



Topic overview – Year 2/3 (CYCLE A)

Autumn 1	
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
Outdoor learning	Walk around the local area
Reading aims	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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>Not covered within this topic.</p>
Geography aims	<p>Map Skills</p> <p>Children will:</p> <ul style="list-style-type: none"> - 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. - 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. - 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. - Plot and follow routes around their locality.
DT aims	<p>Make a Moving Vehicle</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> - Choose the most appropriate tools and materials, and explain their choices. - Manipulate materials using a range of tools and equipment. - Plan their design using diagrams and labels. - Plan the equipment/tools needed and give reasons why. - Select tools for folding, joining and rolling. - Use their knowledge of some working characteristics of materials when designing. - Combine a number of components together in different ways. - Prepare for work by assembling components together before joining. - Use scoring and folding for precision. - Evaluate their products against their own criteria, - Evaluate their products based on feedback from others - Make evaluations for aesthetics and function, - Suggest ways in which to improve their product that reflects the evaluation.
Art and design aims	<p>Craft & Design 'Map it Out'</p> <p>Children will:</p> <ul style="list-style-type: none"> -Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. -Experiment in sketchbooks, using drawing to record ideas. -Further demonstrate increased control with a greater range of media. -Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. -Talk about art they have seen using some appropriate subject vocabulary. -Create work from a brief, understanding that artists are sometimes commissioned to create art. -Create and critique both figurative and abstract art, recognising some of the techniques used.



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	<p>-Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>-Begin to talk about how they could improve their own work.</p> <p>-Talk about how art is made.</p>
Music aims	<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.</p> <p>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</p> <p>Bolero (Ravel - 20th Century)</p> <p>Night on a Bare Mountain (Mussorgsky)</p> <p>Popular Music</p> <p>Hound Dog (Elvis Presley - Rock and Roll)</p> <p>Runaway Blues (Ma Rainey - Blues)</p> <p>Fireflies (Owl City - Modern)</p> <p>Mean (Taylor Swift - Modern)</p> <p>Musical Traditions</p> <p>Baris (Gong Kebyar of Peliatan – Indonesian Gamelan)</p> <p>Kishori Amonkar (Sahela Re – Indian Classical)</p>
Computing aims	<p>Digital Literacy (E-Safety)</p> <p>Children will:</p> <p>-Practise keeping information safe and private online. (Year 2, Lesson 2 – How do I keep my things safe online?)</p> <p>Algorithms and Debugging (5 lessons) Y2 A2</p> <p>Children will learn to:</p> <p>-Decompose a game to predict the algorithms that are used.</p> <p>-Understand that computers can use algorithms to make predictions.</p> <p>-Plan algorithms that will solve problems.</p> <p>-Understand what an abstraction is.</p> <p>-Understand what debugging is.</p>
PSHE aims	<p>Family and Relationships</p> <p>Children will:</p> <p>- Recap effective learning in PSHE education and how we can help everyone to learn in these lessons (Year 2: Introduction: Setting ground rules for RSE and PSHE)</p> <p>- Begin to understand the role of the family in their lives (Year 2: Lesson 1 – Families offer stability and love)</p> <p>- Begin to understand the range of families they may encounter now and in the future (Year 2: Lesson 2 – Families are all different)</p> <p>- Understand that families love and support each other but sometimes problems can occur and help is available if needed (Year 3: Lesson 1 – Healthy Families)</p> <p>- Begin to understand the differences between people and why it is important to respect these differences (Year 3: Lesson 6 – Respecting differences in others)</p> <p>- Recognise that stereotypes are present in everyday life (Year 3: Lesson 7 – Stereotyping gender)</p> <p>- Develop an understanding of stereotypes and how these might affect job/career choices (Year 2: Lesson 7 – gender stereotypes – careers and jobs)</p> <p>- Recognise that stereotypes exist based on a number of factors (Year 3: Lesson 8 – Stereotyping age)</p>
PE aims	<p>Football and Basketball</p> <p><i>Acquiring and developing skills</i></p> <p>Children will be able to perform fundamental movement skills at a developing level and start to master some basic movements in travelling, sending and receiving skills.</p> <p><i>Selecting and applying skills, tactics and compositional ideas</i></p>



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	<p>Children will apply simple tactics and be able to engage in simple competitive and cooperative activities.</p> <p><i>Knowledge and understanding of fitness and health</i></p> <p>Children will be able to describe how my body feels before, during and after a fitness activity. Children will be able to exercise safely and responsibly.</p> <p><i>Evaluating and improving performance</i></p> <p>Children will be able to improve their work using information they have gained by watching, listening and investigating</p> <p><i>Vocabulary</i></p> <p>Opponent, control, dribble, aim, kick, pass, rules, teamwork, target, accuracy, co-operate</p> <p>Swimming</p> <p>Children will begin to:</p> <ul style="list-style-type: none"> - Swim competently, confidently and proficiently over a distance of 10/15 metres. - Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <p><i>Vocabulary</i></p> <p>Swim, stroke, glide, push, surface, float, unaided, kick, support, breathe, under water, lie on front and back, roll, walk in water</p>
RE aims	<p>Who is a Muslim and how do they live?</p> <p>Children will learn:</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.