

Woodpecker Class (KSI) 2-year Rolling Programme

Year A	Autumn		Spring		Summer	
Topic	Dinosaurs	WWI	China	Farming past and present	Castles	Bees
Christian Value	Friendship	Compassion	Perseverance	Truthfulness	Respect	Love
British value	Tolerance of those of different faiths and beliefs		Democracy	The rule of law	Mutual respect	Individual liberty
PHSE	Setting ground rules	Family and relationships	Health and Wellbeing	Economic Wellbeing	Citizenship	Safety and the changing body Transition
Maths	Number and place value Addition and subtraction Geometry and shape Number Multiplication and division Measurement length and height		Measure – time Place value Number and adding and subtracting Measure – money Number– fractions		Graphs Place value Number– all operations \div \times \div Measure – capacity and temperature Shape – properties of shapes Measure – weight and volume	
English SPAG	Throughout all units Full stops, capital letters, finger spaces Tyrannosaurus drip (story making)/ Dinosaurs and all that rubbish Full stops, capital letters, finger spaces Noun phrases, ! ? Subordination and coordination Because, but, and, if Lost Species (NF) – Information leaflet Questions, exclamation and commands, commas in lists, past and present tense, because, and, if, but Letters and diaries (F) Noun phrases, commas in lists, past and present tense, coordination –and ly endings verb endings – er, est (suffixes) War and Animal poems (P) Est (suffixes), commas in lists Trip Recount (NF) Spelling the days of the week Capitals for people, places, I, days of week coordination – and and ly endings Remembrance (and) acrostic poems (P) Naming the letters of the alphabet Ing, er, est, er suffixes		Throughout all units - Full stops, capital letters, finger spaces Wolves NF Subordination (using when, if, that, because) and co-ordination (using or, and, but) - Expanded noun phrases, present tense and past tense question marks and exclamation marks The Owl and the pussycat poetry (P) Capital letters for names and for the personal pronoun I, suffixes such as -ful, -less, Subordination, Expanded noun phrases , statement, question, exclamation or command, use of present tense and past tense, question marks and exclamation marks, Commas to separate items in a list, Apostrophes for contraction What the ladybird Heard (F) Noun phrases, Subordination and verbs Farmer duck (recount) Spelling the days of the week Capitals for people, places, I, days of week coordination –and ly endings Instruction writing (NF) (making sandwiches (DT) Prefix un, imperative verbs and endings, commands		Throughout all units - Full stops, capital letters, finger spaces Traditional/fairy stories – knights, dragons and castles (F) Contracted forms, possessive apostrophe, suffixes ment, ful, less, ness, ly Subordination and coordination Because, but, and, if Noun phrases Non chronological reports – medieval castles(NF) Questions, exclamation and commands, commas in lists, past and present tense, because, and, if, but Information texts – The beekeepers guide (NF) Questions, exclamation and commands, commas in lists, past and present tense, because, and, if, but Poetry - The greedy bee and The picnic tea. Homophones, Suffixes, vocabulary choices Dragon poetry Homophones, Suffixes, vocabulary choices	

Phonics and GR Stage appropriate	<p>1) RWI – set 2 revision (up to 4 weeks).</p> <p>2) Set 3 – all new sounds learned reading then spelling. Alternative pronunciations of the same grapheme. Red word and CEW revision – reading and spelling. RWI spelling scheme</p>					
Science	<p>Seasonal changes Every day Materials</p>		<p>Seasonal Changes Animals including humans Yr 1</p>		<p>Seasonal changes Plants</p>	
RE	<p>Harvest Creation Who made the World? Hinduism – Diwali What might Sanatanis learn from the story of Rama and Sita and the celebrations of Diwali? Incarnation Why does Christmas matter to Christians? Nativity</p>		<p>Judaism Is Shabbat important to Jewish children? Salvation How important is it to Christians that Jesus came back to life after his crucifixion? Easter service</p>		<p>Buddhism Who is Buddha? Humanism What is Humanism?</p>	
History	<p>Why did dinosaurs die out? Mary Anning</p>	<p>Life in the trenches during the First World War Walter Tull soldiers' experiences during the conflict. First World War and different animals' experiences during the conflict. women's experiences on the home front Twinkl</p>	<p>History of art – great wall of china and the terracotta army</p>	<p>How have farms changed over time?</p>	<p>Castles – defend a castle History of Castles (Normans) History of Sherborne Castle</p>	
Computing	<p>esafety (childnet) Computing systems and networks (Improving mouse skills) Programming</p>	<p>(Algorithms unplugged)</p>	<p>Skills showcase (Rocket to the moon)</p>	<p>Computing systems and networks (What is a computer?)</p>	<p>Programming (Algorithms and debugging)</p>	<p>Computing systems and networks (Word processing)</p>
Geography	<p>Where in the world did dinosaurs live? What a wonderful world (twinkl Year 2)</p>	<p>WWI Use world maps, atlases and globes to identify the United Kingdom and its countries,</p>	<p>Let's go to China (twinkl Year 2)</p>		<p>Castles (Plan bee) Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea,</p>	<p>Bees– habitats Map makers (Plan Bee) Capital cities of the UK and the counties of the UK</p>

