

Beaufront First School Class 1 (Year 1 & 2) Medium Term Planning
Autumn Term 1 2024: 8 Weeks

English	Mathematics
<p style="text-align: center;">Focus Text 1: ‘Unplugged’ by Steve Antony Hooks: A morning without electricity in the classroom (including lights) Playing board games and team games Writing Focus: Non-fiction leaflets</p> <p>Exploring the text, ‘Unplugged’ by Steve Antony, 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 • Add speech text to the illustrations • Create a backstory for Blip • Complete a conscience alley on the pros and cons of technology in the classroom • Becoming experts on safe use of technology and creating a non fiction leaflet <p style="text-align: center;">Focus Text 2: ‘Sidney Spider: A Tale of Friendship’ by Alison Cooper (Talk for Writing text) Hooks: Writing Focus: Letters and fact-files</p> <p>Exploring the text, ‘Sidney Spider: A Tale of Friendship’ by Alison Cooper, through Talk for Writing, children will:</p> <ul style="list-style-type: none"> • <p>Guided Reading: ‘A Squash and a Squeeze’ by Julia Donaldson</p> <ul style="list-style-type: none"> • Understand what an author and illustrator is • Discuss their own homes and what they look like • Make predictions about what might happen • Talk about how the main character may be feeling • Investigate new and exciting words and their meaning • Explore the Illustrations alongside the story’s words 	<p>Year 1 White Rose Maths Weeks 1 - 5: Place Value within 10</p> <ul style="list-style-type: none"> • Sorting, counting and representing objects using a wide range of resources and represent/ recording opportunities. • Recognising numbers and words. • Counting on and back from any number within 10, through games and using a range of resources. • Finding and represent/ recording 1 more and 1 less in different ways. • Comparing and ordering objects by matching, playing matching games and pairing games, sorting games, and using a range of resources. • Identifying differences in quantity. • Comparing and ordering numbers. • Exploring number lines and using number lines in relation to numbers within 10 and place value to solve problems. <p>Weeks 6 - 8 (plus Weeks 9, 10 in Autumn 2): Addition and Subtraction within 10</p> <ul style="list-style-type: none"> • Explore parts and wholes, and the part-whole model in practical and visual ways. • Develop formation of number sentences (practical and then written). • Developing understanding and exploring fact-families and number bonds within 10 using a range of resources. • Solving addition and subtraction problems using specific methods and a range of resources, including number lines → recording problem solving. <p>Year 2 White Rose Maths Weeks 1 - 4: Place Value</p> <ul style="list-style-type: none"> • Exploring numbers to 20 using a range of resources. • Counting objects to 100 by counting in 10s. • Recognising 10s and 1s and exploring place value with practical and visual resources and representations, including place value charts. • Partitioning numbers to 100, using quantities and resources to support. • Write numbers to 100 in words and in expanded form. • Using number lines to 100 to explore 10s and 1s. • Compare and order objects and numbers. • Count in 2s, 5s and 10s. • Count in 3s. <p>Weeks 5 - 8 (plus Week 9 in Autumn 2): Addition and Subtraction</p> <ul style="list-style-type: none"> • Exploring number bonds to 10 and fact-families/ bonds (addition and subtraction) within 20. • Exploring bonds to 100 (10s). • Add and subtract 1s. • Add by making 10. • Add three 1-digit numbers. • Add to the next, and across, a10. • Subtract across a 10 and from a 10. • Subtract a 1-digit number from a 2-digit number across a 10. • 10 more, 10 less. • Add and subtract 10s. • Add and subtract 2-digit numbers, starting within a 10 and then across a 10. • Explore mixed addition and subtraction. • Compare number sentences and solve a range of number problems, including missing numbers problems, using a range of resources and known strategies/ methods.

