

## Long Term Map Overview Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Connector</b>	Stomp (dinosaurs and dragons)	Magic Moments	Out of this World	Around the World	Dear Zoo	Once Upon A Time
	Magic and Mystery		Our Wonderful World		Tails and Tales	
<b>Connected Learning</b>						
<b>English</b>	<p><b>Labels and captions</b></p> <p><b>Recount</b> (Dragon hunt, dragon potion).</p>	<p><b>Labels and captions</b></p> <p><b>Narrative</b>- Familiar stories and settings (SMSC: 1)</p> <p>Grammar: Plurals Conjunctions - and</p>	<p><b>Narrative</b> – Fantasy stories (aliens)</p> <p><b>Recount</b> (SMSC: 8)</p> <p>Grammar: Prefix ‘un’ Conjunctions – because</p>	<p><b>Labels and captions</b></p> <p><b>Narrative</b> - Stories from a range of cultures (Handa’s Surprise, Enormous Turnip, Tidilick, and How the Kangaroos...) (SMSC: 1)</p> <p>Grammar: Suffix ‘ing’ ‘ed’ Conjunctions: but</p>	<p><b>Narrative</b> – Animal stories</p> <p><b>Recount</b></p> <p>Grammar: -er, -est</p>	<p><b>Narrative</b> -Traditional fairy tales.</p> <p><b>Poetry</b> – alliteration and rhyme</p>
<b>Aspects of Maths</b>	Number and Calculating Measuring.	Number and Calculating Understanding shape.	Number and Calculating Measuring / understanding shape.	Number and Calculating Measuring / understanding shape.	Number and Calculating Measuring / understanding shape.	Number and Calculating Measuring / understanding shape.
<b>Science</b>	Animals including humans (SMSC: 5)	Seasonal change	Materials	Seasonal change	Animals including humans (SMSC: 5)	Plants (SMSC: 5)
<b>Essential Learning</b>	I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<p>I can observe changes across the four seasons.</p> <p>I can observe and describe weather associated with the seasons and how day length varies.</p>	<p>I can distinguish between an object and the material from which it is made.</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p>	<p>I can observe changes across the four seasons.</p> <p>I can observe and describe weather associated with the seasons and how day length varies.</p>	<p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p>

## Long Term Map Overview Year 1

			<p>I can describe the simple physical properties of a variety of everyday materials.</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>		<p>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	
<b>Essential Learning: Practical</b>	<p>I can ask simple questions and know they can be answered in different ways.            I can look at things closely (make observations) using simple equipment.            I can use what I see (observations) to answer questions.            I can gather and record data to answer questions.            I can carry out simple tests.            I can group and classify things we have studied.            I can gather and record data in pictures or writing.</p>					
<b>Computing (aspects which are ongoing throughout the year)</b>	<p>E safety Essential Learning - I can follow the e-safety code and keep personal information private.            Research on the Internet Essential Learning - I can use technology purposefully to create, store and retrieve digital content.            Multi-media Essential Learning - I can recognise common uses of information technology beyond the school.            Data Information – VLE, laptops, i-pads, computer-connected devices).</p>					
<b>Computing (aspects which are taught discreetly)</b>	<p>Algorithms</p> <p>Computer Science – Crazy Creatures (Ref 7)</p>	<p>Digital Literacy – Pictures tell a thousand words (Ref 8)</p>	<p>Programming</p> <p>Computer Science – Walking with dinosaurs</p>	<p>Research on the Internet (SMSC: 4)</p> <p>Digital Literacy – Young Investigators</p>	<p>Multi-media</p> <p>Digital Literacy – We are all connected.</p>	<p>Digital Literacy – App Attack – Game design</p>
<b>Essential Learning</b>	<p>I can explain what an algorithm is - giving examples of everyday tasks such as making a sandwich.</p>	<p>I can use a digital camera.</p>	<p>I can explain what an algorithm is - giving examples of everyday tasks such as making a sandwich.</p>	<p>I can use a search engine to help others find information on the internet.</p>	<p>I can make an e-book.</p> <p>I can use directional language to give/follow</p>	<p>I can use Google Earth to virtually travel and explore the world.</p>

