

**Cycle A Long Term Plans – Woodpecker Class (Yr 2/3)**

	Science	Art & Design	Computing * e-safety to run alongside	Design Technology	Geography	History	Music	PE	RE	PSHE	French (Yr 3 only)
Autumn	<p><b>Animals, including Humans</b></p> <ul style="list-style-type: none"> <li>• nutrition</li> <li>• skeletons</li> <li>• bones</li> <li>• muscles</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>• vision</li> <li>• reflection</li> <li>• sun-safety</li> <li>• shadows</li> </ul>	<p><b>Printing</b> Repeating patterns/ images</p>	<p><b>Text: eBook (BookCreator app, PowerPoint)</b> Slide, text and images</p> <p><b>Textease Turtle / Logo</b> 2D shapes</p>	<p><b>Sewing</b> Decorative item (e.g. Christmas decoration)</p>	<p><b>Salisbury</b> <i>local study</i> <i>fieldwork</i> <i>settlement size</i> <i>location in UK/World</i> <i>human and physical knowledge</i></p>	<p><b>Early Civilizations (Ancient Egyptians)</b></p>	<p><i>Dynamics</i>  <i>Clap and play rhythms of words</i></p>	<p><b>Winter Games</b> <i>Throwing &amp; catching, (indiv/partner &amp; group co-operation)</i></p> <p><i>Competitive and collaborative games. Indoor/outdoor (Winter)</i></p> <p><b>Dance</b> <i>Begin to develop own movement patterns.</i></p> <p><b>Gymnastics</b> Travelling &amp;</p>	<p><b>What did Jesus teach? (Christianity)</b> <i>Is it possible to be kind to everyone all of the time?</i></p> <p><b>Christmas (Christianity)</b> Has Christmas lost its true meaning?</p>	<p><b>* see Jigsaw Scheme of Work</b></p>	<p>Je parle français! Introducing yourself Numbers to 12 Greetings</p>
Spring	<p><b>Uses of everyday materials</b> <i>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i></p> <p><i>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</i></p> <p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>• fossils</li> <li>• soils</li> </ul>	<p><b>3D Sculpture</b></p>	<p><b>Multimedia: Unit 1: Sound recording (Audacity)</b> <i>Use software to record music and sounds, e.g. reading a story with sound effects.</i></p> <p><b>Websites - internet research</b> Adding to favourites</p>	<p><b>Structure</b> <i>Using construction toys to take a load or meet a purpose</i> <i>e.g. bridge, chair</i></p>	<p><b>Natural Resources</b></p>	<p><b>Local History Study</b> <i>* Choice of study dependent on previous learning (refer to topic webs) and topical events (e.g. commemorations)</i></p>	<p>Sings rounds</p> <p>Rhythm</p>	<p>transferring bodyweight Body shape: Jumping, landing &amp; rolling Body shape: stretching &amp; curling, running, jumping &amp; twisting</p>	<p><b>Easter-resurrection (Christianity)</b> <i>Is it true that Jesus came back to life again?</i></p> <p><b>Hindu Beliefs (Hinduism)</b> How can Brahman be everywhere and in everything?</p> <p><b>Sharing and Community (Sikhism)</b> Do Sikhs think it is important to share?</p>	<p><b>* see Jigsaw Scheme of Work</b></p>	<p>Je me présente All about me</p>
Summer	<p><b>Plants</b> <i>observe and describe how seeds and bulbs grow into mature plants</i></p> <p><i>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</i></p>	<p><b>COLLAGE AND MIXED MEDIA</b> <i>colour</i> <i>texture</i> <i>tone</i> <i>shape</i></p> <p><i>Selecting and experimenting with different media.</i></p>	<p><b>Databases: Branching database (2Simple 2Connect)</b> <i>Make a simple Y/N tree diagram to sort information.</i></p> <p><b>Programming: Daisy Dino (iPad only at the moment!)</b> <i>Plan a short 'story' for a sprite and write the commands for this, e.g. walk forwards, jump, turn, walk back.</i></p> <p><i>Use the 'repeat' 'when' commands with sequence.</i> <i>Edit/refine a sequence of commands.</i></p>	<p><b>Mechanisms</b> <i>slider, simple lever</i></p> <p><i>e.g. moving split-pin toy</i></p>	<p><b>Weather/ Climate around the world</b></p>	<p><b>Lives of significant people (Victorian)</b></p> <p><i>* Choice of study dependent on previous learning (refer to topic webs and Pathways file) and topical events (e.g. commemorations)</i></p>	<p><i>Play pitched percussion</i></p> <p><i>Read basic rhythmic notation</i></p>	<p><b>Summer Games</b> Cricket/other: fielding</p> <p><b>Athletics</b> <i>Run, throw and jump (individual skills)</i></p> <p><b>Outdoor &amp; Adventure</b> School ground orienteering</p>	<p><b>The Covenant (Judaism)</b> <i>How special is the relationship Jews have with God?</i></p> <p><b>Community &amp; Belonging (Islam)</b> <i>Does going to the Mosque give Muslims a sense of belonging?</i></p> <p><b>Pilgrimage to the River Ganges (Hinduism)</b> Would visiting the River Ganges feel special to a non-Hindu?</p> <p><b>Prayer and Worship (Sikhism)</b> What is the best way for a Sikh to show commitment to God?</p>	<p><b>* see Jigsaw Scheme of Work</b></p>	<p>En famille My family</p>

