


|  STANDHILL INFANTS MEDIUM TERM PLAN  |  | YEAR GROUP: 1 & 2                                 |  |  |   | AUTUMN 2025   |   |   |   |   |
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| TEXT FOCUS: DIARIES, RECOUNTS, FIRE STORY, INSTRUCTIONS   |  | THEME: MY MAGICAL WORLD<br>KS1 FOCUS: FIRE! FIRE! |  |  |   | THE BIG QUESTION: HOW DO YOU KNOW TIMES HAVE CHANGED? |   |   |   |   |
| SUPER STARTER AND WOW MOMENTS: ADAM PEPPER GREAT FIRE OF LONDON FILM. FIRE SERVICE VISIT (if possible). PE DAYS. YOGA. LIBRARY VISIT.                           |  |   |  |  |   |   |   |   |   |   |
| Website Challenges: Autumn 1: Create a poster to advertise Standhill's Great Fire of London film.<br>Autumn 2: Use the BBC good food guide recipe to bake bread |  |   |  |  |   |   |   |   |   |   |
|   | ENGLISH  | MATHS   | SCIENCE  | HISTORY/GEOG   | ART/D.T.  | COMPUTING   | MUSIC   | R.E.  | PE  | PSHE (Y1 SCHEME)  |
| W1<br>1-5.9<br><br>Inset Day<br>Mon & Tues  | Oracy/history topic link<br><br>Hook: Burnt objects/ old objects/ picture<br>Image of fire & burnt objects – inference and imagination.<br>Question writing. | Y1: Place Value<br><br>Y2: Place Value            |  | Can say why people may have acted the way they did (through English lesson)  | GFoL pictures – Create a layered effect using different collage materials   |   | Getting to know you songs and games.  | DISCOVERY RE SCHEME: We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people. |   | JIGSAW: I know how to use my Jigsaw journal. I feel special and safe in my class  |
| W2<br>8-12.9<br><br>Adam Pepper visit - Tues/Thurs  | Who Samuel Pepys is and why he is significant<br><br>Samuel Pepys questions and fact file/poster (information text)  | Y1: Place Value<br><br>Y2: Place Value            | Materials KWL grid   | Recount the main points from a significant event (Through Adam Pepper session)<br><br>Order a set of events or objects<br>Knows key points from events from beyond living memory that are significant nationally<br><br>Timeline of GFoL | To suggest ideas and materials<br><br>Draw a house from 1666 and label it.<br>Draw a modern house and label it.<br>Write a sentence about each house. |   | Sing Up Music<br><b>Tony Chestnut Lesson 1:</b><br>- Practise echoing actions to a beat.<br>- Get familiar with the song structure and understand the word play.<br>- Learn the melody of the song.<br>- Keep a steady beat while they sing.  | DISCOVERY RE SCHEME: We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people. | Run using variety of speeds and directions<br><br>Develop fluency in running technique. (FM1) | JIGSAW: I understand the rights and responsibilities as a member of my class. I know that I belong to my class.                                       |
| W3<br>15-19.9<br><br>Adam Pepper visit - Mon  | Samuel Pepys fact file/poster (information text)   | Y1: Place Value<br><br>Y2: Place Value            | Materials Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. | To be able to recognise that some objects belonged to the past<br><br>Use words and phrases like old, new, now, a long time ago, in the past, now, today   | Design GFoL house.  |   | <b>Lesson 2:</b><br>- Practise making up 4-beat action patterns for each other to copy.<br>- Echo sing in a group as part of a warm-up.<br>- Make noisy pictures.<br>- Sing the song quietly and gently to a 'la' sound and follow the shape with their hand.<br>- Improve their singing of the song. | DISCOVERY RE SCHEME: We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people. | To track and follow a partner into space.<br><br>Move into space to lose partner. (MC1)       | JIGSAW: I understand the rights and responsibilities of being a member of my class. I know how to make my class a safe places for everybody to learn. |
| W4<br>22-26.9   | Samuel Pepys Diary T4W<br><br>Independent write: Innovate to become own diary of GFoL  | Y1: Place Value<br><br>Y2: Place Value            | Materials Describe the simple physical properties of a variety   | Looks at objects from the past and ask questions i.e., "What were they used  | Make GFoL houses. Assemble, join and combine materials together   | Topic: E-Safety<br><br>Lesson 1: E-Safety Story       | <b>Lesson 3:</b><br>-Lead or respond to a 4-beat action pattern.<br>-Echo sing in a name game.<br>- Copy and  | DISCOVERY RE SCHEME: We are learning to re-tell Bible   | Focus on isolated body movements linked together. (AM1)                                       | JIGSAW: I know my views are valued and can contribute to the Learning Charter.  |

