

St. Anne's and
Guardian Angels
Catholic Primary School



Mixed Age Year 2/3 Curriculum Overview **Academic Year: 2025-2026**

Updated: September 2025



St Anne's & Guardian Angels Primary School Mixed Age Year 2/3 Curriculum Overview

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	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>RE 'To Know You more Clearly' model curriculum: Year 2</p>	<p>Branch One: Creation and Covenant</p> <p>Y2 Focus: Noah and Sacrament of Baptism -----</p> <p>Class Saint, Gospel Writers & Guardian Angels.</p> <p><i>Other Faith: Judaism</i></p>		<p>Branch Two: Prophecy and Promise</p> <p>Y2 Focus: Nativity – Visitation, Magnificat, Advent</p>	<p>Branch Three: Galilee to Jerusalem</p> <p>Y2 Focus: Ministry, Parables and Miracles -----</p> <p><i>Other Faith: Hinduism</i></p>	<p>Branch Four: Desert to Garden</p> <p>Y2 Focus: Holy Week, Easter Vigil</p>	<p>Branch Five: To the Ends of the Earth</p> <p>Y2 Focus: Ascension, Pentecost Conversion</p>	<p>Branch Six: Dialogue and Encounter -----</p> <p><i>Other Faith: Islam</i></p>	
<p>RSHCE (Ten:Ten Units)</p>	<p>Transition and Getting Along Together</p> <p>Asthma Awareness</p>		<p>Get Up!, The Sacraments, Jesus My Friend</p>	<p>Friends, Families and Others, When Things Feel Bad</p>	<p>Sharing Online, Chatting Online</p>	<p>Safe in My Body, Drugs, Alcohol and Tobacco, First Aid Heroes</p>	<p>A Community of Love, What is the Church?, How Do I Love Others?</p>	
<p>Topic</p>	<p>Local & European Comparison Study: London and Rome</p>	<p>Black History Month: Celebration: The History of Nottingham Carnival</p>	<p>The Stone Age</p>	<p>The Bronze Age to the Iron Age</p>	<p>Ancient Egypt</p>	<p>Ancient Egypt Continued</p>	<p>The Roman Empire and its Impact on Britain</p>	<p>Refugee Week: Migration</p>
<p>English Key Texts</p>	<p>Fiction: The Cook and The King by Julia Donaldson</p> <p>Fiction: The Day You Begin by Jacqueline Woodson</p> <p>Fiction: Dragon Post by Emma Yarlett</p> <p>Non Fiction: Big City Explorer by Maggie Li</p>		<p>Fiction: The Stone Age Boy by Satoshi Kitamura</p> <p>Fiction: The Stolen Spear by Saviour Pirotta</p> <p>Fiction: How to Wash a Woolly Mammoth by Robinson and Hindley</p>	<p>Traditional Tales: The Princess & the Pea By Lauren Child</p> <p>Fiction: The Very Smart Pea and the Princess to Be by Mini Grey</p> <p>Poetry: The Sleepy Giant by Charles E Carryl</p>	<p>Fiction: The Three Little Wolves & the Big Bad Pig by Helen Otenburg</p> <p>Fiction: The Three Little Pigs an Architectural Tale by Stephen Guarnaccia</p>	<p>Fiction: Marcy and the Riddle of the Sphinx by Joe Todd Stanton (THEP)</p> <p>So You Think You've Got It Bad – A Kid's life in Ancient Egypt by The British Museum</p>	<p>Fiction: Empire's End - A Roman Story by Leila Rasheed</p> <p>The Crow's Tale By Naomi Howarth (THEP)</p>	



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				Poetry: The Three Little Pigs by Roald Dahl (Revolting Rhymes)		
English & Cross Curricular: Writing Outcomes / Genres	<ul style="list-style-type: none"> • Instructions • Letter writing • Non-chronological report 	<ul style="list-style-type: none"> • Narrative / descriptive • Short Story • Non-chronological report 	<ul style="list-style-type: none"> • Short Story • Persuasive writing • Diary entry / recount 	<ul style="list-style-type: none"> • Explanation text • Poetry • Narrative / descriptive 	<ul style="list-style-type: none"> • Non-chronological report • Diary entry / recount • Explanation 	<ul style="list-style-type: none"> • Discussion text • Narrative / descriptive • Short Story
Maths	Place value Addition & subtraction Multiplication		Division Statistics Length & height Shape & perimeter Fractions		Time Mass, capacity & temperature	
Art (Twinkl Units)				Insects		
DT (Twinkl Units)		DT: Let's Go Fly a Kite	Food Technology: Let's Get Cooking			DT: Juggling Balls
Science Taught in discrete year groups	<u>Year 2</u> Biology: Animals' needs for survival Biology: Humans Chemistry: Materials Sustainability: Plastic		<u>Year 2</u> Biology: Plants (light and dark) Biology: Living things and their habitats Biology: Plants (light and dark)		<u>Year 2</u> Biology: Plants (bulbs and seeds) Biology: Growing up Biology: Bulbs and seeds Biology: Growing up Sustainability: Wildlife	
	<u>Year 3</u> Biology: Skeletons Biology: Movement Biology: Nutrition and diet Sustainability: Food waste Chemistry: Rocks		<u>Year 3</u> Chemistry: Fossils Chemistry: Soils Physics: Light		<u>Year 3</u> Biology: Plants A Physics: Forces Physics: Magnets Biology: Plants B Sustainability: Biodiversity	
Computing (teachcomputing.org Units)	Computing systems and networks – Connecting computers		Programming - Sequencing sounds		Creating media – Desktop publishing	



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Music	Strings: Level 1, Unit 1		Strings: Level 1, Unit 2		Strings: Level 1, Unit 3	
PE (Twinkl Units)	Net and Wall Games: Fundamental Skills	Gymnastics: Shape	Dodgeball	Dance: Extreme Earth	Swimming	Swimming
French (Twinkl Units)	Y3 Unit: Getting to Know You	Y3 Unit: All About Me	Y3 Unit: Food Glorious Food	Y3 Unit: Family and Friends	Y3 Unit: Our School	Y3 Unit: Time
Suggested Trips/Visits	Royal Parks Buckingham Palace Westminster Cathedral	The British Museum	Museum of London: Stone Age to Iron Age Workshop	The Natural History Museum (science link) SOANES Centre (science link)	Science Museum (science link)	The Museum of London: Roman Workshop



