



Topic overview – Year 2/3 (CYCLE A)

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Topic name	Let's Explore... Somerby
Big question	What is special about Somerby?
Linked books	Ruby's Worry Fantastic Mr Fox What the Ladybird Heard
Memorable experience	- Local farm visit - Mosque visit
Outdoor learning	Walk around the local area
Reading aims	- Listen to and discuss texts - Use inference to understand texts - Link what they have read or heard to their own experiences - Discuss new vocabulary and word meanings
Writing aims	<p>Story writing (narrative) – Linked to Ruby's Worry and Fantastic Mr Fox</p> <ul style="list-style-type: none"> - Using capital letters, spaces and full stops - Sentence types <p>Descriptive writing (narrative) – Linked to Fantastic Mr Fox</p> <ul style="list-style-type: none"> - Word classes - Expanded noun phrases <p>Habitats non-chronological report – Linked to habitat learning (penguins)</p> <ul style="list-style-type: none"> - Using capital letters, spaces and full stops - Sentence types <p>Recount writing – Farm Trip</p> <ul style="list-style-type: none"> - Past and present tense - Using capital letters, spaces and full stops - Sentence types
Speaking & listening aims	-Ask questions to support their understanding -Use strategies to build their vocabulary
Maths aims	<p>Year 2</p> <p>Place Value</p> <p>Children will:</p> <ul style="list-style-type: none"> - Recognise the place value of each digit in a two-digit number (tens and ones). - Compare and order numbers from 0 to 100 using $<$ $>$ $=$. - Read and write numbers to at least 100 in numerals and words. - Count in steps of 2, 3 and 5 from any number, forward and backward. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> - Recall and use addition and subtraction facts to 20 fluently. - Add and subtract numbers using concrete objects, pictorial representations, written methods and mentally. - Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. <p>Year 3</p> <p>Place Value</p> <p>Children will:</p> <ul style="list-style-type: none"> -Recognise the place value of each digit in a three-digit number (hundreds, tens and ones). -Compare and order numbers to 1000. -Read and write numbers to 1000 in numerals and words.



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	<p>-Count from 0 in multiples of 4, 8, 50 and 100.</p> <p>Addition and Subtraction</p> <p>-Add and subtract numbers with up to three digits using formal written methods of column addition and subtraction.</p> <p>-Estimate the answer to a calculation and use the inverse operation to check their answers.</p> <p>-Solve problems, including missing numbers problems using number facts, place value and more complex addition and subtraction.</p>
Science aims	<p>Living Things and Their Habitats</p> <p>-Explore and compare the difference between things that are living, dead and things that have never been alive.</p> <p>-Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>-Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>-Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>
History aims	<p>Children will learn about their local area and how it has changed over time and they will begin to learn how it has linked to significant events.</p>
Geography aims	<p>Whilst on local walks around Somerby the children will:</p> <p>-be able to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (KS1)</p> <p>-children will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (KS1)</p> <p>-children will use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (KS1)</p>
DT aims	<p>Making a Shoebox Model Farm</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> -choose the most appropriate tools and materials, and explain their choices (technical knowledge) -manipulate materials using a range of tools and equipment (technical knowledge) -plan their design using diagrams and labels (design) -plan the equipment/tools needed and give reasons why (design) -select tools for folding, joining and rolling (make) -use their knowledge of some working characteristics of materials when designing (make) -combine a number of components together in different ways (make) -prepare for work by assembling components together before joining (make) -use scoring and folding for precision (make) -recognise what they have done well and what could be improved (evaluate) -explain how they could change their design to make it better (evaluate)
Art and design aims	<p>Painting</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> -mix paint to create all the secondary colours (purple, orange, green). <p>Drawing</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> -show facial expressions in their drawings <p>Knowledge</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> -Make a piece of art in response to the work of a great artist. - compare works of art from different cultures or times <p>Through famous artists:</p> <ul style="list-style-type: none"> -Frida Kahlo -Andy Warhol



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<p>Music aims</p>	<p>Children will learn to listen with concentration and understanding to a range of high-quality live and recorded music from different traditions: they will begin to recall sounds with increasing aural memory. Focus on children expressing their preferences / dislikes about a range of musical styles from different periods</p> <p>Model Music Curriculum Year 2</p> <p>Western Classical Tradition and Film Bolero (Ravel - 20th Century) Night on a Bare Mountain (Mussorgsky)</p> <p>Popular Music Hound Dog (Elvis Presley - Rock and Roll) Runaway Blues (Ma Rainey - Blues) Fireflies (Owl City - Modern) Mean (Taylor Swift - Modern)</p> <p>Musical Traditions Baris (Gong Kebyar of Peliatan – Indonesian Gamelan) Kishori Amonkar (Sahela Re – Indian Classical)</p>
<p>Computing aims</p>	<p>Digital Literacy (E-Safety) – Children will learn to stay SMART online</p> <p>Digital Literacy – Children will learn to recognise common uses of information technology beyond school, including Google Earth (Satellite images)</p> <p>Information Technology Children will learn to: – record information from Google/Kid Rex. – use Microsoft PowerPoint, to organise ideas, to create a simple presentation with text, to add and format an image, to reorder slides, to present. Children will begin to learn to: – use Microsoft PowerPoint to insert audio/video, to use transitions/animations.</p>
<p>PSHE aims</p>	<p>Being Me In My World – to discuss their hopes and fears for the year – why rules are needed and why different rules are needed for different situation – about their rights and responsibilities in school and the wider world including carrying out shared responsibilities for protecting the environment – about the importance of rewards and consequences – how to be part of a safe and fair learning environment by valuing everyone's contributions and making responsible choices</p>
<p>PE aims</p>	<p>Cricket (4 weeks) Rounders (3 weeks) Year 2 Year 3</p> <p>Acquiring and developing skills Children will be able to perform basic techniques of catching and throwing to a good level of consistency when moving and standing still. Children will be able to perform basic skills of rolling, striking and kicking with control. Children will be able to throw and catch with control when under limited pressure to keep possession and score goals.</p> <p>Selecting and applying skills, tactics and compositional ideas Children will be able to use a variety of simple tactics in a small sided game. Show an awareness of opponents and team mates during games. Children will be able to choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding and net games. Children will be able to use simple rules fairly and extend them to devise their own games.</p> <p>Knowledge and understanding of fitness and health Children will be able to describe the differences in the way their body works and feels when playing different games. Children will be able to identify that playing extended games improves their stamina. Children will know and describe the effects of different exercise activities on the body and how to improve stamina. Children will be able to begin to understand the importance of warming up.</p> <p>Evaluating and improving performance Children will be able to begin to watch others and focus on specific actions to improve own skills.</p>



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	<p>Children will be able to recognise good performances in themselves and others and use what they have learned to improve their own work.</p> <p>Vocabulary Field, bat, bowler, innings, bowl</p>
RE aims	<p>Who is a Muslim and how do they live?</p> <ul style="list-style-type: none"> - to recognise the words of the Shahadah and that it is very important for Muslims - to identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean - to give examples of how Muslims use the Shahadah to show what matters to them - to talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas - to give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.
Foreign language aims	<p>French</p> <ul style="list-style-type: none"> -Children will listen attentively to spoken language and show understanding by joining in and responding. -Children will learn how to greet someone, say their name, ask someone's name and say goodbye. -Children will learn to ask and answer questions about how someone is.