



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

Autumn 1	
<b>Topic name</b>	Let's Explore... Ab Kettleby
<b>Big question</b>	What is special about ABK?
<b>Linked books</b>	What the ladybird heard A Year on Adam's Farm Fantastic Mr Fox
<b>Memorable experience</b>	- Holwell Nature Reserves - Melton – Rural Capital of Food - Ferneley's Ice Cream - Church (local historian)
<b>Outdoor learning</b>	- Walk around the local area – visit church - Visit to Nature Reserve or Ferneley's
<b>Reading aims</b>	- Listen to and discuss texts - Use inference to understand texts - Link what they have read or heard to their own experiences - Discuss new vocabulary and word meanings
<b>Writing aims</b>	- Retelling a story/telling a story from a different perspective - Instructions - Visitor guide / information text - Letters (thanks)
<b>Speaking &amp; listening aims</b>	-Ask questions to support their understanding -Use strategies to build their vocabulary
<b>Maths aims</b>	- Place value (weeks 1 – 5) - Addition and subtraction (weeks 6 – 8)
<b>Science aims</b>	<b>Living things and their habitats –</b> <ul style="list-style-type: none"> <li>Explore and compare the difference between things that are living, dead and things that have never been alive.</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats.</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>
<b>History aims</b>	- Children will learn about their local area and how it has changed over time and they will begin to learn how it is linked to significant events i.e. church / Holwell Nature Reserve -
<b>Geography aims</b>	Whilst on a local walk around Ab Kettleby the children will: <ul style="list-style-type: none"> <li>children will be able to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (KS1)</li> <li>children will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (KS1)</li> <li>children will use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (KS1)</li> </ul>
<b>DT aims</b>	Making a shoebox model farm <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through talking and drawing</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>evaluate their ideas and products against design criteria</li> </ul>



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<p><b>Art and design aims</b></p>	<p>Painting Children will learn to: -mix paint to create all the secondary colours (purple, orange, green).</p> <p>Drawing Children will learn to: -show facial expressions in their drawings</p> <p>Knowledge Children will learn to: -Make a piece of art in response to the work of a great artist. - compare works of art from different cultures or times</p> <p>Through famous artists: -Frida Kahlo (self-portraits)</p>
<p><b>Music aims</b></p>	<p><b>Children will learn to listen with concentration and understanding to a range of high-quality live and recorded music from different traditions: they will begin to recall sounds with increasing aural memory.</b></p> <p>Focus on children expressing their preferences / dislikes about a range of musical styles from different periods Take pieces from Model Music Curriculum for Year 2</p> <p><b>Western Classical Tradition and Film</b> Mars from 'The Planets' (Holst- 20<sup>th</sup> Century) <b>Popular Music</b> With a little help from my friends (The Beatles – Pop) <b>Musical Traditions</b> Sahela Re (Kishori Amonkar – Indian Classical)</p>
<p><b>Computing aims</b></p>	<p>Digital Literacy (E-Safety) – Children will learn to stay SMART online</p> <p>Digital Literacy - Children will learn to recognise common uses of information technology beyond school, including Google Earth (Satellite images)</p> <p>Information Technology Children will learn to: – record information from Google/Kid Rex. - use Microsoft PowerPoint, to organise ideas, to create a simple presentation with text, to add and format an image, to reorder slides, to present.</p> <p>Children will begin to learn to: - use Microsoft PowerPoint to insert audio/video, to use transitions/animations.</p>
<p><b>PSHE aims</b></p>	<p><b><u>Being Me in My World</u></b></p> <ul style="list-style-type: none"> <li>- to discuss their hopes and fears for the year</li> <li>- why rules are needed and why different rules are needed for different situation</li> <li>- about their rights and responsibilities in school and the wider world including carrying out shared responsibilities for protecting the environment</li> <li>- about the importance of rewards and consequences</li> <li>- how to be part of a safe and fair learning environment by valuing everyone's contributions and making responsible choices</li> </ul>
<p><b>PE aims</b></p>	<p><b><u>Invasion Games</u></b> <b>Year 2</b> <b>Year 3</b> <b>Football</b> <b>Acquiring and developing skills</b> Children will be able to perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills. Sending skills. Receiving skills Children will master most fundamental skills and start to develop sport specific skills. Perform using a number of sending and receiving skills with some accuracy. Travelling - change direction easily. Perform travelling skills.</p>



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	<p><b>Selecting and applying skills, tactics and compositional ideas</b> Children will apply simple tactics in a 3V1 game. Children will engage in simple competitive and cooperative activities. Children will develop simple attacking skills in a 3V1 invasion game.</p> <p><b>Knowledge and understanding of fitness and health</b> Children will be able to describe how my body feels before, during and after a fitness activity. Children will be able to exercise safely and responsibly. Children will be able to describe how their body feels during different activities and can compare. Children will be able to explain what their body needs to stay healthy and fit.</p> <p><b>Evaluating and improving performance</b> 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.</p> <p><b>Swimming</b> Children will be able to: ♣ swim competently, confidently and proficiently over a distance of 10/15 metres ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>
<p>RE aims</p>	<p><b><u>Who is a Muslim and how do they live? (Part 1)</u></b> - to recognise the words of the Shahadah and that it is very important for Muslims - to identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean - to give examples of how Muslims use the Shahadah to show what matters to them - to talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas - to give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>
<p>Foreign language aims</p>	<p><b>Children will listen attentively to spoken language and show understanding by joining in and responding</b></p> <p>Basic greetings vocabulary for saying hello, hi, goodbye, see you soon</p> <p>Learn how to count to 10</p> <p>Introduce themselves, saying 'my name is...'</p>