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In Depth RE Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme for the Year: Y3 - Baptism					
<p>RE ‘To Know You more Clearly’ model curriculum: Year 2</p>	<p>Branch One: Creation and Covenant</p> <p>Y2 Focus: Noah and Sacrament of Baptism ----- Class Saint, Gospel Writers & Guardian Angels. <i>Other Faith: Judaism</i></p>	<p>Branch Two: Prophecy and Promise</p> <p>Y2 Focus: Nativity - Visitation, Magnificat, Advent</p>	<p>Branch Three: Galilee to Jerusalem</p> <p>Y2 Focus: Ministry, Parables and Miracles ----- <i>Other Faith: Hinduism</i></p>	<p>Branch Four: Desert to Garden</p> <p>Y2 Focus: Holy Week, Easter Vigil</p>	<p>Branch Five: To the Ends of the Earth</p> <p>Y2 Focus: Ascension, Pentecost Conversion</p>	<p>Branch Six: Dialogue and Encounter</p> <p>----- <i>Other Faith: Islam</i></p>
<p>Key Content / Skills ‘To Know You more Clearly’ model curriculum: Year 2</p>	<p>Hear</p> <ul style="list-style-type: none"> • The story of Noah, focusing on God’s covenant (promise) with Noah and all living beings in the sign of the rainbow (Gen 9:7-17).145 • LS 71 ‘Through Noah, who remained innocent and just, God decided to open a path of salvation. In this way he gave humanity the chance of a new beginning. All it takes is one 	<p>Hear</p> <ul style="list-style-type: none"> • The Annunciation of John the Baptist (Lk 1:5-20) • The Annunciation of Jesus (Lk 1:26-38) • The Visitation (Lk 1:39-50, 53) • The birth of John the Baptist (Lk 1:57-58) • Zechariah’s voice is restored (The circumcision of John the Baptist) (Lk 1:59-66, 67,76) • The Birth of Jesus (Lk 2:1-8) 	<p>Hear</p> <ul style="list-style-type: none"> • The preaching of John the Baptist (Lk 3:2-6, 10-17) • Jesus is baptised (Lk 3:21-22) • The Temptation in the wilderness & Jesus begins to preach (Lk 4: 1-15) • Cure of a paralytic (Lk 5:17-26) • The choice of the twelve (Lk 6:12-16) • The calming of the storm (Lk 8:22-25) • Parable of the lost sheep (Lk 15:4-7) 	<p>Hear</p> <ul style="list-style-type: none"> • Jesus enters Jerusalem (Lk 19:28-38*) • The last supper (Lk 22:7-23*, 28-34) • The Crucifixion and death of Jesus (Lk 23:33-46*) • The angel’s message (Lk 24:1-8*) • Peter at the tomb (Lk 24:9-12) <p>*Texts studied in Year One</p> <p>Believe</p> <ul style="list-style-type: none"> • That Jesus gave us the Sacrament of 	<p>Hear</p> <ul style="list-style-type: none"> • Jesus appears to the apostles and the Ascension (Lk 24:36-53) • Pentecost and Peter talks to the crowd (Acts 2:1-9, 12-13) • Conversion of Saul (Acts 9:1-19) • Fruits of the Holy Spirit (Gal 5:22-23) <p>Believe</p> <ul style="list-style-type: none"> • God is love. Love is God’s first gift poured into our hearts by the Holy Spirit. 	<p>Dialogue</p> <ul style="list-style-type: none"> • The parable of the Good Samaritan (Lk 10:25-37) <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • Christians should collaborate in service of humanity. <p>By the end of this unit of study, pupils will know about Christianity locally through:</p> <ul style="list-style-type: none"> • Learning about their local Christian community.



