



**Garlinge Primary School & Nursery – Year 1 Medium Term Planning Map Term 3 2025**

**Hot and Cold Countries**

	<b>WEEK 1 6/1/25</b>	<b>WEEK 2 13/1/25</b>	<b>WEEK 3 20/1/25</b>	<b>WEEK 4 27/1/25</b>	<b>WEEK 5 3/2/25</b>	<b>WEEK 6 10/2/25</b>	
<b>LEAD TEXT/TOPIC</b>	A Flower in the Snow - Tracey Corderoy and Sophie Allsopp Handa's Surprise – Eileen Browne Hot and Cold Countries	A Flower in the Snow - Tracey Corderoy and Sophie Allsopp Handa's Surprise – Eileen Browne Hot and Cold Countries	A Flower in the Snow - Tracey Corderoy and Sophie Allsopp Handa's Surprise – Eileen Browne Hot and Cold Countries	A Flower in the Snow - Tracey Corderoy and Sophie Allsopp Handa's Surprise – Eileen Browne Hot and Cold Countries	A Flower in the Snow - Tracey Corderoy and Sophie Allsopp Handa's Surprise – Eileen Browne Hot and Cold Countries	A Flower in the Snow - Tracey Corderoy and Sophie Allsopp Handa's Surprise – Eileen Browne Hot and Cold Countries	
<b>ENGLISH Genres</b>	A Flower in the Snow introduction.  Write a setting description based on the story.  English skills: Writing high frequency words in sentences.	A Flower in the Snow.  Writing a letter from the bear in the story.  English skills: Writing in the first person. Writing high frequency and tricky words.	Handa's surprise Introduction  Animals from hot countries.  Using a range of conjunctions.  English skills: Using the word 'and'.	Handa's surprise  Change/adapt the story - character, setting, (describing sentences)  English skills: Writing high frequency words in sentences.	<b>Assessed writing</b> Handa's surprise - Narrative Plan and write  English skills: Writing layout (starting at the beginning of a line and writing until the end).	Handa's surprise Continue with assessed writing.  Little Wandle phonics assessments	
<b>MATHS Refer to Maths Hub Planning</b>	<b>Place Value Within 20</b>  Find 1 more and 1 less  Understand the number line to 20	<b>Place Value Within 20</b>  To be able to use a number line to 20  Compare numbers to 20  Order numbers to 20	<b>Addition and subtraction (within 20)</b>  Add by counting on within 20  Add ones using number bonds  Find and make number bonds to 20	<b>Addition and subtraction (within 20)</b>  Finding Doubles  Near doubles  Subtract ones using number bonds	<b>Addition and subtraction (within 20)</b>  Subtraction - counting back  Subtraction - finding the difference	<b>Addition and subtraction (within 20)</b>  Related addition and subtraction facts  Missing number problems	



<p><b>SCIENCE</b></p> <p>Refer to the Kent Scheme of Work unit plans</p>	<p>Animals including humans</p> <p>What parts make up the human body?</p>	<p>Animals including humans</p> <p>Which parts of our bodies do we need to see, hear, smell, taste and touch?</p>	<p>Animals including humans</p> <p>What is an animal?</p>	<p>Animals including humans</p> <p>How can we group animals?</p>	<p>Animals including humans</p> <p>Do all animals eat the same things?</p>	<p>Animals including humans</p> <p>Revisit and assess the substantive knowledge from previous learnings</p>	
<p><b>HISTORY</b></p>	<p>Geography led term</p>	<p>Geography led term</p>	<p>Geography led term</p>	<p>Geography led term</p>	<p>Geography led term</p>	<p>Geography led term</p>	
<p><b>GEOGRAPHY</b></p>		<p><i>To begin to name and locate the 7 continents and 5 oceans of the world.</i></p> <p>To label a world map.</p>	<p>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</p> <p>To mark the equator, hot, cold and warm climates on a world map.</p>	<p><i>To begin to name and locate the 7 continents and 5 oceans of the world.</i></p> <p>To identify hot and cold continents/ countries and talk about their features and where they are. To identify world oceans and talk about where they are.</p>	<p>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</p> <p>To identify hot and cold continents/ countries on a map.</p>	<p>Make simple comparisons between the UK and another country in the world.</p> <p>To look at live weather reports to compare/discuss between the UK and a chosen location.</p>	
<p><b>COMPUTING</b></p>	<p><b>DIGITAL LITERACY</b></p> <p>To keep personal information private.</p> <p><a href="https://www.purplemash.com/#tab/home/computing">https://www.purplemash.com/#tab/home/computing</a></p>		<p><b>INFORMATION TECHNOLOGY</b></p> <p>Create a Christmas card electronically on 2Animate.</p> <p>To use technology purposefully to create digital content.</p> <p><a href="https://www.purplemash.com/#app/tools/2paint">https://www.purplemash.com/#app/tools/2paint</a></p>		<p><b>COMPUTER SCIENCE</b></p> <p>Understanding algorithms.</p> <p>To understand what algorithms are</p> <p><a href="https://www.purplemash.com/app/code/chimp">https://www.purplemash.com/app/code/chimp</a></p>		
<p><b>ART &amp; DESIGN</b></p>				<p>Gallery / Hall display artwork</p>	<p>Gallery / Hall display artwork</p>	<p>Gallery / Hall display artwork</p>	
<p><b>DESIGN TECHNOLOGY</b></p>	<p>Freestanding Structures</p> <p>Investigate Igloos and begin to understand how and why they are made in some cold countries.</p>	<p>Freestanding Structures</p> <p>Design an igloo and discuss key elements of how it can be freestanding.</p>	<p>Freestanding Structures</p> <p>Make an igloo using clay / clay dough and evaluate them.</p>				



