

English – Novel Study

Key Text: Me and You by Anthony Browne

Narrative: Character Description

Grammar: To use prepositions of place to write statements. To use the conjunctions and / but to join to main clauses together and to use adjectives to create expanded noun phrases.

Narrative: Recount a fictional diary entry

Grammar: To combine two adjectives before some nouns and to vary categories of adjectives to include emotions / character. To use the conjunctions because, while and before and to use adverbs of time

Reading: The domains will be consistently integrated within novel study: Checking it makes sense, Identifying important words and phrases, Predicting, Inferring, Summarising and Visualising.

Science

BIOLOGY – Animals including humans: Survival and Growth

The children will focus on basic survival needs, offspring growth, and hygiene.

Year 2 will notice that animals have offspring that grow into adults; state basic needs for survival (water, food, air).

Year 3 will focus on the importance of exercise, hygiene, and a balanced diet for human growth.

Working scientifically: Asking relevant questions, measuring accurately, careful observations, setting up comparative and fair tests.

(Please see our knowledge Organiser for essential knowledge and vocabulary to be learnt.)

Computing

Online Safety and Creating Pictures

The children will explore digital art creation using a digital art tool, learn about famous art styles and how a digital art tool can be used to reproduce art in that style.

Year 2/3 - Autumn Term 1 2026-27



Year 3 only - Spanish

Colours and Numbers

The children will learn to count to 10 as well as learning 10 common colours.

Design and Technology

Focus - Structures: A chair for a bear

The children will be able to explain how design briefs and design criteria help when making a new product, name some shapes that are stronger than others, describe how making a material thicker makes it more stiff, understand and use technical vocabulary, make a stable chair structure for a particular user, evaluate a product against the design criteria, improve parts of a product based on the design criteria.
(Please see our knowledge Organiser for essential knowledge and vocabulary to be learnt.)

Music

Focus - Charanga Unit 1: 'Developing Notation Skills' How does music bring us closer together?

This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship: Listening, Singing, Playing, Improvising and Composing and Performing.

PSHE

Focus - GET HEARTSMART:

Learn what it is to be HeartSmart and how we can Power ON to love ourselves and others well.
Picture News Current Events

Maths

Key Instant Recall Facts - KIRFs

Y2: I know number bonds to 20.

Y3: I know number bonds for all numbers to 20

Please see the KIRFs document on our website for more detail.

Number: Place Value (Y2 within 100 and Y3 within 1000)

Addition and Subtraction (including money)

Please see our Calculations Progression document on our website for strategies.

RE

Focus - 2.2 What is it like to follow God?

Pupils will learn about the Old Testament, people of God and how they lived their lives. They will learn the story of Noah, considering what it was like for him to follow God. They will learn about the covenant that Christians believe that Noah made with God, making links to the promises that Christians make at a wedding ceremony. Pupils will learn about the story of Abram/Abraham and the covenant that he made with God. They will consider why following God might sometimes feel hard for believers.

(Please see our knowledge Organiser for essential knowledge and vocabulary to be learnt.)

PE

Games - Football: Ball skills, Control, strategy taught
Gymnastics - Upskilling sessions looking at progression objectives.

History

Focus: The Great Fire of London

The children will learn about key people, places and periods and key events.

They will learn about when and where the fire started, why the fire spread so quickly, how did people try to put the fire out, how and when the fire was put out and what happened after the fire was put out.

(Please see Knowledge Organiser for essential knowledge and vocabulary to be learnt)