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	<p>good person to restore hope!</p> <ul style="list-style-type: none"> • Psalm 139:14-6 in praise of God's Creation of each of us and his love for us. <p><u>Believe</u></p> <ul style="list-style-type: none"> • God makes a covenant (promise) with Noah to save all living things. • That people in the story of Noah turned away from God and chose to act badly; this is behaviour called sin. • The Sacrament of Baptism is when a person becomes part of the Christian family and promises to love God. • That the Christian Bible is split into two parts, the Old Testament, and the New Testament. <p><u>Celebrate</u></p> <ul style="list-style-type: none"> • Psalms are prayers to praise God. • Sacraments are living signs of Jesus' love for all people. • Baptism is the first sacrament which welcomes people 	<p>Including, for the season of Advent:</p> <ul style="list-style-type: none"> • Is 7:14, 9:1-2, 5-7 (Extracts from the book of Immanuel) <p><u>Believe</u></p> <ul style="list-style-type: none"> • That prophets and prophetesses communicate God's message inspired by the Holy Spirit. John the Baptist is born to be a prophet. • Christians believe that the person Isaiah spoke of was Jesus. In Isaiah's words, Christians recognise Jesus as a light in the darkness and Immanuel, 'God-with-us'. • Advent is the season when Christians prepare for the coming of Jesus Christ at Christmas. • That Mary is the mother of God and our mother who is trusted with all our prayers. <p><u>Celebrate</u></p> <ul style="list-style-type: none"> • Some words of Mary's prayer, the Magnificat (Lk 1:46- 	<p>For the Feast of the Epiphany</p> <ul style="list-style-type: none"> • Matt 2:1-12: The visit of the Magi <p><u>Believe</u></p> <ul style="list-style-type: none"> • John the Baptist is a prophet who calls people back to God by encouraging them to say sorry. Baptism is a sign of forgiveness. • That when people make bad choices (sin), they turn away from God. Jesus teaches that God loves and forgives and that being sorry helps us to change and become better people. • Jesus' miracles are signs that show he is the promised one (Messiah). • Jesus' parables are simple comparisons that invite people to know more about God. • Jesus brings healing in different ways. <p><u>Celebrate</u></p> <ul style="list-style-type: none"> • How water is used as a symbol of a new 	<p>Reconciliation to heal and restore our friendship with God and through this ourselves.</p> <ul style="list-style-type: none"> • That Lent is a time of preparing our hearts and minds for Easter through reconciliation and forgiveness. • The Easter Vigil Mass is the high point of the year and is rich in symbols of light and darkness. <p><u>Celebrate</u></p> <ul style="list-style-type: none"> • Some prayers and actions that are ways in which Catholics turn back to God, in the Sacrament of Reconciliation, for example, a simple Examen or an act of sorrow and in the Penitential rite, for example, the Kyrie Eleison (Lord have Mercy). • Some simple words, actions, and symbols of the Easter Vigil, focusing on light and water. 	<ul style="list-style-type: none"> • The fruits of the Spirit are the visible signs that a person is led by the Holy Spirit. • The fruits of the Spirit are love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control. <p><u>Celebrate</u></p> <ul style="list-style-type: none"> • In all prayers, Christians welcome the Holy Spirit and open their hearts to God. • Christians pray to the Holy Spirit for help ('Come Holy Spirit'). <p><u>Live</u></p> <ul style="list-style-type: none"> • That there are different symbols of the Holy Spirit in art: wind, fire, and dove, e.g., Taizé, Marlene Scholz's 'Blessed Trinity'. • The example of a saint who showed examples of peacebuilding in their lives, e.g., St Catherine of Siena, St Bernardine of Siena (IHS), St Rita of 	<ul style="list-style-type: none"> • Learning about ways Christians where they live come together to support the local community. <p><u>Encounter</u></p> <ul style="list-style-type: none"> • Recognise links and simple connections between some Jewish religious laws, beliefs, worship, and life. (e.g., keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes). • Recognise that most Jewish religious words are in Hebrew (the original language of the Torah and other sacred Jewish/Christian texts). • Listen to the religious experiences of others from different communities in the class and the local area <p>Islam</p>
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	<p>into the Christian family.</p> <p>Live</p> <ul style="list-style-type: none"> • Ways in which we can show care for God's world (stewardship) as part of our care for each other. • How a baby is baptised in the Catholic Church. <p>Judaism</p>	<p>50, 53) in which she gives thanks to God and prays for his just world to come.</p> <ul style="list-style-type: none"> • Advent is a time Christian preparation for Jesus' coming. • That the Advent wreath is a symbol of the coming of the light. • How the Christmas story is celebrated in song: carol services. <p>Live</p> <ul style="list-style-type: none"> • About some daily/weekly commitments that enable Christians to live in a way that prepares them for Jesus' coming. • Advent preparations in different cultures. • The meaning and interpretations of the candles/wreath in different cultural contexts. • How Catholic Social Teaching (CST) can help to guide Christians to 'share the light' with others. 	<p>start in the Sacrament of Baptism.</p> <ul style="list-style-type: none"> • How Catholics say sorry to God in prayers: • Act of Sorrow (Contrition) • Asking for forgiveness in the 'Our Father' <p>Live</p> <ul style="list-style-type: none"> • The importance of saying sorry to God and to others. • The importance of showing you are sorry, for example, through practical Acts of Penance.148 <p>Hinduism</p>	<p>Live</p> <ul style="list-style-type: none"> • The importance of saying sorry to God and to others. • That prayer can help people say sorry for their sins. • That making bad choices damages relationships and damages them. 	<p>Cascia, St John Henry Newman, Pope St Pius X, St Francis of Assisi.</p> <p>Some examples of saints and holy people who lived the fruits of the Holy Spirit in their lives, e.g., St Oscar Romero, St Teresa of Avila.</p>	
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In Depth English Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English: Key Texts	<p>Fiction: The Cook and The King by Julia Donaldson</p> <p>Fiction: The Day You Begin by Jacqueline Woodson</p> <p>Fiction: Dragon Post by Emma Yarlett</p> <p>Non Fiction: Big City Explorer by Maggie Li</p>	<p>Fiction: The Stone Age Boy by Satoshi Kitamura</p> <p>Fiction: The Stolen Spear by Saviour Pirotta</p> <p>Fiction: How to Wash a Woolly Mammoth by Robinson and Hindley</p>	<p>Traditional Tales: The Princess & the Pea By Lauren Child</p> <p>Fiction: The Very Smart Pea and the Princess to Be by Mini Grey</p> <p>Poetry: The Sleepy Giant by Charles E Carryl</p>	<p>Fiction: The Three Little Wolves & the Big Bad Pig by Helen Otenburg</p> <p>Fiction: The Three Little Pigs an Architectural Tale by Stephen Guarnaccia</p> <p>Poetry: The Three Little Pigs by Roald Dahl (Revolting Rhymes)</p>	<p>Fiction: Marcy and the Riddle of the Sphinx by Joe Todd Stanton (THEP)</p> <p>So You Think You've Got It Bad – A Kid's life in Ancient Egypt by The British Museum</p>	<p>Fiction: Empire's End - A Roman Story by Leila Rasheed</p> <p>The Crow's Tale By Naomi Howarth</p> <p>The Roman Chronical (Wings)</p>
English & Cross Curricular: Writing Outcomes / Genres	<ul style="list-style-type: none"> • Instructions • Letter writing • Non-chronological report 	<ul style="list-style-type: none"> • Narrative / descriptive • Short Story • Non-chronological report 	<ul style="list-style-type: none"> • Short Story • Persuasive writing • Diary entry / recount 	<ul style="list-style-type: none"> • Explanation text • Poetry • Narrative / descriptive 	<ul style="list-style-type: none"> • Non-chronological report • Diary entry / recount • Explanation 	<ul style="list-style-type: none"> • Discussion text • Narrative / descriptive • Short Story
Grammar Focus Year 2	<ul style="list-style-type: none"> • Consistent use of capital letters and full stops. • Formation of adjectives using suffixes such as -ful, -less • Commas to separate items in a list • Correct choice and consistent use of present tense and past tense • Expanded noun phrase for description and specification. • Use of connectives • Formation of nouns using suffixes such as -ness, -er and by compounding (for example. whiteboard, superman) 		<p>Reinforce and apply Autumn objectives throughout</p> <ul style="list-style-type: none"> • Subordination (using when, if, that, because) and coordination (using or, and, but, yet so) • Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting) • Use of the suffix -ly to turn adjectives into adverbs • Use of the suffixes -er, -est in adjectives 		<p>Recap and reinforce and apply Autumn/Spring objectives throughout</p> <ul style="list-style-type: none"> • Regular plural noun suffixes -s or -es including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of the root words (e.g. helping, helper, helped) 	