	Name and locate the world's seven continents and five oceanse physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	as well as the countries, continents and oceans	name and locate the world's seven continents and five oceans identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		ocean, river, soil, valley, vegetation, season and weather	key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather village maps
DT		(additional – trench stew)	Designing and making kites Healthy eating How does climate affect cuisine?	Make a healthy sandwich	Make a castle (Skills focus) Capability Brown Sherborne Castle	Design a label for a jar of honey Sliders and levers. Mechanical storytelling devices
Art	Dinosaur layered collage	Remembrance artwork Mixed Media Collage Christmas artwork Mixed Media	What is art like in china? Terracotta warriors Clay Willow patterned plate Chinese artwork	Cows in art Sketching and drawing and painting Clay Range of Artists Local artist Kate Chidley Picasso	Flags and crest – castles design and printing crests	Living landscapes Seasonal changes – trees in art
Music	The Menu Song (Sing Up) Participate in creating a dramatic group performance using kitchen-themed props. • Sing a cumulative song from memory, remembering the order of the verses. • Play classroom instruments on the beat.	Colonel Hathi March (Sing Up) Harvest and Nativity songs Compose music to march to using tuned and untuned percussion. • Respond to musical characteristics through movement. • Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that	Football (Sing Up) Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). • Chant together rhythmically, marking rests accurately. • Play a simple ostinato on untuned percussion. • Sing an echo song while tapping the beat, and clap	Ocarinas Who stole my chicken and hens? (Sing Up) Compose new lyrics and create short body percussion patterns to accompany the song. • Sing familiar songs in low and high voices, recognising higher and lower.	Dancing and drawing to nautilus cat and mouse (Sing Up) Perform actions to music, reinforcing a sense of beat. • Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.	Come dance with me (Sing Up) Create musical phrases from new word rhythms that children invent. • Sing either part of a call-and-response song. • Play the response sections on tuned percussion using the correct beater hold. • Echo sing a line independently with teacher leading, then

	<ul style="list-style-type: none"> • Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. • Listen and move in time to the song 	<p>soldiers 'march' to music, naming the instruments playing in the clips).</p>	<p>the rhythm of the words, understanding there is one beat for each syllable.</p> <ul style="list-style-type: none"> • Recognise the difference between a pattern with notes (pitched) and without (unpitched) 	<ul style="list-style-type: none"> • Play a partner clapping game while singing a song. • Listen to and copy short rhythm patterns by ear. <p>Mark rests in the song with actions, their voices, and instruments</p>	<ul style="list-style-type: none"> • Develop awareness of duration and the ability to move slowly to music. • Create art work, drawing freely and imaginatively in response to a piece of music 	<p>move on to pair singing in echo format.</p> <ul style="list-style-type: none"> • Copy call-and-response patterns with voices and instruments
PE	<p>Invasion games (feet)</p> <p>Swimming swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Gymnastics</p>	<p>Gymnastics</p> <p>WWI Dance Perform dances using simple movement patterns.</p>	<p>Invasion games (Unihoc)</p> <p>(Additional – Martial fitness) Yoga/Chinese dragon dance Perform dances using simple movement patterns.</p>	<p>Invasion games (hand)</p> <p>Striking and fielding (tennis/pickle-ball)</p>	<p>Swimming</p> <p>Athletics (additional – medieval dance)</p>	<p>Swimming swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Striking and fielding (rounders/cricket) participate in team games, developing simple tactics for attacking and defending</p>

Year B	Autumn		Spring		Summer	
Topic	Super heroes	Real heroes	Great Fire Of London	Transport	Wildflowers	Seaside
Christian Value	Friendship	Compassion	Perseverance	Truthfulness	Respect	Love
British Value	Tolerance of those of different faiths and beliefs		Democracy	The rule of law	Mutual respect	Individual liberty
PHSE	Setting ground rules	Family and Relationships	Health and Wellbeing	Economic Wellbeing	Citizenship	Safety and the changing body Transition
Maths	Number – Place value Number – Addition & subtraction Shape Consolidation/Investigations		Y1 & Y2 – Money Y1 – Place value – Within 50 Y1 – Number – Addition & subtraction within 20 Y2 – Number – Multiplication & division Number – Addition & subtraction within 50 Measurement – Length, mass & capacity Consolidation		Number – Fractions Y1 – Number – Multiplication & division Y1 – Place Value – Numbers to 100 Y2 – Statistics Geometry – Position & direction Measurement – Time Consolidation/Investigations	
English	Across all units Full stops, capital letters, finger spaces Stories with familiar settings All about me, Billy and the Beast Full stops, capital letters, finger spaces Noun phrases, ! ? Subordination and coordination Because, but, and, if Send for a superhero Est (suffixes), commas in lists Information texts -Nurturing nurses Letters Stories by the same author– Mini Grey and Traction man Contracted forms, possessive apostrophe, suffixes ment, ful, less, ness, ly Subordination and coordination Because, but, and, if Noun phrases Christmas Poetry– Ten things in Santa’s pocket Est (suffixes), commas in lists		Across all units Full stops, capital letters, finger spaces Information texts Recount, character description The Great Fire of London Past and present tense Extended stories/significant authors --Fan brothers Ocean meets sky (F) Contracted forms, possessive apostrophe, suffixes ment, ful, less, ness, ly Subordination and coordination Because, but, and, if Noun phrases, History of flight information texts (NF) Contracted forms Possessive apostrophe Subordination and coordination Because, but, and, if suffixes ment, ful, less, ness, ly Nonsense poetry Ly, est, ed endings,		Throughout all units - Full stops, capital letters, finger spaces The Sea saw (NF) Coordination 'and' full stop, question mark or exclamation mark Capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Postcards and letters (seaside holidays in the past) Subordination and coordination Because, but, and, if, Contracted forms, Possessive apostrophe, suffixes ment, ful, less, ness, ly Poetry (sounds of the sea) Homophones, Suffixes Non chronological reports (NF) (habitats/seaside) Questions, exclamation and commands, commas in lists, past and present tense, Stanley's stick - growing beans - instructions (Instruction texts Commands, fronted adverbials, imperative verbs commas in lists, past and present tense, because, and, if, but, possessive apostrophe	