**Cycle B Long Term Plans – Woodpecker Class (Yr 2/3)**

	Science	Art & Design	Computing * e-safety to run alongside	Design Technology	Geography	History	Music	PE	RE	PSHE	French (Yr 3 only)
Autumn	<p><b>Animals, including Humans</b> <i>notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</i></p>	<p><b>Drawing</b></p>	<p><b>Manipulating Graphics (Revelation Art / Pixlr – web)</b> Book cover/ poster</p> <p><b>Blogging – blogger.com</b> Class blog</p> <p><b>Survey Monkey</b> Design a questionnaire to collect information</p>	<p><b>Structures</b> At least 2 components</p>	<p><b>My country</b></p>	<p><b>Changes within living memory/ national</b></p> <p><i>* Choice of study dependent on <b>previous learning (refer to topic webs and Pathways file)</b> and topical events (e.g. commemorations)</i></p>	<p>Sings rounds</p> <p>Rhythm</p>	<p><b>Gymnastics</b> <i>Travelling/pathways/ linking movement: on feet, straight, curved on &amp; off apparatus</i></p> <p><i>Body shape / supporting body weight: curl &amp; stretch. Points &amp; patches</i> <i>Transference of weight / partner work: rocking, rolling, mirroring</i></p> <p><b>Winter Games</b> Throwing &amp; catching, footwork, indiv/partner &amp; group co-operation Collecting &amp; receiving</p>	<p><b>Christmas – Jesus as gift from God (Christianity)</b> <i>Why did God give Jesus to the world?</i></p> <p><b>Divalie (Hinduism)</b> Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindi child?</p> <p><b>The Amrit Ceremony and the Khalsa (Sikhism)</b> Does joining the Khalsa make a person a better Sikh?</p>	<p><b>* see Jigsaw Scheme of Work</b></p>	<p>Je parle français! Introducing yourself Numbers to 12 Greetings</p>
Spring	<p><b>Forces &amp; Magnets</b></p> <ul style="list-style-type: none"> <li>friction</li> <li>behaviour of magnets</li> </ul>	<p><b>DIGITAL MEDIA</b> Colour Form Shape Space</p> <p><i>Introduction of ‘view finders’ and photographs-</i></p>	<p><b>Programming: Textease Turtle</b> <i>Sequence of instructions to generate simple 2D shapes.</i></p> <p><b>Online Email – set up class email on Google</b> <i>Reply to an email as a class, composing correctly.</i></p>	<p><b>Cooking</b> <i>where food comes from (around the world)</i></p> <p><i>principles of a healthy diet</i> <i>hot item</i></p>	<p><b>Non-European Country (Asia, Australasia)</b> <i>select a coastal location</i></p> <p><i>human and physical knowledge</i></p> <p><i>map work</i> <i>continents &amp; oceans</i></p>	<p><b>Events beyond living memory</b> <i>To select from below</i></p> <p><i>Not Tudor &amp; Stuart</i></p> <p><i>* Choice of study dependent on <b>previous learning (refer to topic webs and Pathways file)</b> and topical events (e.g. commemoration)</i></p>	<p><i>Play pitched percussion</i></p> <p><i>Sing with expression</i></p> <p><i>Add own words to known melodies</i></p>	<p>using stick or feet: pairs/ small groups, anticipation &amp; control</p> <p><b>Dance</b> Dance based on a given motif. Adapt and modify for own dance</p>	<p><b>Passover (Judaism)</b> <i>How important is it for Jewish people to do what God asks them to do?</i></p> <p><b>Prayer at home (Islam)</b> <i>Does praying at regular intervals every day help a Muslim in his/her everyday life?</i></p> <p><b>Easter – Forgiveness (Christianity)</b> What is ‘good’ about Good Friday?</p>	<p><b>* see Jigsaw Scheme of Work</b></p>	<p>Je me présente All about me</p>
Summer	<p><b>Living things &amp; their habitats</b> <i>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i></p> <p><i>identify and describe the basic structure of a variety of common flowering plants, including trees</i></p> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>parts of a plant</li> <li>need to grow</li> <li>water</li> <li>life-cycle</li> </ul>	<p><b>COLLAGE AND MIXED MEDIA</b> colour texture tone shape</p> <p><i>Selecting and experimenting with different media.</i></p>	<p><b>Multimedia: Unit 2: Video (Flipcam, Hudl – Movie Maker)</b> <i>Capture video of own performance/presentation.</i></p>	<p><b>Mechnaism</b> Levers (storybook/ card)</p>	<p><b>Seasons and Weather</b> <i>weather patterns (daily and seasonal)</i></p> <p><i>world-wide poles &amp; equator</i></p>	<p><b>Stone Age → Iron Age</b></p>	<p>Read and play basic rhythmic notation</p>	<p><b>Summer Games</b> <i>Throwing &amp; catching, (indiv/partner &amp; group co-operation)</i></p> <p><i>Competitive and collaborative games. Indoor/outdoor (summer)</i></p> <p><b>Athletics</b> Run, throw &amp; jump: individual skills, measuring/comparing</p> <p><b>Outdoor &amp; Adventure</b> School ground orienteering</p>	<p><b>Rites of Passage and good works (Judaism)</b> <i>What is the best way for a Jew to show commitment to God?</i></p> <p><b>Hajj</b> <i>Does completing Hajj makes a person a better Muslim?</i></p>	<p><b>* see Jigsaw Scheme of Work</b></p>	<p>En famille My family</p>

