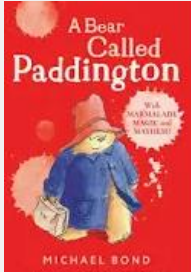
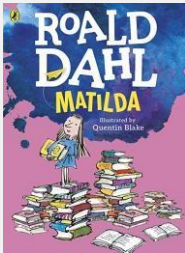
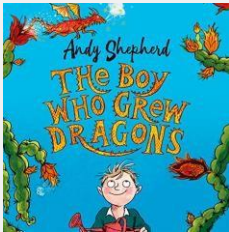
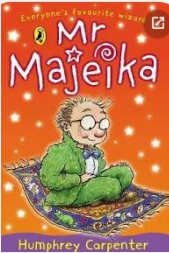


Long Term Curriculum Map
2026-2027 Year 2 and 3

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/theme of study:	Wonderful world Field work	Famous Figures	Why do people live near volcanoes?	Marvelous inventions	Why are rainforests important to us?	How have children's lives changed? Beamish trip- James White investigation
VIPERS	A Bear Called Paddington- Michael Bond 	Charlotte's web- EB White 	Matilda- Roald Dahl 	The nothing to see here hotel- Steven Butler 	The boy who grew dragons- Andy Shepherd 	Mr Majeika- Humphrey Carpenter 
English	Entertain: Narrative- Luna Loves Dance Inform: Instructions - Alain Laboile's I Can Do That!	Entertain: Poetry Poetry: A Dinosaur at a bus stop Inform: NCR-The Remarkables	Narrative: The midnight Panther Persuade: Speeches If I ran the Country	Entertain: Narrative Dim Sum Palace NCR: Say Hi to Hedgehogs	Persuade: Letters The Day the Crayons Quit Inform: Instructions Moomin Mail	Inform: Recount – Here I am Entertain: Narrative – Super Joe Does Not Do Cuddles Poetry: Poetry Comics

Maths	Place value (within 100/1000) Counting forwards and backwards, counting objects and representing objects, using < > and =, reading and writing numbers as words Addition and subtraction (within 100/1000)	addition and subtraction (within 100/1000) parts and wholes, fact families and number bonds to 10, adding together, taking away, using different formal written methods of addition and subtraction. Multiplication Work within 2,5 and 10 (plus 3,4,and 8 in yr 3), Using arrays to multiply, make equal, using a range of formal methods to multiply a 2 digit number by a 1 digit number.	Division Divide by 2, 5 and 10, divide using sharing, scaling, using a range of formal methods to divide a 2 digit number by a 1 digit number and learning about odd and even numbers. Statistics Looking and drawing pictograms, bar charts, tally charts and block diagrams. Length and height Measuring in mm, cm and m, converting between lengths, compare and order lengths, adding and subtracting lengths.	Shape and perimeter Identify a range of 2D and 3D shapes, describing movement and turns (turns and angles). Y3- Identifying right angles in shapes, comparing different types of angles, knowing the difference between parallel and perpendicular and horizontal and vertical. Fractions Making equal parts, recognise ½ 1/3 ¼, find fractions of amounts. Y3- Understand the difference between unit and non-unit fractions, recognise and count in tenths, order and compare fractions.	Time Hours and days, recognise half past, quarter past and too on an analogue and digital clock, telling the time to the nearest 5 mins, finding durations of time, compare durations of time. Y3- using 12 and 24 hour clock, know the difference between am and pm, measuring time in seconds. Problem solving and consolidation	Mass, capacity and temperature Measure mass in g and kg, compare mass and volume, measure volume in l and ml, measure temperature and add and subtract capacity. Recap and consolidation
Science	Chemistry Properties of Materials– Distinguish between an object and the material from which it is made. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Describe the simple physical properties of a variety of everyday materials. (not attracted to magnet done in forces topic or transparency done in light topic or flexibility done in cycle B changing materials) Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, paper and cardboard for particular uses.	Biology Habitats- Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change constantly changing and that this can sometimes pose dangers to specific habitats. Construct and interpret a variety of food chains, identifying producers, predators and prey.	Physics Sound- Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sound travel through a medium to the ear. Recognise that sounds get fainter as the distance from the sound source increases. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it.	British Science Week Theme: ‘Change and Adapt’ 6th – 15th March Chemistry Changing Materials- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Biology Ourselves and Other Animals- Identify that humans and some animals have skeletons and muscles for support, protection and movement.	Physics Light- Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that shadows are formed when a light source is blocked by a solid object. Find patterns in the way that the size of shadows change. Recognise that light from the Sun can be dangerous and that there are ways to protect our eyes.

