

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

English		Mathematics		
<p><b>Focus Text:</b> <i>Oh No, George!</i> by Chris Haughton</p> <p><b>Genre Focus:</b> Narrative and Newspaper Report</p> <p><b>Final Outcomes:</b></p> <ul style="list-style-type: none"><li>• Narrative: Write a story about a dog who faces a challenge or learns a lesson.</li><li>• Newspaper Report: Write a news article reporting one of George’s mischievous events.</li></ul> <p><b>Hook (Week 1):</b> Write the first draft of a narrative about a dog on a walk to explore ideas and character.</p> <p><b>Weekly Outline</b></p> <p><b>Week 1 – Cold Write &amp; Introduction</b></p> <ul style="list-style-type: none"><li>• Write a narrative about a dog on a walk.</li><li>• Read <i>Oh No, George!</i> and discuss George’s behaviour and choices.</li><li>• Identify story structure: beginning, problem, resolution.</li></ul> <p><b>Weeks 2–3 – Narrative Focus</b></p> <ul style="list-style-type: none"><li>• Explore features of a good story using <i>Oh No, George!</i></li><li>• Plan and write a new version (change the pet, problem, or setting).</li><li>• Focus on description, humour, and sequencing.</li></ul> <p><b>Week 4 – Newspaper Report Focus</b></p> <ul style="list-style-type: none"><li>• Read a model report (e.g. <i>Dog Destroys Cake – Again!</i>).</li><li>• Identify features: headline, 5Ws, quotes, past tense.</li><li>• Write a report about one of George’s escapades.</li></ul> <p><b>Week 5 – Hot Write</b></p> <ul style="list-style-type: none"><li>• Independent task: write a newspaper report about an animal incident.</li></ul> <p><b>Text:</b> <i>The Owl Who Was Afraid of the Dark</i> by Jill Tomlinson</p> <p><b>By the end, pupils will:</b></p> <ol style="list-style-type: none"><li>1. Retell and summarise Plop’s journey.</li><li>2. Infer feelings and motives using evidence.</li><li>3. Identify how dialogue and humour show character.</li><li>4. Reflect on bravery and overcoming fears.</li></ol>		<p><b>Place Value (within 100)</b> <i>continued from Autumn 1</i></p> <ul style="list-style-type: none"><li>• Beginning to explore counting beyond 20.</li><li>• Counting in 10s and making groups of tens and ones.</li><li>• Partitioning numbers into tens and ones.</li></ul> <p><b>Shape</b></p>		
Science	PSHE/ RSE		PE	

<p><b>Investigating Science through Stories (<i>Making Connections: Fairytale Science</i>)</b> Using fairytales and fables such as ‘The Hare and the Tortoise’, ‘The Gingerbread Man’, ‘Goldilocks and the Three Bears’, and ‘The Princess and the Pea’, children will:</p> <ul style="list-style-type: none"> <li>Describe and compare different animal groups.</li> <li>Describe the properties of materials and compare them whilst trying to find a waterproof material.</li> <li>Use senses to observe and describe, whilst investigating the sense of touch.</li> <li>Use the sense of touch to observe and describe.</li> </ul> <p>Children will work scientifically to:</p> <ul style="list-style-type: none"> <li>Use time to measure and compare speed.</li> <li>Order a simple method.</li> <li>Plan how to carry out a test.</li> <li>Decide what observations are important to record.</li> <li>Show results in a block graph.</li> </ul>	<p><b>Health and Well-being (<i>Skills Builder Link - Adapting and Planning</i>)</b></p> <ul style="list-style-type: none"> <li>Describe and understand feelings and emotions at a deeper level, building on existing knowledge and understanding.</li> <li>Develop simple strategies for coping with different feelings and emotions.</li> <li>Understand personal strengths and identify personal goals.</li> <li>Develop a growth mindset, finding ways to adapt and to overcome barriers.</li> <li>Understand the benefits of physical activity.</li> <li>Use breathing exercises to support relaxation and mindfulness.</li> <li>Understand what it means to have a healthy diet.</li> <li>Understand ways of looking after our teeth.</li> </ul>	<p><b>Multiskills</b></p>
<b>History</b>	<b>RE</b>	<b>Art</b>
<p><b>Transport (<i>How did we learn to fly?</i>)</b></p> <ul style="list-style-type: none"> <li>Explore the story of the Wright Brothers (flight) and other historically significant people related to transport.</li> <li>Develop an understanding of historical significance.</li> <li>Use a range of resources to investigate historically significant people, such as Bessie Colman and Amelia Earhart (photographs/ primary resources).</li> <li>Investigate why the moon landing was such a significant event in history.</li> <li>Place significant flight and transport events on a timeline.</li> </ul>	<p><b>What is the ‘Good News’ Christians believe Jesus brings? (Gospel) ‘<i>What is God’s job?</i>’</b></p> <ul style="list-style-type: none"> <li>Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’.</li> <li>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</li> <li>Recognise that Christians believe that Jesus gives instructions to people about how to behave.</li> <li>Give examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless.</li> <li>Give examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)</li> <li>Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</li> </ul>	<p><b>Craft and Design: Map it Out</b></p> <ul style="list-style-type: none"> <li>Investigate maps as a stimulus for drawing.</li> <li>Develop a drawing into 3D artwork.</li> <li>Experiment with a craft technique to explore and develop an idea.</li> <li>Develop ideas and apply craft skills when printmaking.</li> <li>Present artwork and evaluate it against a design brief.</li> </ul>
<b>Music</b>	<b>Computing</b>	<b>French</b>
<p><b>Tempo: Snail and Mouse</b></p> <ul style="list-style-type: none"> <li>Use voices and bodies expressively while exploring tempo.</li> <li>Practice rhyming using fast and slow beats on musical instruments.</li> <li>Use voices to perform songs with fast and slow beats (also linked to Christmas production practices).</li> <li>Perform a song using voices and instruments, demonstrating fast and slow beats.</li> <li>Demonstrate fast and slow beats within the context of a story.</li> </ul>	<p><b>Programming 1</b></p> <p><b>Year 1 - Algorithms Unplugged</b></p> <ul style="list-style-type: none"> <li>Understand what an algorithm is.</li> <li>Follow instructions carefully and precisely to carry out an action.</li> <li>Understand that computers and devices use inputs and outputs.</li> <li>Understand and be able to explain what decomposition is.</li> <li>Know how to debug an algorithm.</li> </ul> <p><b>Year 2 - Algorithms and Debugging</b></p> <ul style="list-style-type: none"> <li>Predict algorithms by decomposing a game.</li> <li>Understand that machines learn by using algorithms to make predictions.</li> <li>Plan algorithms that will solve problems.</li> <li>Understand what abstraction is.</li> <li>Understand what debugging is.</li> </ul>	<p><b>KS1 French – Term Summary</b></p> <p>This term, pupils will <b>consolidate and extend their basic French vocabulary</b>. We will begin with a <b>recap of greetings and introductions</b>, revisiting how to say hello, goodbye, and share our names and feelings (e.g. <i>Bonjour! Ça va? Je m’appelle...</i>).</p> <p>Building on this, pupils will learn to <b>talk about family members and friends</b>, introducing simple nouns such as <i>maman, papa, frère, sœur, ami, amie</i> and short sentences like <i>C’est ma sœur</i> or <i>Mon ami s’appelle...</i></p> <p>Through songs, games, and speaking activities, pupils will practise <b>listening and pronunciation</b>, develop <b>confidence in simple conversation</b>, and begin to understand how French words can describe people in their lives.</p>
<b>Forest School</b>		

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