



Topic overview – Year 2/3 (CYCLE B)

| Autumn 1 | |
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| Topic name | Being Unique |
| Big question | What makes me unique? |
| Linked books | Where Oliver Fits Amazing Grace My Monster and Me Rumple Buttercup Grandad's Island |
| Memorable experience | Creating a unique bag using felt and sewing skills and peg dolls. Sharing objects/belongings which are unique to us. |
| Outdoor learning | Team building activities to acknowledge positivity in challenges. Science investigations to explore which objects reflect light, alongside discovering how shadows are formed and how they can change. Are all shadows the same size? Will they always face the same direction? |
| Reading aims | Listen to and discuss texts. Use inference to understand texts. Making predictions based on a text. To apply phonic knowledge and skills to decode words. |
| Writing aims | Creating a piece of poetry to reflect on real life events by using adjectives and rhyming words. What did you do over the summer holidays? Description writing to create our own monster. Instruction writing based on how to take care of their monster. Informal letter writing. Writing a diary entry and predicting the next part of a fictional text. writing a story from memory to retrieve and record information. |
| Speaking & listening aims | 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. |
| Maths aims | Place value (weeks 1 – 5) Addition (weeks 6 – 8) |
| Science aims | Light: Recognise that they need light to see things, and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change. |
| History aims | 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. |
| Geography aims | Covered within another term/topic. |
| DT aims | Designing a unique bag which is functional and appealing. Making peg dolls for our unique bags. 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. Developing finer skills such as cutting and shaping materials. |
| Art and design aims | Drawing a self-portrait to show facial expressions and features. Painting our own monster using a variety of brushes for different effects. Designing our own jungle based on research and our own innovative ideas. |
| Music aims | KS1 – listen with concentration and understanding to a range of high-quality live and recorded music Focus on children expressing their preferences / dislikes (link to 'Being Unique') about a range of musical styles from different periods Take pieces from Model Music Curriculum for Year 2 Western Classical Tradition and Film |



Autumn 1

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| | <p>Mars from 'The Planets' (Holst– 20th Century)</p> <p>Popular Music</p> <p>With a little help from my friends (The Beatles – Pop)</p> <p>Musical Traditions</p> <p>Sahela Re (Kishori Amonkar – Indian Classical)</p> |
| <p>Computing aims</p> | <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Use Microsoft PowerPoint to present a piece of work.</p> <p>Find pictures using the Internet to support the written work created above.</p> <p>Word process story.</p> <p>Open, write on and save a word document to create a poster.</p> |
| <p>PSHE aims</p> | <p>Setting personal goals</p> <p>Self-identity and worth</p> <p>Positivity in challenges</p> <p>Rules, rights and responsibilities</p> <p>Rewards and consequences</p> <p>Responsible choices Seeing things from others' perspectives</p> |
| <p>PE aims</p> | <p>Invasion games- Football (4 weeks)</p> <p>Invasion games- Handball (4 weeks)</p> <p>Swimming</p> |
| <p>RE aims</p> | <p><u>Why are festivals important to religious communities?</u></p> <p>Thinking about times in our own lives when pupils have celebrated significant events/people, and why and how they do this.</p> <p>Consider the meanings of the stories behind key religious festivals: Diwali in Hinduism.</p> <p>Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story, and rituals.</p> <p>Notice and think about similarities and differences between the way festival are celebrated.</p> <p>Study key elements of festival: shared values, story, beliefs, hopes and commitments.</p> <p>Consider questions about the deep meaning of the festivals: does light conquer darkness (Diwali)?</p> <p>Consider questions about the role of festivals in the life of Britain today: Should everyone be allowed a day off work for their festivals? Can the real meaning of a festival be preserved, or do the shops and shopping always take over?</p> |
| <p>Foreign language aims</p> | <p>Within another topic.</p> |