<b>MUSIC</b>	Singing Begin simple mi-so songs.	Singing Begin simple mi-so songs.	Composing Create musical sound effects and short sequences of sound.	Composing Create musical sound effects and short sequences of sound.	Musicianship Use body / classroom percussion playing repeated rhythm patterns.	Musicianship Use body / classroom percussion playing repeated rhythm patterns.	
<b>PE</b>	Small sided games	Small sided games	Small sided games	Small sided games	Small sided games	Small sided games	
<b>RE</b>	Who is a Christian and what do they believe?  To describe what they think about what Christians believe and think is important.	What do Christians think about God?  To be able talk about some ways that Christians describe God and Jesus.	What does the Bible teach us about God?  To retell a story that shows what Christians might think about God.	Why is Jesus important to Christians?  To retell stories told by Jesus and about Jesus in words, drama and pictures.	What do the miracles of Jesus teach us about what is important to Christians?  To retell stories told by Jesus and about Jesus in words, drama and pictures	Why do Christians pray?  To be able to give reasons why Christians pray and describe what Christians pray about.	
<b>PSHE</b>	Economic wellbeing  To understand what money is and where it comes from.	Economic wellbeing  To understand how to keep cash safe	Economic wellbeing  To understand the benefits of banks and building societies	Economic wellbeing  To begin to understand that people make different choices about spending and saving money	Economic wellbeing  I understand some of the jobs that exist in my school		
<b>PMFL</b>							



<p><b>Continuous Provision</b></p>	<p><u>English Challenge-</u> To write letters/ words on white boards</p> <p><u>Maths Challenge-</u> To count out objects accurately within 20</p> <p><u>Science Challenge-</u> To cut and stick body words and pictures</p> <p><u>Role Play Area</u> To use spoken language to develop understanding through imagination</p> <p><u>Reading Corner</u> To develop pleasure in reading</p> <p><u>Outside Play</u> To listen to other people and play cooperatively</p>	<p><u>English Challenge-</u> To write tricky words</p> <p><u>Maths Challenge-</u> To write numbers in order to 20</p> <p><u>Art Challenge-</u> To paint own picture independently</p> <p><u>Role Play Area</u> To use spoken language to develop understanding through imagination</p> <p><u>Reading Corner</u> To develop pleasure in reading</p> <p><u>Outside Play</u> To listen to other people and play cooperatively</p>	<p><u>English Challenge-</u> To play simple phonics games</p> <p><u>Maths Challenge-</u> To add quantities together practically</p> <p><u>DT Challenge-</u> To make free standing structures cooperatively</p> <p><u>Role Play Area</u> To use spoken language to develop understanding through imagination</p> <p><u>Reading Corner</u> To develop pleasure in reading</p> <p><u>Outside Play</u> To listen to other people and play cooperatively</p>	<p><u>English Challenge-</u> To cut and stick Handa's Surprise story in order</p> <p><u>Maths Challenge-</u> To make a jigsaw puzzle counting the pieces within 20</p> <p><u>Science Challenge-</u> To cut and stick groups of animals</p> <p><u>Role Play Area</u> To use spoken language to develop understanding through imagination</p> <p><u>Reading Corner</u> To develop pleasure in reading</p> <p><u>Outside Play</u> To listen to other people and play cooperatively</p>	<p><u>English Challenge-</u> To make own book of Handa's Surprise story</p> <p><u>Maths Challenge-</u> To subtract cubes/ objects within 20</p> <p><u>Art Challenge-</u> To paint an animal</p> <p><u>Role Play Area</u> To use spoken language to develop understanding through imagination</p> <p><u>Reading Corner</u> To develop pleasure in reading</p> <p><u>Outside Play</u> To listen to other people and play <b>cooperatively</b></p>	<p><u>English Challenge-</u> To play phonics games</p> <p><u>Maths Challenge-</u> To write own addition/ subtraction sentences</p> <p><u>Geography Challenge-</u> To label own map of the world</p> <p><u>Role Play Area</u> To use spoken language to develop understanding through imagination</p> <p><u>Reading Corner</u> To develop pleasure in reading</p> <p><u>Outside Play</u> To listen to other people and play cooperatively</p>	
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LOTC to be indicated on Planning ECO to be indicated on planning