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	<ul style="list-style-type: none"> • Apostrophes to mark where letters are missing in spelling Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences 	<ul style="list-style-type: none"> • Apostrophes to mark singular possession in nouns (for example, the girl's name) • Different sentence openers (for example, _ing words, -ed words) <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	
<p>Grammar Focus Year 3</p>	<ul style="list-style-type: none"> • Use the punctuation taught in KS1 (capital letter, full stop, question mark, exclamation mark, comma in a list, apostrophe for contraction and singular possession) • Paragraphs as a way to group related material • Expanded noun phrases for description and specification • Formation of nouns using a range of prefixes, such as super-, anti-, auto- • Use of the determiners <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) • Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) • Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of) • Introduction to inverted commas to punctuate direct speech 	<p>Reinforce and apply Autumn objectives throughout</p> <ul style="list-style-type: none"> • Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) • Headings and sub headings as a way to present information • Consolidate KS1 affixes (un-, -s/-es, -ed/-ing, -er/-est, -ment, -ness, -ful, -less, -ly) • Use sentence of different forms as appropriate – question, statement, exclamation or command • Identify clauses in sentences • Identify main and subordinate clauses in complex sentences and use coordinating and subordinating conjunctions • Identify and use the progressive verb form • Use pronouns mostly correctly • Use inverted commas to punctuate direct speech 	<p>Reinforce and apply Spring objectives throughout</p> <ul style="list-style-type: none"> • Use a growing range of vocabulary (including noun phrases) for description (e.g. verbs, precise nouns) • Use present and past tense mostly correctly and consistently • Use a range of conjunctions (coordinating and subordinating), and begin to use some adverbs and prepositions • Use sentence of different forms as appropriate • Use the progressive verb form • Begin to use the present perfect verb form • Use inverted commas to punctuate direct speech
<p>Spelling Focus Year 2</p>	<ul style="list-style-type: none"> • The /dz/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y e.g. badge, edge, age, huge, gem, gaint, energy, jacket, adjust 	<ul style="list-style-type: none"> • Words ending -il • The /aɪ/ sound spelt -y at the end of words e.g. cry, fly • Adding -es to nouns and verbs ending in y e.g. flies, cries 	<ul style="list-style-type: none"> • The 'u' sound spelt o e.g. mother, brother, Monday • The /z/ sound spelt s e.g. television, usual • The suffixes -ment, -ness, -ful, -less and -ly



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	<ul style="list-style-type: none"> • The /s/ sound spelt c before e, i and y e.g. race, ice • The /n/ sound spelt kn and (less often) gn at the beginning of words • The /r/ sound spelt wr at the beginning of words • The /l/ or /əl/ sound spelt -le at the end of words • The /l/ or /əl/ sound spelt -el at the end of words • The /l/ or /əl/ sound spelt -al at the end of words • The /v/ sound spelt a after w and qu e.g. want, quantity, squash • The /z:/ sound spelt or after w e.g. word, worm, world • Some common exception words 	<ul style="list-style-type: none"> • Adding -ed, -ing, -er and -est to a root word ending in y e.g. cried, copier, happiest • Adding -ing, -ed, -er, -est and -y to words ending in e with a consonant before it e.g. hiking, hiked, nicer, nicest, shiny. Exception - 'being' • Adding -ing, -ed, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter e.g. patting, patted, humming, dropping, saddest Exception - letter x is never doubled • The 'aw' sound spelt a before l and ll e.g. all, ball, walk, talk, always • The 'ee' sound spelt - ey e.g. key. Donkey • The /ɔ:/ sound spelt ar after w e.g. war, towards Some common exception words 	<ul style="list-style-type: none"> • Contractions - can't, didn't, hasn't, couldn't, it's, I'll • The possessive apostrophe (singular nouns) e.g. Megan's, Ravi's, the girl's • Words ending on -tion e.g. station, fiction, motion, national • Homophones and near - homophones <p><u>Year 2 - tricky words</u> door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>
<p style="text-align: center;">Spelling Focus Year 3</p>	<ul style="list-style-type: none"> • Adding -ing, -ed, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter e.g. patting, patted, humming, dropping, saddest Exception - letter x is never doubled (year 2) • The /I / sound spelt y elsewhere than at the end of words e.g. myth, gym • Prefixes - un, dis, in, mis, re, sub, inter, super, anti, auto (See spelling appendix) • The suffix -ation • The suffix -ly (See spelling appendix) • Words ending in -sure and -ture e.g. measure, treasure etc Check it is not a word ending in (t)ch -er e.g. teacher • The suffix -ous • Apostrophes of contraction (year 2) • Numbers, days and months 	<ul style="list-style-type: none"> • Words with the /k/ sound spelt ch e.g. scheme, chorus, chemist, echo • Words with the /ʃ/ sound spelt ch e.g. chef, chalet, machine • Words with the /s/ sound spelt sc e.g. science, discipline, crescent • Words with ei, eigh or ey spelling e.g. vein, weigh, eight • Use of and possessive apostrophe with singular and plural words e.g. girls', boys', babies' children's, men's, girl's, boy's, child's, man's • Homophones and near-homophones • 	<p>Teacher planning for consolidation of year 2 and 3 Spelling objectives addressing any gaps weaknesses.</p> <p><u>Year 3/4 Word List</u> accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite,</p>



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			ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women
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In Depth Maths Overview...

