



## Topic overview – Year 2/3 (CYCLE A)

Autumn 2

Topic name	The Great Fire of London
Big question	How has the Great Fire of London impacted our lives today?
Linked books	Vlad and the Great Fire of London Toby and the Great Fire of London The Great Fire of London – Emma Adams and James Weston Lewis
Memorable experience	The Great Fire of London experience day
Outdoor learning	Recreating the Great Fire of London.
Reading aims	<p>Listen to and discuss texts.</p> <p>To apply phonic knowledge and skills to decode words.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Using dictionaries to check the meaning of words that they have read.</p>
Writing aims	<p>Children will:</p> <ul style="list-style-type: none"> <li>- Increase legibility, consistency and control of handwriting.</li> <li>- Develop positive attitudes towards and stamina for writing through these pieces of writing:</li> </ul> <p><b>Diary entries</b> (recount) – Linked to Vlad and the Great Fire</p> <ul style="list-style-type: none"> <li>- Using capital letters, finger spaces and full stops</li> <li>- Past tense</li> <li>- Subordination (when, if, that, because) and co-ordination (or, and, but)</li> <li>- Commas in a list</li> </ul> <p><b>Poetry</b> – Linked to fire</p> <ul style="list-style-type: none"> <li>- Figurative language</li> <li>- Discuss the effectiveness of others' writing</li> <li>- Perform with expression and intonation</li> </ul> <p><b>Instructions</b> – Linked to the Great Fire of London</p> <ul style="list-style-type: none"> <li>- Using capital letters, finger spaces and full stops</li> <li>- Sentence types (statement, question, command and exclamation)</li> <li>- Word classes (verbs and adverbs)</li> <li>- Expanded noun phrases</li> </ul>
Speaking & listening aims	<p>Ask questions to support their understanding of texts and current class topics.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Use strategies to build their vocabulary such as phonetic knowledge.</p>
Maths aims	<p><b>Year 2</b></p> <p><b>Addition and Subtraction</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>- Recall and use addition and subtraction facts to 20 fluently.</li> <li>- Add and subtract numbers using concrete objects, pictorial representations, written methods and mentally.</li> <li>- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul> <p><b>Multiplication and Division</b></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> </ul>



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	<p>-Show that multiplication of two numbers can be done in any order and division of one number by another cannot.</p> <p>-Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts.</p> <p><b>Year 3</b></p> <p><b>Addition and Subtraction</b></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> <p><b>Multiplication and Division</b></p> <p>-Recall and use the multiplication and division facts for 3, 4 and 8 times tables.</p> <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>
<b>Science aims</b>	<p><b>Living Things and Their Habitats (continuation of Autumn 1)</b></p> <p>Children will:</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>
<b>History aims</b>	<p><b>The Great Fire of London</b></p> <p>Children will:</p> <p>-Use sources to find information about the past.</p> <p>-Use a timeline to understand events that happened in the past.</p> <p>-Recount some facts about a historical person or event.</p> <p>-Explain what life was like during The Great Fire of London.</p> <p>-Identify how The Great Fire of London has impacted our lives today.</p>
<b>Geography aims</b>	Not covered explicitly during this topic.
<b>DT aims</b>	Covered within a different term/topic.
<b>Art and design aims</b>	<p><b>Sculpture and 3D - Clay houses</b></p> <p>Children will learn:</p> <p>-To use a range of materials creatively to design and make products.</p> <p>-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>-To use a range of materials creatively to design and make products.</p> <p>-About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>-To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>
<b>Music aims</b>	Children will use their voices expressively and creatively with increasing accuracy, fluency and control in the context of their Christmas performance and singing.
<b>Computing aims</b>	<p><b>Digital Literacy (E-Safety)</b></p> <p>Children will learn to be able to identify kind &amp; unkind behaviour online.</p>



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	<p><b>Computer Science</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>- create algorithm to draw shapes.</li> <li>- create algorithms to move or rotate and repeat.</li> <li>- create and debug algorithms using move, rotate and repeat.</li> <li>- create and debug algorithms using pen up and pen down.</li> <li>- create and debug algorithms to draw regular polygons.</li> </ul> <p><b>Useful Software/Resources</b></p> <ul style="list-style-type: none"> <li>• Code.org</li> </ul>
PSHE aims	<p><b>Celebrating Difference</b> <b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>- about stereotypes including gender stereotypes and how these can be unfair, negative and destructive</li> <li>- about gender diversity</li> <li>- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>- how to make new friends and understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>- Celebrate differences</li> </ul> <p><b>Anti-Bullying week</b></p> <ul style="list-style-type: none"> <li>- how to identify bullying, the different forms of bullying and what to do if they or someone they know is being bullied</li> <li>- how to safely stand up for themselves and others</li> </ul>
PE aims	<p><b>Basketball (4 weeks)</b> <b>Handball(4 weeks)</b> Children will:</p> <ul style="list-style-type: none"> <li>-Improve the way they coordinate and control their bodies and a range of equipment remember, repeat and link combinations of skills.</li> <li>-Be able to choose, use and vary simple tactics.</li> <li>-Be able to recognise and describe what their bodies feel like during different types of activity, they will know and describe the short term effects of different exercise activities on the body.</li> <li>-Be able recognise good quality in performance and use information to improve their work.</li> </ul>
RE aims	<p><b>Why does Christmas matter to Christians? (1.3) Digging Deeper</b> Children will learn:</p> <ul style="list-style-type: none"> <li>- to recognise that Incarnation is part of the 'Big Story' of the Bible.</li> <li>- to tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'.</li> <li>- to give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth.</li> <li>- to think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.</li> </ul>
Foreign language aims	<p><b>French</b> Children in Year 3 will learn:</p> <ul style="list-style-type: none"> <li>-To name school equipment and to say what they have.</li> <li>-To understand classroom instructions and know what an imperative is.</li> <li>-To count up to 12, say their age and ask someone's age.</li> <li>-To say the days of the week and months of the year.</li> </ul>