



**Garlinge Primary School & Nursery – Year 1 Long Term Map 2023/2024**

|   | TERM 1   | TERM 2  | TERM 3   | TERM 4   | TERM 5  | TERM 6  |
|---|--|---|--|--|---|---|
| <b>LEAD TEXT/TOPIC</b>  | <p align="center"><b>Seasons</b></p> <p align="center">The Little Red Hen</p> <p align="center"><b>Geography</b></p>                     | <p align="center"><b>Hot and Cold Countries</b></p> <p align="center">Blown Away</p> <p align="center"><b>Geography</b></p> | <p align="center"><b>Old and New Toys</b></p> <p align="center">Old Bear</p> <p align="center"><b>History</b></p>  | <p align="center"><b>Landscapes</b></p> <p align="center">We're Going on a Bearhunt</p> <p align="center"><b>Geography</b></p>                               | <p align="center"><b>Space</b></p> <p align="center">Bob Man on the Moon</p> <p align="center"><b>History</b></p>   | <p align="center"><b>Significant Individual.</b></p> <p align="center">Trailblazer: Lily Parr The Unstoppable Force of Women's Football</p> <p align="center"><b>History</b></p>  |
| <p align="center"><b>ENGLISH Genres</b></p> <p align="center"><b>Articles 1, 2, 23, 28, 29 and 42</b></p>   | <p>Narrative – character description<br/>Stories with familiar settings.<br/>Information texts - instructions</p>                        | <p>Narrative- setting description<br/>NCR -animals in hot/cold countries<br/>Letter writing - Christmas</p>                 | <p>Stories with familiar settings/ Extended stories by significant authors<br/>Recounts-diary writing<br/>Comparison– old and new toys</p>   | <p>Narrative – character/setting description<br/>Different stories by the same author<br/>Poetry - Really Looking</p>  | <p>Narrative – writing about others' experiences<br/>Recounts -newspaper<br/>Poems-Patterns on a page</p>   | <p>Narrative – writing about others' experiences<br/>Recount- biography<br/>NCR - Lions</p>   |
| <p align="center"><b>MATHS</b></p> <p align="center"><b>Refer to Maths Hub Planning</b></p> <p align="center"><b>Articles 1, 2, 23, 28, 29, 31 and 42</b></p>               | <p>Number – Place Value (within 10)<br/>Number - Addition and Subtraction (within 10)<br/>LOTC – Active maths at least twice a term.</p> | <p>Number - Addition and Subtraction (within 10)<br/>Geometry - Shape<br/>LOTC – Active maths at least twice a term.</p>    | <p>Number – Place Value (within 20)<br/>Number - Addition and Subtraction (within 20)<br/>LOTC – Active maths at least twice a term.</p>   | <p>Number – Place Value (within 20)<br/>Measurement – Length and Height<br/>Measurement – Mass and Volume<br/>LOTC – Active maths at least twice a term.</p> | <p>Number – Multiplication and Division<br/>Number – Fractions<br/>Geometry - Position and Direction<br/>LOTC – Active maths at least twice a term.</p>   | <p>Number – Place Value (within 100)<br/>Measurement – Money<br/>Measurement – Time<br/>LOTC – Active maths at least twice a term.</p>  |
| <p align="center"><b>SCIENCE</b></p> <p align="center"><b>Refer to the Kent Scheme of Work unit plans</b></p> <p align="center"><b>Articles 1, 2, 23, 28, 29 and 42</b></p> | <p align="center">Seasonal Changes<br/>Harvest</p>   | <p align="center">Materials and their<br/>Everyday Uses</p>   | <p align="center">Materials and the<br/>Everyday Uses<br/>LOTC- Material hunt</p>  | <p align="center">Seasonal Changes<br/>Spring</p>  | <p align="center">Plants<br/>LOTC – Observing plants in local habitats</p>  | <p align="center">Animals including Humans.</p>   |
| <p align="center"><b>HISTORY</b></p> <p align="center"><b>Articles 1, 2, 23, 28 29 and 42</b></p>   | <p align="center">Geography led topic</p>  | <p align="center">Geography led topic</p>   | <p align="center">Changes Within Living Memory – Old and New Toys</p> <p>-Know how to look at objects from the past, ask questions i.e., “What were they used for?”, and try to answer.<br/>-Know how to sort events or objects into groups (i.e. then and now.)<br/>-Know how to talk, write and draw about things from the past.</p> | <p align="center">Geography led topic</p>  | <p align="center">Significant Event – Moon Landings</p> <p>- Recall some facts about people/events before living memory.<br/>-Explore events, look at pictures and ask questions i.e., “What were people doing?”<br/>-Know how to use a timeline to place important events.</p> | <p align="center">Significant individuals- Sporting Trailblazers</p> <p>- Recall some facts about people/events before living memory.<br/>-Know how to say why people may have acted the way they did.<br/>-Know how to use timelines to order events</p> |