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Place value (within 100)</u> Count objects to 100, Hundreds, Represent numbers to 100, Tens and ones, Place value charts, Numbers to 1000, 100s, 10s and 1s, Number line to 1000, 1, 10, 100 more or less, Compare objects, Compare numbers, Compare objects, Compare numbers, Order objects and numbers, Order numbers.</p> <p><u>Addition & subtraction (within 100 inc. money)</u> Count money- notes & coins, Select money, Pounds and pence, Convert pounds and pence, Fact families, Check calculations, Bonds to 100 (tens), Bonds to 100 (tens and ones), Make the same amount, Add and subtract 1s, 10 more and 10 less, Add and subtract 10s, Add and subtract multiples of 100, 3 digit & 1 digit numbers, 3 digit & 2 digit numbers, Add and subtract 100s, Pattern spotting, Add 2 digit and 1 digit, Add 2 digit numbers Add three 1 digit numbers, Find the total, Add 3 digit & 1 digit numbers, Add 3 digit & 2 digit numbers, 2 digit & 3 digit numbers, Add 2 digit & 3 digit numbers, Add two 3 digit numbers, Add money, Subtract 1 digit from 2 digit, Subtract with 2 digit, Find change, Find the difference, Two-step problems, Subtract 1 digit from 3 digit, Subtract 2 digit from 3 digit, Subtract 2 digit & 3 digit numbers, Subtract 3 digit from 3 digit, Subtract money, Give change, Compare number sentences, Compare money, Estimate answers, Check answers.</p> <p><u>Multiplication</u> Count in 2s, 5s and 10s, Count in 3s, Count money – pence, Count money – pounds, Count in 50s, Recognise equal groups, Make equal groups, Add</p>		<p><u>Division</u> Make equal groups – sharing, Make equal groups – grouping, Divide by 2, Divide by 5, Divide by 10, Divide 2-digits by 1-digit, Odd & even numbers, Scaling, How many ways?.</p> <p><u>Statistics</u> Make tally charts, Draw and interpret pictograms, Block diagrams, Bar charts, Tables.</p> <p><u>Length & height</u> Measure length (cm and m), Equivalent lengths (m & cm and mm & cm), compare and order lengths, Four operations with lengths, Add and subtract lengths.</p> <p><u>Shape & perimeter</u> Describing movement & turns, Turns and angles, Right angles in shapes, Compare angles, Horizontal & vertical, Parallel & perpendicular, Recognise 2-D and 3-D shapes, Count sides and vertices on 2-D shapes, Draw and sort 2-D shapes, Measure and calculate perimeter, Lines of symmetry, Count faces, edges and vertices on 3-D shapes, Sort 3-D shapes, Construct 3-D shapes, Make patterns with 2-D and 3-D shapes.</p> <p><u>Fractions</u> Make equal parts, Recognise a half, Recognise a quarter, recognise a third, Unit fractions, Non-unit fractions, Count in fractions, Unit and non-unit fractions, Making the whole, Fractions on a number line, Tenths, Count in tenths, Tenths as decimals, Find a half, quarter and a third, Find three quarters, Fraction of an amount, Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$,</p>		<p><u>Time</u> Hours and days, Months and years, Hours in a day, O'clock and half past, Quarter past & quarter to, Telling time to 5 minutes, Telling the time, Using a.m. and p.m., 24-hour clock, Find durations of time, Compare durations of time, Finding the duration, Comparing the duration, Start and end times, Measuring time in seconds.</p> <p><u>Mass, capacity & temperature</u> Compare mass, Measure mass (g), Measure mass (kg), Measure and compare mass, Add & subtract mass, Compare volume, Millilitres and litres, Measure and compare capacity, Add & subtract capacity and temperature.</p>	



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equal groups, The multiplication symbol, Multiplication from pictures, Multiplication - equal groups, The 2 times-table, The 5 times-table, The 10 times-table, Multiply by 3, Divide by 3, The 3 times table, Multiply by 4, Divide by 4, The 4 times table, Multiply by 8, Divide by 8, The 8 times table, Use arrays, Comparing statements, Related calculations, Multiply 2-digits by 1-digit.	Equivalent fractions, Compare and order fractions, add and subtract fractions.	
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In Depth Science Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science Taught in discrete year groups	Year 2 Biology: Animals' needs for survival Biology: Humans Chemistry: Materials Sustainability: Plastic		Year 2 Biology: Plants (light and dark) Biology: Living things and their habitats Biology: Plants (light and dark)		Year 2 Biology: Plants (bulbs and seeds) Biology: Growing up Biology: Bulbs and seeds Biology: Growing up Sustainability: Wildlife	
	Year 3 Biology: Skeletons Biology: Movement Biology: Nutrition and diet Sustainability: Food waste Chemistry: Rocks		Year 3 Chemistry: Fossils Chemistry: Soils Physics: Light		Year 3 Biology: Plants A Physics: Forces Physics: Magnets Biology: Plants B Sustainability: Biodiversity	
Knowledge	Year 2 <u>Biology: Animals' needs for survival</u> Describe the basic needs of animals, including humans, for survival. <u>Biology: Humans</u> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <u>Chemistry: Materials</u> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses. Investigate how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <u>Sustainability: Plastic</u> Identify the use of plastic and in which ways it can be harmful.		Year 2 <u>Biology: Plants (light and dark)</u> Observe and describe how seeds and bulbs grow into mature plants Describe how plants need water, light and a suitable temperature to grow and stay healthy. <u>Biology: Living things and their habitats</u> Compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited. Identify and name a variety of plants and animals in their habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain. <u>Biology: Plants (light and dark) – revisited</u> Observe and describe how seeds and bulbs grow into mature plants		Year 2 <u>Biology: Plants (bulbs and seeds)</u> Observe and describe how seeds and bulbs grow into mature plants Describe how plants need water, light and a suitable temperature to grow and stay healthy. <u>Biology: Growing up</u> Notice that animals, including humans, have offspring which grow into adults. <u>Biology: Bulbs and seeds</u> Observe and describe how seeds and bulbs grow into mature plants Describe how plants need water, light and a suitable temperature to grow and stay healthy. <u>Biology: Growing up</u> Notice that animals, including humans, have offspring which grow into adults.	



