



Garlinge Primary School & Nursery – Year 1 Long Term Map 2024/2025

| | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
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| LEAD TEXT/TOPIC | <p align="center">Seasons</p> <p align="center">The Little Red Hen</p> <p align="center">Geography</p> | <p align="center">Old and New Toys</p> <p align="center">Old Bear</p> <p align="center">History</p> | <p align="center">Hot and Cold Countries</p> <p align="center">Blown Away</p> <p align="center">Geography</p> | <p align="center">Landscapes</p> <p align="center">We're Going on a Bearhunt</p> <p align="center">Geography</p> | <p align="center">Space</p> <p align="center">Bob Man on the Moon</p> <p align="center">History</p> | <p align="center">Significant Individual.</p> <p align="center">Trailblazer: Lily Parr The Unstoppable Force of Women's Football</p> <p align="center">History</p> |
| ENGLISH Genres | Narrative – character description Stories with familiar settings. Information texts - instructions | Stories with familiar settings/ Extended stories by significant authors Recounts-diary writing Comparison– old and new toys Letter writing - christmas | Narrative- setting description NCR -animals in hot/cold countries Recount - postcard | Narrative – character/setting description Different stories by the same author Poetry - Really Looking | Narrative – writing about others' experiences Recounts -newspaper Poems-Patterns on a page | Narrative – writing about others' experiences Recount- biography NCR - Lions |
| MATHS Refer to Maths Hub Planning | Number – Place Value (within 10) Number - Addition and Subtraction (within 10) LOTC – Active maths at least twice a term. | Number - Addition and Subtraction (within 10) Geometry - Shape LOTC – Active maths at least twice a term. | Number – Place Value (within 20) Number - Addition and Subtraction (within 20) LOTC – Active maths at least twice a term. | Number – Place Value (within 20) Measurement – Length and Height Measurement – Mass and Volume LOTC – Active maths at least twice a term. | Number – Multiplication and Division Number – Fractions Geometry - Position and Direction LOTC – Active maths at least twice a term. | Number – Place Value (within 100) Measurement – Money Measurement – Time LOTC – Active maths at least twice a term. |
| SCIENCE Refer to the Kent Scheme of Work unit plans | Seasonal Changes Materials and their Everyday Uses LOTC- Material hunt | Seasonal Changes Materials and their Everyday Uses | Seasonal Changes Animals including Humans. | Seasonal Changes Animals including Humans. | Seasonal Changes Plants LOTC – Observing plants in local habitats | Seasonal Changes Plants |
| HISTORY | Geography led topic | Changes Within Living Memory – Old and New Toys -Know how to look at objects from the past, ask questions i.e., "What were they used for?", and try to answer. -Know how to sort events or objects into groups (i.e. then and now.) -Know how to talk, write and draw about things from the past. | Geography led topic | Geography led topic | Significant Event – Moon Landings - Recall some facts about people/events before living memory. -Explore events, look at pictures and ask questions i.e., "What were people doing?" -Know how to use a timeline to place important events. | Significant individuals- Sporting Trailblazers - Recall some facts about people/events before living memory. -Know how to say why people may have acted the way they did. -Know how to use timelines to order events |



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| <p>GEOGRAPHY</p> | <p>-Explore seasonal and daily weather patterns in the United Kingdom <i>(Begin to name and locate the 4 countries and capital cities of the United Kingdom and its surrounding seas.)</i> -Use simple world maps, atlases and globes to identify the UK and its countries.</p> | <p>History led topic</p> <p>-Explore seasonal and daily weather patterns in the United Kingdom</p> | <p>- Name and locate the 7 continents and 5 oceans of the world. -Explore seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles -Make simple comparisons between the UK and another country in the world.</p> | <p>-Use simple compass directions and locational and directional language. -Identify key physical and human features and begin to describe the location of features on a map. -Develop fieldwork and observational skills -Explore seasonal and daily weather patterns in the United Kingdom</p> | <p>History led topic</p> <p>-Explore seasonal and daily weather patterns in the United Kingdom</p> | <p>History led topic</p> <p>-Explore seasonal and daily weather patterns in the United Kingdom</p> |
| <p>COMPUTING</p> | <p>Digital Literacy</p> <p>- Use technology respectfully and understand where to go for help and support when they have concerns about the content on the internet. -Learn how to log on and off.</p> | <p>Information Technology</p> <p>-Use technology purposefully to manipulate digital content.</p> | <p>Information Technology</p> <p>-Use technology purposefully to manipulate digital content.</p> | <p>Computer Science</p> <p>-Understand algorithms are implemented as programmes on digital devices.</p> | <p>Computer Science</p> <p>-Understand that programmes execute by following precise and unambiguous instructions.</p> | <p>Computer Science</p> <p>-Debug simple programmes and use logical reasoning to predict the behaviour of simple programmes.</p> |
| <p>ART & DESIGN</p> | <p>Art linked to our School Values.</p> <p>Self-Portraits-collage and photography (Henri Matisse)</p> <ul style="list-style-type: none"> • Explore cutting and sticking a range of different materials • Take a self-portrait or a photograph. <ul style="list-style-type: none"> •Know the artist's name. •Know the time period in which they lived. •Know the reasons their art is being studied. <p>DT led term</p> | <p>Christmas/Winter crafts-3D</p> <ul style="list-style-type: none"> • Experiment in a variety of malleable media such as clay, papier-mâché, salt dough, Modroc. • Impress and apply simple decoration techniques, including painting. <p>DT led term</p> | <p>Printing</p> <ul style="list-style-type: none"> • To explore printing simple pictures with a range of hard and soft materials. • To use equipment correctly to be able to produce a clean printed image. | <p>Landscapes – Drawing (used within DT storybook)</p> <ul style="list-style-type: none"> •Know how to form closed shapes. To know that shapes build up to form a picture. •Know how to hold and use drawing equipment correctly. | <p>Arts Week</p> <p>- TBC</p> | <p>Work of artist – Keith Haring</p> <ul style="list-style-type: none"> •Know the artist's name. •Know the time period in which they lived. •Know the reasons their art is being studied. <p>DT led term</p> |