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|  |   |  | of everyday materials   | for?" and try to answer.   | using a variety of temporary methods e.g. glues or masking tape. Use a range of materials. Choose appropriate resources and tools Use tools e.g. scissors and a hole punch safely. Make a product that moves (moving window, doors, curtains). | LO: To understand why the internet isn't always a safe space   | demonstrate a noisy picture using a pitch pencil.<br>- Learn the song <i>Hi lo chicka lo</i> and perform the song with beat actions.   | stories that show kindness, and to explore how this makes Christians behave towards other people.   |   | I can recognise how it feels to be proud of an achievement.   |
| W5<br>29-3.10<br><br>Black History Month 1-31<br>October<br>Read stories from different cultures during story time | Samuel Pepys Diary T4W<br><br>Innovate to become own diary of GFoL                    | Y1: Place Value<br><br>Y2: Addition & Subtraction            | Famous Black Scientists   | Can say why people may have acted the way they did   | Evaluate DT project.   | Topic: E-Safety<br><br>Lesson 2: My personal information<br><br>LO: To understand what personal information I need to keep safe                        | <b>Lesson 4:</b><br>- Play warm-up games to practise keeping a steady beat, and pitch match singing.<br>- Practise taking the lead in an action echo activity.<br>- Recap the song <i>Hi lo chicka lo</i> .<br>- Begin to learn the 'call' or 'response' phrases of the song's melody on a tuned percussion instrument | DISCOVERY RE SCHEME: We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people. | Link together a series of actions and shapes. (AM2)               | JIGSAW: I can recognise the choices I make and understand the consequences. I can recognise the range of feelings when I face certain consequences. |
| W6<br>6-10.10  | Samuel Pepys Diary T4W<br><br>Independent write: Innovate to become own diary of GFoL | Y1: Addition & Subtraction<br><br>Y2: Addition & Subtraction | Materials<br>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching                                    | Understands the difference between things that happened in the past and the present.<br><b>London now and then</b><br>Possible sorting activity. |  | Topic: E-Safety<br><br>Lesson 3: Safe image searching<br><br>LO: To safely search for images online.   | <b>Lesson 5:</b><br>-Practise singing <i>Tony Chestnut</i> with good diction.<br>-Practise playing the melody of <i>Tony Chestnut</i> with a partner, and as a class.  | DISCOVERY RE SCHEME: We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people  | To receive and release a variety of equipment into a space. (MS1) | JIGSAW: I understand my rights and responsibilities within our learning charter. I can understand my choices in following my Learning Charter.      |
| W7<br>13-17.10   | Samuel Pepys Diary T4W<br><br>Independent write: Innovate to become own diary of GFoL | Y1: Addition & Subtraction<br><br>Y2: Addition & Subtraction | <u>Materials</u><br>Naming materials & their suitability<br><br>Children label the materials used on their Great Fire of London house and explain why they chose that material. |  |  | Topic: E-Safety<br><br>Lesson 4: Keeping Zibb safe online quiz<br><br>LO: To apply my online safety knowledge to help others make good choices online. | <b>Lesson 6:</b><br>-Play a follow-my-leader 4-beat action game.<br>- Listen to <i>Fanfarra (Cabua-le-le)</i> by Sérgio Mendes.<br>- Play a copy game using the notes C and G to the backing track.<br>- Composing call-and-response music in pairs.   | DISCOVERY RE SCHEME: We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people. | Use a range of jumping techniques. (FM2)                          |   |

## Autumn 2

|   | ENGLISH                                       | MATHS  | SCIENCE  | HISTORY/GEOG   | ART/D.T.   | COMPUTING  | MUSIC  | R.E.  | PE   | PSHE (Y1 SCHEME)   |