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	<p>Find out which types of plastic can be recycled and identify way in which we can reduce our plastic waste.</p>	<p>Describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p><u>Sustainability: Wildlife</u> Explore what wildlife is, identify wildlife in the local area and describe ways to take care of it.</p>
	<p>Year 3 <u>Biology: Skeletons</u> Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><u>Biology: Movement</u> Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><u>Biology: Nutrition and diet</u> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p><u>Sustainability: Food waste</u> Identify what food waste is and where it mends up Identify what impact this has on the earth and ways we can reduce food waste.</p> <p><u>Chemistry: Rocks</u> Compare and group together different kinds of rocks based on their appearance and simple physical properties_</p>	<p>Year 3 <u>Chemistry: Fossils</u> Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p><u>Chemistry: Soils</u> Recognise that soils are made from rocks and organic matter.</p> <p><u>Physics: Light</u> Recognise that they need light in order to see things and that dark is the absence of light. Recognise how shadows are formed. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p>	<p>Year 3 <u>Biology: Plants A</u> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth and how they vary from plant to plant. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><u>Physics: Forces</u> Compare how things move on different surfaces and know that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p><u>Physics: Magnets</u> Compare and group together a variety of everyday materials and identify some magnetic materials Describe magnets as having 2 poles</p> <p><u>Biology: Plants B</u> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth and how they vary from plant to plant. Explore the part that flowers play in the life cycle of flowering plants, including</p>



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			<p>pollination, seed formation and seed dispersal.</p> <p><u>Sustainability: Biodiversity</u> Identify what biodiversity is and the impact it has Identify what impact humans have on biodiversity and ways we can contribute to biodiversity</p>
<p>Working Scientifically Skills</p>	<p>Year 2 <u>Biology: Animals' needs for survival</u> Ask question; gather, record and classify data; answer questions and make conclusions</p> <p><u>Biology: Humans</u> Gather, record and classify data; make observations</p> <p><u>Chemistry: Materials</u> Make observations; gather, record and classify data; ask questions; take measurements; answer questions and make conclusions</p> <p><u>Sustainability: Plastic</u> Ask questions; answer questions and make conclusions</p>	<p>Year 2 <u>Biology: Plants (light and dark)</u> Make observations; ask questions; take measurements</p> <p><u>Biology: Living things and their habitats</u> Gather record and classify data; answer questions and make conclusions; make observations</p> <p><u>Biology: Plants (light and dark)</u> Gather, record and classify data</p>	<p>Year 2 <u>Biology: Plants (bulbs and seeds)</u> Make observations; gather, record and classify data; ask questions; take measurements</p> <p><u>Biology: Growing up</u> Gather, record and classify data; ask questions; make observations; answer questions and make conclusions</p> <p><u>Biology: Bulbs and seeds</u> Make observations</p> <p><u>Biology: Growing up</u> Make observations</p> <p><u>Sustainability: Wildlife</u> Ask questions; answer questions and make conclusions</p>
	<p>Year 3 <u>Biology: Skeletons</u> Ask questions; gather, record and classify data; present findings</p> <p><u>Biology: Movement</u> Answer questions and make conclusions; present findings</p> <p><u>Biology: Nutrition and diet</u></p>	<p>Year 3 <u>Chemistry: Fossils</u> Ask questions and present findings.</p> <p><u>Chemistry: Soils</u> Gather, record and classify data; answer questions and make connections; take measurements</p> <p><u>Physics: Light</u></p>	<p>Year 3 <u>Biology: Plants A</u> Answer questions and make conclusions; gather, record and classify data; ask questions, plan, make observations and present findings</p> <p><u>Physics: Forces</u> Make observations, plan; answer questions and make conclusions</p>



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	<p>Gather, record and classify data; answer and make conclusion; present findings</p> <p><u>Sustainability: Food waste</u> Ask questions and present findings</p> <p><u>Chemistry: Rocks</u> Make observations; gather, record and classify data</p>	<p>Make observations; gather, record and classify data; ask questions; plan, answer questions and make conclusions</p>	<p><u>Physics: Magnets</u> Gather, record and classify data; make observations, plan and present findings</p> <p><u>Biology: Plants B</u> Answer questions and make conclusions</p> <p><u>Sustainability: Biodiversity</u> Ask questions and present findings</p>
Enquiry Skills	<p>Year 2 <u>Biology: Animals' needs for survival</u> Identifying, grouping and classifying</p> <p><u>Biology: Humans</u> Pattern seeking</p> <p><u>Chemistry: Materials</u> Comparative test</p> <p><u>Sustainability: Plastic</u> Sustainability</p>	<p>Year 2 <u>Biology: Plants (light and dark)</u> Comparative tests</p> <p><u>Biology: Living things and their habitats</u> Research</p> <p><u>Biology: Plants (light and dark)</u> Comparative test</p>	<p>Year 2 <u>Biology: Plants (bulbs and seeds)</u> Observation over time</p> <p><u>Biology: Growing up</u> Pattern seeking</p> <p><u>Biology: Bulbs and seeds</u> Observation over time</p> <p><u>Biology: Growing up</u> Pattern seeking</p> <p><u>Sustainability: Wildlife</u> Sustainability</p>
	<p>Year 3 <u>Biology: Skeletons</u> Identifying, grouping and classifying</p> <p><u>Biology: Movement</u> Identifying, grouping and classifying</p> <p><u>Biology: Nutrition and diet</u> Research</p> <p><u>Sustainability: Food waste</u> Sustainability</p> <p><u>Chemistry: Rocks</u></p>	<p>Year 3 <u>Chemistry: Fossils</u> research</p> <p><u>Chemistry: Soils</u> Comparative test</p> <p><u>Physics: Light</u> Fair test</p>	<p>Year 3 <u>Biology: Plants A</u> Observation over time</p> <p><u>Physics: Forces</u> Pattern seeking</p> <p><u>Physics: Magnets</u> Pattern seeking</p> <p><u>Biology: Plants B</u> Observation over time</p> <p><u>Sustainability: Biodiversity</u></p>



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	Identifying, grouping and classifying		Sustainability
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In Depth Topic (History/Geography) Overview...

