



Topic overview – Year 2/3 (CYCLE B)

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Topic name	A Picture Paints A Thousand Words
Big question	Where will the crayon take us?
Linked books	Journey – Aaron Becker Quest – Aaron Becker Return – Aaron Becker The Magic Paintbrush – Julia Donaldson The Pencil – Allan Ahlberg Grace and Family – Mary Hoffman The Dot – Peter Reynolds
Memorable experience	Beatfeet Drumming and Dance Workshop
Outdoor learning	Creating art from natural materials.
Reading aims	Find evidence in text to answer questions. Asking questions to improve their understanding of a text. Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions. Retrieve and record information from non-fiction.
Writing aims	Children will: -Increase legality, consistency and control of handwriting. -Develop positive attitudes towards and stamina for writing through these pieces of writing: Descriptive writing (narrative) <ul style="list-style-type: none"> - Expanded noun phrases - Word classes (verbs, adjectives, prepositions) - Exclamation sentences - Commas in a list Vincent Van Gogh (non-chronological report) <ul style="list-style-type: none"> - Using headings and sub-headings - Using simple punctuation - Using subordination and coordination - Sentence types (statement, question and exclamation) Postcards <ul style="list-style-type: none"> - Using subordination and coordination - Word classes (verbs, adverbs) - Questions Poetry – Linked to 'The Dot' <ul style="list-style-type: none"> - Figurative language - Discuss the effectiveness of others' writing - Perform with expression and intonation
Speaking & listening aims	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. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
Maths aims	Year 2 Multiplication and Division Children will be able to: -Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. -Calculate multiplication and division number sentences and write them using the relevant symbols. -Show that multiplication of two numbers can be done in any order and division of one number by another cannot. -Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts. Statistics



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	<p>Children will be able to:</p> <ul style="list-style-type: none"> -Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. -Ask and answer questions by counting the number of objects in each category and sorting the categories by quantity. -Ask and answer questions about totalling and comparing categorical data. <p>Year 3 Multiplication and Division</p> <ul style="list-style-type: none"> -Recall and use the multiplication and division facts for 3, 4 and 8 times tables. -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. -Solve problems, including missing number problems, involving multiplication and division. <p>Statistics</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> -Interpret and present data using bar charts, pictograms and tables. -Solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.
<p>Science aims</p>	<p>Forces and Magnets</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> -Compare how things move on different surfaces. -Notice that some forces need contact between two objects, but magnetic forces can act at a distance. -Observe how magnets attract or repel each other and attract some materials and not others. -Compare and group together a variety of everyday materials based on whether they are attracted to a magnet and identify some magnetic materials. -Describe magnets as having two poles. -Predict whether two magnets will attract or repel each other, depending on which poles are facing.
<p>History aims</p>	<p>Within another topic.</p>
<p>Geography aims</p>	<p>Exploring Africa</p> <p>Children will:</p> <ul style="list-style-type: none"> -Be able to use maps and globes to locate countries, continents and oceans. -Understand geographical similarities and differences through the study of human and physical geography of the UK and a contrasting non-European country. -Be able to use basic geographical vocabulary to refer to key physical and human features. <p>Children will explore the continent of Africa, focusing and comparing Somerby to a region in The Gambia.</p>
<p>DT aims</p>	<p>Within another topic.</p>
<p>Art and design aims</p>	<p>Knowledge of artwork and artists</p> <p>Children will learn to question, respond and compare works of art on a theme 'feelings' using examples of artwork from the book 'How art can change your life'</p> <p>Sculpture & 3D (Year 3 – Abstract shape and space) Sculptors: Anthony Caro and Ruth Asawa</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> -Join 2D shapes to make 3D structures. -Join materials in different ways when working in 3D. -Develop ideas for 3D artwork. -Evaluate and improve artwork.
<p>Music aims</p>	<p>Writing Music Down - Year 3 Unit 1</p> <p>Children will:</p> <ul style="list-style-type: none"> -Use and understand staff and other musical notations. (KS2) -Listen with attention to detail and recall sounds with increasing aural memory)
<p>Computing aims</p>	<p>Digital Literacy (E-Safety)</p> <p>To recognise that not everything online is true. (Year 2, Lesson 4 – Is it true?)</p> <p>Computing Systems & Networks</p> <p>Year 3 Autumn 1</p> <p>Children will:</p> <ul style="list-style-type: none"> -Recognise what a network is. -Demonstrate how information moves around a network. -Demonstrate how a website works.



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	<ul style="list-style-type: none"> -Explore the role of a router. -Identify the role of packet data.
PSHE aims	<p>Economic Wellbeing Children will learn:</p> <ul style="list-style-type: none"> - To explore the ways people receive money (Year 2: Lesson 1 – Where does money come from?) - To identify the advantages and disadvantages of different methods of payment (Year 3: Lesson 1 – how can we pay for something) - To identify basic needs essential for healthy growth (Year 2: Lesson 2 – exploring needs) - To consider how people decide what they want (Year 2: Lesson 3 – exploring wants) - To explain why budgeting is important (Year 3: Lesson 2 – budgeting) - To explore how bank accounts and cards help with managing money (Year 2: Lesson 4 – bank cards and accounts)
PE aims	<p>Gymnastics Year 2 Year 3</p> <p>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.</p> <p>Children will be able to choose, use and vary simple compositional ideas in the sequences they create and perform. Children will be able to improve their ability to select appropriate actions and use simple compositional ideas</p> <p>Children will be able to recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely Children will be able to recognise and describe the short-term effects of exercise on the body during different activities know the importance of suppleness and strength.</p> <p>Children will be able to improve their work using information they have gained by watching, listening and investigating Children will be able to describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved.</p> <p>Children will recap and learn new vocabulary linked to gymnastics. Shapes: straight, tuck, star, pike, straddle, levels, high, medium, low, base of support, tension, extension, assisted, complex, contrasting link, sequence, matching, routine, repeat, transition, flow, evaluate Directions: forwards, backwards, sideways, pathways, patterns, curved, zig-zag, spiral. speeds, fast, medium, slow, match, mirror, Jumping: Stag, straight, half turn, full turn, leap, split, chassis step, scissor leap, take off, flight, soften, combination, muscles, tight, still balance, dynamic balance, climb, hang, grip, over grasp, under grasp, headstands, handstands, lead leg, distribute weight, balance, still, held, patches, points, concentration, focus, symmetrical, asymmetrical, counter balance, counter tension, dynamic balance, levels, formation, compositional ideas, muscles, tight, tension, linking, repeat, demonstrate, observe, evaluate.</p>
RE aims	<p>How do festivals and family life show what matters to Jewish people? (L2.10) Children will learn:</p> <ul style="list-style-type: none"> - to identify some Jewish beliefs about God, sin and forgiveness and describe what they mean - to make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people - to offer informed suggestions about the meaning of the Exodus story for Jews today - to make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) - to describe how Jews show their beliefs through worship in festivals, both at home and in wider communities - to raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future - to make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.
Foreign language aims	<p>Within another topic.</p>