



Topic overview – Year 2/3 (CYCLE A)

Autumn 1	
Topic name	Let's Explore... AB Kettleby
Big question	What is special about AB Kettleby
Linked books	Ruby's Worry Fantastic Mr Fox What the Ladybird Heard
Memorable experience	Exploring the village
Outdoor learning	Walk around the local area
Reading aims	<ul style="list-style-type: none"> <li>- Listen to and discuss texts</li> <li>- Use inference to understand texts</li> <li>- Link what they have read or heard to their own experiences</li> <li>- Discuss new vocabulary and word meanings</li> </ul>
Writing aims	<p>Story writing (narrative) – Linked to Ruby's Worry and Fantastic Mr Fox</p> <ul style="list-style-type: none"> <li>- Using capital letters, spaces and full stops</li> <li>- Sentence types</li> </ul> <p>Descriptive writing (narrative) – Linked to Fantastic Mr Fox</p> <ul style="list-style-type: none"> <li>- Word classes</li> <li>- Expanded noun phrases</li> </ul> <p>Habitats non-chronological report – Linked to habitat learning</p> <ul style="list-style-type: none"> <li>- Using capital letters, spaces and full stops</li> <li>- Sentence types</li> </ul>
Speaking & listening aims	<ul style="list-style-type: none"> <li>- Ask questions to support their understanding</li> <li>- Use strategies to build their vocabulary</li> </ul>
Maths aims	<p>Year 2</p> <p>Place Value</p> <p>Children will:</p> <ul style="list-style-type: none"> <li>- Recognise the place value of each digit in a two-digit number (tens and ones).</li> <li>- Compare and order numbers from 0 to 100 using <math>&lt;</math> <math>&gt;</math> <math>=</math>.</li> <li>- Read and write numbers to at least 100 in numerals and words.</li> <li>- Count in steps of 2, 3 and 5 from any number, forward and backward.</li> </ul> <p>Addition and Subtraction</p> <ul style="list-style-type: none"> <li>- Recall and use addition and subtraction facts to 20 fluently.</li> <li>- Add and subtract numbers using concrete objects, pictorial representations, written methods and mentally.</li> <li>- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul> <p>Year 3</p> <p>Place Value</p> <p>Children will:</p>



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	<ul style="list-style-type: none"> <li>-Recognise the place value of each digit in a three-digit number (hundreds, tens and ones).</li> <li>-Compare and order numbers to 1000.</li> <li>-Read and write numbers to 1000 in numerals and words.</li> <li>-Count from 0 in multiples of 4, 8, 50 and 100.</li> </ul> <p>Addition and Subtraction</p> <ul style="list-style-type: none"> <li>-Add and subtract numbers with up to three digits using formal written methods of column addition and subtraction.</li> <li>-Estimate the answer to a calculation and use the inverse operation to check their answers.</li> <li>-Solve problems, including missing numbers problems using number facts, place value and more complex addition and subtraction.</li> </ul>
<p>Science aims</p>	<p>Living Things and Their Habitats</p> <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>
<p>History aims</p>	<p>Children will learn about their local area and how it has changed over time and they will begin to learn how it has linked to significant events.</p>
<p>Geography aims</p>	<p>Whilst on local walks around AB Kettleby the children will:</p> <ul style="list-style-type: none"> <li>-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>
<p>DT aims</p>	<p>Make a moving farm vehicle (Mechanisms)</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>-choose the most appropriate tools and materials, and explain their choices (technical knowledge)</li> <li>-manipulate materials using a range of tools and equipment (technical knowledge)</li> <li>-plan their design using diagrams and labels (design)</li> <li>-plan the equipment/tools needed and give reasons why (design)</li> <li>-select tools for folding, joining and rolling (make)</li> <li>-use their knowledge of some working characteristics of materials when designing (make)</li> <li>-combine a number of components together in different ways (make)</li> <li>-prepare for work by assembling components together before joining (make)</li> <li>-use scoring and folding for precision (make)</li> <li>-recognise what they have done well and what could be improved (evaluate)</li> <li>-explain how they could change their design to make it better (evaluate)</li> </ul>



