



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

Spring 1	
<b>Topic name</b>	<b>Pollution Solution</b>
<b>Big question</b>	How can we make a difference to our world?
<b>Linked books</b>	A Planet Full of Plastic – Neal Layton Somebody Swallowed Stanley – Sarah Roberts Greta and The Giants – Zoë Tucker Clean Up – Nathan Byron
<b>Memorable experience</b>	Making our own bird feeders
<b>Outdoor learning</b>	Searching for litter around our school grounds. Looking at ways to help the environment around school grounds.
<b>Reading aims</b>	Find evidence in the text to answer questions. Retrieve information from the text. Answering and asking questions.
<b>Writing aims</b>	<b>Letter Writing.</b> Grammar skills: To write to persuade To use a wider variety of conjunctions To use the 4 main sentence types- heavy focus on command and exclamation. <b>Instructions.</b> To use fronted adverbials To use subordinating conjunctions To use command verb sentences To use prepositions <b>Retell a story.</b> To begin to use inverted commas. To use 2 adjective/3 adjective sentences to describe. To use paragraphs to organise our writing.
<b>Speaking &amp; listening aims</b>	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.
<b>Maths aims</b>	<b>Multiplication and Division</b> <b>Year 2:</b> Odd and even numbers Divide by 2/5/10 Problem solving using multiplication and division <b>Year 3:</b> Divide with remainders Multiply 2 digit by 1 digit numbers Scaling <b>Statistics</b> Year 2: Understand Tally Charts and Block Diagrams. Draw and interpret different types of pictograms. (1:1,2,5 and 10) <b>Year 3</b>



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	<p>Draw and interpret pictograms.</p> <p>Draw and interpret bar charts.</p> <p>Collect and present data</p> <p>Begin to understand 2 way tables</p>
<b>Science aims</b>	<p><b>Forces and Magnets</b></p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials based on whether they are attracted to a magnet and identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>
<b>History aims</b>	Within another topic.
<b>Geography aims</b>	<p>Whilst talking about the environment:</p> <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 (KS2)</li> <li>- children will be able to identify the location of hot and cold areas of the world (KS1)</li> <li>- children will be able to name and locate the world's seven continents and five oceans, building upon previous knowledge (KS1)</li> <li>- children will be able to use simple compass directions and locational and directional language to describe the location of features on a map (KS1)</li> </ul>
<b>DT aims</b>	<p><b>Make a cushion from recyclable materials (Textiles)</b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>-join materials together as part of a moving product (technical knowledge)</li> <li>-understand how key events and individuals have helped shape the world (technical knowledge/evaluate)</li> <li>-explain how different parts move (technical knowledge)</li> <li>-use wheels, slides and levers in plans (technical knowledge)</li> <li>-talk about how moving objects work (technical knowledge)</li> <li>-use what they know about properties of materials to plan their ideas (design)</li> <li>-apply what they know about mechanisms to create movement when planning and designing (design)</li> <li>-plan their design using diagrams and labels (design)</li> <li>-measure and cut out using centimetres (make)</li> <li>-prepare for work by assembling components together before joining (make)</li> <li>-combine a number of components together in different ways (make)</li> <li>-recognise what has gone well, but suggest further improvements for the finished article (evaluate)</li> <li>-alter and adapt original plans following discussion and evaluation (evaluate)</li> </ul>
<b>Art and design aims</b>	<p><b>Recycled art</b></p> <p>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)
<b>Music aims</b>	Within another topic.
<b>Computing aims</b>	<p>Make Code:</p> <ul style="list-style-type: none"> <li>• Recognise the smaller steps needed to solve a problem within a game.</li> <li>• Describe simple tasks in games where programming is used.</li> <li>• Identify different blocks and explain their basic use.</li> <li>• Create a simple sequence of instructions using at least three different blocks.</li> <li>• Recognise that blocks fit together to form a sequence.</li> <li>• Identify a variety of blocks in MakeCode, demonstrating an understanding of their basic functions.</li> <li>• Understand the sequence of steps involved in representing an algorithm.</li> <li>• Arrange code blocks in the correct order to create a working program.</li> <li>• Identify any errors and debug their code effectively.</li> </ul>
<b>PSHE aims</b>	<p>Economic Wellbeing</p> <p>To explore the ways people receive money (<b>Year 2: Lesson 1 – Where does money come from?</b>)</p> <p>- To identify the advantages and disadvantages of different methods of payment (<b>Year 3: Lesson 1 – how can we pay for something</b>)</p> <p>- To identify basic needs essential for healthy growth (<b>Year 2: Lesson 2 – exploring needs</b>)</p> <p>- To consider how people decide what they want (<b>Year 2: Lesson 3 – exploring wants</b>)</p> <p>- To explain why budgeting is important (<b>Year 3: Lesson 2 – budgeting</b>)</p> <p>- To explore how bank accounts and cards help with managing money (<b>Year 2: Lesson 4 – bank cards and accounts</b>)</p>
<b>PE aims</b>	<p><b>Gymnastics</b></p> <p>Year 2    Year 3</p> <p>Children will be able to remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision</p> <p><b>Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements.</b></p> <p>Children will be able to choose, use and vary simple compositional ideas in the sequences they create and perform.</p> <p><b>Children will be able to improve their ability to select appropriate actions and use simple compositional ideas</b></p> <p>Children will be able to recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely</p> <p><b>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.</b></p>



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	<p>Children will be able to improve their work using information they have gained by watching, listening and investigating</p> <p><b>Children will be able to describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved.</b></p> <p><b>Children will recap and learn new vocabulary linked to gymnastics.</b></p> <p><b>Shapes:</b> 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><b>Directions:</b> forwards, backwards, sideways, pathways, patterns, curved, zig-zag, spiral, speeds, fast, medium, slow, match, mirror,</p> <p><b>Jumping:</b> 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>
<b>RE aims</b>	<p><b>How do festivals and family life show what matters to Jewish people? (L2.10)</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>- to identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</li> <li>- to make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</li> <li>- to offer informed suggestions about the meaning of the Exodus story for Jews today</li> <li>- 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)</li> <li>- to describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</li> <li>- 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</li> <li>- 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.</li> </ul>
<b>Foreign language aims</b>	<p>To count to 30</p> <p>To say when your birthday is and ask when someone else's birthday is.</p>