



**Garlinge Primary School & Nursery – Year 1 Medium Term Planning Map - 2026 Significant Individuals Sporting Trailblazers: Lily Parr**

	<b>WEEK 1</b> 2/6/25	<b>WEEK 2</b> 9/6/25	<b>WEEK 3</b> 16/6/25	<b>WEEK 4</b> 23/6/25	<b>WEEK 5</b> 30/6/25	<b>WEEK 6</b> 7/7/25	<b>WEEK 7</b> 14/7/25  End of Term 18/7/25
<b>LEAD TEXT/TOPIC</b>	Trail Blazer	Trail Blazer	Trail Blazer	Trail Blazer	Trail Blazer	Trail Blazer	Trail Blazer
<b>ENGLISH</b>	Writing from a character's perspective – Lily Parr	Phonics Practise <b>Phonics Screen</b>	Preparing for Assessed writing  Trail Blazer - Biography  Exploring characters, settings and events	<b>Assessed writing</b>  <b>Trail Blazer - Biography</b>  <b>Exploring characters, settings and events</b>	Non-Chronological reports  Children to write non-chronological reports on lions.  Exploring non-fiction writing.	Poetry  Shape Poems  Reciting poems, exploring rhyming words, creating poetry.	Looking forward to the future in Year 2  Writing hopes, dreams and aspirations.
<b>MATHS</b> Refer to Maths Hub weekly Planning	<b>White Rose Maths</b> <b>Place Value Within 100</b>  Count from 50 to 100  Tens to 100  Partition into tens and ones	<b>White Rose Maths</b> <b>Place Value Within 100</b>  The number line to 100  1 more, 1 less	<b>White Rose Term 6 assessments</b>  Considation week	<b>White Rose Maths</b> <b>Place Value Within 100</b>  Compare numbers with the same number of tens  Compare any two numbers	<b>White Rose Maths</b> <b>Time</b>  Tell the time to the hour  Tell the time to the half hour	<b>White Rose Maths</b> <b>Money</b>  Recognise coins and notes  Counting coins	<b>White Rose Maths</b> <b>Mass and Volume</b>  Measuring/ comparing mass  Measuring/comparing volume



<p><b>SCIENCE</b> Animals Including Humans</p>	<p><u>Plants</u> Recap</p> <p><u>Can we use a flower to name a plant?</u></p> <p>To know how to identify flower, roots, petals and stem</p>	<p><u>Plants</u> Recap</p> <p><u>Can we use a flower to name a plant?</u></p> <p>To know how to identify flower, roots, petals and stem</p>	<p><u>Plants</u> Recap</p> <p><u>What are the leaves like on different trees?</u></p> <p>To know that deciduous trees lose their leaves and evergreen trees keep their leaves</p>	<p><u>Plants</u> Recap</p> <p><u>What are the leaves like on different trees?</u></p> <p>To know that deciduous trees lose their leaves and evergreen trees keep their leaves</p>	<p><u>Seasons</u> <u>What is our local area like in each season?</u></p> <p>To Know there are four seasons: winter, spring, summer and autumn. To Know the order of the seasons. To Know that seasons lead to changes in plants and animal's behaviour.</p>	<p><u>Seasons</u> <u>What is our local area like in each season?</u></p> <p>To Know there are four seasons: winter, spring, summer and autumn. To Know the order of the seasons. To Know that seasons lead to changes in plants and animals.</p>	<p>Revisit and assess the substantive knowledge from previous sessions</p>
<p><b>HISTORY</b></p>	<p>To know how to say why people may have acted the way they did.</p>	<p>To know how to use timelines to order events or objects.</p>	<p>To know how to tell stories about the past.</p>	<p>To know how to tell stories about the past.</p>		<p>To know how to understand the difference between things that happened in the past and the present.</p> <p>Comparing historical</p>	
<p><b>GEOGRAPHY</b></p>	<p>History-led term</p>	<p>History-led term</p>	<p>History-led term</p>	<p>History-led term</p> <p>To begin to name and locate the continents and oceans.</p> <p>To explore the culture of a North American country.</p>	<p>History-led term</p>	<p>History-led term</p>	<p>History-led term</p>
<p><b>COMPUTING</b></p>		<p><u>Purple Mash Coding</u></p> <p>Lesson 1 Giving instructions using code block cards</p>		<p><u>Purple Mash Coding</u></p> <p>Lesson 2 Understanding objects and actions using Fun with Fish</p>		<p><u>Purple Mash Coding</u></p> <p>Lesson 3 Understanding events using Bubbles Coding</p>	
<p><b>ART &amp; DESIGN</b></p>	<p>DT-based term</p>	<p>DT-based term</p>	<p>DT-based term</p>	<p>DT-based term</p>	<p>DT-based term</p>	<p>DT-based term</p>	<p>DT-based term</p>