	Topic	What Pupils Should Learn
Autumn 1	Local & European Comparison Study: London and Rome	<p>Big Question What makes cities like London and Rome unique and unforgettable?</p> <p>Key Text(s): A Walk in London by Salvatore Rubbino Living in Italy by Chloe Perkins</p> <p>Pupils Should Learn</p> <ul style="list-style-type: none"> - To locate Italy and the UK on a map of Europe. To name and locate the capital cities of these countries along with some other significant cities - To compare and contrast the physical geography of Italy and the UK (rivers, mountain ranges, lakes, climate, vegetation belts) moving to a more specific study of the physical geography of London and Rome - The historical development of the cities of Rome and London - To name and famous landmarks for each location and recall noteworthy information about them - To compare and contrast the human geography of Italy and the UK (moving more specifically to London/Rome): types of land use, types of housing, tourism, trade - To use maps, atlases, globes and digital/computer mapping to locate these countries/cities and describe the features studied - To compare and contrast cultural differences between the two locations including: food, art, music, religions - To compare the role of Government and Monarchy in the two countries
Autumn 1 (Black History Month)	Black History Month: Celebration: The History of Notting Hill Carnival	<p>Big Question How important is tradition to our own identity and our communities?</p> <p>Key Text: <i>Skin: A First Conversation About Race</i> by Madison, Ralli and Roxas</p> <p>Pupils Should Learn</p> <ul style="list-style-type: none"> - Explore the notion of discrimination and racism through reading and discussing, <i>Skin: A First Conversation About Race</i> by Madison, Ralli and Roxas - What the Nottinghill Carnival is: where it happens, when it happens, what people do there - How Nottinghill Carnival is similar and different to other carnivals across the world - About the origins of the carnival and how it has developed over time - The roles Claudi Jones and Rhaune Laslett played in establishing the carnival - About the costumes, music, culture and traditions associated with the carnival (for example, mas costumes)



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Autumn 2	The Stone Age	<p><u>Big Question</u> "What do the tools, homes and monuments of the past tell us about the people who lived then?"</p> <p><u>Key Text(s):</u> Dkfindout! Stone Age Everything: Stone Age to Iron Age by National Geographic Kids</p> <p><u>Pupils Should Learn</u></p> <ul style="list-style-type: none">- What the term prehistoric means. To be able to locate key events or time periods on a time line- When Stone Age was in relation to the present and other significant historical periods (Ice age etc.)- How the earliest humans were nomadic and moved with the seasons to survive- How the earliest humans used stone tools to hunt and survive- The diet of the people of the stone age and reasons for this- About the earliest settlements of the Stone Age. What the discovery of the village of Skara Brae can tell us about the past- Key features of housing and life in the stone age including clothing, diet and art- How people in the Stone Age made art and what this can tell us about what life was like in the past (for example the Lascaux cave paintings)- What the climate was like in the prehistoric era and how this affected what animals could be found in Britain compared with today
Spring 1	The Bronze Age to the Iron Age	<p><u>Big Question</u> "What changed — and what stayed the same — between the Bronze Age and the Iron Age?"</p> <p><u>Key Text(s):</u> Everything: Stone Age to Iron Age by National Geographic Kids</p> <p><u>Pupils Should Learn</u></p> <ul style="list-style-type: none">- When the Bronze age and Iron age was in history in relation to each other and other periods- Who the 'Bell Beaker' people were, why they migrated to Britain and what was distinctive about their work- How land was used during the Bronze Age. How communities farmed and organised their housing. Roundhouses and their structure- What bronze was used for and why this was chosen over stone- The building of Stonehenge and its significance throughout history and today- How land was used during the Iron Age and how communities organised themselves into farming communities in hill forts- Religious beliefs during the Iron Age, some prominent Gods and the role of Druids
Spring 2	Ancient Egypt	<p><u>Big Question</u> "How did the River Nile help Ancient Egypt become one of the world's greatest civilisations?"</p> <p><u>Key Text(s):</u></p>



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		<p>DKfindout! Ancient Egypt</p> <p><u>Pupils Should Learn</u></p> <ul style="list-style-type: none">- Where Egypt is located and some of its physical and human features- The location of the River Nile and its significance to the Ancient Egyptians- When the Ancient Egyptian Civilisation was in relation to today and other key events (the birth of Jesus Christ for example)- What daily life was like in Ancient Egypt- Some important Egyptian inventions and the impact they had on the wider world and life today where relevant
Summer 1	Ancient Egypt Continued	<p><u>Big Question</u> "How did the Ancient Egyptians try to live forever?"</p> <p><u>Key Text(s):</u> DKfindout! Ancient Egypt</p> <p><u>Pupils Should Learn</u></p> <ul style="list-style-type: none">- What a Pharaoh was and to name some significant Pharaohs- The afterlife as an important aspect of Egyptian culture - the importance of embalming, mummies and tombs- The role of religion in ancient Egyptian life. To name some Egyptian Gods and Goddesses and why they were important to life in Ancient Egypt- Ancient Egyptian hieroglyphics – what they were, how they were used and to recognise some of them
Summer 2	The Roman Empire and its Impact on Britain	<p><u>Big Question</u> "How did a small city like Rome become one of the most powerful empires in the world?"</p> <p><u>Key Text(s):</u> Roman Town (Usborne Look Inside) Roman Britain (Usborne History of Britain)</p> <p><u>Pupils Should Learn</u></p> <ul style="list-style-type: none">- The legend of Romulus and Remus and the founding of Rome- The meaning of the following terms: Monarchy, Republic, Empire, invasion and conquest- Where the Roman Empire is situated in history in relation to: Ancient Egypt, Ancient Greece and The Iron Age- The expansion of the Roman Empire across Europe and Northern Africa and the role that the army played in this- The reasons why Rome wanted to conquer Britain- About Julius Caesar's failed attempts to invade and Emperor Claudius successful invasion of AD 43
Summer 2 (Refugee Week)	Refugee Week: Migration	<p><u>Big Question</u> "What helps someone or something feel like they belong?"</p>