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| W1<br>3-7.11<br><br>Inset day -<br>Mon                              | The<br>Gunpowder<br>Plot                      | Y1:<br>Addition &<br>Subtraction<br><br>Y2:<br>Addition &<br>Subtraction | <u>Materials</u><br>Work<br>scientifically<br>to perform a<br>simple test<br>to answer<br>the<br>question...<br>What is the<br>best<br>material for<br>a bucket?<br>Investigate<br>which<br>materials<br>are<br>waterproof.  | The<br>Gunpowder<br>Plot (through<br>English lessons<br>and CP)  |  |  | Sing Up Music<br><b>Carnival of the<br/>Animals</b><br><b>Lesson 1:</b><br>-Find out about the<br>piece of music.<br>-Listen to the music,<br>identifying<br>instruments and<br>talking about the<br>character of the<br>music and the kind of<br>animals it represents.<br>-Show the character<br>of the music through<br>movement.   | <b>DIWALI:</b><br>We are<br>learning<br>about the<br>festival of<br>Diwali and<br>how<br>people<br>celebrate.                             | Lunge into a<br>jump or run.<br>(FM3)  | JIGSAW: I can<br>identify<br>differences<br>between<br>people in my<br>class.<br>I can tell you<br>some ways I<br>am different<br>from my<br>friends.              |
| W2<br>10-14.11<br><br>Fri 14 <sup>th</sup> –<br>Children in<br>Need | Toby and the<br>Great Fire of<br>London – T4W | Y1:<br>Addition &<br>Subtraction<br><br>Y2:<br>Addition &<br>Subtraction | <u>Materials</u><br>Based on<br>week 1<br>comparable<br>testing of<br>materials -<br>plan which<br>materials<br>they are<br>going to use<br>to make<br>their bucket.<br>Explain it<br>must also<br>have a<br>handle.<br>Using their<br>knowledge<br>of materials<br>– select<br>appropriate<br>material for<br>the handle. | Names and<br>locates the<br>four countries<br>and capital<br>cities of the<br>United<br>Kingdom.   | Artist Study:<br>Wassily<br>Kandinsky<br><br>Colour<br>mixing  |  | <b>Lesson 2:</b><br>-Get moving and<br>warmed up with <i>I<br/>once saw an<br/>elephant</i> .<br>-Listen to two<br>movements<br>from <i>Carnival of the<br/>animals</i> – ‘Fossils’<br>and ‘The swan’.<br>Identify how the<br>choices of<br>instruments create<br>character. Respond<br>to the character of<br>the piece through<br>drawing.<br>-Listen to an extract<br>from <i>Danse macabre</i> . | DISCOVERY<br>RE<br>SCHEME:<br>we are<br>learning to<br>reflect on<br>the<br>reasons for<br>Jesus’ birth<br>and the<br>Christmas<br>Story. | Develop<br>rhythm and<br>timing of<br>movement<br>to music.<br>(MC2)                               | JIGSAW: I can<br>identify<br>similarities<br>between<br>people in my<br>class.<br>I can tell you<br>some ways in<br>which I am the<br>same as my<br>friends.       |
| W3<br>17-21.11  | Toby and the<br>Great Fire of<br>London – T4W | Y1:<br>Addition &<br>Subtraction<br><br>Y2:<br>Addition &<br>Subtraction | <u>Materials</u><br>Make<br>bucket and<br>test.<br>Is the bucket<br>waterproof?<br>Is the<br>handle<br>strong<br>enough?<br>Compare<br>buckets –<br>use<br>observations<br>to identify<br>the most<br>suitable<br>materials for<br>a bucket<br>and explain<br>why.   | Use aerial<br>photographs<br>and plan<br>perspectives to<br>recognise<br>landmarks and<br>basic human<br>and physical<br>features<br><br>Features of<br>London | Artist Study:<br>Wassily<br>Kandinsky<br><br>Discuss use<br>of shadows,<br>use of light<br>and dark<br>Darken<br>colours<br>without using<br>black | Topic:<br>Digital<br>Literacy:<br>using a<br>computer<br><br>Lesson 1:<br>Recognising<br>technology<br><br>LO: To<br>identify<br>computers<br>in everyday<br>lives | <b>Lesson 3:</b><br>-Get moving and<br>warmed up with <i>I<br/>once saw an<br/>elephant</i> .<br>-Listen to two<br>movements<br>from <i>Carnival of the<br/>animals</i> – ‘The<br>elephant’ and<br>‘Aviary’.<br>-Identify how the<br>composer uses<br>rhythm and<br>articulation to create<br>character.<br>-Respond to the<br>character of the<br>piece through<br>movement                         | DISCOVERY<br>RE<br>SCHEME:<br>We are<br>learning to<br>reflect on<br>the<br>reasons for<br>Jesus’ birth<br>and The<br>Christmas<br>story. | Travel using<br>symmetrical<br>moves. Link<br>to different<br>symmetrical<br>body shapes.<br>(AM3) | JIGSAW: I can<br>tell you what<br>bullying is.<br>I understand<br>how being<br>bullied might<br>feel.  |