## Long Term Map Overview Year 1

	I can use directional language to give/follow instructions to program a Beebot.		I can create and sequence instructions and identify that they are an algorithm.		instructions to program a Beebot.	I can create a Photo Story with audio.
<b>Humanities Theme (History &amp; Geography)</b>	My History (SMSC: 6)	Guy Fawkes	Countries and capital cities	Local Area / Weather Seasonal UK weather patterns	Famous explorers and other famous people (SMSC: 6)	Hot/cold areas of the world and compasses
<b>Essential Learning</b>	<p>I know the difference between past and present.</p> <p>I can place a few events and objects in order.</p> <p>I can use every day historical terms.</p>	<p>I know and recount simple stories about the past.</p> <p>I can ask simple questions about the past.</p> <p>I can find answers to simple questions about the past.</p> <p>I know how my life is the same and different to people in the past.</p>	<p>I can name and locate the four countries and capital cities of the United Kingdom using atlases and globes.</p> <p>I know where I live and can state my address.</p>	<p>I can identify seasonal/daily weather patterns in the United Kingdom and keep a weather chart.</p> <p>I can use basic geographical vocabulary to refer to local and familiar features and say what I like/do not like about the place where I live.</p>	<p>I know and recount simple stories about the past.</p> <p>I can ask simple questions about the past.</p> <p>I can find answers to simple questions about the past.</p> <p>I know how my life is the same and different to people in the past.</p>	<p>I can locate the main hot/cold areas of the world and name some key things in those places.</p> <p>I can use four compass directions and simple vocabulary.</p>
<b>Art/DT Theme</b>	<p>ART: <b>Key Skill:</b> Drawing and Painting <b>Medium:</b> paint, collage, malleable materials <b>Focus:</b> Self-Portraits and Year 1 Art Exhibition at Horsebridge</p>	<p>ART: <b>Key Skill:</b> Form <b>Medium:</b> 3D <b>Focus:</b> Clay diva lamps</p>	<p>DT: Design a healthy fruit salad. DT: Where does food come from? (SMSC: 1)</p>	<p>ART: <b>Key Skill:</b> Printing and Pattern <b>Medium:</b> paint, print <b>Focus:</b> Aboriginal</p>	<p>DT: Design and make to solve a problem e.g.- bag (SMSC: 3)</p>	<p>DT: Making Magical moving pictures.</p>

## Long Term Map Overview Year 1

<p><b>Essential Learning</b></p>	<p>I can describe how pieces of art make me feel</p> <p>I can use drawing and painting to try out my ideas, experiences and imagination.</p> <p>I can develop art and design techniques using colour, pattern, texture, line, shape, form and space.</p> <p>I can talk about my work and identify what went well</p> <p>I can talk about a range of artists, craftsmen and designers' work making links to my own</p>	<p>I can use drawing and painting to try out my ideas, experiences and imagination.</p> <p>I can develop art and design techniques using colour, pattern, texture, line, shape, form and space.</p> <p>I can talk about my work and identify what went well</p>	<p>I can understand and begin to use the principles of a healthy and varied diet.</p> <p>I can identify and describe different fruits using my senses.</p> <p>I can choose and prepare fruit to use in a fruit salad.</p> <p>I can begin to understand seasonality.</p>	<p>I can describe how pieces of art make me feel</p> <p>I can use drawing and painting to try out my ideas, experiences and imagination.</p> <p>I can develop art and design techniques using colour, pattern, texture, line, shape, form and space.</p> <p>I can talk about my work and identify what went well.</p> <p>I can talk about a range of artists, craftsmen and designers' work making links to my own</p>	<p>I can explore and evaluate a range of existing bags.</p> <p>I can design a functional and appealing bag for myself.</p> <p>I can communicate my ideas through talking and drawing.</p> <p>I can use a range of tools to shape, cut and join my fabric.</p> <p>I can evaluate my bag against design criteria, e.g. will it hold an apple?</p>	<p>I can recognise that simple levers, sliders and pivots can create movement.</p> <p>I can name and investigate everyday objects that use sliders, levers and pivots and sketch and label how they work.</p> <p>I can choose and use given techniques to make a moving picture.</p> <p>I can say who my moving picture is for and choose an appropriate design (technical elements included).</p>
<p><b>Music</b></p>	<p>Improvising (SMSC: 8)</p>	<p>Listening - Handel Music for the fireworks. Menuet 1-11 Singing – Christmas/Elderly Citizens Tea (SMSC: 8)</p>		<p>Listen and respond to World music (Cultural) (SMSC: 8)</p>	<p>Singing - Year 1 performance (SMSC: 7 &amp; 8)</p> <p>Listening and composing</p>	<p>Playing - ocarinas</p>
<p><b>Essential Learning</b></p>	<p>I can experiment with different sounds including body percussion, everyday</p>	<p>I can listen to a range of music and respond to these using movement, discussion</p>		<p>I can listen to a range of recorded and live music and respond to these using</p>	<p>I can create music and suggest symbols that could represent sounds (graphic notation)</p>	<p>I can follow a conductor giving simple musical instructions and</p>

