

2025-2026 – Fox Tor (Year 2/3) Learning Map

Learning Connection block	Innovation		Change		Society	
Learning Connection Lead Subject	History	Geography	History	Geography	History	Geography
Time of Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 and 3 David Weatherly Connected Geography/ History	<p><u>Priority Subject</u> Geography: How can we live more sustainably? <u>Locational knowledge:</u></p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <p><u>Human and physical geography:</u></p> <ul style="list-style-type: none"> Describe and understand key aspects of: Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 	<p><u>Priority Subject</u> History: Who is the greatest history maker? <u>Pupils should be taught about:</u></p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements events beyond living memory that are significant nationally or globally. <p>(Link to Brunel – innovation SS Great Britain trip?)</p>	<p><u>Priority Subject</u> Geography: How does the weather affect our lives? <u>Locational knowledge:</u></p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. <p><u>Human and physical geography:</u></p> <ul style="list-style-type: none"> Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles. Use basic geographical vocabulary to refer to key physical and human features. <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study 	<p><u>Priority Subject</u> History: How did the lives of ancient Britons change during the Stone Age? <u>Pupils should be taught about:</u></p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age. 	<p><u>Priority Subject</u> Geography: Why is my local area changing? <u>Locational knowledge:</u></p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <p><u>Human and physical geography:</u> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and 	<p><u>Priority Subject</u> History: Who were the Anglo-Saxons and how do we know what was important to them? <u>Pupils should be taught about:</u></p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots.

2025-2026 – Fox Tor (Year 2/3) Learning Map

	<ul style="list-style-type: none"> Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p><u>Geographical skills:</u></p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. <p>SSC – Sustainability – link to solar farm visit.</p>		<p>key human and physical features of environments.</p> <p>SSC – extreme weather changes and patterns.</p> <p>Eden Project trip?</p>		<p>earthquakes, and the water cycle.</p> <ul style="list-style-type: none"> Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	
Science (Plymouth Science)	<p>Rocks</p> <p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. To describe in simple terms how fossils are formed when things that have lived are trapped within rock. 	<p>Forces and Magnets</p> <p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. 	<p>Light</p> <p><u>Pupils should be taught:</u></p> <ul style="list-style-type: none"> To recognise we need light in order to see things and that dark is the absence of light. Light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect your eyes. 	<p>Animals including Humans</p> <p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> identify that humans and some other animals have skeletons and muscles for support, protection and movement. identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own 	<p>Plants</p> <p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> identify and describe the functions of different parts of a flowering plant. explore the requirements of plant life and growth. investigate the way in which water is transported within plants explore the part that flowers play in the lifecycle of flowering plants including pollination, seed formation and seed dispersal. 	

2025-2026 – Fox Tor (Year 2/3) Learning Map

	<ul style="list-style-type: none">To recognise that soils are made from rock and organic matter.	<ul style="list-style-type: none">Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.Describe magnets as having two poles.Predict whether two magnets will attract or repel each other, depending on which poles are facing.	<ul style="list-style-type: none">Recognise that shadows are formed when light from a source is blocked by an opaque object.	<ul style="list-style-type: none">food; they get nutrition from what they eat.Find patterns in the way that the shadows change.		
Art Access Art	Explore and Draw: <ul style="list-style-type: none">I can explore my local environment (school, home, etc) and collect things which catch my eye.I can explore composition by arranging the things that I have collected.I can talk about what I collected, and how and why I arranged the things I collected.I can take photographs of my artwork, and I can think about focus and light.I can use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes.I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.		Expressive Painting: <ul style="list-style-type: none">I can start to share my response to the work of other artists.I can recognise primary colours and mix secondary colours.I can experiment with hues bychanging the amount of primary colours I add.I can use various home made tools to apply paint in abstract patterns.I can be inventive.I can make a loose drawing from a still life.I can see colours and shapes in the still life.I can use my gestural mark making with paint and incorporate the colours and shapes in the still life to make an expressive painting.I can share my experiments and final piece with others and share what I liked and what went well.		Working with Shape and Colour: <ul style="list-style-type: none">I can explore an artwork through looking, talking and drawing.I can use the “Show Me What You See” technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens.I can cut shapes directly into paper, using scissors, inspired by the artwork.I can collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork.I can add to my collage, using line, colour and shape made by stencils.I can explore negative and positive shapes.I can take photographs of my work.I can share my work with my class.I can reflect and share what I like, and what I would like to try again. I can look at the	

