



# Topic overview – Year 2/3 (CYCLE B)

Autumn 1	
<b>Topic name</b>	<b>Being Unique</b>
<b>Big question</b>	What makes me unique?
<b>Linked books</b>	Super Duper You Silly Billy Mixed My Monster and Me Grandad's Island
<b>Memorable experience</b>	Creating a unique bag for a peg doll using felt and sewing skills. Sharing objects/belongings which are unique to us.
<b>Outdoor learning</b>	Discovering how shadows are formed and how they can change. Are all shadows the same size? Will they always face the same direction?
<b>Reading aims</b>	Listen to discuss texts. Use inference to understand texts. Making predictions based on a text. To apply phonic knowledge and skills to decode words.
<b>Writing aims</b>	<b>Super Duper You (writing about our likes and dislikes and what makes us unique)</b> - Word classes (adjectives and verbs) - Using simple punctuation (capital letters, finger spaces and full stops)  <b>Mixed (narrative – retelling a story)</b> - Sentence types (statement, exclamation) - Conjunctions (and, because, but)  <b>My Monster and Me (instructions and descriptive writing)</b> -Word classes (adjectives and verbs) -Expanded noun phrases -Sentence types (statement, command and exclamation)
<b>Speaking &amp; listening aims</b>	Ask questions to support their understanding of texts and current class topics. Use strategies to build their vocabulary such as phonetic knowledge and year 2/3 common exception words. Listening to our peers to help improve original pieces of work. Speaking as a class to understand circumstances and situations from another's perspective.
<b>Maths aims</b>	<b>Year 2</b> <b>Place Value</b> Children will: - 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. <b>Addition and Subtraction</b> - 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.  <b>Year 3</b> <b>Place Value</b> Children will: - 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. - count from 0 in multiples of 4, 8, 50 and 100. <b>Addition and Subtraction</b> - add and subtract numbers with up to three digits using formal written methods of column addition and subtraction. - estimate the answer to a calculation and use the inverse operation to check their answers.



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	- solve problems, including missing numbers problems using number facts, place value and more complex addition and subtraction.
<b>Science aims</b>	<p><b>Light</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>- recognise that they need light to see things, and that dark is the absence of light.</li> <li>- notice that light is reflected from surfaces.</li> <li>- recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>- recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li> <li>- find patterns in the way that the size of shadows change.</li> </ul> <p><b>Investigation:</b> How does a shadow change during a day? What material makes the best mirror? Plan, set up and perform a practical enquiry Make observations and take measurements</p>
<b>History aims</b>	<p><b>Our Local History</b></p> <ul style="list-style-type: none"> <li>- children will learn about significant historical events, people and places in their own locality.</li> <li>- children will learn about their local area and how it has changed over time and they will begin to learn how it has linked to significant events.</li> </ul>
<b>Geography aims</b>	Covered within another term/topic.
<b>DT aims</b>	<p><b>Making a pouch for a worry doll</b> Children will:</p> <ul style="list-style-type: none"> <li>- design a pouch</li> <li>- select and cut fabrics for sewing</li> <li>- learn how to thread a needle</li> <li>- learn how to join fabrics using different stitches.</li> <li>- evaluate the quality of their stitching and others.</li> </ul>
<b>Art and design aims</b>	<p><b>Drawing</b> Self portraits Children will learn to:</p> <ul style="list-style-type: none"> <li>- draw self portraits choosing the correct placement for features.</li> <li>- show facial expressions in their drawings.</li> <li>- develop a range of mark making techniques.</li> <li>- explore and experiment with creating textures.</li> <li>- develop observational drawing.</li> </ul>
<b>Music aims</b>	<p><b>Playing in an Orchestra (Year 2 Unit 2 Charanga)</b> Children will:</p> <ul style="list-style-type: none"> <li>- improvise music</li> <li>- perform solo and ensemble using voices and playing instruments</li> <li>- appreciate and understand music</li> </ul>
<b>Computing aims</b>	<p><b>Digital Literacy (E-Safety)</b> Children will learn:</p> <ul style="list-style-type: none"> <li>- to decide which information is safe to share online. (Year 2, Lesson 1 – What happens when I post online?)</li> </ul> <p><b>Computing Systems &amp; Networks</b> (Year 2 Spring 1 Word Processing) Children will:</p> <ul style="list-style-type: none"> <li>- begin to learn to touch type.</li> <li>- understand how to use a word processor.</li> <li>- learn how to add images to a text document.</li> <li>- create a poetry book using sources from the internet.</li> <li>- create a digital piece of writing.</li> </ul>
<b>PSHE aims</b>	<p><b>Family and Relationships</b> Children will learn:</p> <ul style="list-style-type: none"> <li>- what the subject of PSHE is and how we can help everyone to learn in these lessons (Year 3: Introduction – setting ground rules for RSE and PSHE)</li> <li>- to recognise how others show feeling in different ways and how to respond (Year 2: Lesson 3 – Other people's feelings)</li> <li>- to begin to understand that some friendships might make us feel unhappy and how to deal with this (Year 2: Lesson 4 – unhappy friendships)</li> <li>- to understand that friendships have ups and downs and that problems can be resolved (Year 3: Lesson 2 – Friendship conflict)</li> </ul>



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	<ul style="list-style-type: none"> <li>- to begin to understand the impact of bullying (Year 3: Lesson 3 – Friendship conflict versus bullying)</li> <li>- to begin to understand the conventions of courtesy and manners (Year 2: Lesson 5 – Introduction to manners and courtesy)</li> <li>- to listen and communicate effectively (Year 3: Lesson 4 – Effective communication)</li> <li>- to understand why trust is an important part of positive relationships (Year 3: Lesson 5 – Learning who to trust)</li> <li>- to begin to understand how loss and change can affect us (Year 2: Lesson 6 – Change and loss)</li> </ul>
<p><b>PE aims</b></p>	<p><b>Football and Tag Rugby</b></p> <p><b>Acquiring and developing skills</b> 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><b>Selecting and applying skills, tactics and compositional ideas</b> Children will apply simple tactics and be able to engage in simple competitive and cooperative activities.</p> <p><b>Knowledge and understanding of fitness and health</b> 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><b>Evaluating and improving performance</b> Children will be able to improve their work using information they have gained by watching, listening and investigating</p> <p><b>Vocabulary</b> Opponent, control, dribble, aim, kick, pass, rules, teamwork, target, accuracy, co-operate</p> <p><b>Swimming</b> Children will begin to:</p> <ul style="list-style-type: none"> <li>- swim competently, confidently and proficiently over a distance of 10/15 metres.</li> <li>- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul> <p><b>Vocabulary</b> Swim, stroke, glide, push, surface, float, unaided, kick, support, breathe, under water, lie on front and back, roll, walk in water.</p>
<p><b>RE aims</b></p>	<p><b>What do Christians learn from the Creation story? (L2.1)</b> Children will learn:</p> <ul style="list-style-type: none"> <li>- to place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</li> <li>- to make clear links between Genesis 1 and what Christians believe about God and Creation. - to describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)</li> <li>- to ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</li> </ul>
<p><b>Foreign Language aims</b></p>	<p><b>French (Year 3)</b> Children will learn:</p> <ul style="list-style-type: none"> <li>- greetings (hello, hi, goodbye, see you soon)</li> <li>- introducing themselves (my name is...)</li> <li>- ask and answer questions about how someone is.</li> </ul>