



Topic overview – Year 2/3 (CYCLE A)

Summer 2	
Topic name	Rocks, Relics and Rumbles
Big question	What is beneath our feet?
Linked books	The Street Beneath My Feet The Pebble in my Pocket: A History of our Earth A Rock is Lively Volcano Wakes Up Stranded! A Mostly True Story from Iceland Pop-Up Volcano
Memorable experience	Nottingham Caves Visit
Outdoor learning	Investigating rocks
Reading aims	<ul style="list-style-type: none"> - Listen to and discuss texts - Use inference to understand texts - Discuss and clarify the meanings of words, linking new meanings to known vocabulary - Draw on what they already know or on background information and vocabulary provided by the teacher - Be introduced to non-fiction books that are structured in different ways - Retrieve and record information from non-fiction - Identify main ideas drawn from more than one paragraph and summarising these
Writing aims	<p>Diamante Poetry</p> <ul style="list-style-type: none"> - Using creative language - Word classes - Assessing the effectiveness of their own and others' writing and suggesting improvements <p>Non-Chronological Report</p> <ul style="list-style-type: none"> - organisational devices such as bullet points and subheadings - conjunctions to create cohesion across paragraphs
Speaking & listening aims	<ul style="list-style-type: none"> - Use relevant strategies to build their vocabulary - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
Maths aims	<p>Shape</p> <p>Children will learn:</p> <ul style="list-style-type: none"> -To describe movements and turns -To recognise and describe 2D and 3D shapes, including counting sides and vertices. -To draw and recognise lines of symmetry. <p>(Year 3)</p> <p>Children will learn:</p> <ul style="list-style-type: none"> -To draw, measure and calculate perimeter. -To recognise horizontal, vertical, parallel and perpendicular lines. <p>Measurement: Length, Height, Mass, Capacity, Temperature</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> -Measure length in cm and m -Compare and order lengths -Use the 4 operations within length -Measure mass in g and kg -Compare and order mass -Measure capacity in ml and l -Measure temperature <p>(Year 3)</p>



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	<ul style="list-style-type: none"> -Measure length in mm -Look at equivalent lengths -Measure perimeter -Compare lengths -Add and subtract lengths -Measure mass and capacity (g, kg, ml, l) -Compare mass and capacity -Add and subtract mass and capacity
Science aims	Rocks <ul style="list-style-type: none"> -Group together different kinds of rocks on the basis of their appearance and simple physical properties. -Describe in simple terms how fossils are formed when things that have lived are trapped within rock. -Recognise that soils are made from rocks and organic matter.
History aims	Within another topic.
Geography aims	Volcanoes <ul style="list-style-type: none"> - children will be able to use maps, atlases, globes and digital mapping to locate countries and describe features studied, building upon previous knowledge (KS2) - children will be able to describe and understand key aspects of physical geography, including volcanoes, mountains and earthquakes (KS2) Studying volcanoes and their impact on environments. Locating main volcanoes and plotting these on a map.
DT aims	Structures: Constructing a castle <p>Children will learn to:</p> <ul style="list-style-type: none"> -Draw and label a simple castle that includes the most common features. -Recognise that a castle is made up of multiple 3D shapes. -Design a castle with key features which satisfy a given purpose. -Score or cut along lines on the net of a 2D shape. -Use glue to securely assemble geometric shapes. -Utilise skills to build a complex structure from simple geometric shapes. -Evaluate their work by answering simple questions.
Art and design aims	Within another topic.
Music aims	Recorders <ul style="list-style-type: none"> -Children will play tuned and untuned instruments musically with increasing accuracy, fluency, control and expression -Children will experiment with, create, select, combine, improvise and compose sounds using the inter-related dimensions of music, and they will use musical notation.
Computing aims	Digital Literacy (E-Safety) <p>To explain what should be done before sharing information online. (Year 3, Lesson 2 – Who should I ask?)</p> Data Handling <p>Year 3 Summer 2</p> <p>Comparison cards databases (5 lessons)</p> <p>Understand the terminology around databases.</p> <p>Compare paper and computerised databases.</p> <p>Sort, filter and interpret data.</p> <p>Represent data in different ways.</p> <p>Sort data for a purpose.</p>
PSHE aims	Safety and the Changing Body <p>Children will learn:</p> <ul style="list-style-type: none"> - To begin to understand how to stay safe with medicines (Year 2: Lesson 9 – staying safe with medicine) - To understand the role I can take in an emergency situation (Year 3: Lesson 1 – first aid: emergencies and calling for help)



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	<ul style="list-style-type: none"> - To understand how to help if someone has been stung or bitten (Year 3: Lesson 2 – First aid bites and stings) - To begin to understand the difference between secrets and surprises (Year 2: Lesson 3 – secrets and surprises) - To begin to understand the concept of privacy and the correct vocabulary for body parts (Year 2: Lesson 4 – appropriate contact my private parts) - To understand safe and unsafe touches (Year 2: lesson 5 – appropriate contact my private parts are private) - To know my body is important and belongs to me (Year 2: Lesson 6 – my personal boundaries) - To understand the choices people can make and those which are made by others (Year 3: lesson 6 – making choices) - To begin to recognise who and what can influence our decisions (Year 3: Lesson 7 – influences)
PE aims	<p>Athletics</p> <p>Acquiring and developing skills</p> <p>Children will be able to remember, repeat and link combinations of actions.</p> <p>Children will be able to use their bodies and a variety of equipment with greater control and coordination.</p> <p>Children will be able to run at fast, medium and slow speeds, changing speed and direction.</p> <p>Children will be able to link running and jumping activities with some fluency, control and consistency.</p> <p>Selecting and applying skills, tactics and compositional ideas</p> <p>Children will be able to use their bodies and a variety of equipment with greater control and coordination.</p> <p>Children will be able to take part in a relay activity, remembering when to run and what to do;</p> <p>Children will be able to throw a variety of objects, changing their action for accuracy and distance.</p> <p>Knowledge and understanding of fitness and health</p> <p>Children will be able to recognise and describe what their bodies feel like during different types of activity.</p> <p>Children will be able to understand the need to adhere to simple safety rules and practices.</p> <p>Children will be able to understand when the body uses more energy.</p> <p>Evaluating and improving performance</p> <p>Children will be able to catch, copy and describe what they and others have done.</p> <p>Children will be able to watch, describe and evaluate the effectiveness of a performance.</p> <p>Children will be able to describe how their performance has improved over time.</p> <p>Vocabulary</p> <p>Run, catch, hop, skip, step, sideways, forwards, backwards, throw high, low, near, straight, aim, drop, bounce, fast, medium, slow, pace, safely, sprint. Listening, instructions, rules, risk, hygiene, body temperature. Energy, easy, moderate, energetic, body fuel.</p>
RE aims	<p>L2.12 How and why do people try to make the world a better place?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> - To identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) - Make links between religious beliefs and teachings and why people try to live and make the world a better place - Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) - Describe some examples of how people try to live (e.g. individuals and organisations) - Identify some differences in how people put their beliefs into action - Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better



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	<ul style="list-style-type: none"> • Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.
Foreign language aims	Within another topic.