**Cycle A Long Term Plans (English)– Woodpecker Class (Yr 2/3)**

Text Coverage					See 2014 National Curriculum ( <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study</a> ) for statutory requirements:
<b>Narrative</b>	<u>Myths and legends</u> (4 weeks)	<i>Extended stories – sustained writing</i> (3 weeks)	<i>Stories with familiar settings/situations/experiences (real &amp; fictional)</i> (4 weeks)	Adventure and mystery/ Author Study (4 weeks)	Reading – word reading  Reading – comprehension
<b>Non-fiction</b>	<u>Reports</u> (4 weeks)	<u>Information texts</u> (4 weeks)	<i>Forms of communication (letters, invites)</i> (2 weeks)	<u>Instructions &amp; Explanation</u> (6 weeks)	Writing – transcription  Writing – composition
<b>Poetry</b>	<u>Poems to perform/ Shape poetry and calligrams</u> (2 week)	<u>Word Play (e.g. riddles, puns)</u> (1 week)	<i>Poet Study and writing in the style of (possible class contribution)</i>  (2 weeks)		Writing – vocabulary, grammar and punctuation
<b>Oracy</b>	<b>Performance Drama</b> e.g. Nativity, role-play,	<b>Public Speaking</b> e.g class assemblies, Show & Tell	<b>Group Discussions</b> e.g. Circle Time,	<b>N.B * Integrated into other areas of the English curriculum and other subjects</b>	

**Cycle A Long Term Plans (English)– Woodpecker Class (Yr 2/3)**

Text Coverage					See 2014 National Curriculum ( <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study</a> ) for statutory requirements:
<b>Narrative</b>	<u>Stories with familiar settings</u> (3 weeks)	<u>Dialogue and plays</u> (4 weeks)	<i>Traditional stories – Twist a traditional tale</i> (4 weeks)	<u>Author study - Different stories by the same author</u> (3 weeks)	Reading – word reading  Reading – comprehension
<b>Non-fiction</b>	<u>Instructions</u> (3-4 weeks)	<u>Forms of Written Communication</u> (3 weeks)	<i>Information texts (skills to access non-fiction texts e.g. dictionaries and create own)</i> (4 weeks)	<u>Reports (chronological and non-chronological – writing about real/fictional events)</u> (4 weeks)	Writing – transcription  Writing – composition
<b>Poetry</b>	<u>Classic Poetry</u> (2 weeks)	<i>Nonsense’ poetry</i> (2 weeks)	<i>Poetry Styles (e.g. acrostic, limerick)</i> (2 weeks)		Writing – vocabulary, grammar and punctuation
<b>Oracy</b>	<b>Performance Drama</b> e.g. Nativity, role-play,	<b>Public Speaking</b> e.g class assemblies, Show & Tell	<b>Group Discussions</b> e.g. Circle Time,	<b>N.B * Integrated into other areas of the English curriculum and other subjects</b>	

Normal font = Year 3 curriculum map

Italic = Year 2 curriculum map

Bold = Year 2 and 3 Curriculum map

**Cycle A & B Long Term Plans (Maths) – Woodpecker Class (Yr 1/2)**

**Year 2**

<b>Number (22 weeks)</b>				<b>Measurement</b>	<b>Geometry (6 weeks)</b>		<b>Statistics (2 weeks)</b>
<b>Number and place value</b>	<b>Addition and subtraction</b>	<b>Multiplication and Division</b>	<b>Fractions</b>	<b>(6 weeks)</b>	<b>Properties of shape</b>	<b>Position and direction</b>	

**Year 3**

<b>Number (24 weeks)</b>				<b>Measurement</b>	<b>Geometry (5 weeks)</b>	<b>Statistics (2 weeks)</b>
<b>Number &amp; Place Value</b>	<b>Addition and subtraction</b>	<b>Multiplication and Division</b>	<b>Fractions</b>	<b>(5 weeks)</b>	<b>Properties of shape</b>	

*N.B. Objectives placed in groups not indicative of order or time allocation. Plan objectives order and time allocation as appropriate*

See 2014 National Curriculum ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335158/PRIMARY\\_national\\_curriculum\\_-\\_Mathematics\\_220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf)) for statutory requirements:

See Abacus (<https://www.activelearnprimary.co.uk/login?e=-1&c=0#abacus>) for planning guidance