

Science				
Term	Topic	Science Focus	Merged Year 2/3 Learning Objectives	Suggested Enquiry / Investigation
Autumn	Marvellous Monarchs – King Alfred	Rocks and Soils	- Compare and group rocks by appearance and properties - Describe how fossils are formed - Recognise soils are made from rocks and organic matter - Identify and compare materials used for buildings and defence - I know about and explain the difference between sedimentary,	Which rock would make the strongest castle wall or fort?
Spring	Australia	Living Things and Habitats	- Identify things that are living, dead and never alive - Identify habitats and microhabitats - Describe how animals obtain food from plants and other animals - Explore Australian habitats and food chains	Which Australian habitat would suit different animals best?
Summer	Picture Perfect – Great Artists	Light and Materials	- Recognise we need light to see - Notice how shadows are formed - Compare transparency and reflectiveness of materials - Explore colour, texture and light in art	How does changing light affect shadows and colours in artwork?
History				
Term	Topic	History Focus	Merged Year 2/3 History Learning Objectives	Historical Enquiry / Outcome
Autumn	Marvellous Monarchs	Alfred the Great and Anglo-Saxon England	- Develop awareness of the past using common words and phrases - Understand where Anglo-Saxons fit within British history - Ask and answer questions using historical sources - Identify similarities and differences between past and present life - Learn about significant individuals who shaped Britain	Why was Alfred called “the Great”?
Spring	Australia	Exploration and British Colonisation	- Learn about significant explorers including James Cook - Understand how exploration changed lives and places - Compare life for Indigenous Australians before and after colonisation - Use timelines and historical vocabulary appropriately	How did exploration change Australia?
Summer	Picture Perfect – Great Artists	Significant Artists Through Time	- Study significant people in the arts including Vincent van Gogh - Compare artists from different periods - Understand how art reflects historical periods and emotions - Use portraits, paintings, and artefacts as historical evidence	What can art tell us about life in the past?
Geography				

Term	Topic	Geography Focus	Merged Year 2/3 Geography Learning Objectives	Geographical Enquiry / Investigation
Autumn	Marvellous Monarchs	Human and Physical Geography – Anglo-Saxon Settlements and Trade	- Identify human and physical features in the UK - Understand how rivers and seas were used for trade and travel - Explore why settlements developed near physical features - Use maps, atlases and aerial photographs to study settlements - Use simple compass directions and locational language	<i>How did geography help Anglo-Saxons live, travel, and defend their kingdom?</i>
Spring	Australia	Locational Knowledge and Comparison Study	- Locate Australia on a world map and globe - Name continents and oceans - Compare Australia with the UK - Identify key physical and human features - Understand climate differences and the Southern Hemisphere	<i>How does Australia’s location affect the way people and animals live?</i>
Summer	Picture Perfect – Great Artists	Geographical Skills and Fieldwork	- Use fieldwork to observe the local area - Create simple maps and plans - Use geographical vocabulary to describe features - Collect and record data through observations and sketches - Compare different environments through art and observation	<i>How can we represent and understand places through observation and art?</i>
Art				
Term	Topic	Art Focus	Merged Year 2/3 Art Learning Objectives	Artistic Enquiry / Investigation
Autumn	Marvellous Monarchs	Sculpture and Clay – Anglo-Saxon Art	- Use sketchbooks to develop ideas - Explore shape, form and texture in sculpture - Use clay techniques including rolling, joining and carving - Investigate patterns and symbols in Anglo-Saxon art - Evaluate and improve artwork	<i>How can sculpture help us remember important people and events?</i>
Spring	Australia	Aboriginal Art – Pattern and Texture	- Explore Aboriginal symbols and storytelling through art - Create repeating patterns and textured surfaces - Experiment with printing and natural colours - Use sketching to plan designs - Compare artistic styles from different cultures	<i>How can patterns and symbols tell stories without words?</i>
Summer	Picture Perfect – Great Artists	Drawing and Painting – Vincent van Gogh	- Develop observational drawing skills - Experiment with colour mixing and brush techniques - Explore line, tone, shape and movement in paintings - Study techniques used by famous artists - Create artwork inspired by observation and emotion	<i>How do artists use colour and texture to express feelings and ideas?</i>
DT				

