

# WGPS Termly Planner – Cycle A

Years 1 and 2

Subject Area	<u>Autumn</u> Time Riders Space Travel	<u>Spring</u> Extreme Survival Pole to Pole	<u>Summer</u> Your Majesty Traditional Tales
<b>Trips &amp; Visits</b>	South Downs Planetarium & Science Centre <u>or</u> Wonderdome Planetarium Year 2: Diwali Workshop	Dapper's Lane Woods, Angmering	Kings, Queens and Castles Workshop: One Day Creative
<b>Special Events</b>	<b>Year 1:</b> Grandparents' Day <b>Year 1:</b> Christingle <b>Year 2:</b> Diwali		
<b>Community</b>	Harvest Nativity		
<b>English</b>	See separate WGPS English long-term plan		
<b>Maths</b>	<u><b>Year 1:</b></u> Place Value between 10 and 20 Addition and subtraction within 10 Shape  <u><b>Year 2:</b></u> Place Value Addition and subtraction Multiplication and division	<u><b>Year 1:</b></u> Addition and subtraction within 20 Place value within 50 Measurement – length and height; weight and volume  <u><b>Year 2:</b></u> Multiplication and division Measurement – time; length Statistics Fractions	<u><b>Year 1:</b></u> Multiplication and division Fractions Geometry – position and direction Place value within 100 Measurement – money; time  <u><b>Year 2:</b></u> Fractions Geometry – position and direction Shape Measurement – mass and capacity

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<b>Science</b>	<p><b><u>Year 1:</u></b> Everyday Materials</p> <p><b><u>Year 2:</u></b> Uses of Everyday Materials</p>	<p><b><u>Year 1:</u></b> Plants/Seasonal Changes Link to class trees.</p> <p><b><u>Year 2:</u></b> Living Things and Their Habitats/Plants</p>	<p><b><u>Year 1:</u></b> Animals, including Humans Link to school pets.</p> <p><b><u>Year 2:</u></b> Animals, including Humans Link to school pets.</p>
<b>Art &amp; Design</b>	<p>To use drawing and clay sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, line pattern and form.</p> <p>To learn about the work of a range of artists, (Peter Thorpe and Yayoi Kusuma) describing their similarities and differences.</p> <p><b><u>Year 1</u></b></p> <ul style="list-style-type: none"> <li>- Mixing secondary colours</li> <li>- Copy and create patterns</li> <li>- Carving clay, using tools and rolling pin</li> </ul> <p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>- Using a colour wheel</li> <li>- Use a range of pencils; drawing lightly to perfect form</li> <li>- Making simple joins with clay.</li> <li>- Start using a rolling pin guide to create even, flat shapes.</li> </ul>	<p>To use painting and drawing to develop their ideas, experiences and imagination.</p> <p>To develop a wide range of techniques in using colour, shape, space and texture.</p> <p>Learn about a range of artists, (Van Gogh) craft makers and designers, making links in their own work.</p> <p><b><u>Year 1</u></b></p> <ul style="list-style-type: none"> <li>- Add sand, glue, sawdust for texture.</li> <li>- Use different brush sizes and types.</li> <li>- Add black to darken and white to lighten colours</li> </ul> <p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>- Confident in selecting brushes and why (e.g thin for detail)</li> <li>- Mix and match colours to artefacts and objects.</li> <li>- Confidently can mix secondary colours and starting to mix different tones.</li> <li>- Understand warm and cold colours.</li> </ul>	<p>Use a range of materials creatively to design and make products.</p> <p>To develop a wide range of techniques in using texture.</p> <p>Learn about a range of artists, (Faith Ringold) craft makers and designers, making links in their own work.</p> <p><b><u>Year 1</u></b></p> <ul style="list-style-type: none"> <li>- Cut, glue and trim material.</li> <li>- Running Stitch started on binca.</li> </ul> <p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>- Mix materials to create texture.</li> <li>- Know how to thread a needle</li> <li>- Running Stitch on binca.</li> </ul>