	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.					
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Geography	<u>Why is our world wonderful?</u> • Identify and locate characteristics of the UK on a map. • Identify human and physical features. • Locate human and physical features on a world map. • Explain the difference between oceans and seas. • Name and locate the five oceans on a world map. • Use an aerial photograph to draw a simple sketch map. • Collect data by sketching findings on a map and completing a tally chart. • Present their findings in a bar chart.	<u>Why do people live near volcanoes?</u> • Name all four layers of the Earth in the correct order, stating one fact about each layer. • Explain one or more ways a mountain can be formed. • Give a correct example of a mountain range and its continent. • Describe a tectonic plate and know that mountains occur along plate boundaries. • Correctly label the features of shield and composite volcanoes and explain how they form. • Name three ways in which volcanoes can be classified. • Describe how volcanoes form at tectonic plate boundaries. • Explain a mix of negative and positive consequences of living near a volcano. • State whether they would or would not want to live near a volcano. • State that an earthquake is caused when two plate boundaries move and shake the ground. • Explain that earthquakes happen along plate boundaries. • List some negative effects that an earthquake can have on a community. • Observe, digitally record and map different rocks using a symbol on a map. • Identify rock types and their origins based on collected data	<u>Why are rainforests important to us?</u> • Describe a biome and give an example. • State the location and some key features of the Amazon rainforest. • Name and describe the four layers of tropical rainforests. • Understand that trees and plants adapt to living in the rainforest and give an example. • Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. • Name one way in which the Amazon is changing. • Articulate why the Amazon rainforest is important. • Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. • Use a variety of data collection methods with support. • Summarise how the local woodland is used and suggest changes to improve the area.
History	<u>Famous Figures – significant figures of importance.</u>	• <u>Victorian Britain – Marvellous inventions.</u> • To place the Victorian period on a timeline and understand that it happened after the Georgian period and before modern Britain. • To identify key events and inventions from the Victorian era and place them in chronological order. • To use historical vocabulary such as <i>past, present, century, Victorian, invention, and industrial</i> • To understand that the Victorian era was a time of significant invention and change in Britain. • To know about some important Victorian inventions, such as the steam train, telephone, sewing machine and light bulb. • To understand how inventions changed the lives of people in Victorian Britain. • To compare life in Victorian times with life today. • To explain why new inventions were created during the Victorian era. • To describe some of the ways inventions improved transport, communication and everyday life. • To recognise that technological changes can have both positive and negative effects.	<u>How have children's lives changed?</u> • Make inferences and deductions from primary and secondary sources. • Explain why children needed to work. • Identify the jobs Tudor and Victorian children had. • Describe the working conditions of Tudor and Victorian children. • Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. • Use sources to identify leisure activities and compare them over time. • Identify diseases past children suffered from and discuss how effective the treatments were.

Art & Design	<u>Drawing – Developing drawing skills</u> • Use their observation skills to describe specific shapes, textures or patterns in objects. • Shade with a reasonable degree of accuracy and skill following the four shading rules. • Use mark marking to show texture and details. • Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture. • Apply shading skills to show areas of light and dark (tone). • Apply line, shape and tone with digital tools. • Save and present digital artwork. • Use materials to create a design inspired by The Sun.	<u>Painting and mixed media – Exploring Texture with Paint and Collage</u> • Explain how artists use colour and texture to communicate messages in their artwork. • Identify warm and cool colours and use these deliberately to show mood or temperature. • Talk about how colour choices in an artwork make them feel. • Recognise different real and visual textures (in environment/artworks), using appropriate vocabulary to describe them. • Use tools and materials in different ways to create a range of textured effects and patterns and explain, how tools and materials were used. • Make choices about layout, materials and detail to strengthen the meaning or message in their artwork.	<u>Sculpture and 3D – Clay Houses</u> • Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. • Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. • Roll a smooth tile surface. • Join clay shapes and make marks in the tile surface to create a pattern. • Draw a house design and plan how to create the key features in clay. • Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.
Design & Technology	<u>Adapting a recipe- Cooking and nutrition</u> ▪ Describe features of biscuits using taste, texture and appearance. ▪ Follow a recipe with support. ▪ Use a budget to plan a recipe. ▪ Adapt a recipe using additional ingredients.	<u>Egyptian collars- Textiles</u> ▪ Demonstrate their ability to use cross-stitch as a decorative feature or to join two pieces of fabric together. ▪ Develop appliqué designs based on design criteria. ▪ Design, cut and shape their template for an usekh or wesekh collar with increasing accuracy. ▪ Decorate their Egyptian collar using a variety of techniques, such as appliqué, cross-stitch, beads, buttons and pinking. ▪ Measure and attach a ribbon with a running stitch. ▪ Recognise different types and qualities of fabrics. ▪ Explain the aesthetic and functional properties of some of their material choices.	<u>Making a slingshot car- Mechanical systems</u> ▪ Work independently to produce an accurate, functioning car chassis. ▪ Design a shape that is suitable for the project. ▪ Attempt to reduce air resistance through the design of the shape. ▪ Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. ▪ Construct car bodies effectively. ▪ Conduct a trial accurately and draw conclusions and improvements from the results.

