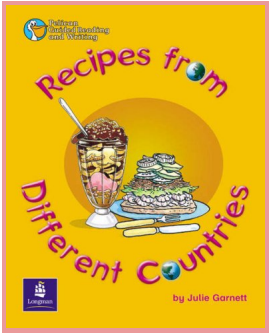
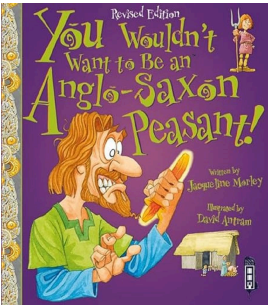


Topic Overview (Cycle B) Year 2/Year 3

Key Stage 1/2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Name of Topic	Our Body A Healthy Adventure		Traders/Raiders Anglo Saxons/Vikings		Mighty Metals	
Driver	Take Responsibility Understand responsibility Accountable for their own actions Lifelong Learning Develop a passion for learning Global Awareness What is going on in the world	Global Awareness Know what is happening Implications for the future Aware of Diversity Celebrate difference	Global Awareness What is going on in the world Awareness of Diversity Celebrate difference Show tolerance Lifelong Learning Develop a passion for Learning Take Responsibility Learn how to show it		Global Awareness Implications for the future The important part they play Lifelong Learning Develop a passion for Learning Reflect on learning – to improve Balance/mental well- being	
School Value	Responsibility	Pride	Curiosity	Respect	Kindness	Respect
British Values	Mutual Respect	Democracy	Individual Liberty	Democracy/Tolerance	Mutual Respect	Rule of Law

Book	Recipes from Different Countries by Julie Garnett 	M&S Farm to Foodhall The Magic Ingredient 	You Wouldn't Want To Be An Anglo-Saxon Peasant! By Jacqueline Morley 	Two Terrible Vikings by Francesca Simon 	The Iron Man by Ted Hughes 	The Wild Robot by Peter Brown 
Hook	Design/make your own healthy food wrap – In-School Additional activities: STEM ambassador in-person/ online visit – enquired x3 topics		Perlethorpe Visit – Newark (March) Additional Trip: QEHS – Science Fair (9/10th Feb)		Wire Sculptures - In-School	
PSHE (Jigsaw)	Being Me Year 3	Celebrating Difference Year 3	Dreams and Goals Year 3	Healthy Me Year 3	Relationships Year 3	Changing Me Year 3

