

# WGPS Termly Planner – Cycle B

Years 1 and 2

Subject Area	<u>Autumn</u> Far Away & Long Ago Dragons and Castles	<u>Spring</u> Ingenious Engineering Under the Sea	<u>Summer</u> Wild Wisborough Minibeasts
<b>Trips &amp; Visits</b>	Arundel Castle / Lymminster Church	Aquarium	St Peter ad Vincula Church Zoolab: insects
<b>Special Events</b>	<u>Year 1:</u> Grandparents' Day <u>Year 1:</u> Christingle <u>Year 2:</u> Diwali		
<b>Community</b>	Harvest Nativity		
<b>English</b>	See separate WGPS English long-term plan		
<b>Maths</b>	<u>Year 1:</u> Place Value between 10 and 20 Addition and subtraction within 10 Shape  <u>Year 2:</u> Place Value Addition and subtraction Multiplication and division	<u>Year 1:</u> Addition and subtraction within 20 Place value within 50 Measurement – length and height; weight and volume  <u>Year 2:</u> Multiplication and division Measurement – time; length Statistics Fractions	<u>Year 1:</u> Multiplication and division Fractions Geometry – position and direction Place value within 100 Measurement – money; time  <u>Year 2:</u> Fractions Geometry – position and direction Shape Measurement – mass and capacity

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<b>Science</b>	<u>Year 1:</u> Everyday Materials Link to materials used in the past <u>Year 2:</u> Use of Everyday Materials Link to materials used in the past	<u>Year 1:</u> Seasonal Changes/ Plants Link to class trees <u>Year 2:</u> Animals, Including Humans Link to school pets	<u>Year 1:</u> Animals, including Humans Link to school pets <u>Year 2:</u> Living Things and Their Habitats/ Plants Link to class trees

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<p><b>Art &amp; Design</b></p>	<p>To use drawing and 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>Learn about the work of a range of artists, (Niki de Saint Phalle, Michelle Reader) describing their similarities and differences.</p> <p><b><u>Year 1</u></b></p> <ul style="list-style-type: none"> <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>- 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, (Alfred Wallis/ Turner) 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>- Mixing secondary colours</li> <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>- Using a colour wheel</li> <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, (Matisse) 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>-Start to talk about patterns when creating collages.</li> <li>-Collect natural materials for collage</li> <li>-Press and stamp to print.</li> <li>-Make string blocks to print.</li> </ul> <p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>-Confidently tears and cuts different materials.</li> <li>-Start creating symmetrical patterns.</li> <li>-Begin to print using rollers and blocks</li> </ul>

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<p><b>Computing</b></p>	<p><u>Year 1</u> <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><u>Year 2</u> <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><u>Year 1</u> <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><u>Year 2</u> <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><u>Year 1</u> <b>Creating media</b> <b>Digital writing:</b> Using a computer to create and format text, before comparing it 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><u>Year 2</u> <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><b>Design and Technology</b></p>	<p><u>Mechanisms:</u> (Moving dragons?)</p> <ul style="list-style-type: none"> <li>• Generating, modelling and communicating ideas.</li> <li>• Planning making, selecting tools and using finishing techniques.</li> <li>• Exploring books and products;</li> </ul>	<p><u>Textiles (Waterproof item)</u> Design a functional, appealing product for a chosen user and purpose.</p> <ul style="list-style-type: none"> <li>• Generate, develop, and communicate ideas.</li> <li>• Use a range of textiles, tools and</li> </ul>	<p><u>Cooking and Nutrition</u> Designing appealing products for a user; investigating fruit and vegetables and generating ideas; communicating through talk and drawings.</p> <ul style="list-style-type: none"> <li>• Selecting a range of fruits and</li> </ul>

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	<p>evaluating own product against original criteria.</p> <ul style="list-style-type: none"> <li>• Exploring sliders and levers; understanding types of movement; technical vocabulary.</li> </ul>	<p>equipment to perform practical tasks.</p> <ul style="list-style-type: none"> <li>• Explore and evaluate existing textile products and their own ideas and products.</li> <li>• Understand how 3-D textile products are made, using joining, templates and finishing to create two identical shapes.</li> </ul>	<p>vegetables; using simple utensils and equipment.</p> <ul style="list-style-type: none"> <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>
<p><b>Geography</b></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 UK and its surrounding seas</p> <p><b><u>Year 2:</u></b> Name and locate the world's seven continents and five oceans</p> <p><b><u>Place Knowledge</u></b> 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><b><u>Human and Physical Geography</u></b> <b><u>Year 1:</u></b> Identify seasonal and daily weather patterns in the United Kingdom</p> <p><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>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>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>Geographical Skills and Fieldwork</u></b> 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><b><u>Year 1:</u></b></p> <ul style="list-style-type: none"> <li>• Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>• Devise a simple map</li> </ul> <p><b><u>Year 2:</u></b></p> <ul style="list-style-type: none"> <li>• Devise a simple map, and use and construct basic symbols in a key</li> <li>• Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map</li> </ul>
<p><b>History</b></p>	<p>Significant historical events, people and places in their own locality: Arundel</p>	<p>n/a</p>	<p>Significant historical events, people and places in their own locality: St Peter ad</p>