| W4<br>24-28.11<br><br>UK<br>Parliament<br>Week                      | Toby and the<br>Great Fire of<br>London – T4W | <b>Assessment Week (TBC)</b>   |  |  |  | Topic:<br>Digital<br>Literacy:<br>using a<br>computer<br><br>Lesson 2:<br>Using a<br>device:<br>iPads<br><br>LO: To safely<br>use a device,<br>logging<br>on/off   | Sing Up Music<br><b>Musical<br/>Conversations</b><br><b>Lesson 1:</b><br>-Develop confidence<br>playing an<br>instrument.<br>-Make up short<br>musical sentences.<br>-Make up question-<br>and answer phrases.   | DISCOVERY<br>RE<br>SCHEME:<br>We are<br>learning to<br>reflect on<br>the<br>reasons for<br>Jesus’ birth<br>and the<br>Christmas<br>story  | Travel using<br>asymmetrical<br>actions and<br>link to<br>asymmetrical<br>body shapes.<br>(AM4)    | JIGSAW: I<br>know some<br>people who I<br>could talk to if<br>I was feeling<br>unhappy or<br>being bullied.<br>I can be kind<br>to children<br>who are<br>bullied. |

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| W5<br>1-5.12   | Toby and the Great Fire of London – T4W<br><br>Assessed write   | Y1:<br>Addition & Subtraction<br><br>Y2:<br>Geometry (Shape)   | <u>Seasons</u><br>Observe changes from Autumn to Winter.<br><br>Go on a walk around school – How have the trees / plants changed? What clothes are we wearing? | Devise a simple map and use and construct basic symbols in a key.  | Understand where food comes from - 'The Journey of Bread'<br><br>Plan what ingredients and equipment they will need to bake bread.   | Topic:<br>Digital Literacy: using a computer<br><br>Lesson 3:<br>Using a device: laptops<br><br>LO: To safely use a device, logging on/off      | <b>Lesson 2:</b><br>-Listen actively to others and follow a 'score'.<br>-Contribute story and sound effect ideas to the <i>Plasticine person</i> game.<br>-Create musical sound effects and short sequences of sounds based on the idea of a phone call.<br>-Work in groups to create a musical composition | DISCOVERY RE SCHEME:<br>We are learning to reflect on the Christmas story and the reasons for Jesus' birth | To catch objects of various sizes and shapes. (MS2)                   | JIGSAW: I know how to make new friends. I know how it feels to make a new friend.   |
| W6<br>8-12.12  | Recipes – features, ordering and writing a recipe/<br>Christmas activities<br><br>Christmas performance dress rehearsal Tuesday<br><br>Christmas performance Thursday | Y1:<br>Geometry (Shape)<br><br>Y2:<br>Geometry (Shape)   |  | Use simple fieldwork and observational skills to study the geography of school and its grounds                                 | Use a range of tools and equipment to perform practical tasks<br>Use a wide range of materials and components, including construction materials, textiles and ingredients<br>Follow a recipe to bake bread | Topic:<br>Digital Literacy: using a computer<br><br>Lesson 4:<br>Using a device<br><br>LO: To safely use a device, use age-appropriate software | <b>Lesson 3:</b><br>-Learn how graphic symbols can represent sounds.<br>-Create graphic scores, using symbols to portray their group composition.<br>-Interpret and perform the composition of a different group by following their score.  | DISCOVERY RE SCHEME:<br>We are learning to reflect on the Christmas story and the reasons for Jesus' birth | To develop leaping to achieve different heights and distances. (FM4)  | JIGSAW: I can tell you some ways I am different from my friends. I understand these differences make us all special and unique. |
| W7<br>15-19.12 | Christmas activities  | Y1:<br>Geometry (Shape)/<br>Christmas Maths activities<br><br>Y2:<br>Geometry (Shape)/<br>Christmas Maths activities | <u>Seasons</u><br>Keep a Winter weather diary.<br>How is the weather different in Winter to Autumn?  | Use simple fieldwork and observational skills identify the key human and physical features of school's surrounding environment | Evaluate bread baking.<br><br>Christmas cards  |   | Christmas songs   | DISCOVERY RE SCHEME:<br>We are learning to reflect on the Christmas Story and the reasons for Jesus' birth | Develop strength when using a push or pull force with a partner (FM5) |   |