Rolling Programme Year 2 and 3 – YEAR A

Term	Topic	DT Focus	Merged Year 2/3 DT Learning Objectives	Design Enquiry / Investigation
Autumn	Marvellous Monarchs	Structures and Clay Design	- Generate and communicate design ideas through sketches and models - Explore how structures can be made stronger and more stable - Select tools and materials appropriately - Use shaping, joining and finishing techniques - Evaluate products against design criteria	<i>How can we design and build a strong Anglo-Saxon structure or artefact?</i>
Spring	Australia	Textiles and Cultural Design	- Design products using patterns inspired by Aboriginal art - Explore joining and decorating textile materials - Use templates and simple stitching techniques - Evaluate products for purpose and appearance - Develop understanding of how products are designed for different users and cultures	<i>How can pattern and textile design communicate culture and identity?</i>
Summer	Picture Perfect – Great Artists	Mechanisms and Moving Pictures	- Explore simple mechanisms such as sliders and levers - Design and create moving pictures inspired by famous artists - Use technical vocabulary related to movement - Measure, cut and assemble materials accurately - Evaluate effectiveness of moving parts	<i>How can we make artwork move and interact with an audience?</i>
Computing				
Term	Topic	Computing focus	Merged Year 2/3 DT Learning Objectives	Design Enquiry / Investigation
Autumn	Marvellous Monarchs	Programming and Inputs/Outputs	- Design sequences of instructions independently - Write programs to achieve specific goals - Use different forms of input and output - Use logical reasoning to explain how programs work	<i>How can we create programs that solve problems?</i>
Spring	Australia	Networks and the Internet	- Understand how computer networks provide services - Navigate the web using different search methods - Understand where technology is useful - Compare digital and non-digital ways of working	<i>How does the internet help us connect and learn?</i>
Summer	Picture Perfect – Great Artists	Digital Literacy and Online Safety	- Use technology respectfully and responsibly - Know different ways to get help online - Understand safe technology use at school and home - Make informed choices about technology use	<i>How can we stay safe and responsible when using technology?</i>
PE				
Term	Topic	PE Focus	Merged Year 2/3 PE Learning Objectives	
Autumn		Ball Games – football	- Develop control when throwing, catching, kicking, hitting and rolling - Use space effectively in team games - Begin to use simple tactics to support teammates and challenge opponents - Follow and apply rules fairly - Work cooperatively as part of a team	<i>How can we use teamwork and tactics to improve our game play?</i>

Rolling Programme Year 2 and 3 – YEAR A

		Dance	- Perform dances with coordination, rhythm and control - Change speed, level, direction and timing in movement - Create and link movement phrases independently and with others - Use movement to express ideas, moods and feelings - Remember and repeat sequences accurately	How can movement and dance communicate ideas and emotions?
Spring		Gymnastics	- Plan, perform and adapt sequences of movements - Link actions with control, balance and coordination - Use apparatus safely and effectively - Work independently and with partners/groups - Evaluate and improve performances using feedback	<i>How can we create controlled movement sequences using different apparatus?</i>
		Ball Games: hitting with a bat	-I decide the best space to be in during a game. - Use tactics and positional awareness during gameplay - I use hitting, kicking and/or rolling in a game.	
Summer		Athletics	- Run at different speeds and directions with control - Develop coordination in running, jumping and relay activities - Improve stamina and movement technique - Work cooperatively in team challenges	<i>How can we improve speed, control and teamwork in athletic activities?</i>
		Ball games: Striking and Fielding / Team Games: Cricket	- Apply throwing, catching and striking skills in competitive games - Use tactics and positional awareness during gameplay - Follow rules fairly and show good sportsmanship - Evaluate performances and suggest improvements	