



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

Summer 2	
<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 Pebble in my Pocket 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> <li>-</li> </ul> <p>Writing poetry using a diamante poem</p> <p>discussing the poem to learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <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>- 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>- Measuring and comparing Temperature</li> <li>- Using the 4 operations within measurements</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? 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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<p><b>Geography aims</b></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, 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>
<p><b>DT aims</b></p>	<p>Structures- Construct a castle</p> <ul style="list-style-type: none"> <li>- Draw and label a simple castle that includes the most common features.</li> <li>- Recognise that a castle is made up of multiple 3D shapes.</li> <li>- Design a castle with key features which satisfy a given purpose.</li> <li>- Score or cut along lines on the net of a 2D shape.</li> <li>- Use glue to securely assemble geometric shapes.</li> <li>- Utilise skills to build a complex structure from simple geometric shapes.</li> <li>- Evaluate their work by answering simple questions.</li> </ul>
<p><b>Art and design aims</b></p>	<p>In another half term.</p>
<p><b>Music aims</b></p>	<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>
<p><b>Computing aims</b></p>	<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><b>Computing Systems &amp; Networks</b> <i>Emailing (5 lessons)</i> Understand how we communicate with technology. Understand what emails are and how to send one. How to create an email with an attachment. The importance of being kind online. Recognise when an email is not genuine.</p>
<p><b>PSHE aims</b></p>	<ul style="list-style-type: none"> <li>- To understand what the internet is and how it can help us (Year 2: lesson 1 – introduction to the Internet)</li> <li>- To understand how to stay safe when using the internet (Year 2: Lesson 2 – communicating online)</li> <li>- To understand the importance of being kind online and what this looks like (Year 3: Lesson 3 – be kind online)</li> <li>- To understand that cyberbullying involves being unkind online (Year 3: lesson 4 – cyberbullying)</li> <li>- To understand that not all emails are genuine (Year 3: Lesson 5 – fake emails)</li> <li>- To understand ways to keep safe on and near roads (Year 2: Lesson 7 – road safety)</li> <li>- To understand ways to keep safe on and near roads (Year 2: Lesson 8 – crossing roads safely)</li> <li>- To develop an understanding of safety on or near roads (Year 3: lesson 8 – keeping safe out and about)</li> </ul>



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<p><b>PE aims</b></p>	<p><b>Athletics</b>  <b>Acquiring and developing skills</b>                  Children will be able to remember, repeat and link combinations of actions.                  Children will be able to use their bodies and a variety of equipment with greater control and coordination.                  Children will be able to run at fast, medium and slow speeds, changing speed and direction.                  Children will be able to link running and jumping activities with some fluency, control and consistency.</p> <p><b>Selecting and applying skills, tactics and compositional ideas</b>                  Children will be able to use their bodies and a variety of equipment with greater control and coordination.                  Children will be able to take part in a relay activity, remembering when to run and what to do;                  Children will be able to throw a variety of objects, changing their action for accuracy and distance.</p> <p><b>Knowledge and understanding of fitness and health</b>                  Children will be able to recognise and describe what their bodies feel like during different types of activity.                  Children will be able to understand the need to adhere to simple safety rules and practices.                  Children will be able to understand when the body uses more energy.</p> <p><b>Evaluating and improving performance</b>                  Children will be able to catch, copy and describe what they and others have done.                  Children will be able to watch, describe and evaluate the effectiveness of a performance.                  Children will be able to describe how their performance has improved over time.</p> <p><b>Vocabulary</b>                  Run, catch, hop, skip, step, sideways, forwards, backwards, throw high, low, near, straight, aim, drop, bounce, fast, medium, slow, pace, safely, sprint. Listening, instructions, rules, risk, hygiene, body temperature. Energy, easy, moderate, energetic, body fuel.</p>
<p><b>RE aims</b></p>	<p><b><u>What makes some places sacred to some believers? 1.8</u></b>                  - to recognise that there are special places where people go to worship, and talk about what people do there</p> <ul style="list-style-type: none"> <li>• to identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</li> <li>• to identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> <li>• to give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</li> <li>• Give simple examples of how people worship at a church, mosque or synagogue</li> <li>• Talk about why some people like to belong to a sacred building or a community</li> <li>• Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</li> <li>• Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</li> </ul>
<p><b>Foreign language aims</b></p>	<ul style="list-style-type: none"> <li>- My Family</li> <li>- Brothers and sisters</li> <li>- pets</li> </ul>