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<p style="text-align: center;"><b>Computing</b></p>	<p><b><u>Year 1</u></b>  <b>Computing Systems and Networks</b>  <b>Technology around us:</b>            Recognising technology in school and using it responsibly.</p> <p><b>Creating Media</b>  <b>Digital painting:</b>            Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.</p> <p><b><u>Year 2</u></b>  <b>Computing systems and networks</b>  <b>Information technology around us:</b>            Identifying IT and how its responsible use improves our world in school and beyond.</p> <p><b>Creating Media</b>  <b>Digital photography:</b>            Capturing and changing digital photographs for different purposes.</p>	<p><b><u>Year 1</u></b>  <b>Programming A</b>  <b>Moving a robot:</b>            Writing short algorithms and programs for floor robots, and predicting program outcomes.</p> <p><b>Data and information</b>  <b>Grouping data:</b>            Exploring object labels, then using them to sort and group objects by properties.</p> <p><b><u>Year 2</u></b>  <b>Data and information</b>  <b>Pictograms:</b>            Collecting data in tally charts and using attributes to organise and present data on a computer.</p> <p><b>Programming A</b>  <b>Robot algorithms:</b>            Creating and debugging programs, and using logical reasoning to make predictions.</p>	<p><b><u>Year 1</u></b>  <b>Creating media</b>  <b>Digital writing:</b>            Using a computer to create and format text, before comparing to writing non-digital</p> <p><b>Programming B</b>  <b>Programming animations:</b>            Designing and programming the movement of a character on screen to tell stories.</p> <p><b><u>Year 2</u></b>  <b>Programming B</b>  <b>Programming quizzes</b>            Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</p> <p><b>Creating media</b>  <b>Making music:</b>            Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</p>
<p style="text-align: center;"><b>Design and Technology</b></p>	<p><u>Cooking and nutrition</u>  <u>(Astronaut's diet)</u>            Designing appealing products for a user; investigating fruit and vegetables and generating ideas; communicating</p>	<p><u>Mechanisms</u> (Explorer car)            Generate ideas and simple design criteria.  <ul style="list-style-type: none"> <li>• Develop and communicate ideas through drawings and mock-ups.</li> </ul> </p>	<p><u>Structures</u> (Castles/ fairy tale houses)            Generating design ideas; developing modelling and explaining using talk, mock-ups and drawings.  <ul style="list-style-type: none"> <li>• Planning making, selecting tools and</li> </ul> </p>

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	<p>through talk and drawings.</p> <ul style="list-style-type: none"> <li>• Selecting a range of fruits and vegetables; using simple utensils and equipment.</li> <li>• Tasting and evaluating user's preference; evaluating ideas and finished products against original criteria.</li> <li>• Understand where ingredients come from and the basis of a healthy and varied diet.</li> </ul>	<ul style="list-style-type: none"> <li>• Select a range of tools and equipment and materials to perform practical tasks.</li> <li>• Explore wheels and axles and evaluate their ideas and products against original criteria.</li> </ul>	<p>new and recycled materials; using finishing techniques.</p> <ul style="list-style-type: none"> <li>• Exploring existing freestanding structures; evaluating their own products against original criteria.</li> <li>• Know about strengthening structures.</li> </ul>
<p><b>Geography</b></p>	<p><b><u>Geographical Skills and Fieldwork</u></b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p><b><u>Year 1:</u></b> Devise a simple map. Use 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><b><u>Year 2:</u></b> Devise a simple map and use and construct basic symbols in a key. Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map</p>	<p><b><u>Locational Knowledge</u></b> <b><u>Year 2:</u></b> Name and locate the world's seven continents and five oceans</p> <p><b><u>Geographical Skills and Fieldwork</u></b> <b><u>Year 2:</u></b> Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</p> <p><b><u>Human and Physical Geography</u></b> <b><u>Year 1:</u></b> Identify seasonal and daily weather patterns in the United Kingdom <b><u>Year 2:</u></b> Identify hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p><b><u>Locational Knowledge</u></b> <b><u>Year 1:</u></b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b><u>Geographical Skills and Fieldwork</u></b> <b><u>Year 1:</u></b> Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p><b><u>Human and Physical Geography</u></b> Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>

