

Beaufront First School Class 1 (Year 1 & 2) Medium Term Planning
Spring Term 2 2025: 6 Weeks

English		Mathematics	
<p style="text-align: center;">Focus Text 1: ‘The Boy who Sailed the World’ by Julia Green</p> <p>Hooks: Globe, sailing boat, map, telescope, oars, Small World boat/ ocean play, books about sailing, the world, oceans</p> <p style="text-align: center;">Writing Focus: Narrative (adventure) and Instructions</p> <p>Exploring the text, ‘The Boy who Sailed the World’ by Julia Green, 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 a narrative using a different form of transport Invent through their own adventure story. Consider how they wrote their invent and write a set of instructions on how to write a narrative 		<p>Year 1 White Rose Maths</p> <p>Place Value within 50</p> <ul style="list-style-type: none"> Count from 20 to 50 Count by making groups of tens, understanding 20,30,40,50 Groups of tens and ones Partition into tens and ones Using and estimating on the number line to 50 1 more, 1 less <p>Measurement</p> <ul style="list-style-type: none"> Compare lengths and heights Measure length using objects and in centimetres Discuss heavier and lighter Measure and compare mass Understand full and empty Measure and compare volume Compare capacity 	<p>Year 2 White Rose Maths</p> <p>Multiplication and Division</p> <ul style="list-style-type: none"> The 10 times-table and dividing by 10 The 5 times-table and dividing by 5 Combining the 5 and 10 times-tables <p>Measurement</p> <ul style="list-style-type: none"> Measure in centimetres and metres Compare and order lengths and heights Complete four operations with lengths and heights Compare mass Measure in grams and kilograms Complete four operations with mass Compare volume and capacity Measure in millilitres and in litres Complete four operations with volume and capacity Temperature
Science	PSHE/ RSE	PE	
<p>Plant-based materials</p> <ul style="list-style-type: none"> To describe how materials can be reused. To identify human-made and natural materials. To identify suitable materials based on their properties. To identify a material to help plant growth. To choose materials to create a suitable plant pot. 	<p>Citizenship</p> <ul style="list-style-type: none"> Recognising why rules are necessary. Exploring the differences between people. Explaining why rules are in place. Recognising the groups that we belong to. Identifying positives and negatives about the school environment. Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment. Recognising the contribution people make to the local community. 	<p>Dance</p>	

History	RE	DT
<p>Year One: Grace Darling</p> <ul style="list-style-type: none"> What did Grace do that made her famous and why is she remembered today? Why did Grace do what she did? Are all versions of Grace's story the same? How do we know about Grace's actions which happened so long ago? How did sea rescue improve after her heroic act? How should we remember Grace Darling today 170 years after she died? <p>Year Two: Pocahontas</p> <ul style="list-style-type: none"> How have I made history? Creating and sequencing personal timelines. Why do we remember certain people from the past? (Introducing Pocahontas) Sequence the events of Pocahontas' life history Understanding what life was like for Pocahontas and the Powhatan Native Americans Understanding why the settlers left England and risked their lives in North America Why should we remember Pocahontas? 	<p>Who is Muslim and how do they live? ('How do some people talk to God?')</p> <ul style="list-style-type: none"> Muslims belong to the religion, Islam. Allah is the Arabic word for God and that Allah is believed to be 'the one true God'. In Islam, the one true God is referred to as 'Tawhid'. Belief is 'Iman' and Iman is expressed in the 'Shahadah'. There are 99 Names for Allah and these names help Muslims to know Allah better. The stories in the Holy Qur'an tell Muslims of the messages given to Muhammed. There are 5 Pillars of Islam and these Pillars are examples of worship or 'ibadah'. <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>Structures: Constructing a windmill</p> <ul style="list-style-type: none"> That the sails or blades of a windmill are moved by the wind. That windmills are used to generate power and were used for grinding flour. That a structure is something built for a reason. That stable structures do not topple. Adding weight to the base of a structure can make it more stable.
Music	Computing	French
<p>Dynamics: Seaside</p> <p>Children will make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.</p> <ul style="list-style-type: none"> To understand how music can be used to represent an environment. To understand how music can represent changes in an environment. To explore using instruments, body and voice to create a seaside soundscape. To identify how dynamics can reflect environments. To create and represent sounds using symbols. 	<p>Programming 1</p> <p>Year 1 - Programming - Bee Bots</p> <ul style="list-style-type: none"> Getting to know a Bee-Bot Making a Bee-Bot video To plan and follow a precise set of instructions. To program a device. To create a program that tells a story. <p>Year 2: Programming 2: Introduction to block coding (ScratchJr)</p> <ul style="list-style-type: none"> To explore a new application To create an animation To use characters as buttonsTo follow an algorithm To follow an algorithm To plan and use code to create an algorithm 	
Forest School		
<p>Springtime and Spring celebrations</p> <p>Children will be learning:</p> <ul style="list-style-type: none"> Campfire building and lighting - adult supported using waffle formation. Campfire safety. Campfire cooking in a variety of ways - grill - adult supported. Use of new equipment - slackline - balance and coordination. Using senses to move around the woods. Working as part of a pair/ team. Looking for signs of spring, beginning to identify buds and flowers. 		

