

Beaufront First School Class 1 (Year 1 & 2) Medium Term Planning
Spring Term 1 2025: 7 Weeks

English		Mathematics	
<p style="text-align: center;">Focus Text 1: ‘The Storm Whale in Winter’ by Benji Davis Hooks: Sea day with sound scapes, boat, ice, animals, read original Storm Whale Writing Focus: Narrative (retelling and description) and Factfiles</p> <p>Exploring the text, ‘The Storm Whale in Winter’ by Benji Davis, through Talk for Writing, children will:</p> <ul style="list-style-type: none">• 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.• Retell the story with description• Innovate the story by writing their own fact files on whales.• Invent through research their own fact file on an animal of choice. <p>Guided Reading: ‘The Night Pirates’ by Peter Harris</p>		<p>Year 1 White Rose Maths Place Value within 20</p> <ul style="list-style-type: none">• Count within 20• Understand the numbers 10 - 20• 1 more and 1 less• The number line to 20• Use a number line to 20 including estimation• Compare and order numbers to 20 <p>Addition and Subtraction within 20</p> <ul style="list-style-type: none">• Add by counting on within 20• Add ones using number bonds• Find and make number bonds to 20• Doubles and Near doubles• Subtract ones using number bonds• Subtraction – counting back and by finding the difference• Related facts• Missing number problems <p>Year 2 White Rose Maths Money</p> <ul style="list-style-type: none">• Count money – pence and pounds (notes and coins)• Choose notes and coins• Make the same amount• Compare amounts of money• Calculate with money• Make a pound• Find change• Two-step problems <p>Multiplication and Division</p> <ul style="list-style-type: none">• Recognise equal groups• Make equal groups• Add equal groups• Introduce the multiplication symbol• Multiplication sentences• Use arrays• Make equal groups – grouping and sharing	
Science	PSHE/ RSE	PE	
<p>Introduction to Plants</p> <ul style="list-style-type: none">• Identify plants and their features.• Recall some of the roles that flowering plant parts have.• Name some trees and their parts.• Identify similarities and differences between deciduous and evergreen leaves.• Recall that seeds and bulbs come from plants.• Recognise that seeds need water for growth.	<p>Safety and the Changing Body</p> <ul style="list-style-type: none">• Understanding people’s roles within the local community that help keep us safe.• Learning how to behave safely near the road and when crossing the road.• To know the rules for crossing the road safely.• Practising making an emergency phone call.• To understand the difference between secrets and surprises.• To know that an emergency is a situation where someone is badly	<p>Gymnastics</p> <ul style="list-style-type: none">• To use the workspace efficiently and work safely within it.• To be able to make narrow and wide stretched shapes using different parts of their bodies to take their weight.• To use the floor and small apparatus to practice different ways of jumping using hands and feet.• To learn to move in different directions.• To be able to make a sequence by performing two like movements.• To learn to develop rocking actions into sideways rolls.	

	<p>hurt, very ill or a serious accident has happened.</p> <ul style="list-style-type: none"> To know that the emergency services are the police, fire service and the ambulance service. 	<p>The key skills we will be practising are:</p> <ul style="list-style-type: none"> Movement, balance, stability, jumping, landing, rolling, rocking
Geography	RE	Art
<p>UK (What can you see at the coast?)</p> <ul style="list-style-type: none"> Identify geographical characteristics of the UK. Locate the seas and oceans surrounding the UK. Explain what the coast is. Investigate how people use the local coast. Visit a local seaside town. Present findings on how people use the local coast. Know the names of the five oceans and locate them on a map. 	<p>Who is Muslim and how do they live? ('What is a Prophet?')</p> <ul style="list-style-type: none"> Know that a Prophet is believed to be someone who talks about God's plan or will. Find out about Prophets from different religions and belief systems - what are the characteristics of a Prophet? Know that Mohammed is an important Prophet in the Muslim faith and that he is believed to be the messenger of God. Know that Muslims belong to the religion, Islam. Know that Allah is the Arabic word for God and that Allah is believed to be 'the one true God'. Know that in Islam, the one true God is referred to as 'Tawhid' and learn other Arabic words used by Muslims. <p>Over the Spring Term...</p> <ul style="list-style-type: none"> Identify the key features of the Muslim faith and connect Mohammed's teachings with the Muslim worldview. Understand how the Muslim worldview and the teachings of Mohammed affect and impact the way that Muslims live. Explore books and stories to understand the Muslim faith and to answer the question, 'Who is Muslim and how do they live?'. Explore the Big Questions, 'How can worldviews be expressed?' and 'How do worldviews affect our daily lives?'. 	<p>Week 7 - Art Week:</p> <p>Painting and mixed media: Life in colour</p> <p>Children will design and create a collage by:</p> <ul style="list-style-type: none"> Naming the primary and secondary colours. Talking about the colour changes they notice and make predictions about what will happen when two colours mix. Describing the colours and textures they see. Try different tools to recreate a texture and decide which tool works best. Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour and texture. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others'.
Music	Computing	French
<p>Musical symbols: Under the sea</p> <p>Children combine all the musical concepts for an underwater-themed performance incorporating instrumental, vocal and body sounds.</p> <p>Children will:</p> <ul style="list-style-type: none"> Move to reflect a character. Create sounds to reflect a character Move at a speed that reflects the tempo of the audio. Respond to dynamic changes without prompting. Demonstrate a sound pattern correctly to a pulse. Sing and play high and low sounds. Read symbols representing high and low sounds correctly. Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these. 	<p>Programming 1</p> <p>Year 1 - Creating Media: Digital Imagery</p> <ul style="list-style-type: none"> Plan a pictorial story using photographic images in sequence. Explain how to take clear photos. Take photos using a device. Edit photos by cropping, filtering and resizing. Search for and import images from the internet. Explain what to do if something makes them uncomfortable online. Organise images on the page, orientating where necessary. <p>Year 2: Data Handling: International Space Station</p> <ul style="list-style-type: none"> Describe and explain how astronauts' survival needs are met aboard the ISS. Identify and digitally draw items which fulfil basic human needs when aboard the ISS. Read the correct temperature on a thermometer. Design a display showing everything that needs to be monitored by sensors on the ISS. Create an algorithm that addresses all plants' needs. Explain how space exploration can benefit life on Earth. Read data to identify whether a planet might be habitable. 	

Forest School	
<p>Winter Woodlands</p> <p>Children will be learning:</p> <p>To develop confidence in the woodland setting.</p> <p>To explore the woodland using their own senses.</p> <p>To develop their own risky play in a safe environment.</p> <p>To explore alternative woodlands and compare and contrast.</p>	<p>Children will achieve this by:</p> <ul style="list-style-type: none">• Using a range of tools to perform practical tasks - loppers, peelers.• Building structures safely - moving sticks and logs safely.• Manage their own risks safely.• Find out about and name a range of trees, plants and birds.