

WGPS Termly Planner – Cycle A

Years 1 and 2

Subject Area	<u>Autumn</u> Time Riders Space	<u>Spring</u> Extreme Survival Mountains and Rivers	<u>Summer</u> Listen To Us Inspirational People
Trips & Visits	Pop-up planetarium	Marwell zoo or bird world Lambing live	Allotments
Special Events	Grandparents Banquet Nativity	Class assembly	Bike week Sports day
Community	Harvest fundraiser Separate nativity performance for elderly – contact the village minibus to help with transport. (Video/letters/invites/program)	Share books with Wyatt House.	Link with community room (Wyatt House) - young children and elderly share stories, songs, playtime, exercise. Village hall – lunch club. Children could come at the end and join them for pudding/story.
Key text	Aliens Love Underpants by Claire Freedman and Ben Cort. Beegu by	Lost and Found Oliver Jeffers (1)	Usborne Illustrated Traditional Stories Usborne Illustrated Grims Fariytales

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	Alexis Deacon Whatever Next by Jill Murphy Man on the Moon by Simon Bartram	The Blue Penguin Petr Horacek (1) Geronimo The penguin who could fly David Walliams(1) The Emperor's Egg Martin Jenkins (1) Rainbow Bear (2) Penguin Lost (2)	Mixed Up Fairy Tales by Hilary Robinson and Nick Sharratt The Wolf's tale The True Story of the Three Little Pigs. The Three Little Wolves and the Big, Bad Pig Rapunzel by Bethan Woolvin
English	See English objectives	See English objectives	See English objectives
Maths	See Maths objectives	See Maths objectives	See Maths objectives
Science	Y1 - seasonal changes Y1 – everyday materials Y2 - Working Scientifically See science objectives	Y1 – Seasonal changes Y1 – Animals including humans Y2 - Animals, including humans Y2 - Uses of everyday materials See science objectives	Y1 – Seasonal changes Y1 – Plants Y2 – Living things and their habitats Y2 - Plants See science objectives

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Art & Design	<p>Space Art</p> <p>To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Extreme Survival – Antarctic and Arctic Artwork</p> <p>To learn to colour mix and name the colours used, including shades.</p> <p>To use thick & thin brushes for different effects.</p> <p>To paint a picture of something you can see.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Textiles and weaving – link to Rumpelstiltskin</p> <p>Use ideas and experiences as the inspiration for artwork.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
Computing	<p>E-safety</p> <p>Communicate safely and respectfully online</p> <p>Programming</p> <p>Create and debug simple</p>	<p>E-safety</p> <p>Keep personal information private</p> <p>Multimedia</p> <p>Use technology purposefully to create, organise, store, manipulate</p>	<p>E-safety</p> <p>Recognise common uses of information technology beyond school</p> <p>Data</p> <p>Use technology purposefully to create, organise, store, manipulate</p>

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	programs Use logical reasoning to predict the behaviour of simple programs	and retrieve digital content	and retrieve digital content handling
Design and Technology	Harvest food To use the basic principles of a healthy and varied diet to prepare dishes. To understand where food comes from. To evaluate their ideas and products against design criteria.	Technical Knowledge To build structures and explore how they can be made stronger, stiffer and steadier. Design To design purposeful, functional, appealing products for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	n/a

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		<p>Make</p> <p>To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate</p> <p>To explore and evaluate a range of existing products.</p> <p>To evaluate their ideas and products against design criteria.</p>	
Geography	n/a	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas	Explore fairytale countries of origin. Find on maps, explore locations

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		<p>of the world in relation to the Equator and the North and South Poles.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>and compare human and physical similarities and differences between these countries and settings.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season

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			and weather. <ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
History	Space history events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	Ernest Shackleton The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	Local history project Project to learn about significant historical events, people and places in their own locality.
Music	Use voices expressively by singing songs and speaking chants and rhymes	Play tuned and un-tuned instruments musically	Listen with concentration and understanding to a range of high quality live and recorded music. Make and combine sounds using the inter-related dimensions of music.
PE	Invasion games To participate in team games,	Invasion games To participate in team games,	Athletics To master basic movements

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	<p>developing simple tactics for attacking and defending</p> <p>Swimming To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>Dance To perform dances using simple movement patterns.</p>	<p>developing simple tactics for attacking and defending</p> <p>Gymnastics To develop balance, coordination, and begin to apply these to a range of activities. To develop and perform gymnastic sequences using simple movement patterns and gymnastic shapes.</p>	<p>including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Swimming To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p>
<p>PSHCE</p>	<p>To create and follow class rules. To begin to learn how to keep safe. To learn about worries and how to ask for help. To learn about privacy and saying yes or no. To learn about family, friends and relationships.</p>	<p>To begin learning about online relationships and privacy. To learn how to be safe in unfamiliar situations. To learn about the people who help us to keep safe.</p>	<p>To begin to learn about feelings and attitudes. To learn about feeling happy and sad. To learn about feelings and how they can impact upon ourselves and others. To learn how to cope with feelings</p>

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	<p>To learn about the people who are special to us.</p> <p>To learn about kindness, friendship and love.</p>	<p>To learn how to stay safe in an emergency.</p>	<p>and change.</p> <p>To begin to learn about our own and others identity.</p> <p>To learn about changes in growth.</p> <p>To being exploring boys, girls and stereotypes.</p> <p>To begin identifying our similarities and differences.</p>
RE	<p>How the world began? - Sense of belonging? Christian and Hindu creation story</p> <p>Harvest – where? Why? Church service</p> <p>Nativity – story of Jesus' birth</p> <p>Christmas – Why do we give gifts?</p> <p>Class charter – kindness, respecting others (link to religious preaching's e.g. 10 commandments) Rules</p>	<p>Easter – story of Jesus' death. Reason for it.</p> <p>Lent (Y2)</p> <p>The last supper.</p> <p>Noah's Ark</p> <p>Festivals of other religions</p>	<p>Cultural differences in everyday life and understanding religious differences – number of gods, routines, buddha? clothing etc.</p> <p>Different religious festivals</p> <p>Stages of life</p>

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