



Wincle School creates an enriching and outstanding rural education, nurturing the whole individual: body, mind and soul, inspiring rounded, happy, courageous children who shine in all that they say and do, exhibiting a passion for learning, a confident faith, a loving concern for community and an inclusive respect for all.



### EYFS/Year 1 Curriculum Long Term Plan

Year	Subject	Autumn Term: 'My Life'	Spring Term: 'Build a Future'	Summer Term: 'Up and Away'
Core Values		RESPECT COMPASSION INTEGRITY HOPE PERSEVERANCE		
2022-2023	Secrets to Success	 Try New Things.pdf  Concentrate.pdf  Work Hard.pdf	 Push Yourself.pdf  Imagine.pdf	 Improve.pdf  Understand Others.pdf  Don't Give Up.pdf
	RE Autumn 1	<p><b>God</b></p> <p>What do Christians say God is like? <b>UC- F1</b>            Why is the idea of God the creator important to Christians? <b>UC - F1</b></p>	<p><b>Kingdom of God</b></p> <p>What kind of king might Jesus have been?            What did Jesus say about the kingdom of God?</p>	<p><b>Discipleship</b></p> <p>Why did the first disciples change their lives when they met Jesus?            Why did Zacchaeus change when he met Jesus?</p>
	Autumn 2	<p><b>Incarnation</b></p> <p>Why do Christians perform nativity plays at Christmas? <b>UC- F2</b>            What can be learnt about Jesus from the nativity story? <b>UC- 1:3</b></p>	<p><b>Resurrection</b></p> <p>How was Easter Day different from Good Friday?            Why are Christians happy on Easter day? <b>UC- 1:5</b>            What happens in church at Easter?            Why was the empty tomb good news for Christians?</p>	<p><b>Holy Spirit</b></p> <p>What do Christians say the Holy Spirit is like?            How did the Holy Spirit change the disciples after the Day of Pentecost?</p>
	PSHE Autumn 1	<p><b>All About Me</b></p> <p>*Super powers            *To identify themselves in positive terms.            *To understand the importance of self-respect            *To describe their identity in relation to common factors.            *To identify those in their lives who can help and support them.</p>	<p><b>Keeping Safe and Managing Risk</b></p> <p>*To identify typical hazards in the home, including electricity, and describe measures to keep themselves safe.            *Safe use of products including: what can be put on the body, what can be put in the body, what can only be given by a parent or medic.            * To know how to respond safely and appropriately to adults they may encounter whom they do not know.</p>	<p><b>Health and Self Care</b></p> <p>*That they have human rights, that those rights are legally binding, and what those rights are.            *That some children's rights are not cared for and what can be done to help.            *Sun Safety            *The importance and benefits of physical activity            *Importance of sleep</p>
	Autumn 2	<p><b>Bullying and how we can prevent it.</b></p> <p>*Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying.            *Be starting to understand that sometimes people are bullied because they may be different in some way from others.</p>	<p><b>Keeping Safe and Managing Risk</b></p> <p>*Road safety            *Fire safety - how to keep the house safe from fire.</p>	<p><b>Relationship and Sex Education</b></p> <p>This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.</p>
	PE	Tag Rugby (6 hours) Dodgeball (6 hours) Football (6 hours) Indian Dance (6 hours)	Gymnastics (12 hours) Hockey (6 hours) Judo (6 hours)	Rounders (6 hours) Country Dancing (6 hours) Athletics: track and field (12 hours)



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<b>History</b>	Changes within living memory: <b>How school has changed from 1930.</b>	Significant historical events, people and places in their <b>own locality.</b> Need to cover all three: events/people/places Link to farming/local zoo Escape of the Wallabies Charles Tunnicliffe Courtney Brocklehurst	Lives of significant individuals in the past who have contributed to <b>national/ international</b> achievements - compare aspects of life in dif. Periods.  The Wright Brothers. Rosie - planes Pigeons Possibly Neil Armstrong
<b>Geography</b>	A focus on the school and school grounds	A focus on the local area and using simple fieldwork and observational skills	A focus on comparing Wincle to a small area in a contrasting non-European country.
<b>Science</b>	Working Scientifically Seasonal Changes <b>Animals including humans</b>	Working Scientifically Seasonal Changes <b>Everyday materials</b>	Working Scientifically Seasonal Changes <b>Plants</b>
<b>DT</b>	<b>Materials</b> Take inspiration from design throughout history Design, make, evaluate and improve	<b>Construction</b> Take inspiration from design throughout history Design, make, evaluate and improve	<b>Mechanics</b> Take inspiration from design throughout history Design, make, evaluate and improve
<b>ART</b>	<b>Painting</b> Develop ideas. Master techniques: painting Take inspiration from the greats	<b>Printing</b> Develop ideas. Master techniques: painting Take inspiration from the greats	<b>Textiles</b> Develop ideas. Master techniques: painting Take inspiration from the greats
<b>Music</b>	Rhythmic development - drumming Pitch development - vocal work	Glockenspiels - colour reading	Instrumentation Music for stories
<b>Computing</b>	Unit 1.1 Safety (4 weeks) Unit 1.4 Lego (3 weeks) Unit 1.6 Stories (5 weeks)	Unit 1.1 Safety (1 week) Unit 1.2 Sorting (2 weeks) Unit 1.3 Pictograms (3 weeks) Unit 1.8 Spreadsheets (3 weeks)	Unit 1.7 Coding (6 weeks) Unit 1.5 Maze (3 weeks) Unit 1.9 Technology (2 weeks)
<b>Curriculum enrichment</b>			