2025-2026 – Fox Tor (Year 2/3) Learning Map

			<ul style="list-style-type: none"> I can enjoy the work of my classmates, and I can see how all the work is different. I can share my response to some of their work. 		work of my classmates and give useful feedback through class or small group discussion.	
DT		Christmas Cards with mechanisms: levers and linkages: <ul style="list-style-type: none"> To understand and use mechanical systems in their products (for example levers and linkages) in the context of making a mechanism which uses levers and linkages. I can make mechanical systems which use levers and linkages. To design a card which uses levers and linkages. To create and evaluate the product. 		Food – Sandwiches: <ul style="list-style-type: none"> To carry out product analysis. To carry out a customer survey. To design a healthy sandwich. To create and evaluate the product. <p style="color: red;">Link to Science about nutrition.</p>		Clay – Anglo-Saxon pottery: <ul style="list-style-type: none"> To design purposeful, functional, appealing products for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. To select from and use a wide range of materials and components according to their characteristics. To explore and evaluate a range of existing products. To evaluate their ideas and products against design criteria.
RE	L2.1 Creation: <u>What do Christians learn from the Creation story?</u> <u>Make sense of belief:</u> Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about	1.7 God/Torah/the People (Double Unit): <u>Who is Jewish and how do they live?</u> <u>Make sense of belief:</u> <ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer. 	1.7 God/Torah/the People (Double Unit): <u>Who is Jewish and how do they live?</u> <u>Make sense of belief:</u> <ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer. 	L2.4 Gospel: <u>What kind of world did Jesus want?</u> <u>Make sense of belief:</u> <ul style="list-style-type: none"> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. 	L2.3 God/Incarnation: <u>What is the Trinity and why is it important?</u> <u>Make sense of belief:</u> <ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains. 	1.9 Thematic Unit: <u>How should we care for others and the world and why does it matter?</u> <u>Make sense of belief:</u> <ul style="list-style-type: none"> Identify a story or text that says something about each person being unique and valuable.

2025-2026 – Fox Tor (Year 2/3) Learning Map

	<p>God and Creation.</p> <p>Understand the impact: Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.)</p> <p>Make connections: Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p>	<ul style="list-style-type: none">Retell simply some stories used in Jewish celebrations (e.g. Chanukah).Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. <p>Understand the impact:</p> <ul style="list-style-type: none">Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah).Make links between Jewish ideas of God found in the stories and how people live.Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat). <p>Make connections:</p> <ul style="list-style-type: none">Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas.Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	<ul style="list-style-type: none">Retell simply some stories used in Jewish celebrations (e.g. Chanukah).Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. <p>Understand the impact:</p> <ul style="list-style-type: none">Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah).Make links between Jewish ideas of God found in the stories and how people live.Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat). <p>Make connections:</p> <ul style="list-style-type: none">Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. <p>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<ul style="list-style-type: none">Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’.Suggest ideas and then find out about what Jesus’ actionstowards outcasts mean for a Christian. <p>Understand the impact:</p> <ul style="list-style-type: none">Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways. <p>Make connections:</p> <ul style="list-style-type: none">Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.	<ul style="list-style-type: none">Offer suggestions about what texts about baptism and Trinity mean.Give examples of what these texts mean to some Christians today. <p>Understand the impact:</p> <ul style="list-style-type: none">Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live. <p>Make connections:</p> <ul style="list-style-type: none">Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.	<ul style="list-style-type: none">Give an example of a key belief some people find in one of these stories (e.g. that God loves all people).Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. <p>Understand the impact:</p> <ul style="list-style-type: none">Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories.Give examples of how Christians and Jews can show care for the natural earth.Say why Christians and Jews might look after the natural world. <p>Make connections:</p> <ul style="list-style-type: none">Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world.Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
<p>Music</p> <p>Charanga</p>	<p>Charanga: Pulse, Rhythm and Pitch:</p> <ul style="list-style-type: none">Experiment with, create, select and combine sounds using the interrelated dimensions of music.Listen with concentration and understanding to a range of high quality live and recorded music.Use their voices expressively and creatively by singing songs and speaking chants and rhymes.Play tuned and untuned instruments musically.Experiment with, create, select and combine sounds using the interrelated dimensions of music.	<p>Brass with Tony:</p> <ul style="list-style-type: none">Listen with concentration and understanding to a range of high quality live and recorded music.Play tuned and untuned instruments musically.Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.Use and understand staff and other musical notations.	<p>Charanga: Compose Using Your Imagination:</p> <ul style="list-style-type: none">Use and understand staff and other musical notations.Listen with attention to detail and recall sounds with increasing aural memory.Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.Improvise and compose music for a range of purposes using the interrelated dimensions of music.			