Phonics and guided reading Stage related	Stage related groupings 2) RWI – set 2 revision (up to 4 weeks). Set 3 – all new sounds learned reading then spelling. Alternative pronunciations of the same grapheme. Red word and CEW revision – reading and spelling. 3) RWI spelling scheme					
Science	Seasonal Changes Using Everyday materials (yr 2 Plan Bee)		Animals including humans (yr 2 Twinkl) Plants (yr 2)		Seasonal changes Living things and their habitats Yr 2	
RE	Harvest Creation What do Christians believe about God? (Jigsaw) Hinduism – Diwali Who is God to Sanatanis? Christianity – Incarnation What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? (Jigsaw) Nativity		Judaism Who is God to the Jews (Jigsaw) Christianity Salvation Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? (Jigsaw) Easter Service		Buddhism Why is the story of the Buddha important to some Buddhists? Humanism What do humanist believe?	
Computing	esafety (Childnet) Programming (Bee-bots)	(Digital imagery) Creating media	Data handling (Introduction to data)	Programming (Scratch Jr)	Creating media (Stop-motion)	Data Handling (International Space Station)
History		Why are these women/nurses important? Florence Nightingale, Mary Seacole	How did London adapt after the GFDL?	How has transport changed over time? Leonardo Da Vinci Wright brothers Joseph-Michel and Jacques-Étienne Montgolfier Isambard Kingdom Brunel		How have holidays change over time? Victorians.
Geography	Our school (yrl)	Where in the world do we live? 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.	Let's Explore London (plan bee) How does the weather affect our lives? Climate and weather		Where do flowers grow in Our local area? (twinkl Year 1)	Why do we love being by the sea so much? (twinkl) Features and importance of seaside environments

DT		Sliders and levers. Mechanical storytelling devices		Leonardo Da Vinci Wright brothers Wright brothers Design a flying machine		Healthy Eating Make a healthy sandwich
Art	Can you make a life size superhero?	Christmas artwork	3D construction of Pudding Lane		Outdoor art (living landscapes) Georgia O'keefe David Hockney Andy Goldsworthy	
Music	<p>Tony Chestnut (Sing Up)</p> <p>Improvise rhythms along to a backing track using the note C or G.</p> <ul style="list-style-type: none"> • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction. • Recognise and play echoing phrases by ear. <p>Carnival of animals (Sing Up)</p> <p>Select instruments and compose music to reflect an animal's character.</p> <ul style="list-style-type: none"> • Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. • Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement. <p>Harvest and Nativity songs</p>		<p>Grandma rap (Sing Up)</p> <p>Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.</p> <ul style="list-style-type: none"> • Chant Grandma rap rhythmically, and perform to an accompaniment children create. • Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. • Learn a clapping game to Hi lo chicka lo that shows the rhythm. • Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers). <p>Swing a long with Shostakovich (Sing Up)</p> <p>Create action patterns in 2- and 3-time.</p> <ul style="list-style-type: none"> • Listen actively and mark the beat by tapping, clapping, and swinging to the music. • Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skippy'). • Understand and explain how beats can be grouped into patterns and identify them in familiar 		<p>The rockpool rock (Sing Up)</p> <p>Learn an interlocking spoken part.</p> <ul style="list-style-type: none"> • Sing a rock 'n' roll-style song confidently. • Play an introduction on tuned percussion. • Listen actively and learn about rock 'n' roll music 	

			songs. • Move freely and creatively to music using a prop Ocarinas			
PE	Invasion games (feet) Swimming/ Gymnastics	Gymnastics Superhero dance	Invasion games (hands) Dance/Yoga GFOL – dance (BBC)	Multi-skills Striking and fielding (tennis/pickle ball)	Swimming Athletics	Striking and fielding (rounders and cricket) Swimming