

Beaufront First School Class 1 (Year 1 & 2) Medium Term Planning
Autumn Term 1 2025: 8 Weeks

English		Mathematics	
<p style="text-align: center;">Focus Text 1: 'Goldilocks and the Three Bears' Hooks: Writing Focus:</p> <p>Exploring the text, 'Goldilocks and the Three Bears', through Talk for Writing, children will:</p> <ul style="list-style-type: none"> Listen and engage attentively with the story. Focus areas within Development Matters: Engage in Story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts Spell words by identifying the sounds and then writing the sound with letters. <ul style="list-style-type: none"> We are learning to re-tell the story by creating an 's' plan and acting out the story. This will support children when they move onto the next stage. Children will then sequence the story using picture prompts and write a caption in their literacy book. The next phase includes children changing elements of the story to create their own version <p>Guided Reading Text: 'Beegu' by Alexis Deacon</p>		<p>Place Value (within 20)</p> <ul style="list-style-type: none"> Counting objects and representing numbers within 10. Counting on and back within 20. Understanding numbers to 20, starting with 0-10, 11-15, and 16-20. Understanding and exploring 1 more and 1 less within 20. Using number lines to 20 to estimate, find to 'less than', 'greater than', and 'equal to'. Comparing and ordering numbers within 20. <p>Addition and Subtraction (within 20)</p> <ul style="list-style-type: none"> Exploring parts and wholes of numbers within 20. Consolidating number bonds to 10, looking at them systematically. Exploring number bonds to 20. Looking at addition as 'adding together' and 'adding more'. Exploring doubles and near-doubles. Adding three 1-digit numbers. Finding parts. Exploring number fact families. Exploring subtraction as 'taking away'. Finding the difference between numbers within 20. Solving 'missing numbers' problems. <p>Place Value (within 100)</p> <ul style="list-style-type: none"> Beginning to explore counting beyond 20. Counting in 10s and making groups of tens and ones. Partitioning numbers into tens and ones. <p><i>This unit will continue into Autumn 2.</i></p>	
Science	PSHE/ RSE	PE	
<p>Sensitive Bodies</p> <ul style="list-style-type: none"> Finding out about the human body, naming key body parts and finding out about how the body is made of parts that work together. Exploring the 5 main senses and linking them to body parts. Investigating how the senses work to keep us safe and to tell us about the world around us. Working scientifically to investigate what happens when we lose a sense. 	<p>The first 2 weeks will focus on settling into our new class and getting to know one another. We will work on establishing positive relationships and getting to know our routines and expectations. We will also learn about using our classroom and resources to be the best that we can be. (Skills Builder Link)</p> <p>Families and Relationships</p> <ul style="list-style-type: none"> Establishing a culture of respect and an acceptance that our feelings and opinions are all valid → Understanding which behaviours are appropriate and which are not, regardless of our feelings. Understanding that families and friendships can all look different, but all families look after us. Exploring friendships - what is a positive friendship? Exploring feelings - our own and those of others - and how we can respond to feelings. Exploring how to get along together, focusing on manners and courtesy. Exploring and understanding conflict and how conflict can be resolved appropriately. 	<p>Dance with Miss Shelley (Wednesday afternoons)</p>	

	<ul style="list-style-type: none"> Challenging stereotypes and knowing who we can trust to talk to if we feel unhappy or uncomfortable. 	
Geography	RE	DT
My School in 9 Photos - <i>What is it like here?</i> <ul style="list-style-type: none"> Where in the world are we? Locating our school using Google Earth and Google Maps. Exploring our classroom and creating a simple map of our learning space. Exploring the school from the outside and creating a map of our school. Investigating how we feel about where our school is and what our school is like, talking about our likes, and what we would do to improve the school. Thinking about how we can take care of our immediate environment and why this is important. 	What do Christians believe God is like? (God) - '<i>What do some people believe God looks like?</i>' <ul style="list-style-type: none"> Considering the key question, 'What do Christians believe God is like?', using our existing knowledge of Christianity and developing our ideas as we explore key themes. Considering what we think God might be like, including our belief or non-belief in God/ a god. Share what we already know about the beliefs of Christians and what is represented in the Bible. Explore the themes of love and forgiveness, looking at stories such as 'The Lost Son' (Luke), and exploring the idea of a 'parable'. Exploring the themes of love and forgiveness as part of prayer. Understanding that Christians believe that God loves and forgives, and sharing what we know in response to the key question. 	Structures: Baby Bear's Chair <ul style="list-style-type: none"> Thinking about a 'design brief' and what we need to know, understand, and do to meet the brief. Considering concepts of structure and stability - why are these concepts important? Linking shape to strength and exploring why this is important, testing different shapes and structures for the purpose outlined in the design brief. Following a design brief to make a chair for Baby Bear. Testing and evaluating our chairs using key criteria - stability, strength, durability, and appearance.
Music	Computing	French
Call and Response: Animals <ul style="list-style-type: none"> Exploring dynamics and creating short sounds to represent animals. Learning to copy short patterns. Exploring call and response with musical instruments. Exploring instrumental response - creating call and response sound patterns. Performing different sound patterns with contrasting dynamics. 	Computing Systems and Networks Year 1 - Improving mouse skills <ul style="list-style-type: none"> Practicing logging in on a computer, learning about keeping our usernames and passwords secure, and logging out safely. Accessing online software safely using a website (Sketchpad). Using a mouse to click and drag to use Sketchpad. Using mouse skills to create and edit shapes in the style of Kandinsky using Sketchpad. Drawing a familiar story scene using developing mouse skills on Sketchpad (linked to English - 'Unplugged' by Steve Antony). Using digital techniques to create a self-portrait (link to Art - Make your Mark) on Sketchpad. Year 2 - What is a computer? <ul style="list-style-type: none"> Exploring a physical computer by looking at and naming the different parts of the computer, labelling them, and recording ideas on a diagram with labels (desktop and laptop). Learning how technology is controlled by developing an understanding of inputs/ outputs, and designing a robot using this understanding. Recognise technology and its features/ uses by going on a 'Technology Safari'. Inventing technology by creating a design with inputs and outputs, through art and design, and with labelling and verbal or written explanations and descriptions. Identifying and understanding the roles of technology through role play and visiting places where technology is used in different ways for different purposes. 	Enjoying and exploring 'Goldilocks and the Three Bears' in French (Boucle d'Or et les Trois Our), finding out the French vocabulary for key words such as names of the characters, numbers, and sizes.
Forest School		
<ul style="list-style-type: none"> 		