

WGPS Termly Planner – Cycle B

Years 1 and 2

Subject Area	<u>Autumn</u> Far Away & Long Ago Dragons	<u>Spring</u> Big Blue Under the Sea	<u>Summer</u> Wild Wisborough Minibeasts
Trips & Visits	Leeds or Arundel Castle	HMS Victory Lambing live	Allotments
Special Events	Grandparents Dragon eggs Banquet	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	<i>Pet Dragon</i> MP Robertson (y1) George and the Dragon Chris Wormell (Y1)	The Storm Whale Yr 1 The Snail and the Whale Yr 1 Mousehole Cat Yr 2	Minibeasts Yr 1 – Bees Lifecycles

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	<p>The Egg MP Robertson (Y1)</p> <p>The adventures of an Egg Box Dragon (Y1/2) Richard Adams</p> <p>Tell me a dragon Jackie Morris (Y1/2)</p> <p><i>There was an old dragon who swallowed a knight Penny Parker (1) Poetry readers theatre</i></p>	<p>Dolphin Boy by Michael Morpurgo Yr 2</p> <p>Non-fiction facts about Sharks and sea creatures</p>	<p>The Secret Garden Yr 2</p>
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
Art & Design	To shape, form, construct and model from observation and	Use drawing, painting and sculpture to develop and share their ideas, experiences and	3D modelling – minibeast art To develop a wide range of art and

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	<p>imagination.</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>	<p>imagination?</p> <p>To use a range of materials creatively to design and make products (1)</p> <p>To use a sketchbook to plan and develop simple ideas and making simple informed choices in media (2)</p>	<p>design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>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 programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>	<p>E-safety</p> <p>Keep personal information private</p> <p>Multimedia</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</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 and retrieve digital content handling</p>
Design and Technology	<p>Levers and sliders</p> <p>Create models and moving pictures, using sliders.</p> <p>Explore and evaluate a range of existing products</p>	<p>Puppets and Boat designs</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and</p>	<p>Cooking and nutrition</p> <p>Picnic – fruit kebabs</p> <p>Understand and apply the principles of a healthy and varied diet</p>

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	<p>Explore and use mechanisms [for example, levers, sliders, wheels and axles]</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p>communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Prepare a variety of savory sandwiches using a range of techniques – cold sandwiches, wraps, fajitas</p> <p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>Evaluate their ideas and products against design criteria</p>
Geography	<p>Use world maps and atlases and globes to identify the UK and its countries.(1,2)</p> <p>Use simple compass directions and apply to a treasure map (1)</p> <p>Investigate the countries and capitals of the United kingdom</p>	<p>Name and locate the world's seven continents and five oceans(2)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country (2)</p>	<p>Key physical features – beach, cliff. Coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. (2)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use construct basic symbols in a key (1)</p> <p>Field studies – where shall we locate areas of the school grounds</p>

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			in KS1 (1,2)
History	St Georges Day, Castles and knights Guy Fawkes Learn to understand some of the ways in which we find out about the past and identify different ways in which it is represented. (1,2) The lives of significant individuals in the past who have contributed to national event/day. (1,2)	HMS Victory and Lord Admiral Nelson/sea life centre Learn about events beyond living memory. (1,2) Use a timeline to show where people and events fit into a chronological framework. (2) Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays (1,2)	Changes within living memory – significant historical events, people and places in their own locality. Eg local history (1,2) Learn to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. (1,2)
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	Athletics To master basic movements

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	<p>developing simple tactics for attacking and defending</p> <p>Swimming</p> <p>To swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>Dance</p> <p>To perform dances using simple movement patterns.</p>	<p>To participate in team games, developing simple tactics for attacking and defending</p> <p>Gymnastics</p> <p>To develop balance, coordination, and begin to apply these to a range of activities.</p> <p>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</p> <p>To swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p>
PSHCE	<p>To create and follow class rules.</p> <p>To begin to learn what is fair or unfair/right or wrong.</p> <p>To begin to learn how to keep safe and identify risks.</p> <p>To begin to learn about basic hygiene and how to protect and look after our own health.</p>	<p>To begin to learn how to keep safe on the internet and who to go to for help.</p> <p>To begin to learn what substances are safe and dangerous to put in our bodies.</p> <p>To begin to learn about medicines</p>	<p>To learn how to practice mindfulness and identify how this can make us feel.</p> <p>To begin to learn how to eat healthy and the benefits of a healthy diet.</p> <p>To learn about the importance of staying active and how we can exercise.</p>

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		and how they can be used to keep us safe and healthy.	
RE	How the world began? - Sense of belonging? Christian and Hindu creation story Harvest – where? Why? Church service Nativity – story of Jesus' birth Christmas – Why do we give gifts? Class charter – kindness, respecting others (link to religious preaching's e.g. 10 commandments) Rules	Easter – story of Jesus' death. Reason for it. Lent (Y2) The last supper. Noah's Ark Festivals of other religions	Cultural differences in everyday life and understanding religious differences – number of gods, routines, buddha? clothing etc. Different religious festivals Stages of life