thinking about what makes us tired. ● Understanding the importance of handwashing and hygiene practises using 'the germ experiment'. ● Understanding the risks of the sun, extreme heat and extreme or prolonged exposure to the cold (Bear Grylls). ● Learning about allergies and how to support people with allergies. ● Learning about people who help us to stay healthy, and how we can help ourselves to stay healthy.	**Multi Skills** ● **The key skills we will be practising are:** ●

History	RE	Design Technology
Toys (How have toys changed?) Using a range of sources and resources through discussions, guided and independent activities, role play, and experiences, children will: ● Develop and use the terms 'same' and 'different' when comparing toys from the past and present. ● Distinguish between 'old' and 'new'. ● Discuss a favourite toy. ● Describe how toys change as we get older and match toys with age groups, e.g. baby-toddler-current age-older child. ● Compare toys from the past, when our grandparents were little, to now, talking about the features that help us to distinguish between them such as material, colour, complexity. ● Ask questions about the past and use different sources to find out about the past, including a trip to Beamish. ● Find out about how toys have changed, focusing on popular toys such as teddy bears or puppets (link to DT).	**Why does Christmas matter to Christians? (Incarnation)** ***How do we know that babies are special?*** ● Finding out about new babies and how their arrival is celebrated in different faiths and non-faiths. ● Through role play and immersive play, plan for the arrival of a new baby and link to the preparations made for the birth of Jesus in the Christian faith. ● Learn about the First Christmas through the Gospel of Luke through an interactive Story Trail. ● Understand why Christmas is so important to Christians and link to the preparations for Christmas - Advent - taking part in preparations at home and school. ● Find out about how Christmas is celebrated today by Christians and non-Christians, identify the common theme of being thankful, and share what we are thankful for. ● Celebrate and put our learning into practice with a Christmas trip to Beamish.	**Week 1 - Art Week: van Gogh's 'Starry Night'** **Textiles: Puppets** Children wil design and make puppets by: ● Exploring and using different different methods of joining. ● Using a template to create a design. ● Making and joining two fabrics together accurately to make a hand puppet. ● Embellishing a design by decorating a puppet. ● Evaluating the joining and decorating techniques to discuss how and why they have designed and made their puppet using the materials and techniques that they have. *Puppet could be themed around the English text, or be a character for Christmas, e.g. an elf, Santa, a snowman, a reindeer…*
Music	**Computing**	**French**
Orchestral Instruments: Traditional Western Stories Children will discover orchestral instruments and storytelling through music by: ● LIstening to and analysing a musical telling of 'Golidlocks and the Three Bears', identifying the instruments and naming them, recognising their sound and their part in the story. ● Listen to and analyse a film musical version of the traditional tale, 'The Snow Queen', focusing on how the instruments tell the story. *Ballet link.* ● Listen to the story, 'Little Red Riding Hood', and select the best instruments to represent the events, characters and feelings in the story. ● Develop a play script and select musical sounds to accompany it. ● Listen to the story of 'Jack and the Beanstalk', and perform a story script of it with accompanying music.	**Programming 1** **Year 1 - Algorithms Unplugged** ● Understand what an algorithm is by using a set of instructions by using a set of instructions to dress a doll. ● Develop specific algorithms following instructions, finding problems that the robot could have by following the instructions. ● Identify and understand inputs and outputs by programming the teacher to make a jam sandwich. ● Understand and explain decomposition, breaking an everyday event into problems and solutions involving decomposition. ● Know how to debug an algorithm by spotting bugs and fixing errors - debugging - using Disney cartoons. **Year 2 - Algorithms and Debugging** ● Decompose an unplugged version of a dinosaur game to predict the algorithms used, following instructions and solving problems. ● Understand that computers can make predictions by using algorithms, using 'Google Quick, Draw!' ● Write instructions to direct a rabbit through a maze to plan an algorithm to solve problems. ● Understand abstraction by creating a map of the school. ● Use an unplugged robot building activity to understand debugging.	**Celebrations in France: Winter Festivals and Christmas** Through songs, games and stories, the children will learn about how people in France celebrate winter and Christmas, including 'The Festival of Lights' in Lyon, 'Reveillon de Noel', Candlemas, and Christmas itself. Children will also taste different celebration foods eaten during these festivals and listen to different pieces of music, take part in dancing, and watch videos of the festivals.
Forest School		
Children will be learning to: **Children to have free exploration of**		