



# Topic overview – Year 2/3 (CYCLE A)

Spring 1	
<b>Topic name</b>	<b>Under the Canopy</b>
<b>Big question</b>	Why are rainforests important to us?
<b>Linked books</b>	<ul style="list-style-type: none"> <li>- The Great Kapok Tree</li> <li>- Where the Forest meets the Sea</li> <li>- There's a Rang-Tan in my Bedroom</li> </ul>
<b>Memorable experience</b>	University of Leicester Botanic Gardens
<b>Outdoor learning</b>	Finding and identifying trees in our local environment.
<b>Reading aims</b>	<ul style="list-style-type: none"> <li>- Listen to and discuss a range of texts.</li> <li>- Discuss words and phrases that capture the reader's interest and imagination.</li> <li>- Ask questions to improve their understanding of a text.</li> <li>- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>- Participate in discussions about books.</li> </ul>
<b>Writing aims</b>	<p><b>Descriptive writing (narrative) – Linked to rainforests</b></p> <ul style="list-style-type: none"> <li>- Expanded noun phrases</li> <li>- Word classes</li> <li>- Figurative language</li> <li>- Subordination and co-ordination</li> </ul> <p><b>Story writing (narrative) – Linked to 'There's a Rang-Tan in my bedroom'</b></p> <ul style="list-style-type: none"> <li>- Using capital letters, finger spaces and full stops</li> <li>- Writing direct speech using inverted commas</li> <li>- Fronted adverbials</li> <li>- Paragraphs</li> </ul> <p><b>Persuasive letters – Linked to deforestation in the Amazon Rainforest.</b></p> <ul style="list-style-type: none"> <li>- Sentence types</li> <li>- Subordination and co-ordination</li> </ul>
<b>Speaking &amp; listening aims</b>	<ul style="list-style-type: none"> <li>- Ask questions to support their understanding.</li> <li>- Use strategies to build their vocabulary.</li> <li>- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>- Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>
<b>Maths aims</b>	<p><b>Year 2</b></p> <p><b>Multiplication and Division</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</li> <li>- Calculate multiplication and division number sentences and write them using the relevant symbols.</li> <li>- Show that multiplication of two numbers can be done in any order and division of one number by another cannot.</li> <li>- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts.</li> </ul> <p><b>Statistics</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>- Ask and answer questions by counting the number of objects in each category and sorting the categories by quantity.</li> <li>- Ask and answer questions about totalling and comparing categorical data.</li> </ul> <p><b>Year 3</b></p> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>- Recall and use the multiplication and division facts for 3, 4 and 8 times tables.</li> </ul>



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	<p>-Write and calculate multiplication and division number sentences using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>-Solve problems, including missing number problems, involving multiplication and division.</p> <p><b>Statistics</b></p> <p>Children will be able to:</p> <p>-Interpret and present data using bar charts, pictograms and tables.</p> <p>-Solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.</p>
<b>Science aims</b>	<p><b>Animals – including humans</b></p> <p>Children will:</p> <p>-Notice that animals, including humans, have offspring which grow into adults.</p> <p>-Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>
<b>History aims</b>	<p>Covered in another topic.</p>
<b>Geography aims</b>	<p><b>Why are rainforests important to us?</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and north and south poles. (KS1)</li> <li>- children will be able to locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics. (KS2)</li> <li>- children will be able to describe and understand key aspects of physical geography, including biomes and vegetation belts. (KS2)</li> <li>-To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North or South America. (KS2)</li> <li>-Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. (KS2)</li> <li>-describe and understand key aspects of: 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. (KS2)</li> <li>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (KS2)</li> </ul>
<b>DT aims</b>	<p>Covered in another topic.</p>
<b>Art and design aims</b>	<p><b>Drawing – Growing artists</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>-To recognise how artists use shape in drawing.</li> <li>-To understand how to create tone in drawing by shading.</li> <li>-To understand how texture can be created and used to make art.</li> <li>-To apply observational drawing skills to create detailed studies.</li> <li>-To explore composition and scale to create abstract drawings.</li> </ul>
<b>Music aims</b>	<p><b>Body and tuned percussion</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-Identify the structure of a piece of music.</li> <li>-Have an idea as to when there is one layer in a piece of music and when there are two.</li> <li>-Play a sequence in the correct order in time with their partner.</li> <li>-Have two contrasting rhythms being played together.</li> <li>-Have two different melodies being played together.</li> <li>-Have a complete piece of music with four different layers with an appropriate structure.</li> </ul>
<b>Computing aims</b>	<p>Covered in another topic.</p>
<b>PSHE aims</b>	<p><b>Economic Wellbeing</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>-Explain some ways adults get money.</li> <li>-Discuss the role of bank account cards.</li> <li>-Recognise wants and needs.</li> <li>-Recognise the difference between a want and a need.</li> <li>-Identify their skills and talents.</li> <li>-Identify ways to develop their skills and talents.</li> <li>-Explain why treating people equally and inclusively is important.</li> </ul>



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<p><b>PE aims</b></p>	<p><b>Gymnastics</b> Children will be able to: -Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. -Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements. -Choose, use and vary simple compositional ideas in the sequences they create and perform. -Improve their ability to select appropriate actions and use simple compositional ideas -Recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely -Recognise and describe the short-term effects of exercise on the body during different activities know the importance of suppleness and strength. -Improve their work using information they have gained by watching, listening and investigating. -Describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved. -Recap and learn new vocabulary linked to gymnastics.</p>
<p><b>RE aims</b></p>	<p><b>Who is a Muslim and how do they live? Part 2</b> Children will learn: - to give examples of how stories about the Prophet show what Muslims believe about Muhammad. - give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) - to give examples of how Muslims put their beliefs about prayer into action. - to think, talk about and ask questions about Muslim beliefs and ways of living</p>
<p><b>Foreign language aims</b></p>	<p><b>French</b> Children in Year 3 will learn: -The days of the week. -The months of the year. -To count from 1 – 31. -To say when their birthday is.</p>