2025-2026 – Fox Tor (Year 2/3) Learning Map

<p>PE Striver</p>	<p>Outdoor Learning: with Mr Hudson</p> <p>Games 1:</p> <ul style="list-style-type: none"> To be able to show control and balance in basic movements. To be able to show confidence in ball handling skills. To be able to control a moving ball in a variety of ways. To be able to show rolling and gathering skills with confidence and precision. To be able to continue to perform rolling and gathering skills with control. To be able to show progression from rolling into catching and throwing. 	<p>Dance 3:</p> <ul style="list-style-type: none"> To be able to create simple dance phrases to show the movements of an Elephant. To be able to create simple dance phrases to show the movements of a Lion. To be able to create simple dance phrases to show the movements of different Birds. To be able to create simple dance phrases to show the movements of different Sea Animals. To be able to create and rehearse simple dance phrases based on the movements of different Animals. To be able to rehearse and perform dance phrases based on the movements of different Animals. <p>Games 3:</p> <ul style="list-style-type: none"> To be able to move with a ball during a game. To be able to use space whilst passing and receiving a kicked ball. To be able to throw & catch to pass and receive a ball in a game. To be able to attack & defend in a game, making and denying space. To be able to develop tactics when shooting at and protecting targets. To be able to apply attacking and defending skills into invasion games. 	<p>Gymnastics 1:</p> <ul style="list-style-type: none"> To be able to create basic shapes with the body with some control (introduction to linking shapes). To be able to perform low level shapes with some precision - pike, tuck and straddle. To be able to model linking and mirroring of low-level shapes. To be able to explore medium level shapes with linking, mirroring and balances. To be able to compare and contrast low and medium level shapes with confidence. To be able to jump and land safely using apparatus. <p>Football:</p> <ul style="list-style-type: none"> To be able to control the ball and dribble. To be able to control the ball, dribble and turn. To be able to pass the ball accurately and control the ball when receiving a pass. To be able to pass the ball accurately on the move and control the ball when receiving a pass. To be able to shoot and play the position of goalkeeper. <p>To be able to apply learned skills in a game of football.</p>	<p>Tag Rugby:</p> <ul style="list-style-type: none"> To be able to evade and tag opponents. To be able to evade opponents while keeping control of the rugby ball. To be able to pass the ball accurately and receive the ball safely. To be able to pass the ball accurately and receive the ball safely on the move. To be able to pass the ball accurately and receive the ball safely in a game situation. To be able to apply learned skills in a game of tag rugby. <p>Hockey:</p> <ul style="list-style-type: none"> To be able to hold the stick and dribble. To be able to dribble under pressure. To be able to pass and receive the ball. To be able to tackle correctly. To be able to shoot with accuracy. To be able to play Hockey in a game situation. 	<p>Netball:</p> <ul style="list-style-type: none"> To be able to pass and catch a netball. To be able to pass via bounce and overhead using suitable techniques. To be able to demonstrate correct footwork. To be able to effectively dodge and mark. To be able to shoot a netball. To be able to play a game of netball showing an understanding of rules. <p>Gymnastics 2:</p> <ul style="list-style-type: none"> To be able to use apparatus (extended) safely with entrances, exits and balances. To be able to rehearse low and medium level shapes. To be able to rehearse medium level shapes on apparatus (high level). To be able to perform shapes in flight using apparatus. To be able to rehearse rolling and strengthening balances. To be able to roll safely using a variety of rolling techniques. 	<p>Athletics:</p> <ul style="list-style-type: none"> To be able to develop awareness of speed when running a short distance. To be able to develop awareness of space, height and distance. To be able to adjust and make changes to running speed when completing different distances. To be able to choose the best way to throw different pieces of equipment dependent on size & weight. To be able to throw and aim with accuracy towards a given target. To be able to jump for distance. <p>Cricket:</p> <ul style="list-style-type: none"> To be able to bowl underarm. To be able to bat correctly. To be able to catch. To be able to accurately bowl overarm using appropriate technique. To be able to use different batting shots. To be able to field using appropriate techniques.
------------------------------	--	--	---	--	---	---