<p><b>DESIGN &amp; TECNOLOGY</b></p>			<p><b>Projects on a Page</b></p> <p>Sliders and Levers</p> <p>Football related</p> <p>To design purposeful, functional, appealing products</p>		<p><b>Projects on a Page</b></p> <p>Sliders and Levers</p> <p>Football related</p> <p>To design purposeful, functional, appealing products</p>	<p><b>Projects on a Page</b></p> <p>Sliders and Levers</p> <p>Football related</p> <p>To select from and use a range of tools and equipment to perform practical tasks</p>	
<p><b>MUSIC</b></p>	<p><b>Singing</b></p> <p>Sing a wide range of <b>call and response</b> songs controlling and matching pitch with accuracy.</p>		<p><b>Composing</b></p> <p>Combine musical sound effects and short <b>sequences</b> of sound to make a story, choosing and playing classroom instruments or sound-makers.</p>		<p><b>Composing</b></p> <p>Recognise how graphic notation can represent created sounds. Explore and invent own symbols</p>		<p><b>Performing</b></p> <p>Explore percussion sounds to enhance storytelling.</p> <p>Follow pictures and symbols to guide singing and playing.</p>
<p><b>PE</b></p> <p><b>PE STAFF LEAD</b></p>	<p><b>SMALL SIDED GAMES</b></p> <p>Engage and persevere in physical activity</p> <p>Use values when Winning &amp; Losing</p>	<p><b>SMALL SIDED GAMES</b></p> <p>Engage and persevere in physical activity</p> <p>Use values when Winning &amp; Losing</p>	<p><b>SMALL SIDED GAMES</b></p> <p>Engage and persevere in physical activity</p> <p>Use values when Winning &amp; Losing</p>	<p><b>RAPID FIRE CRICKET</b></p> <p>Participate well within team games</p>	<p><b>RAPID FIRE CRICKET</b></p> <p>Participate well within team games</p>	<p><b>RAPID FIRE CRICKET</b></p> <p>Participate well within team games</p>	<p><b>RAPID FIRE CRICKET</b></p> <p>Participate well within team games</p>
<p><b>RE</b></p>	<p>What does it mean to belong to a faith community?</p> <p>Do we all belong to something?</p>	<p>What does it mean to belong to a faith community?</p> <p>How do Christians show they belong together as a community?</p>	<p>What does it mean to belong to a faith community?</p> <p>How do Muslim people show they belong together as a community?</p>	<p>What does it mean to belong to a faith community?</p> <p>How do Jewish people show they belong together as a community?</p>	<p>What does it mean to belong to a faith community?</p> <p>How do Christians welcome a new baby? How do Muslims welcome a new baby?</p>	<p>What does it mean to belong to a faith community?</p> <p>How do some people show they belong to one another?</p>	
<p><b>PSHE</b></p>	<p><b>SAFETY AND THE CHANGING BODY</b></p> <p>To understand what to do if you get lost.</p>	<p><b>SAFETY AND THE CHANGING BODY</b></p> <p>To know what an emergency is and how to make a phone call if needed.</p>	<p><b>SAFETY AND THE CHANGING BODY</b></p> <p>To begin to understand the difference between acceptable and unacceptable physical contact.</p>	<p><b>SAFETY AND THE CHANGING BODY</b></p> <p>To begin to understand what is safe to put into or onto our bodies.</p>	<p><b>SAFETY AND THE CHANGING BODY</b></p> <p>To understand that there are people in the local community who help to keep us safe.</p>	<p><b>SAFETY AND THE CHANGING BODY</b></p>	



<p>Continuous Provision</p>	<p><b><u>English Challenge-</u></b> To use phonemes to name aliens</p> <p><b><u>Maths Challenge-</u></b> To play Whack a Mole within 100</p> <p><b><u>Science Challenge-</u></b> To cut and stick a human body naming parts</p> <p><b><u>Role Play Area</u></b> To use spoken language to develop understanding through imagination</p> <p><b><u>Reading Corner</u></b> To develop pleasure in reading</p> <p><b><u>Outside Play</u></b> To listen to other people and play cooperatively</p>	<p><b><u>English Challenge-</u></b> To play phonics games</p> <p><b><u>Maths Challenge-</u></b> To order numbers within 100 with Topmarks Caterpillar game</p> <p><b><u>Art Challenge-</u></b> To paint a human naming parts</p> <p><b><u>Role Play Area</u></b> To use spoken language to develop understanding through imagination</p> <p><b><u>Reading Corner</u></b> To develop pleasure in reading</p> <p><b><u>Outside Play</u></b> To listen to other people and play cooperatively</p>	<p><b><u>English Challenge-</u></b> To cut and stick sports pictures to words</p> <p><b><u>Maths Challenge-</u></b> To write numbers within 100-missing numbers on 100 square</p> <p><b><u>Science Challenge-</u></b> To explore and trace animals from books</p> <p><b><u>Role Play Area</u></b> To use spoken language to develop understanding through imagination</p> <p><b><u>Reading Corner</u></b> To develop pleasure in reading</p> <p><b><u>Outside Play</u></b> To listen to other people and play cooperatively</p>	<p><b><u>English Challenge-</u></b> To write names of different animals-dictionary work</p> <p><b><u>Maths Challenge-</u></b> To play shark numbers game ICT Games and write numbers within 100</p> <p><b><u>DT Challenge-</u></b> To make an animal using construction toys</p> <p><b><u>Role Play Area</u></b> To use spoken language to develop understanding through imagination</p> <p><b><u>Reading Corner</u></b> To develop pleasure in reading</p> <p><b><u>Outside Play</u></b> To listen to other people and play cooperatively</p>	<p><b><u>English Challenge-</u></b> Illustrate and write about animals dictionary work</p> <p><b><u>Maths Challenge-</u></b> To make own wrist watch out of paper</p> <p><b><u>Art Challenge-</u></b> To paint a lion or other animal</p> <p><b><u>Role Play Area</u></b> To use spoken language to develop understanding through imagination</p> <p><b><u>Reading Corner</u></b> To develop pleasure in reading</p> <p><b><u>Outside Play</u></b> To listen to other people and play cooperatively</p>	<p><b><u>English Challenge-</u></b> To write a familiar nursery rhyme</p> <p><b><u>Maths Challenge-</u></b> To cut and stick coins and their values</p> <p><b><u>History Challenge-</u></b> To make own timeline of their life</p> <p><b><u>Role Play Area</u></b> To use spoken language to develop understanding through imagination</p> <p><b><u>Reading Corner</u></b> To develop pleasure in reading</p> <p><b><u>Outside Play</u></b> 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