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| <p>DESIGN TECHNOLOGY</p> | <p>Preparing Fruit and Vegetables- Making a fruit/vegetable smoothie</p> <ul style="list-style-type: none"> • Understand where a range of fruit and vegetables come from • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. | <p>Freestanding Structures- Making a tower to hold Little Bear</p> <ul style="list-style-type: none"> • Explore a range of existing freestanding structures in the school and local environment • Experience of using construction kits to build walls, towers and frameworks. • Know how to make freestanding structures stronger, stiffer and more stable. | <p>Art led term</p> | <p>Art led term</p> | <p>Art led term</p> | <p>Sliders and Leavers- Making a moving class/group storybook</p> <ul style="list-style-type: none"> • Explore a range of existing books and everyday products that use simple sliders and levers. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. • Select and use tools, explaining their choices, to cut, shape and join paper and card. |
| <p>MUSIC</p> | <p>Singing Sing simple songs, chants and rhymes.</p> <p>Composing Improvise simple vocal chants.</p> <p>Musicianship Move / clap to a steady beat as the tempo changes.</p> | <p>Singing Sing simple songs, chants and rhymes.</p> <p>Composing Improvise simple vocal chants.</p> <p>Musicianship Compare high and low sounds.</p> | <p>Singing Begin singing simple mi-so songs.</p> <p>Composing Create musical sound effects.</p> <p>Musicianship Use body / classroom percussion to perform repeated rhythm patterns.</p> | <p>Singing Sing simple pentatonic songs.</p> <p>Composing Use musical technology to capture, change and combine sounds (Purple Mash)</p> <p>Musicianship Use tuned instruments to maintain a steady beat. Respond to pulse in music through movement and dance.</p> | <p>Singing Sing a wide range of call and response songs.</p> <p>Composing Combine musical sounds to make a story.</p> <p>Musicianship Explore percussion sounds to enhance story telling.</p> | <p>Singing Sing a wide range of call and response songs.</p> <p>Composing Recognise how graphic notation can represent created sounds.</p> <p>Musicianship Follow pictures and symbols to guide singing and playing.</p> |
| <p>PE</p> | <p>Athletics Gym / Dance</p> | <p>Multi Skills OAA</p> | <p>Invasion Small Sided Games</p> | <p>Rackets Target Games</p> | <p>Sports day practices Dodgeball</p> | <p>Strike and Field Inclusive sport</p> |
| <p>RE</p> | <p>What is a Christian and what do they believe?</p> | <p>How and why do we celebrate special and sacred times? Christmas</p> | <p>What is a Christian and what do they believe?</p> | <p>How and why do we celebrate special and sacred times? Easter</p> | <p>What makes places sacred?</p> | <p>What does it mean to belong to a faith community?</p> |
| <p>PSHE</p> | <p>Family and Relationships Colour Monster</p> | <p>Family and Relationships Colour Monster</p> | <p>Health and Wellbeing Colour Monster</p> | <p>Safety and the Changing Body Colour Monster</p> | <p>Citizenship Colour Monster</p> | <p>Economic Wellbeing Transition lesson Colour Monster</p> |

LOTIC to be indicated on Planning **ECO** to be indicated on planning

