



## Topic overview – Year 2/3 (CYCLE B)

| Autumn 1                             |   |
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| <b>Topic name</b>                    | <b>Being Unique</b>   |
| <b>Big question</b>                  | What makes me unique?   |
| <b>Linked books</b>                  | Super Duper You<br>Silly Billy<br>Mixed<br>My Monster and Me<br>Grandad's Island  |
| <b>Memorable experience</b>          | Creating a unique bag for a peg doll using felt and sewing skills.<br>Sharing objects/belongings which are unique to us.  |
| <b>Outdoor learning</b>              | Team building activities to acknowledge positivity in challenges.<br>Science investigations to explore which objects reflect light.<br>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.<br>Use inference to understand texts.<br>Making predictions based on a text.<br>To apply phonic knowledge and skills to decode words.  |
| <b>Writing aims</b>                  | Descriptive writing based on a monster. <ul style="list-style-type: none"> <li>- 2 adjective sentence, 3 adjective sentence, list sentences</li> <li>- Writing in paragraphs</li> <li>- Exclamation and statement sentence types</li> <li>- Conjunctions using and, because (Year 3 using that and if)</li> </ul> Writing about our likes and dislikes and what makes us unique. <ul style="list-style-type: none"> <li>- Noun phrases</li> <li>- Adverbs and powerful verbs</li> </ul> |
| <b>Speaking &amp; listening aims</b> | Ask questions to support their understanding of texts and current class topics.<br>Use strategies to build their vocabulary such as phonetic knowledge and year 2/3 common exception words.<br>Listening to our peers to help improve original pieces of work.<br>Speaking as a class to understand circumstances and situations from another's perspective.  |
| <b>Maths aims</b>                    | Place value (weeks 1 – 4)<br>Addition (weeks 5 – 7)   |
| <b>Science aims</b>                  | <b>Light</b><br>Recognise that they need light to see things, and that dark is the absence of light.<br>Notice that light is reflected from surfaces.<br>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.<br>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.<br>Find patterns in the way that the size of shadows change.   |
| <b>History aims</b>                  | <b>Kings and Queens</b><br>To know and understand significant aspects of the history of the wider world and how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.   |
| <b>Geography aims</b>                | Covered within another term/topic.  |
| <b>DT aims</b>                       | Making peg/worry dolls.<br>Design a unique bag for our worry dolls, which is functional and appealing.<br>Joining textiles in different ways by using equipment and tools accurately e.g., a variety of fabrics, and sewing tools such as needles and thread.<br>Developing finer skills such as cutting and shaping materials.   |
| <b>Art and design aims</b>           | <b>Self Portraits</b><br>Drawing self portraits choosing the correct placement for features.<br>Using collage materials to make an abstract portrait.<br>Using watercolours to create a background.<br>Learning techniques with watercolours.<br>Creating a line drawing.   |



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| <p><b>Music aims</b></p>     | <p><b>KS1 – listen with concentration and understanding to a range of high-quality live and recorded music</b><br/>Focus on children expressing their preferences / dislikes (link to ‘Being Unique’) about a range of musical styles from different periods</p> <p>Model Music Curriculum for Year 2<br/><b>Western Classical Tradition and Film</b><br/>Mars from ‘The Planets’ (Holst– 20<sup>th</sup> Century)<br/>Jai Ho from ‘Slumdog Millionaire’ (A.R. Rahman – 21<sup>st</sup> Century)</p> <p><b>Popular Music</b><br/>With A Little Help from My Friends (The Beatles – Pop)<br/>Say My Name (Destiny’s Child – (90s RnB)</p> <p><b>Musical Traditions</b><br/>Sahela Re (Kishori Amonkar – Indian Classical)<br/>Libertango (Piazzolla – Argentinian Tango)</p>  |
| <p><b>Computing aims</b></p> | <p><b>Digital Literacy (E-Safety)</b><br/>– Children will learn to understand that the information they put online leaves a digital footprint.<br/>Information Technology<br/>Children will learn to:<br/>– use Microsoft Word to process text, to edit text, to align text, to use bullets/numbers, to use keyboard shortcuts (&lt;ctrl&gt;+s, &lt;ctrl&gt;+c, &lt;ctrl&gt;+v, &lt;ctrl&gt;+x), to insert and format text boxes.</p>  |
| <p><b>PSHE aims</b></p>      | <p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>- set personal goals</li> <li>- embrace the positivity in challenges</li> <li>- identify rules, rights and responsibilities in school and the wider society</li> <li>- understand how people and other living things have different needs; about the responsibilities of caring for them</li> <li>- appreciate the importance of rewards and consequences</li> <li>- make responsible choices</li> <li>- see things from others’ perspectives</li> <li>- to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good</li> </ul>  |
| <p><b>PE aims</b></p>        | <p><b>Cricket Rounders</b></p> <p><b>Acquiring and developing skills</b><br/>Children will be able to perform basic techniques of catching and throwing to a good level of consistency when moving and standing still.<br/>Children will be able to perform basic skills of rolling, striking and kicking with control.<br/>Children will be able to throw and catch with control when under limited pressure to keep possession and score goals.</p> <p><b>Selecting and applying skills, tactics and compositional ideas</b><br/>Children will be able to use a variety of simple tactics in a small sided game.<br/>Show an awareness of opponents and team mates during games.<br/>Children will be able to choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding and net games.<br/>Children will be able to use simple rules fairly and extend them to devise their own games.</p> <p><b>Knowledge and understanding of fitness and health</b><br/>Children will be able to describe the differences in the way their body works and feels when playing different games.<br/>Children will be able to identify that playing extended games improves their stamina.<br/>Children will know and describe the effects of different exercise activities on the body and how to improve stamina. Children will be able to begin to understand the importance of warming up.</p> <p><b>Evaluating and improving performance</b><br/>Children will be able to watch others and focus on specific actions to improve own skills.<br/>Children will be able to recognise good performances in themselves and others and use what they have learned to improve their own work.</p> <p><b>Vocabulary</b><br/>Field, bat, bowler, innings, bowl</p> <p><b>Computing link:</b> Use of digital cameras, video recorders to record and evaluate performance Videos of professional teams, training videos, to improve understanding of team play and tactics.</p> <p><b>Outdoor adventurous activity (on or off site at Holwell)</b></p> |



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|                                     | <p><b>Acquiring and developing skills</b><br/>Children will be able to recognise their own space.<br/>Children will be able to explore finding different places.<br/>Children will develop the range and consistency of their skills and work with others to solve challenges.</p> <p><b>Selecting and applying skills, tactics and compositional ideas</b><br/>Children will be able to follow simple routes and trails, orientating themselves successfully Children will be able to solve simple challenges and problems successfully.<br/>Children will be able to choose and apply strategies and skills to meet the requirements of a task or challenge.</p> <p><b>Knowledge and understanding of fitness and health</b><br/>Children will be able to recognise and describe how their body feels during exercise<br/>Children will be able to recognise the effect of different activities on the body and to prepare for them physically<br/>Children will be able to work safely.</p> <p><b>Evaluating and improving performance</b><br/>Children will be able to observe what they and others have done and use their observations to improve their performance.<br/>Children will be able to describe and evaluate their own and other performances and identify areas that need improving.</p> |
| <p><b>RE aims</b></p>               | <p><b>What do Christians learn from the Creation story?</b></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.</li> <li>- 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</b></p> <p>Greetings (hello, hi, goodbye, see you soon)<br/>Introducing themselves (my name is...)<br/>Ask and answer questions about how someone is.</p>   |