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<p>Art and design aims</p>	<p>Map it out:</p> <p>Sort map images into groups, explaining their choices. Draw a map of their journey to school, including key landmarks and different types of mark-making. Follow instructions to make a piece of felt that holds together and resembles their map. Decide how to place 'jigsaw' pieces to create an abstract composition. Make choices about which details from their map to include in a stained glass. Cut cellophane shapes with care and arrange them into a pleasing composition. Design a print with simple lines and shapes, making improvements as they work. Follow a process to make and print from a polystyrene tile. Choose a favourite artwork, justifying their choice. Annotate their favourite artwork with relevant evaluation points. Take an active part in decisions around how to display their artworks in the class gallery.</p>
<p>Music aims</p>	<p>children will 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.</p> <p>Focus on children expressing their preferences / dislikes about a range of musical styles from different periods.</p> <p>Western Classical Tradition and Film Bolero (Ravel – 20<sup>th</sup> Century)</p> <p>Popular Music Hound Dog (Elvis Presley – Rock and Roll)</p> <p>Musical Traditions Baris (Gong Kebyar of Peliatan – Indonesian Gamelan)</p>
<p>Computing aims</p>	<p>Digital Literacy (E-Safety) To practise keeping information safe and private online. (– How do I keep my things safe online?)</p> <p>Programming 1 <i>Algorithms &amp; Debugging (5 lessons)</i> Decompose a game to predict the algorithms that are used. Understand that computers can use algorithms to make predictions. Plan algorithms that will solve problems. Understand what an abstraction is. Understand what debugging is.</p>



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<p>PSHE aims</p>	<p>Family and Relationships          Children will learn:</p> <ul style="list-style-type: none"> <li>- To recap effective learning in PSHE education and how we can help everyone to learn in these lessons</li> <li>- To begin to understand the role of the family in their lives</li> <li>- To begin to understand the range of families they may encounter now and in the future</li> <li>- To understand that families love and support each other but sometimes problems can occur and help is available if needed</li> <li>- To begin to understand the differences between people and why it is important to respect these differences</li> <li>- To recognise that stereotypes are present in everyday life</li> <li>- To develop an understanding of stereotypes and how these might affect job/career choices</li> <li>- To recognise that stereotypes exist based on a number of factors</li> </ul>
<p>PE aims</p>	<p>Football (4 weeks)          Tag Rugby (3 weeks)          Year 2          Year 3          Acquiring and developing skills          Children will be able to perform fundamental movement skills at a developing level and start to master some basic movements in:</p> <p>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> <p>Selecting and applying skills, tactics and compositional ideas          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>Knowledge and understanding of fitness and health          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>Evaluating and improving performance</p>



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	<p>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>Vocabulary                  Opponent, control, dribble, aim, kick, pass, rules, teamwork, target, accuracy, co-operate</p> <p>Swimming                  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>Vocabulary                  Swim, stroke, glide, push, surface, float, unaided, kick, support, breathe, under water, lie on front and back, roll, walk in water.</p>
<p>RE aims</p>	<p><u>Who is a Muslim and how do they live? (1.6)</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>- to recognise the words of the Shahadah and that it is very important for Muslims</li> <li>- 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</li> <li>- to give examples of how Muslims use the Shahadah to show what matters to them</li> <li>- to talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</li> <li>- to give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</li> </ul>
<p>Foreign language aims</p>	<p>French</p> <ul style="list-style-type: none"> <li>-Children will listen attentively to spoken language and show understanding by joining in and responding.</li> <li>-Children will learn how to greet someone, say their name, ask someone's name and say goodbye.</li> <li>-Children will learn to ask and answer questions about how someone is.</li> </ul>