



# Topic overview – Year 2/3 (CYCLE A)

Summer 2	
<b>Topic name</b>	<b>Into the Unknown</b>
<b>Big question</b>	How did we learn to fly?
<b>Linked books</b>	Look Up! – Nathan Byron Man on the Moon – Simon Bartram Little People, Big Dreams (Neil Armstrong, Amelia Earhart and Mae Jemison)
<b>Memorable experience</b>	Rock Walk – identifying rocks in our local area.
<b>Outdoor learning</b>	Sports Day
<b>Reading aims</b>	Listen to and discuss texts Use inference to understand texts Link what they have read or heard to their own experiences Discuss word meanings
<b>Writing aims</b>	<b>Recount – Question and answer with Neil Armstrong</b> Questions Word classes (proper nouns and nouns) Main and subordinate clauses Using a range of conjunctions  <b>Instructions – How to fight an alien</b> -rhetorical questions -prefixes (auto, super, anti) -apostrophes for contraction -using speech marks (conversation between boy and alien)
<b>Speaking &amp; listening aims</b>	Ask questions to support their understanding Use strategies to build their vocabulary
<b>Maths aims</b>	<b>Measurement: Length, Height, Mass, Capacity, Temperature</b> Children will learn to: Year 2: -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 Year 3: -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
<b>Science aims</b>	<b>Rocks</b> -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. <b>Investigation:</b> How hard are rocks? Are they all the same hardness?



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	Evaluating and raising further questions and predictions Recording and presenting evidence Communicate findings
<b>History aims</b>	<b>History of Flight</b> Children will learn about events beyond living memory that are significant nationally or globally. Children will be able to: -Identify important events surrounding the history of flight. -Explain how a significant event has changed the lives of others. -Ask questions about people and events in the past. -Use primary sources to find out about people and events in the past. -Correctly order five events on a timeline.
<b>Geography aims</b>	No geography in this half term.
<b>DT aims</b>	<b>Making a pneumatic toy</b> Children will: -Understand how pneumatic systems work. -Understand that pneumatic systems can be used as part of a mechanism. -Know that pneumatic systems operate by drawing in, releasing and compressing air.
<b>Art and design aims</b>	No art in this half term.
<b>Music aims</b>	No music this half term
<b>Computing aims</b>	<b>Digital Literacy (E-Safety)</b> To understand the rules for social media platforms. (Year 3, Lesson 5 – Rules of social media) <b>Data Handling</b> <i>Year 2 Summer 2</i> <i>International Space Station (5 lessons)</i> Understand how computers help humans to survive in space. Create a digital drawing of essential items for life in space. Understand the role of sensors on the ISS. Create an algorithm for growing a plant in space. Interpret data.
<b>PSHE aims</b>	<b>Safety and the Changing Body</b> Children will learn: - To understand what the internet is and how it can help us (Year 2: lesson 1 – introduction to the Internet) - To understand how to stay safe when using the internet (Year 2: Lesson 2 – communicating online) - To understand the importance of being kind online and what this looks like (Year 3: Lesson 3 – be kind online) - To understand that cyberbullying involves being unkind online (Year 3: lesson 4 – cyberbullying) - To understand that not all emails are genuine (Year 3: Lesson 5 – fake emails) - To understand ways to keep safe on and near roads (Year 2: Lesson 7 – road safety) - To understand ways to keep safe on and near roads (Year 2: Lesson 8 – crossing roads safely) - To develop an understanding of safety on or near roads (Year 3: lesson 8 – keeping safe out and about)
<b>PE aims</b>	<b>Athletics</b> Year 2 Year 3 <b>Acquiring and developing skills</b> Children will be able to remember, repeat and link combinations of actions. Children will be able to use their bodies and a variety of equipment with greater control and coordination.



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	<p>Children will be able to run at fast, medium and slow speeds, changing speed and direction. Children will be able to link running and jumping activities with some fluency, control and consistency.</p> <p><b>Selecting and applying skills, tactics and compositional ideas</b> Children will be able to use their bodies and a variety of equipment with greater control and coordination. Children will be able to take part in a relay activity, remembering when to run and what to do; Children will be able to throw a variety of objects, changing their action for accuracy and distance.</p> <p><b>Knowledge and understanding of fitness and health</b> Children will be able to recognise and describe what their bodies feel like during different types of activity. Children will be able to understand the need to adhere to simple safety rules and practices. Children will be able to understand when the body uses more energy.</p> <p><b>Evaluating and improving performance</b> Children will be able to catch, copy and describe what they and others have done. Children will be able to watch, describe and evaluate the effectiveness of a performance. Children will be able to describe how their performance has improved over time.</p>
<p>RE aims</p>	<p><b>What makes some places sacred to some believers? 1.8</b> Children will learn:</p> <ul style="list-style-type: none"> <li>- to recognise that there are special places where people go to worship, and talk about what people do there</li> <li>- to identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</li> <li>- to identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> <li>- to give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</li> <li>- give simple examples of how people worship at a church, mosque or synagogue</li> <li>- talk about why some people like to belong to a sacred building or a community</li> <li>- think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</li> <li>- talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</li> </ul>
<p>Foreign language aims</p>	<p><b>Year 3 French</b> Children will:</p> <ul style="list-style-type: none"> <li>-say how many siblings they have</li> <li>-ask someone if they have any brothers or sisters</li> <li>-review and recap French learning from the year (names, meeting and greeting, age, birthdays, weathers, family and pets.</li> </ul>