

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
Trips & Visits	Arundel Castle / Lymminster Church	Aquarium	St Peter ad Vincula Church Zoolab: insects
Special Events	<u>Year 1:</u> Grandparents' Day <u>Year 1:</u> Christingle <u>Year 2:</u> Diwali		
Community	Harvest Nativity		
Key text	<u>Year 1 & 2:</u> The Dragon & the Pudding Martin Remphry Pet Dragon ME Robertson George and the Dragon Chris Wormell The Adventures of an Egg Box Dragon Richard Adams	<u>Year 1 & 2:</u> The Storm Whale Benji Davies The Snail & the Whale Julia Donaldson Clean Up Nathan Bryon	<u>Year 1 & 2:</u> My Big Book of Outdoors Tim Hopgood Moth: An Evolution Story Isabel Thomas The Big Book of Bugs Yuval Zommer
English	See separate WGPS What will my child learn in English?		
Maths	<u>Year 1:</u> Place Value between 10 and 20 Addition and subtraction within 10 Shape <u>Year 2:</u>	<u>Year 1:</u> Shape Numbers 0 to 10 Addition and subtraction <u>Year 2:</u> Multiplication	<u>Year 1:</u> Place value Coin recognition and unitising Position and direction Time <u>Year 2:</u>

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	Place Value Addition and subtraction Multiplication and division	Addition and subtraction of 2-digit numbers	Division Fractions Multiplication and Division Measure Time Position and direction
Science	<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>Art & Design</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><u>Year 1</u></p> <ul style="list-style-type: none"> - Copy and create patterns - Carving clay, using tools and rolling pin <p><u>Year 2</u></p> <ul style="list-style-type: none"> - Use a range of pencils; drawing lightly to perfect form - Making simple joins with clay. - Start using a rolling pin guide to create even, flat shapes. 	<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><u>Year 1</u></p> <ul style="list-style-type: none"> - Mixing secondary colours - 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"> - Using a colour wheel - 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 different tones. - Understand warm and cold colours. 	<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><u>Year 1</u></p> <ul style="list-style-type: none"> -Start to talk about patterns when creating collages. -Collect natural materials for collage -Press and stamp to print. -Make string blocks to print. <p><u>Year 2</u></p> <ul style="list-style-type: none"> -Confidently tears and cuts different materials. -Start creating symmetrical patterns. -Begin to print using rollers and blocks

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<p>Computing</p>	<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 it 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>
<p>Design and Technology</p>	<p><u>Mechanisms:</u> (Moving dragons?)</p> <ul style="list-style-type: none"> • Generating, modelling and communicating ideas. • Planning making, selecting tools and using finishing techniques. • Exploring books and products; 	<p><u>Textiles (Waterproof item)</u> Design a functional, appealing product for a chosen user and purpose.</p> <ul style="list-style-type: none"> • Generate, develop, and communicate ideas. • Use a range of textiles, tools and 	<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"> • Selecting a range of fruits and

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

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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
Music	<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
PE (See PE Hub Scheme of Work)	<u>Year 1:</u> Autumn 1 Attack, defend, shoot Dance Autumn 2 Run, jump, throw Gymnastics <u>Year 2:</u>	<u>Year 1:</u> Spring 1 Send and Return Dance Spring 2 OAA Gymnastics <u>Year 2:</u>	<u>Year 1:</u> Summer 1 Attack, defend, shoot Hit, catch, run Summer 2 Run, jump, throw Hit, catch, run <u>Year 2:</u>

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

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