Science	PSHE/ RSE	PE
Life Cycles and Health <ul style="list-style-type: none"> Playing matching games (offspring and parents) and drawing on prior knowledge about life cycles to begin to think about the human life cycle. Identify different stages of the human life cycle. Exploring growth and measure human growth using simple measuring equipment and comparing 'then and now'. Using a range of sources to research survival and to learn about basic needs for humans and animals, making a list and separating 'needs' from 'wants' (PSHE link/ UNICEF Rights link). Making observations over time to discover the importance of hygiene and exercise, e.g. growth of mould on bread in different conditions, videos resources to show impact of exercise/sedantry lifestyles. Collecting data and investigating the importance of a healthy diet, and understanding how to have a healthy, balanced diet - food tasting, sources such as 'Live/Eat Well NHS' etc... for evidence. 	Families and Relationships <ul style="list-style-type: none"> Thinking about PSHE and the rules that we need to have a safe, inclusive and respectful environment in which to express ourselves - class agreement. Talking about our family, drawing family portraits and sharing family stories respectfully. Exploring friendships and thinking about our own friendships, ourselves as friends, and the things that are ok and not ok, sharing ideas and playing games to understand friendship. Exploring different families and recognising that families can comprise of different individuals and groups, through stories such as 'A Handful of Buttons' by Carey Parets Luque. Recognising and respecting the feelings of others, describing feelings and linking this to families and friendships through role play, art and games. Learning how to get along with others - expressing feelings, solving problems and discovering strategies for getting along through games, question and answer activities, team-building activities and role play. Exploring friendship problems and how to resolve conflict through role play, games and team-building activities, mindfulness and self-regulation activities. Learning about the idea of gender stereotyping - recognising and dealing with - through games and role play activities, visitors/ professionals from different jobs/ walks of life, and discussions. 	Invasion Games <ul style="list-style-type: none"> Demonstrate movement skills in a variety of invasion games. Participate effectively in team/group work activities. Understand and apply the skills needed for successful and enjoyable participation in invasion games. Demonstrate basic offensive and defensive skills in a range of invasion games. <p>The key skills we will be practising are:</p> <ul style="list-style-type: none"> Running and jumping Throwing and catching Developing simple tactics for attacking and defending.
Geography	RE	Art
Welcome to our school: Fieldwork <i>(Where am I?)</i> <ul style="list-style-type: none"> Finding out about where we are - school, area, county, country, continent (Google Earth/ Maps) and identifying what we know about our schools location already. Learning about the location of our school by taking a walk around the site and the immediate local area. Taking photographs of key features of our school. Finding our school on a map (Google Maps) and noting the physical features of the local area. Exploring maps and how to identify points of interest/ features on a map using directional and positional language (orienteering opportunity). Explore the school using aerial photographs and Google Earth/ Maps (possible drone opportunity) and identify features of the school and local area that we cannot see from the ground (compare perspectives - art/ DT opportunity). Create maps of our school and the local area in different ways (draw, ICT, building blocks etc...). Identify and write about our favourite places in school, noting how they make us feel and why they are our favourite places. Compare our school location and physical features with another school (possible visit opportunity to a city school). 	Who do Christians say made the world? (Creation) <i>'How did the World begin?'</i> <ul style="list-style-type: none"> Developing respect towards worldviews through discussions and through agreeing class rules for discussing views, ideas and beliefs. Explore the idea of creation and what creation means (to different people), using discussions, videos, stories and songs. Sharing our own beliefs about who made the world, representing our ideas in different ways such as discussions, art or writing. Exploring ideas in Christianity about creation, recalling what we know of the story from the Bible, and sharing the story in different ways to explore the Christian belief (videos, stories, visitors to school etc...). Exploring how Christians view God as creator and what this means in Christian life through videos, photographs, stories and discussions. Exploring the ideas of giving thanks, celebrating creation and what we have through Harvest celebrations, visiting a church and hearing/ seeing how Christians give thanks. Learning to ask and answer big questions related to 'If I met the creator...' - sharing ideas through art, writing, discussions and drama/ role play. Exploring other ideas of how everything was created (looking at Buddhism, non-religious views and other worldviews) and expressing our own ideas once more. Discussing the big question of how everyone gets along if there are so many different views, and why it does/ does not matter who or what created everything in terms of how we live. 	Drawing: Make your Mark <ul style="list-style-type: none"> Explore lines, finding different ways to create lines using different media and techniques in the way of modern artists. Explore line and mark making tehcniques to draw water, responding to a piece of music (Debussy, La Mer) and creating a 'wave' piece, adding plants and animals/ waterlife to enliven the art and using different media such as pencils, chalks, pastels, crayons... Experiment with different media to create shapes, evaluating media and expressing a preferred medium. Experiment with mark making to create lines, shapes and texture using a range of media for observational drawings, developing close observation skills to do so. Explore drawing from observation to create a specific piece using the range of skills, techniques and media explored and experimented with so far, evaluating pieces and discussing them creatively and respectfully.

Music	Computing	French
<p>Pulse and Rhythm: All About Me!</p> <ul style="list-style-type: none"> Using our voices and hands to make music, keeping a rhythm and identifying the pulse to join in with and to create music. Developing clapping in time, using syllables and rhythms to clap our names and the names of our friends. Developing moving to music, keeping a rhythm and working together. Listening to music and using call and response to repeat rhythms. Develop an understanding of the difference between pulse and rhythm through games, exploration of movements/ body percussion and voice games, and performance. 	<p>Computing Systems and Networks</p> <p>Year 1 - Improving Mouse Skills</p> <ul style="list-style-type: none"> Practising logging in on a computer, learning about keeping our username 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). Use digital techniques to create a self-portrait (link to Art - Make your Mark) on Sketchpad. <p>Year 2 - What is a Computer?</p> <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 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. 	<p>Welcome to France!</p> <ul style="list-style-type: none"> Finding France on a map and discovering facts about the country through videos, photographs and maps. Tasting food from France and hearing the French names for these foods. Singing some well-known French Nursery Rhymes and songs to explore the sound and feel of the language. Enjoying hearing and following familiar stories in French, such as 'The Gruffalo' and 'The Very Hungry Caterpillar'. Playing games in French using simple commands, instructions etc...
Forest School		
<p>Children will be learning to</p> <ul style="list-style-type: none"> Establish safety boundaries for the site and the fire pit area for future sessions. Dress appropriately for the weather and with increasing independence. Master basic movements - balance and coordination Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Listen to a variety of books linked to our forest school themes Use palm drills and conkers to make conker necklaces - string Make mini hedgehogs using wooden discs, nails and hammers Tye dye with blackberries - small fabric squares, elastic bands and water <p>Children to have free exploration of</p> <ul style="list-style-type: none"> Hammocks Mud kitchen Digging pit Den building Slack line - 1:1 support - supervised by an adult at all times. 		