

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

English		Mathematics	
<p style="text-align: center;"><b>Focus Text 1:</b> ‘Look Up’ by Nathan Bryne  <b>Hooks:</b> Space posters and pictures / factfiles, telescopes, space rocks, space shuttle  <b>Writing Focus:</b> Description, Poetry and Newspaper Report</p> <p>Exploring the text, ‘Look Up’ by Nathan Bryne through Talk for Writing, children will:</p> <ul style="list-style-type: none"> <li>Listen attentively to the story.</li> <li>Look closely at the illustrations.</li> <li>Talk about and describe different aspects of the story - characters, setting, structure (beginning, middle, end).</li> <li>Learn the events in the story through role-play, inference (illustrations and language used).</li> <li>Sequence the story using pictures to create story maps.</li> <li>Consider the use of adjectives, verbs and nouns to describe going into space</li> <li>Create rhyming poetry</li> <li>Compile facts on space from the book</li> <li>Research and create a factfile on Mae Jemison</li> <li>Becoming newspaper reporters and create an article on a meteor shower</li> </ul>		<p><b>Year 1 White Rose Maths</b></p> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Recognise and find a half of an object, shape or quantity</li> <li>Recognise and find a quarter of an object, shape or quantity</li> </ul> <p><b>Geometry - Position and Direction</b></p> <ul style="list-style-type: none"> <li>Describe turns</li> <li>Describe position – left and right, forwards and backwards, above and below</li> <li>Ordinal numbers</li> </ul> <p><b>Place Value (Within 100)</b></p> <ul style="list-style-type: none"> <li>Count from 50 to 100</li> <li>Tens to 100</li> <li>Partition into tens and ones</li> <li>The number line to 100</li> <li>1 more, 1 less</li> <li>Compare numbers</li> </ul> <p><b>Introduction to money and time</b></p>	<p><b>Year 2 White Rose Maths</b></p> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>O’clock and half past</li> <li>Quarter past and quarter to</li> <li>Tell the time past the hour, to the hour and to 5 minutes</li> <li>Minutes in an hour and hours in a day</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Make tally charts</li> <li>Create Tables</li> <li>Block diagrams</li> <li>Draw and interpret pictograms(1–1)</li> <li>Draw and interpret pictograms (2, 5 and 10)</li> </ul> <p><b>Consolidation</b></p>
Science	PSHE/ RSE	PE	
<p><b>Living things - Habitats</b></p> <p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>Recall some life processes, giving examples of how they apply to plants and animals.</li> <li>Match different plants and animals to their habitats.</li> <li>Give examples of how animals use their habitat for food and shelter.</li> <li>Recall that plants produce their own food for energy.</li> <li>Name living things that are producers and place a producer at the beginning of a food chain.</li> <li>Use arrows to show the order in a food chain.</li> </ul> <p><b>When working scientifically, pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>Classify objects into alive, never been alive and was once alive, giving reasons for their choices.</li> <li>Carry out research to find answers to questions.</li> </ul>	<p><b>Transition</b></p> <ul style="list-style-type: none"> <li>Understand how skills and strengths have changed during the academic year.</li> <li>Be able to name some emotions associated with change.</li> </ul> <p><b>Skills Builder - Listening and Speaking</b></p>	<p><b>Tennis</b></p> <p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>Explore basic movements using the 5 fundamental shoe step patterns.</li> <li>Send and receive a moving ball with hands &amp; rackets</li> <li>Work cooperatively in small competitive tasks to improve competence and confidence.</li> <li>Learn a volley action through sending &amp; receiving over a basic net focusing on tracking the balloon</li> <li>Practice forward/backwards/upwards/downward movements with balls and rackets</li> </ul> <p><b>Practice events and techniques for sports day</b></p>	
History	RE	DT	
<p><b>How did the Great Fire change London?</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>Discover what London was like in 1666</li> <li>Make simple comparisons between then and the present day</li> <li>Discover what happened on the night of 2nd September 1666 when the</li> </ul>	<p><b>What makes some places sacred to believers? ‘Where do some people talk to God?’</b></p> <ul style="list-style-type: none"> <li>Learning that there are special places where people go to worship and find out how these places are connected to their beliefs..</li> <li>Discovering artefacts used in places of worship and learning about their significance</li> </ul>	<p><b>Mechanisms: Making a moving monster</b></p> <p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify the correct terms for levers, linkages and pivots.</li> <li>Analyse popular toys with the correct terminology.</li> <li>Create functional linkages that produce the desired input and output</li> </ul>	

<ul style="list-style-type: none"><li>Great Fire of London started.</li><li>Discuss why the fire spread quickly and how it was tackled.</li><li>Be introduced to key historical individuals, such as Thomas Farriner, Samuel Pepys, King Charles II and Christopher Wren</li><li>Study evidence, such as Samuel Pepys' diary and objects left behind after the fire, to help them form opinions about what happened over 350 years ago.</li></ul>	<ul style="list-style-type: none"><li>Finding out how people worship in churches, mosques or synagogues, and thinking about how non-religious people might give thanks in a similar way.</li><li>Talking about how people feel when they are a special place or a place of worship.</li><li>Finding out about the differences between a small range of special places and places of worship, and asking questions to learn more.</li></ul>	<p>motions.</p> <ul style="list-style-type: none"><li>Design monsters suitable for children, which satisfy most of the design criteria.</li><li>Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design.</li><li>Select and assemble materials to create their planned monster features.</li><li>Assemble the monster to their linkages without affecting their functionality.</li></ul>
<b>Music</b>	<b>Computing</b>	<b>French</b>
<p><b>Sound Patterns (Fairy Tales)</b></p> <p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"><li>Chant in time with others.</li><li>Make changes to the dynamics (volume) of their voice to represent a character.</li><li>Respond to hand signals when playing an instrument.</li><li>Choose a suitable sound to represent a point in the story.</li><li>Read simple rhythmic patterns comprising one beat sounds and one beat rests.</li><li>Clap or play a rhythmic pattern along with spoken words.</li><li>Play given sound patterns in time with the pulse.</li><li>Follow instructions during a performance.</li><li>Join in with repeated phrases using a character voice.</li></ul>	<p><b>Skills Showcase - Rocket to the moon</b></p> <p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"><li>Use a computer to make a list.</li><li>Explain the benefits of making a list on the computer.</li><li>Use a basic range of tools on graphics editing software to design a rocket.</li><li>Sequence instructions.</li><li>Follow instructions to build their model rocket.</li><li>Input data about their rockets into a table or spreadsheet.</li></ul>	<p>Children will find out about France and will enjoy exploring French greetings, colours, animals, and other simple words through stories, songs and games as an introduction to the French language.</p>
<b>Forest School</b>		
<p><b>Bug week</b></p> <ul style="list-style-type: none"><li>Identify that most living things live in habitats to which they are suited</li><li>Describe how different habitats provide the basic needs of different kinds of animals and plants and how they depend on each other.</li><li>Identify and name a variety of animals in their habitats.</li></ul> <p><b>Africa</b></p> <ul style="list-style-type: none"><li>Introduce children to the diversity of African cultures.</li><li>Foster appreciation of traditional African art and customs.</li><li>Encourage creativity and collaboration through hands-on activities.</li></ul> <p><b>Music - traditional instruments</b></p> <ul style="list-style-type: none"><li>Listen to and identify sounds within our outdoor sound scape</li><li>Explore the sounds of nature through natural materials and objects.</li><li>Create a musical composition with instruments made from natural and junk materials.</li><li>Plan and perform our music in an outdoor music festival</li></ul>		