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		<p><u>Key Text(s):</u> 'Oi Get off our Train' by John Burningham <i>The Journey</i> by Francesca Sanna</p> <p><u>Pupils Should Learn</u></p> <ul style="list-style-type: none">- What migration means- About animal migration and why this happens: sea turtles, Chinook salmon, zebra and wildebeest, humpback whales- The push and pull factors of why people migrate
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In Depth Art / DT Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art/DT focus for topic		DT: Let's Go Fly a Kite	Food Technology: Let's Get Cooking	Art: Insects		DT: Juggling Balls
Key Content / Skills		<p>...all children should be able to:</p> <ul style="list-style-type: none"> • Explain how Homan Walsh used a kite to help build the Niagara Falls Bridge. • Use research into the shape and parts of kites to develop simple design criteria. • Build simple frame structures. <p>...most children will be able to:</p> <ul style="list-style-type: none"> • Explain how a small event led to a larger significant event in Design and Technology which helped shape the world. • Use research to create ideas and refine them to develop design criteria. • Build and join strong frame structures and stiffen materials. • Apply their understanding of where and how kites need stiffening. <p>...some children will be able to:</p> <ul style="list-style-type: none"> • Explain how different events involving kites in 	<p><i>Recipes requiring mixing, cracking eggs, or more precise measuring.</i></p> <p>Omelette Popovers https://www.bda.uk.com/resource/omelette-popovers.html</p> <p>Bread and Butter Pudding https://www.bda.uk.com/resource/bread-and-butter-pudding.html</p> <p>Zesty Raspberry and Lemon Muffins https://www.bda.uk.com/resource/zesty-raspberry-and-lemon-muffins.html</p>	<p>Art</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • Produce an observational drawing. • Show colours. <p>...most children will be able to:</p> <ul style="list-style-type: none"> • Draw details carefully. • Design a mosaic. • Make a puppet. • Make a 3D model. • Finish a 3D model. <p>...some children will be able to:</p> <ul style="list-style-type: none"> • Tell facts about the artist Louise Bourgeois. • Tell facts about the artist Jennifer Angus. • Talk about what they see in some 'Insect' artworks. • Name some 'Insect' artworks. <p>Food Technology</p>		<p>...all children should be able to:</p> <ul style="list-style-type: none"> • Investigate a range of existing products. • Develop a design based around a design criteria. • Use appropriate techniques to decorate fabric. • With support create a hem using a running stitch and join fabrics using an overcast stitch. <p>...most children will be able to:</p> <ul style="list-style-type: none"> • Analyse and test a range of existing products. • Develop a design aimed at particular individuals or groups. • Explain why different fabric decoration techniques have been chosen. • With some independence, use a running stitch and an overcast stitch explaining why these methods are suitable for the task.



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		<p>design and technology have helped shape the world.</p> <ul style="list-style-type: none">• Use research to help prioritise ideas to create detailed design criteria.• Use a variety of materials and joining methods to strengthen and stiffen more complex structures.• Apply a detailed understanding of how to strengthen and stiffen e.g. that the central area of a kite needs stronger strengthening and the outside edges need lighter stiffening.				<p>...some children will be able to:</p> <ul style="list-style-type: none">• Explain how analysis of products has influenced their design making decisions.• Evaluate and refine their own ideas against a design criteria, considering the views of others.• Identify different techniques used for the decoration of fabrics and explain why they would, or would not be appropriate to use to decorate their juggling balls.• Name and understand the use of different stitches.
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In Depth Computing Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Content / Knowledge	Computing systems and networks – Connecting computers		Programming - Sequencing sounds		Creating media – Desktop publishing	
	<ul style="list-style-type: none"> • Explain how digital devices function • Identify input and output devices • Recognise how digital devices can change the way we work • Explain how a computer network can be used to share information • Explore how digital devices can be connected • Recognise the physical components of a network 		<ul style="list-style-type: none"> • Explore a new programming environment. • Identify that commands have an outcome • Explain that a program has a start • Recognise that a sequence of commands can have an order • Change the appearance of a project • Create a project from a task description 		<ul style="list-style-type: none"> • Recognise how text and images convey information. • Recognise that text and layout can be edited • Choose appropriate page settings • Add content to a desktop publishing publication • Consider how different layouts can suit different purposes • Consider the benefits of desktop publishing 	
National Curriculum Links	2.2 2.4 2.6		2.1 2.2 2.3 2.6		2.5 2.6	



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In Depth Music Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	Strings: Level 1, Unit 1		Strings: Level 1, Unit 2		Strings: Level 1, Unit 3	
	<p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> • Hold the violin comfortably in resting and playing position, with good posture • Name the different parts of the violin* and understand how to take good care of the instrument and the bow (lefty loosey and righty tighty) • Name and recognise the sound of each string and be able to pluck back rhythms on each string • Be able to pluck back simple rhythms on each string and recognise rhythms through verbalisation (e.g. piccadilly circus; charring cross waterloo; strawberry blackberry) • Begin work on bow hold and use the bow on open strings • Sing and play simple tunes from chart notation • Improvise a short response over 4 beats 		<p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> • Continue to hold the violin and bow correctly and with good, comfortable posture • Bow in a straight line in the bowing zone, using the elbow to change strings • Recognise and clap simple rhythms from standard notation, including crotchet rests (flash cards) • Sing and play simple pieces on open strings from standard notation, in 3 & 4 metres • Copy back rhythms and pitch patterns on open strings, using bow and pizzicato 		<p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> • Bow on all strings without touching others and change strings quickly and accurately • Use bow retakes • Use 1, 2 and 3 fingers on D and A strings, finding the correct sticker (if used) on the fingerboard, and with good left hand wrist position • Sing, play and recognise the pitch patterns of D major scale • Sing and play simple tunes from chart finger notation and/or standard notation • Develop co-ordination between both hands • Improvise a short response with confidence and a good sound • Copy back rhythms and simple melodies within the pitches learned 	