



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

| Summer 1                             |  |
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| <b>Topic name</b>                    | <b>Rocks, Relics and Rumbles</b>   |
| <b>Big question</b>                  | What is beneath our feet?  |
| <b>Linked books</b>                  | The Street Beneath My Feet<br>Pebble in my Pocket<br>Volcano Wakes Up  |
| <b>Memorable experience</b>          | Making a volcano and creating an eruption  |
| <b>Outdoor learning</b>              | Investigating rocks – link to science  |
| <b>Reading aims</b>                  | <ul style="list-style-type: none"> <li>- Listen to and discuss texts</li> <li>- Use inference to understand texts</li> <li>- Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>- Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>- Be introduced to non-fiction books that are structured in different ways</li> <li>- Retrieve and record information from non-fiction</li> <li>- Identify main ideas drawn from more than one paragraph and summarising these</li> </ul>  |
| <b>Writing aims</b>                  | <p>Creating an explanation text on how a volcano works with a focus on using:</p> <ul style="list-style-type: none"> <li>- organisational devices such as bullet points and subheadings</li> <li>- conjunctions to create cohesion across paragraphs</li> </ul> <p>Writing poetry based on 'The Street Beneath My Feet' with a focus on:</p> <ul style="list-style-type: none"> <li>- discussing the poem in order to learn from its structure, vocabulary and grammar</li> <li>- using creative language</li> <li>- assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul> |
| <b>Speaking &amp; listening aims</b> | <ul style="list-style-type: none"> <li>- Use relevant strategies to build their vocabulary</li> <li>- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>  |
| <b>Maths aims</b>                    | <p>Time</p> <ul style="list-style-type: none"> <li>- Reading clocks at the hour, half past, quarter to and in five-minute intervals</li> <li>- Calculating duration of time</li> <li>- Year 3s – 24-hour clocks and measuring time in seconds</li> </ul> <p>Mass and capacity</p> <ul style="list-style-type: none"> <li>- Measuring and comparing mass, capacity and volume</li> <li>- Reading scales</li> <li>- Temperature</li> </ul>   |
| <b>Science aims</b>                  | <p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>• Group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>• Recognise that soils are made from rocks and organic matter.</li> </ul> <p><b>Investigation:</b> e.g. How hard are rocks? Are they all the same hardness?<br/>Evaluating and raising further questions and predictions / Recording and presenting evidence / Communicate findings</p>                                   |
| <b>History aims</b>                  | <ul style="list-style-type: none"> <li>- In another topic</li> </ul>   |



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| <b>Geography aims</b>      | <ul style="list-style-type: none"> <li>- children will be able to use maps, atlases, globes and digital mapping to locate countries and describe features studied, building upon previous knowledge (KS2)</li> <li>- children will be able to describe and understand key aspects of physical geography, including volcanoes and earthquakes (KS2)</li> </ul>  |
| <b>DT aims</b>             | <ul style="list-style-type: none"> <li>- In another topic</li> </ul>   |
| <b>Art and design aims</b> | <p>Painting<br/>Children will learn to:</p> <ul style="list-style-type: none"> <li>-use a range of brushes to create different effects</li> <li>-about the abstract use of colour</li> </ul> <p>Knowledge<br/>Children will learn to:</p> <ul style="list-style-type: none"> <li>-describe the similarities and differences between a range of artists, craft makers and designers, and make links to their own work.</li> </ul> <p>Through famous artists:</p> <ul style="list-style-type: none"> <li>-Jackson Pollock (volcano splat pictures)</li> </ul>  |
| <b>Music aims</b>          | <p>Using boom whackers to:</p> <ul style="list-style-type: none"> <li>- identify the pulse and join in, getting faster and slower together</li> <li>- perform a rhythm to a given pulse</li> <li>- handle and play instruments with control</li> <li>- identify how sounds can be changed</li> <li>- contribute to the creation of a class composition</li> <li>- perform to an audience</li> </ul>  |
| <b>Computing aims</b>      | <p>Digital Literacy (E-Safety)</p> <ul style="list-style-type: none"> <li>- Children will learn to create strong passwords and understand privacy settings.</li> </ul> <p>Information Technology<br/>Children will learn to:</p> <ul style="list-style-type: none"> <li>- record information from Google/Kid Rex.</li> <li>- use PowerPoint to organise ideas,</li> <li>- create a simple presentation with text</li> <li>- add and format an image,</li> <li>- reorder slides,</li> <li>- present.</li> </ul> <p>Children will begin to learn to:</p> <ul style="list-style-type: none"> <li>- use Microsoft PowerPoint to insert audio/video, to use transitions/animations.</li> </ul>  |
| <b>PSHE aims</b>           | <p>Relationships:</p> <ul style="list-style-type: none"> <li>- recognise different types of families, either in school or in the wider world and understand the importance of respecting differences</li> <li>- know that families are characterised by love and care</li> <li>- respect physical contact boundaries including understanding what is appropriate in friendships and wider relationships (including online)</li> <li>- know there are situations when they should seek permission and also when their permission should be sought</li> <li>- know about the concept of privacy including the importance of not keeping adults' secrets (only happy surprises that others will find out eventually)</li> <li>- build trusting relationships including knowing how to ask for help</li> </ul> |
| <b>PE aims</b>             | <p>Hockey (3 weeks)</p> <p><b>Acquiring and developing skills</b></p> <p><b>Selecting and applying skills, tactics and compositional ideas</b></p> <p><b>Knowledge and understanding of fitness and health</b></p> <p><b>Evaluating and improving performance</b></p>  |



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|                                     | <p>Tennis (3 weeks)</p> <p><b>Acquiring and developing skills</b><br/>                 Children will be able to hold a racket correctly.<br/>                 Children will begin to strike a moving ball</p> <p><b>Selecting and applying skills, tactics and compositional ideas</b><br/>                 Children will be able to use their ability to solve problems and make decisions.<br/>                 Children will be able to select and practice a range of simple tactics for sending the ball in different ways to outwit their opponent and defend their court.</p> <p><b>Knowledge and understanding of fitness and health</b><br/>                 Children will know and describe the short term effects of different exercise activities on the body.<br/>                 Children will 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 describe what is happening.<br/>                 Children will be able to talk about what they have done and how they did it.</p> |
| <p><b>RE aims</b></p>               | <p>In another topic</p>   |
| <p><b>Foreign language aims</b></p> | <p>Children will broaden their vocabulary and develop their ability to understand new words by:</p> <ul style="list-style-type: none"> <li>- learning the names of common food and drink items</li> <li>- learning some common clothing items</li> </ul>  |