2025-2026 – Fox Tor (Year 2/3) Learning Map

PSHE SCARF (Y3)	Me and My Relationships: <u>Cooperation:</u> I can usually accept the views of others and understand that we don't always agree with each other. <u>Friendships:</u> I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.	Valuing Difference: <u>Recognising and respecting diversity:</u> I can give examples of different community groups and what is good about having different groups. <u>Being respectful and tolerant:</u> I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	Keeping Safe: <u>Managing risk:</u> I can say what I could do to make a situation less risky or not risky at all. <u>Drugs and their risks:</u> I can say why medicines can be helpful or harmful. <u>Staying safe online:</u> I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.	Rights and Respect: <u>Skills we need to develop as we grow up:</u> I can say some ways of checking whether something is a fact or just an opinion. <u>Helping and being helped:</u> I can say how I can help the people who help me, and how I can do this. I can give an example of this.	Being My Best: <u>Keeping myself healthy:</u> I can give a few examples of things that I can do to take ownership of my healthy and give an example of something that I've done which shows this. <u>Celebrating and developing my skills:</u> I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.	Growing and Changing: <u>Relationships:</u> I can name a few things that make a positive relationship and some things that make a negative relationship. <u>Menstruation:</u> I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away. <u>Keeping safe:</u> I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave if I feel uncomfortable.
Online Safety Project Evolve	Self-image and Identity: <ul style="list-style-type: none">I can explain how other people may look and act differently online and offline.I can recognise issues online that might make me feel sad, worried uncomfortable or frightened.I can explain what is meant by the term 'identity'.I can explain how people can represent themselves in different ways online.I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.	Online Relationships: <ul style="list-style-type: none">I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).I can explain who I should ask before sharing things about myself or others online.I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.I can identify who can help me if something happens online without my consent.I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.			Online Reputation: <ul style="list-style-type: none">I can explain how information put online about someone can last for a long time.I can describe how anyone's online information could be seen by others.I know who to talk to if something has been put online without consent or if it is incorrect. Online Bullying: <ul style="list-style-type: none">I can explain what bullying is, how people may bully others and how bullying can make someone feel.I can explain why anyone who experiences bullying is not to blame.I can talk about how anyone experiencing bullying can get help.	
Computing Teach Computing	Computing Systems and Networks – Information Technology Around Us: <ul style="list-style-type: none">To recognise the uses and features of information technology.To identify the uses of information technology in the school.To identify information technology beyond school.To explain how information technology helps us.	Creating Media – Digital Photography: <ul style="list-style-type: none">To use a digital device to take a photograph.To make choices when taking a photograph.To describe what makes a good photograph.To decide how photographs can be improved.To use tools to change an image.			Programming – Programming Quizzes: <ul style="list-style-type: none">To explain that a sequence of commands has a start.To explain that a sequence of commands has an outcomeTo create a program using a given design.To change a given design.To create a program using my own design.	

2025-2026 – Fox Tor (Year 2/3) Learning Map

	<ul style="list-style-type: none">• To explain how to use information technology safely.• To recognise that choices are made when using information technology.	<ul style="list-style-type: none">• To recognise that photos can be changed.	<ul style="list-style-type: none">• To decide how my project can be improved.
--	--	--	---