

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

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

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