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Year	Subject	Autumn Term: 'GREAT Britain'	Spring: 'Wonderful Wincle and the Web'	Summer Term: 'Oh what a wonderful world'
Core Values	<b>RESPECT    COMPASSION    INTEGRITY    HOPE    PERSEVERANCE</b>			
<b>2023-2024</b>	<b>Secrets to Success</b>	Try New Things.pdf               Concentrate.pdf               Work Hard.pdf	Push Yourself.pdf               Imagine.pdf	Improve.pdf               Understand Others.pdf               Don't Give Up.pdf
RE Autumn 1	<b>Good News</b> What good news stories did Jesus tell? <b>UC - 1:4</b> Establish what good news is (EYFS plan) <b>Parables to focus on:</b> *Parable of the Good Samaritan Luke 10:25-37 * Parable of the Two House Builders Matthew 7:24-37 * Healing of the ten lepers Luke 17:11-19 *Healing of Jairus' daughter Mark 5:21-23; 35-43 How does the Bible show Jesus living his life as good news?	<b>Forgiveness</b> Why do people say sorry? Why do Christians say 'it doesn't matter' when people make mistakes? Why did Jonah change his mind? (Jonah Chapters 1-3) How does prayer help Christians start again?	<b>Creation</b> What does the creation story teach Christians about God? How did Adam and Eve spoil creation in Genesis? Why do Christians look after their local environment? <b>UC- 1:2</b>	
Autumn 2	<b>Christian Community</b> What is the church? Why is the local church linked to our school? How do Christians worship God in church? Why is the Bible important to Christians? What do Christians mean when they use the word church?	<b>Salvation</b> Why do Christians put three crosses in an Easter garden? How is the cross an important symbol for Christians? <b>UC-F3</b> What do Christians believe about salvation (being rescued/ found)? Eucharist lessons	<b>Judaism</b> Why is Joseph important to Jewish people? How do Jews show love for God in everyday life? Why is the escape from Egypt important to Jewish people? <b>UC- 1:4</b>	
PSHE Autumn 1	<b>Shining like a star</b> *Link to our school values: how can we be respectful? *Caring for others *Supporting others and celebrating strengths and differences.	<b>Keeping Safe and Managing Risk</b> *Basic first-aid, including calling 999, DRABC, the recovery position, CPR, and how to respond to burns, bleeds and head-bumps. *Water-safety	<b>Health and Self Care</b> *Why healthy eating is important *About dental health *Personal hygiene	
Autumn 2	<b>Anti-bullying.</b> *Be able to describe how it feels to be bullied or see someone else being bullied. *Be starting to demonstrate simple ways of responding to bullying including the need to be assertive.	<b>Secrets to Success</b> *Look at all of the secrets and work through the activities from the package *Celebrate success	<b>Relationships and Sex Education</b> *That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other, contact: NSPCC's PANTS are Private.	
PE	Tag Rugby (6 hours) Handball (6 hours) Football (6 hours) Rythmic Dance (6 hours)	Gymnastics (12 hours) Hockey (6 hours) Skipping (6 hours)	Cricket (6 hours) Country Dancing (6 hours) Athletics: track and field (12 hours)	



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<b>History</b>	<p><b>Events beyond living memory that are significant nationally</b> [e.g. Great Fire of London, events commemorated through anniversaries Gunpowder Plot, Remembrance Day] Creating a timeline of all events previously taught.</p>	<p><b>Changes within living memory.</b> Where appropriate, these should be used to reveal aspects of change in national life – shopping Fabrics//fashion/clothes/silk mills – local area</p>	<p><b>History: Explorers!</b> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. Christopher Columbus, Shackleton &amp; Neil Armstrong, Sir Phillip Brocklehurst, Benard Lovel Angus' relative Marianne Brocklehurst – Egyptian display in Macc</p>
<b>Geography</b>	<p>Name, locate &amp; identify characteristics of the 4 countries &amp; capital cities of the UK and its surrounding seas. Use aerial photographs to recognise landmarks &amp; basic human/physical features. Show significant national events on a UK map</p>	<p>Use simple fieldwork and observational skills to study shops in the local area</p>	<p>Use world maps, atlases and globes to identify, name and locate the 7 continents &amp; 5 oceans. Identify the location of hot and cold areas of the world in relation to Equator and the North/South Poles.</p>
<b>Science</b>	<p>Working scientifically Seasonal changes <b>Animals and their habitats (year 2)</b></p>	<p>Working scientifically Seasonal changes <b>Materials and their uses</b></p>	<p>Working scientifically Seasonal changes <b>Plants year 2 level</b></p>
<b>DT</b>	<p><b>Textiles</b> Take inspiration from design throughout history Design, make, evaluate and improve</p>	<p><b>Electrical and circuits</b> Take inspiration from design throughout history Design, make, evaluate and improve</p>	<p><b>Food</b> Take inspiration from design throughout history Design, make, evaluate and improve</p>
<b>ART</b>	<p><b>Drawing</b> Develop ideas. Master techniques: painting Take inspiration from the greats</p>	<p><b>Collage</b> Develop ideas. Master techniques: painting Take inspiration from the greats</p>	<p><b>Sculpture</b> Develop ideas. Master techniques: painting Take inspiration from the greats</p>
<b>Music</b>	<p>Rhythmic development – drumming Pitch development – vocal work</p>	<p>Glockenspiels – colour reading</p>	<p>Instrumentation Music for stories</p>
<b>Computing</b>	<p>Unit 2.2 Safety (3 weeks) Unit 2.5 Searching (3 weeks) Unit 2.6 Picture (5 weeks)</p>	<p>Unit 2.8 Ideas (4 weeks) Unit 2.4 Question (5 weeks) E Safety Day</p>	<p>Unit 2.7 Music (3 weeks) Unit 2.3 Spreadsheets (4 weeks) Unit 2.1 Coding (6 weeks)</p>
<b>Curriculum enrichment</b>			