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	Castle; St Mary Magdalene's Church, Lyminster.  <u>Year 1</u> - Changes within living memory: Grandparents' Day.		Vincula Church, Wisborough Green
<b>Music</b>	<u>Year 1/2: Harvest and Nativity Songs</u> To use their voices expressively and creatively by singing songs and speaking chants and rhymes	<u>Year 1/2: Recorders</u> To play tuned and untuned instruments musically  <u>Year 2: Composition</u> To listen with concentration and understanding to a range of high-quality live and recorded music	<u>Year 1: Composition</u> 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  <u>Year 2: Composition</u> 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
<b>PE</b> <b>(See PE Hub Scheme of Work)</b>	<u>Year 1:</u> <b>Autumn 1</b> Attack, defend, shoot Dance <b>Autumn 2</b> Run, jump, throw Gymnastics  <u>Year 2:</u>	<u>Year 1:</u> <b>Spring 1</b> Send and Return Dance <b>Spring 2</b> OAA Gymnastics  <u>Year 2:</u>	<u>Year 1:</u> <b>Summer 1</b> Attack, defend, shoot Hit, catch, run <b>Summer 2</b> Run, jump, throw Hit, catch, run  <u>Year 2:</u>

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	<p><b>Autumn 1:</b> Attack, defend, shoot Gymnastics</p> <p><b>Autumn 2</b> Hit, catch, run Dance</p>	<p><b>Spring 1</b> Run, jump, throw Gymnastics</p> <p><b>Spring 2</b> Attack, defend, soot Dance</p>	<p><b>Summer 1</b> Hit, run, catch OAA</p> <p><b>Summer 2</b> Run, jump, throw Send and return</p>
PSHCE	<p><b><u>Families and friendships</u></b> <b>Year 1</b> – Roles of different people; families; feeling cared for <b>Year 2</b> – Making friends; feeling lonely and getting help</p> <p><b><u>Safe Relationships</u></b> <b>Year 1</b> – Recognising privacy; staying safe; seeking permission <b>Year 2</b> - Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p><b><u>Respecting ourselves and others</u></b> <b>Year 1</b> - How behaviour affects others; being polite and respectful <b>Year 2</b> - Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<p><b><u>Belonging to a community</u></b> <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</p> <p><b><u>Media literacy and digital resilience</u></b> <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</p> <p><b><u>Money and work</u></b> <b>Year 1</b> - Strengths and interests; jobs in the community <b>Year 2</b> - What money is; needs and wants; looking after money</p>	<p><b><u>Physical health and Emotional/Mental wellbeing</u></b> <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</p> <p><b><u>Growing and changing</u></b> <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</p>
RE	<p><b><u>Year 1 (Christianity):</u></b> <b>Main festivals/celebrations:</b> Harvest, Christmas (Christingle) <b>Main themes:</b></p>	<p><b><u>Year 1 (Christianity):</u></b> <b>Main festivals/celebrations:</b> Easter (inc. Lent and Mothering Sunday) <b>Main themes:</b></p>	<p><b><u>Year 1 (Christianity):</u></b> <b>Main themes:</b> Social Action – putting beliefs into action Ask big questions and make connections</p>

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	Core Beliefs, Ideas and Symbols of Christianity Expressions of Faith  <u><b>Year 2 (Hindu Dharma):</b></u> <b>Main festivals/celebrations:</b> Navarati (harvest) and Diwali <b>Main themes:</b> Core Beliefs, Ideas and Symbols of Hindu Dharma	Identity-daily life of a Christian Core Beliefs, Ideas and Symbols of Christianity  <u><b>Year 2 (Hindu Dharma):</b></u> <b>Main festivals/celebrations:</b> Holi <b>Main themes:</b> Expressions of Faith Identity-daily life of a Hindu	<u><b>Year 2 (Hindu Dharma):</b></u> <b>Main festivals/celebrations:</b> Rath Yatra, Rasksha Bandhan and Jammashami <b>Main themes:</b> Social Action – putting beliefs into action Ask big questions and make connections