

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
Trips & Visits	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
Special Events	Year 1: Grandparents' Day Year 1: Christingle Year 2: Diwali		
Community	Harvest Nativity		
Key text	Year 1/2: Beegu Alexis Deacon Man on the Moon Simon Bartram	Year 1/ 2: Lost and Found Oliver Jeffers The Rainbow Bear Michael Morpurgo	Year 1/2: The Little Wooden Robot & the Log Princess Tom Gauld The Lost Princess Connie Glynn
English	See separate WGPS What will my child learn in English?		
Maths	Year 1: Place Value between 10 and 20 Addition and subtraction within 10 Shape Year 2: Place Value Addition and subtraction Multiplication and division	Year 1: Shape Numbers 0 to 10 Addition and subtraction Year 2: Multiplication Addition and subtraction of 2-digit numbers	Year 1: Place value Coin recognition and unitising Position and direction Time Year 2: Division Fractions Multiplication and Division

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			Measure Time Position and direction
Science	<u>Year 1:</u> Everyday Materials <u>Year 2:</u> Uses of Everyday Materials	<u>Year 1:</u> Plants/Seasonal Changes Link to class trees. <u>Year 2:</u> Living Things and Their Habitats/Plants	<u>Year 1:</u> Animals, including Humans Link to school pets. <u>Year 2:</u> Animals, including Humans Link to school pets.
Art & Design	<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><u>Year 1</u></p> <ul style="list-style-type: none"> - Mixing secondary colours - Copy and create patterns - Carving clay, using tools and rolling pin <p><u>Year 2</u></p> <ul style="list-style-type: none"> - Using a colour wheel - Use a range of pencils; drawing lightly to perfect form - Making simple joins with clay. - Start using a rolling pin guide to 	<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><u>Year 1</u></p> <ul style="list-style-type: none"> - Add sand, glue, sawdust for texture. - Use different brush sizes and types. - Add black to darken and white to lighten colours <p><u>Year 2</u></p> <ul style="list-style-type: none"> - Confident in selecting brushes and why (e.g thin for detail) - Mix and match colours to artefacts and objects. - Confidently can mix secondary colours and starting to mix 	<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><u>Year 1</u></p> <ul style="list-style-type: none"> - Cut, glue and trim material. - Running Stitch started on binca. <p><u>Year 2</u></p> <ul style="list-style-type: none"> - Mix materials to create texture. - Know how to thread a needle - Running Stitch on binca.

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	create even, flat shapes.	different tones. - Understand warm and cold colours.	

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Computing	<p><u>Year 1</u> Computing Systems and Networks Technology around us: Recognising technology in school and using it responsibly.</p> <p>Creating Media Digital painting: Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.</p> <p><u>Year 2</u> Computing systems and networks Information technology around us: Identifying IT and how its responsible use improves our world in school and beyond.</p> <p>Creating Media Digital photography: Capturing and changing digital photographs for different purposes.</p>	<p><u>Year 1</u> Programming A Moving a robot: Writing short algorithms and programs for floor robots, and predicting program outcomes.</p> <p>Data and information Grouping data: Exploring object labels, then using them to sort and group objects by properties.</p> <p><u>Year 2</u> Data and information Pictograms: Collecting data in tally charts and using attributes to organise and present data on a computer.</p> <p>Programming A Robot algorithms: Creating and debugging programs, and using logical reasoning to make predictions.</p>	<p><u>Year 1</u> Creating media Digital writing: Using a computer to create and format text, before comparing to writing non-digital</p> <p>Programming B Programming animations: Designing and programming the movement of a character on screen to tell stories.</p> <p><u>Year 2</u> Programming B Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</p> <p>Creating media Making music: Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</p>
Design and Technology	<p><u>Cooking and nutrition</u> (Astronaut's diet) 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. • Develop and communicate ideas through drawings and mock-ups.</p>	<p><u>Structures</u> (Castles/ fairy tale houses) Generating design ideas; developing modelling and explaining using talk, mock-ups and drawings. • Planning making, selecting tools and</p>

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

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History	<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><u>Year 1</u>- 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>
Music	<p><u>Year 1/2: Harvest and Nativity Songs</u> To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p><u>Year 1/2: Recorders</u> To play tuned and untuned instruments musically</p> <p><u>Year 2: Composition</u> To listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p><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</p> <p><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</p>
PE	<u>Year 1:</u> Autumn 1	<u>Year 1:</u> Spring 1	<u>Year 1:</u> Summer 1

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

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