



Topic overview – Year 2/3 (CYCLE B)

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| Topic name | Pollution Solution |
| Big question | How can we make a difference to our world? |
| Linked books | A Planet Full of Plastic – Neal Layton Somebody Swallowed Stanley – Sarah Roberts Greta and The Giants – Zoë Tucker Clean Up – Nathan Byron |
| Memorable experience | Making our own bird feeders |
| Outdoor learning | Searching for litter around our school grounds. Looking at ways to help the environment around school grounds. |
| Reading aims | Find evidence in the text to answer questions. Retrieve information from the text. Answering and asking questions. |
| Writing aims | Letter Writing. Grammar skills: To write to persuade To use a wider variety of conjunctions To use use the 4 main sentence types- heavy focus on command and exclamation. Instructions. To use fronted adverbials To use subordinating conjunctions To use command verb sentences To use prepositions Retell a story. To begin to use inverted commas. To use 2adjective/3adjective sentences to describe. To use paragraphs to organise our writing. |
| Speaking & listening aims | Take turns in conversations and listen to each other. Drawing on what they already know or on background information and vocabulary provided by the teacher. |
| Maths aims | Fractions Year 2: Equal parts and unequal parts Recognise a half and find a half, recognise a quarter and find a quarter, recognise a third and find a third. Find equivalence of 1/2 and 2/4. Recognise and find 3/4. Find the whole, look at Unit and Non-unit Fractions. Count in Fractions to a whole. Year 3: Understand denominator and numerators. Order Unit Fractions and compare them. Count in Fractions on a number line, find/understand equivalent fractions. Add and Subtract Fractions. Statistics Year 2: Understand Tally Charts and Block Diagrams. Draw and interpret different types of pictograms. (1:1,2,5 and 10) |



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| | <p>Year 3 Draw and interpret pictograms. Draw and interpret bar charts. Collect and present data Begin to understand 2 way tables</p> |
| <p>Science aims</p> | <p>Forces and Magnets 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> |
| <p>History aims</p> | <p>Within another topic.</p> |
| <p>Geography aims</p> | <p>Whilst talking about the environment: - children will be able to use maps, atlases, globes and digital mapping to locate countries and describe features studied (KS2) - children will be able to identify the location of hot and cold areas of the world (KS1) - children will be able to name and locate the world's seven continents and five oceans, building upon previous knowledge (KS1) - children will be able to use simple compass directions and locational and directional language to describe the location of features on a map (KS1)</p> |
| <p>DT aims</p> | <p>Make a cushion from recyclable materials (Textiles)</p> <p>Children will learn to: -join materials together as part of a moving product (technical knowledge) -understand how key events and individuals have helped shape the world (technical knowledge/evaluate) -explain how different parts move (technical knowledge) -use wheels, slides and levers in plans (technical knowledge) -talk about how moving objects work (technical knowledge) -use what they know about properties of materials to plan their ideas (design) -apply what they know about mechanisms to create movement when planning and designing (design) -plan their design using diagrams and labels (design) -measure and cut out using centimetres (make) -prepare for work by assembling components together before joining (make) -combine a number of components together in different ways (make) -recognise what has gone well, but suggest further improvements for the finished article (evaluate) -alter and adapt original plans following discussion and evaluation (evaluate)</p> |
| <p>Art and design aims</p> | <p>Recycled art Children will learn to:</p> |



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| | -create individual and group collages, using different kinds of material (e.g. recycled wrappers/waste products) |
| Music aims | Within another topic. |
| Computing aims | Computer Science (Through Kapow) Whilst using Scratch Junior, children will learn to: <ul style="list-style-type: none"> - create algorithm for movement and sound. - create algorithm using repeat and say something. - create algorithm using green flag to start. - create and debug algorithm that draws shapes, draws regular polygons, and draws patterns |
| PSHE aims | Healthy Me Children will learn: <ul style="list-style-type: none"> - about the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise - how to recognise that habits can have both positive and negative effects on a healthy lifestyle - that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy - to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others - strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) - what to do if there is an accident and someone is hurt - how to get help in an emergency (dialling 999 and what to say) |
| PE aims | Gymnastics Year 2 Year 3 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. 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 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. 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. Children will recap and learn new vocabulary linked to gymnastics. |



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| | <p>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</p> <p>Directions: forwards, backwards, sideways, pathways, patterns, curved, zig-zag, spiral. speeds, fast, medium, slow, match, mirror,</p> <p>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> |
| <p>RE aims</p> | <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. |
| <p>Foreign language aims</p> | <p>To count to 12 To say your age To ask someone their age</p> |