|   |   |   |   |   |   |  |
|---|---|---|---|---|---|--|
| <p><b>GEOGRAPHY</b><br/>Articles 1, 2, 23, 28, 29 and 42</p>                  | <p>-Explore seasonal and daily weather patterns in the United Kingdom<br/><i>(Begin to name and locate the 4 countries and capital cities of the United Kingdom and its surrounding seas.)</i><br/>-Use simple world maps, atlases and globes to identify the UK and its countries.</p> | <p>- Name and locate the 7 continents and 5 oceans of the world.<br/>-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<br/>-Make simple comparisons between the UK and another country in the world.</p> | <p>History led topic</p>  | <p>-Use simple compass directions and locational and directional language.<br/>-Identify key physical and human features and begin to describe the location of features on a map.<br/>-Develop fieldwork and observational skills</p> | <p>History led topic</p>  | <p>History led topic</p>   |
| <p><b>COMPUTING</b><br/>Article Articles 1, 2, 16, 17, 23, 28, 29 and 42.</p> | <p>Digital Literacy<br/>- Use technology respectfully and understand where to go for help and support when they have concerns about the content on the internet.<br/>-Learn how to log on and off.</p>  | <p>Information Technology<br/>-Use technology purposefully to manipulate digital content.</p>   | <p>Information Technology<br/>-Use technology purposefully to manipulate digital content.</p> | <p>Computer Science<br/>-Understand algorithms are implemented as programmes on digital devices.</p>  | <p>Computer Science<br/>-Understand that programmes execute by following precise and unambiguous instructions.</p>  | <p>Computer Science<br/>-Debug simple programmes and use logical reasoning to predict the behaviour of simple programmes.</p>  |
| <p><b>ART &amp; DESIGN</b><br/>Articles 1, 2, 23, 28, 29 and 42</p>           | <p>Art linked to our School Values.<br/><br/>Self-Portraits-collage and photography<br/>• Explore cutting and sticking a range of different materials<br/>• Take a self-portrait or a photograph.<br/><br/>DT led term</p>  | <p>Christmas/Winter crafts-3D<br/>• Experiment in a variety of malleable media such as clay, papier-mâché, salt dough, Modroc.<br/>• Impress and apply simple decoration techniques, including painting.</p>  | <p>DT led topic</p>   | <p>Landscapes – Drawing (used within DT storybook)<br/>•Know how to form closed shapes. To know that shapes build up to form a picture.<br/>•Know how to hold and use drawing equipment correctly.<br/><br/>DT led term</p>           | <p>Rockets (Rotary Club – Wings) – Painting<br/>• Know what a brush stroke is.<br/>• Know what curved, straight, thick and thin is.<br/>• Know what a primary and secondary colour is<br/><br/>Art work linked to the Neal Foundation theme for this year's competition</p> | <p>Work of artist – Henri Matisse<br/>•Know the artist's name.<br/>•Know the time period in which they lived.<br/>•Know the reasons their art is being studied.<br/>•Collages inspired by Icarus</p> |



|   |  |  |   |  |   |  |
|---|--|--|---|--|---|--|
| <p><b>DESIGN TECHNOLOGY</b><br/>Articles 1, 2, 23, 28, 29 and 42</p>            | <p>Preparing Fruit and Vegetables- Making a fruit/vegetable smoothie</p> <ul style="list-style-type: none"> <li>• Understand where a range of fruit and vegetables come from</li> <li>• Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</li> <li>• Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</li> </ul> | <p>Art led term</p>  | <p>Freestanding Structures- Making a tower to hold Little Bear</p> <ul style="list-style-type: none"> <li>• Explore a range of existing freestanding structures in the school and local environment</li> <li>• Experience of using construction kits to build walls, towers and frameworks.</li> <li>• Know how to make freestanding structures stronger, stiffer and more stable.</li> </ul> | <p>Sliders and Leavers- Making a moving class/group storybook</p> <ul style="list-style-type: none"> <li>• Explore a range of existing books and everyday products that use simple sliders and levers.</li> <li>• Develop, model and communicate their ideas through drawings and mock-ups with card and paper.</li> <li>• Select and use tools, explaining their choices, to cut, shape and join paper and card.</li> </ul> | <p>Art led term</p>                                   |  |
| <p><b>MUSIC</b><br/>Articles 1, 2, 23, 28, 29 and 42</p>                        | <p>Storytime and Seasons</p>   | <p>Ourselves</p>   | <p>Toys</p>   | <p>Animals/Number</p>  | <p>Weather/Patterns</p>                               | <p>Water/Travel</p>                                      |
| <p><b>PE</b><br/>Articles 1, 2, 23, 24, 27, 28, 29, 31 and 42</p>               | <p>Active Listening games &amp; Games</p> <p>PE Leadership Gymnastics</p>  | <p>Multi skills leading to games</p> <p>BEAM/Climbing</p>                  | <p>Hitting/Striking Rolling/Collecting</p> <p>Dance</p>   | <p>Infant Agility</p> <p>Small Sided Dames Attacking/Defending</p>   | <p>INTRA School Sport</p> <p>Sports Day Practices</p> | <p>Small Sided Games</p> <p>Rapid Fire Cricket</p>       |
| <p><b>RE</b><br/>Articles 1, 2, 12, 14, 23, 28, 29, 30 and 42</p>               | <p>What is a Christian and what do they believe?</p>   | <p>How and why do we celebrate special and sacred times?<br/>Christmas</p> | <p>What is a Christian and what do they believe?</p>  | <p>How and why do we celebrate special and sacred times?<br/>Easter</p>  | <p>What makes places sacred?</p>                      | <p>What does it mean to belong to a faith community?</p> |
| <p><b>PSHCE</b><br/>Articles 1, 2, 9, 12, 23, 24, 25, 27, 28, 29, 30 and 42</p> | <p>Living in the wider world</p> <p>Colour Monster</p>   | <p>Living in the wider world</p> <p>Colour Monster</p>                     | <p>Relationships</p> <p>Colour Monster</p>  | <p>Relationships</p> <p>Colour Monster</p>   | <p>Health and Wellbeing</p> <p>Colour Monster</p>     | <p>Health and Wellbeing</p> <p>Colour Monster</p>        |

LOTG to be indicated on Planning **RRSA** to be indicated on planning with articles **ECO** to be indicated on planning