## Long Term Map Overview Year 1

	objects, musical instruments and voice.  I can create music and suggest symbols that could represent sounds (graphic notation).	and other creative responses.  I can sing a variety of different songs, in tune with a limited pitch.		movements, discussion and other creative responses.		actions (dynamics – loud, soft, tempo – fast, slow, and silence).  I can create music and suggest symbols that could represent sounds (graphic notation).
<b>R.E Theme</b>	Who is a Christian and what do they believe?	What can we learn from sacred books?	What makes some places sacred?	How and why do we celebrate special and sacred times?	What makes some places sacred?	Who is a Christian and what do they believe?
<b>Essential Learning</b>	I can recall and name different beliefs and practices, including festivals.  I can recognise some different symbols and actions which express a community's way of life.	I can recall and name different beliefs and practices, including festivals.  I can retell some religious and moral stories, exploring and discussing sacred writings and sources of wisdom.	I can recall and name different beliefs and practices, including festivals.  I can ask and respond to questions about what individuals and communities do, and why, and identify what difference belonging to a community might make.	I can recall and name different beliefs and practices, including festivals.  I am starting to use exploring questions about belonging, meaning and truth so that I can express my own ideas and opinions in response.	I can recall and name different beliefs and practices, including festivals.  I can ask and respond to questions about what individuals and communities do, and why, and identify what difference belonging to a community might make.	I can recall and name different beliefs and practices, including festivals.  I can recognise some different symbols and actions which express a community's way of life.
<b>P.E. Theme</b>	Dance Appeti Tennis	Rugby iGym	Dance Infant Agility Activities	iGym - balance & movement Basketball Skills throwing and catching	Athletics Skills – running , jumping, throwing and catching iGym	Athletics Sports Day Multi Skills
<b>Essential Learning</b>	Games - I can throw and catch with both hands.  Dance - I can copy dance moves.	Gym - I can roll, curl, travel and balance in different ways.	Dance - I can copy dance moves.  General - I can use equipment safely.	Gym - I can roll, curl, travel and balance in different ways.	Gym - I can roll, curl, travel and balance in different ways.	Games - I can throw and catch with both hands.  General - I can use equipment safely.

## Long Term Map Overview Year 1

	General - I can use equipment safely.	Games - I can throw and catch with both hands.  General - I can use equipment safely.		Games - I can throw and catch with both hands.  General - I can use equipment safely.	Games - I can throw and catch with both hands.  General - I can use equipment safely.	
<b>Citizenship/keeping safe/SRE/Drugs Education (SMSC: 1, 6, 9)</b>	Me and Feelings and Relationships	Me and Medicines and Drugs	Me and My Healthy Lifestyle	Me and Making Positive Contributions	Me and Keeping Safe	Me and Growing and Changing
<b>SMSC – including British Values</b>	Value of opinion and choice (1) – Democracy Courtesy and manners (2) – Mutual Respect Setting a challenge and organising yourself (3) – Self Respect Importance of being accountable for words and actions online (4) – Liberty and Self Respect Being able to look after yourself and other living things (5) – Self Respect Making up your own mind when faced with information (6) – Democracy, and Liberty Working together / Team work (7) – Democracy and Decision Making Sharing and performing (8) – Self Respect Having an opinion and knowing it's important (9) – Democracy					
<b>Connector Experiences – Bringing Learning Life</b>						
<b>Trips, visits, visitors, events etc. To be developed and linked to Life Skills.</b>	Exhibition in portrait gallery- October (SMSC: 1)	Magician visit		Church visit  Local walk	Wingham trip	
<b>Life Skills Challenge Theme</b>	<b>Entrepreneurial</b> Art exhibition (SMSC: 1)	<b>Local Community</b> Elderly Citizen's Tea (SMSC: 2 & 8)		<b>Making a positive Contribution</b> Making a display for the local library		

## **Long Term Map Overview Year 1**

All details will be on short term plans. English and some aspects of Computing and Maths should be in every unit. Long Term Maps are subject to review during the academic year.