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<b>History</b>	<p>Events beyond living memory that are significant nationally or globally: The first man on the moon</p> <p>The lives of significant individuals (including women) in the past who have contributed to national and international achievements: Neil Armstrong; Valentina Tereshkova</p> <p><b><u>Year 1</u></b>- Changes within living memory: Grandparents' Day</p>	<p>Events beyond living memory that are significant nationally or globally: Expedition to the South Pole</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements: Ernest Shackleton</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements: Queen Elizabeth II (compare daily life to during reign of Queen Victoria)</p>
<b>Music</b>	<p><b><u>Year 1/2: Harvest and Nativity Songs</u></b>  To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p><b><u>Year 1/2: Recorders</u></b>  To play tuned and untuned instruments musically</p> <p><b><u>Year 2: Composition</u></b>  To listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p><b><u>Year 1: Composition</u></b>  To experiment with, create, select and combine sounds using the inter-related dimensions of music. To listen with concentration and understanding to a range of high-quality live and recorded music</p> <p><b><u>Year 2: Composition</u></b>  To experiment with, create, select and combine sounds using the inter-related dimensions of music. To listen with concentration and understanding to a range of high-quality live and recorded music</p>
<b>PE</b>	<b><u>Year 1:</u></b> Autumn 1	<b><u>Year 1:</u></b> Spring 1	<b><u>Year 1:</u></b> Summer 1

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(See PE Hub Scheme of Work)	Attack, defend, shoot Dance <b>Autumn 2</b> Run, jump, throw Gymnastics  <u>Year 2:</u> <b>Autumn 1</b> Attack, defend, shoot Gymnastics <b>Autumn 2</b> Hit, catch, run Dance	Send and Return Dance <b>Spring 2</b> OAA Gymnastics  <u>Year 2:</u> <b>Spring 1</b> Run, jump, throw Gymnastics <b>Spring 2</b> Attack, defend, shoot Dance	Attack, defend, shoot Hit, catch, run <b>Summer 2</b> Run, jump, throw Hit, catch, run  <u>Year 2:</u> <b>Summer 1</b> Hit, run, catch OAA <b>Summer 2</b> Run, jump, throw Send and return
PSHCE	<u><b>Families and Friendships</b></u> <b>Year 1</b> – Roles of different people; families; feeling cared for <b>Year 2</b> – Making friends; feeling lonely and getting help  <u><b>Safe Relationships</b></u> <b>Year 1</b> – Recognising privacy; staying safe; seeking permission <b>Year 2</b> – Managing secrets; resisting pressure and getting help; recognising hurtful behaviour  <u><b>Respecting Ourselves and Others</b></u> <b>Year 1</b> – How behaviour affects others; being polite and respectful	<u><b>Belonging to a Community</b></u> <b>Year 1</b> – What rules are; caring for others' needs; looking after the environment <b>Year 2</b> – Belonging to a group; roles and responsibilities; being the same and different in the community  <u><b>Media Literacy and Digital Resilience</b></u> <b>Year 1</b> – Using the internet and digital devices; communicating online <b>Year 2</b> – The internet in everyday life; online content and information  <u><b>Money and Work</b></u> <b>Year 1</b> – Strengths and interests; jobs in	<u><b>Physical Health and Emotional/Mental Wellbeing</b></u> <b>Year 1</b> – Keeping healthy; food and exercise, hygiene routines; sun safety <b>Year 2</b> – Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking <u><b>Growing and Changing</b></u> <b>Year 1</b> – Recognising what makes them unique and special; feelings; managing when things go wrong <b>Year 2</b> – Growing older; naming body parts; moving class or year

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	<u>Year 2</u> - Recognising things in common and differences; playing and working cooperatively; sharing opinions	the community <u>Year 2</u> - What money is; needs and wants; looking after money	
RE	<u>Year 1 (Christianity):</u> <b>Main festivals/celebrations:</b> Harvest, Christmas (Christingle) <b>Main themes:</b> Core Beliefs, Ideas and Symbols of Christianity Expressions of Faith  <u>Year 2 (Hindu Dharma):</u> <b>Main festivals/celebrations:</b> Navarati (harvest) and Diwali <b>Main themes:</b> Core Beliefs, Ideas and Symbols of Hindu Dharma	<u>Year 1 (Christianity):</u> <b>Main festivals/celebrations:</b> Easter (inc. Lent and Mothering Sunday) <b>Main themes:</b> Identity-daily life of a Christian Core Beliefs, Ideas and Symbols of Christianity  <u>Year 2 (Hindu Dharma):</u> <b>Main festivals/celebrations:</b> Holi <b>Main themes:</b> Expressions of Faith Identity-daily life of a Hindu	<u>Year 1 (Christianity):</u> <b>Main themes:</b> Social Action – putting beliefs into action Ask big questions and make connections  <u>Year 2 (Hindu Dharma):</u> <b>Main festivals/celebrations:</b> Rath Yatra, Rasksha Bandhan and Jammashatami <b>Main themes:</b> Social Action – putting beliefs into action Ask big questions and make connections