Computing	https://www.thenational.academy/teachers/programmes/rshe-pshe-primary-ks1/units/our-online-lives-who-should-i-talk-to-online/lessons	Teach Computing unit: https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers Oak National Academy: https://www.thenational.academy/teachers/programmes/computing-primary-ks2/units/computer-networks/lessons ONLINE SAFETY – PROJECT EVOLVE Online relationships KS1 KS2	Teach Computing unit: https://teachcomputing.org/curriculum/key-stage-1/data-and-information-grouping-data Oak National Academy: https://www.thenational.academy/teachers/programmes/computing-primary-ks1/units/using-it-to-organise-and-present-data/lessons ONLINE SAFETY – PROJECT EVOLVE Online Reputation KS1 KS2	Oak National Academy: https://www.thenational.academy/teachers/programmes/computing-primary-ks2/units/organising-data-using-databases/lessons ONLINE SAFETY – PROJECT EVOLVE Managing online information KS1 KS2	https://teachcomputing.org/curriculum/key-stage-2/programming-b-events-and-actions ONLINE SAFETY – PROJECT EVOLVE Health wellbeing and lifestyle KS1 KS2	https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation ONLINE SAFETY – PROJECT EVOLVE Privacy & security KS1 KS2 Copyright & ownership KS1 KS2
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Music	Melody Makers -Play simple melodies using tuned percussion. - Recap simple STAF notation and how to read treble clef music. -Learn to play minims, semi breves, crotchets and quavers.	Nativity performance	Introduction to Ukulele -Learn parts of the ukulele. -Learn how to correctly hold a ukulele and posture while playing. - Learn basic strumming while keeping a steady pulse.	Introduction to Keyboard -Locate notes on a keyboard. - play simple melodies using the right hand. -Understand pitch patterns and basic note reading.	Melody Composition -Compose short melodies using tuned instruments and voice. -Write music and lyrics fit into a story they love. -Write lyrics to fit with the tune they have composed. -Use standard and non-standard notation to document their composition.	Mozart and the Classical Era -Learn about Mozart and his compositions and music. -Learn about the sections of the orchestra -Learn about features of Classical music. -Listen and appraise the music of Mozart.
PHSE	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
RE	<u>Why do many people celebrate and give thanks at Harvest time?</u> Th- What does the Bible say about giving thanks for Harvest? Ph –What does being thankful mean to you? HSS- Why id Harvest celebrated by people of faith and those with no faith?	<u>Why do Christians believe the birth of Jesus was such good news?</u> Th- Why is the good news of the birth of Jesus so important to Christians? Ph –What makes news good or bad? HSS- How do the actions of Christians show that are a follower of Jesus? <u>Why do the key people in the Nativity story travel to Bethlehem?</u> Th- Why do Christians believe that it is important that Jesus was born in Bethlehem? Ph – Did the shepherds and the wisemen do the right thing? HSS- Why do some people still travel to Bethlehem at Christmastime today?	<u>How do symbols help people to understand the meaning and importance of Easter?</u> Th- What are the connections between the Christian symbols of Easter and the Bible text? Ph –What is a symbol? HSS- How and why do many people celebrate Easter?	<u>What do Christians believe happened at the Ascension and Pentecost?</u> Th- Why do Christians believe that God is three in one? Ph –How does it feel when we say goodbye? HSS- How do Christians express their belief in the holy spirit through art? (6)	<u>Why are sacred texts important to people of faith?</u> Th- Why is a holy text/ sacred book different from all other books? Ph –What makes something holy? HSS- How do people of faith treat their holy books?	
PE	Football Swimming	Gymnastics Fitness	Dance Dodgeball	Handball Orienteering	Netball Tennis	Athletics Rounders

French Language angels scheme	Let’s go to the park	Seasons	Phonetics & instruments	Shapes	Fruits	Vegetables
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