English SPaG & Writing Tasks	Year 2: Nouns Vowels and Consonants Demarcating Sentences Forming Nouns Using '-ness' Punctuating Sentences Year 3: Nouns and Pronouns for Clarity Consonants and Vowels Suffixes: -ly Past Tense Subordinate Clauses Writing task: <u>Instructions - Linked to DT</u> Can I write clear instructions for making a healthy wrap? Write a clear set of instructions explaining how to make a nutritious wrap. Link this directly to the DT cooking and nutrition work, where children have designed, made and evaluated their own wraps.	Year 2: Adjectives Compound Words Adjectives with -er and -est Subordination Statements and Exclamations Year 3: Adjectives 'A' or 'An'? Prefixes: super-, anti-, auto- Present Tense Apostrophes Writing task: <u>Poetry - Linked to Geography</u> Can I write a poem celebrating food and farming? Write a poem inspired by food, farming and the journey from farm to food hall. Year 2- Interesting adjectives to describe food, animals or the farm. Compound words, e.g. <i>sunshine, farmhouse, rainbow-coloured</i>.	Year 2: Noun Phrases Homophones Forming Adjectives using -ful and -less Questions and Commands Sentence Writing Year 3: Verbs Compound Nouns Prefixes: dis-, mis-, un- Subordinating Conjunctions Inverted Commas Writing task: <u>Observation report - Linked to science</u> Can I explain what happened to our plants during our experiment? How did light affect the growth of our plants? Children plant two identical seeds. One is placed in the light and one in the dark. They observe and record the plants each week, looking at changes in height, colour, leaves and overall health.	Year 2: Verbs Singular and Plural Adverbs with -ly Commas in Lists Changing Adjectives into Adverb Year 3: Adverbs - Time, Place & Cause Prefixes: in- Suffixes: -ation Coordinating Conjunctions Organisational Devices Writing task: <u>Advert - Linked to History</u> Can I write an exciting Viking job advert? Create an advertisement for a Viking job vacancy, persuading a Viking to apply for a job in a Viking settlement. Year 2- Verbs to explain what the Viking will do, e.g. <i>build, hunt, farm, trade, sail</i>.	Year 2: Adverbs Word Classes Coordination Apostrophes for Possession Past and Present Tense Year 3: Prepositions Prefixes: re-, sub-, inter- Suffixes: beginning with Vowels Time Conjunctions Paragraphs Writing task: <u>Character Description - Linked to Art</u> Can I describe the Iron Man using interesting vocabulary? Art link: Children create their own artistic representation of the Iron Man and then describe their character. Write a detailed character description of the Iron Man, using your artwork to help describe his	Year 2: Recapping Pronouns Forming Nouns Using -er Progressive Tense Apostrophes for Contractions Uplevelling Sentences Year 3: Homophones Suffixes: -ous Word Families Place and Cause Conjunctions Editing and Evaluating Writing task: <u>Narrative – retelling and alternative version of a story</u> Can I retell a story and create my own ending? Children could first explore the key events in <i>The Wild Robot</i>, then create their own version by changing one or more elements, such as: • the setting • the animal Roz meets • the problem • how Roz helps the animals
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Year 2- A clear title – <i>How to Make a Healthy Wrap</i> A list of ingredients using nouns. Vowels and consonants in words such as <i>wrap, lettuce, tomato, cheese</i>. Short, clear sentences with capital letters and full stops. Correct punctuation. Nouns formed using -ness, e.g. <i>freshness, goodness, kindness</i>. Year 3 - A clear title. An ingredients list using precise nouns. Pronouns to avoid repeating nouns, e.g. <i>Place the wrap on the plate. Then, spread it with hummus</i>. Words containing consonants and vowels. -ly adverbs to explain how to complete each step,	Adjectives using -er and -est, e.g. <i>fresh, fresher, freshest</i>. Statements to describe what you can see, hear, smell or taste. Exclamations to show excitement or surprise. Subordination using words such as <i>when, because, if, that</i>. Year 3 - Precise adjectives to create vivid descriptions. Correct use of a and an. Prefixes: <i>super-, anti- and auto-</i> where appropriate. The present tense to describe what happens on the farm. Apostrophes for possession and contractions. Descriptive language about the farm-to-food-hall journey.	Children use their weekly records to write a comparison explaining what happened to each plant and what they discovered. Year 2 - Noun phrases to describe the plants: <i>the tall, green plant</i> <i>the small, yellow leaves</i> Homophones: <i>there/their/the y're</i> <i>to/two/too</i> <i>see/sea</i> Adjectives ending in -ful and -less: <i>colourful, beautiful, healthy, leafless</i> Questions about the investigation:	Singular and plural nouns, e.g. <i>Viking/Vikings, ship/ships</i>. -ly adverbs, e.g. <i>quickly, carefully, bravely</i>. Commas in lists, e.g. <i>You must be strong, brave, hardworking and friendly</i>. Change adjectives into adverbs, e.g. <i>brave → bravely, careful → carefully</i>. An exciting heading and persuasive language. Year 3 - Adverbs of time, place and cause: <i>soon, here, therefore, afterwards</i> Prefixes: in-, e.g. <i>inexperienced, incorrect, incomplete</i>. -ation suffixes, e.g. <i>preparation, organisation, protection, transportation</i>.	appearance, movements and personality. Year 2 - Adverbs to describe how he moves, e.g. <i>slowly, loudly, carefully</i>. Different word classes – nouns, verbs, adjectives and adverbs. Coordination using <i>and, but, or</i>. Apostrophes for possession, e.g. <i>the Iron Man's enormous hands</i>. Past and present tense, e.g. <i>He walked across the cliff. He now stands beside the sea</i>. Year 3 - Prepositions to describe position, e.g. <i>above, beneath, beside, between, across</i>. Prefixes re-, sub-, inter-, where appropriate: <i>reappear, reconnect,</i>	the ending Year 2 - Pronouns Nouns using -er (helper, farmer, explorer) Progressive tense: <i>Roz was walking...</i> Apostrophes for contractions: <i>didn't, couldn't, wasn't</i> Uplevelling sentences Year 3- Homophones -ous words: dangerous, mysterious, enormous Word families Conjunctions of place and cause: <i>where, wherever, because, since</i> Editing and evaluating their writing
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	e.g. <i>carefully, gently, evenly.</i> Past tense when explaining what you did when making your wrap. Subordinate clauses, e.g. <i>When you have prepared the vegetables, carefully place them onto the wrap.</i> Accurate punctuation.		• <i>Did the plant in the dark grow?</i> • <i>What happened to the leaves?</i> Commands when explaining how the investigation was carried out: • <i>Place one seed in the light.</i> • <i>Keep the other seed in a dark place.</i> Accurate sentence writing, including capital letters and full stops. Year 3 - Precise verbs: • <i>grew, changed, developed, wilted, stretched, appeared</i> Compound nouns:	Coordinating conjunctions: • <i>and, but, or, so, for, yet, nor</i> Organisational devices: • headings • subheadings • bullet points • bold writing • questions Persuasive vocabulary to make the vacancy sound exciting.	<i>interact, underground</i> Suffixes beginning with vowels, e.g. <i>-ing, -ed, -er, -est, -ous.</i> Time conjunctions, e.g. <i>when, while, before, after, as.</i> Organised paragraphs for appearance, movement and personality. Precise vocabulary and expanded descriptions.	
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			<i>sunlight, greenhouse, flowerpot, plant pot</i> Prefixes dis-, mis-, un-: <i>discoloured, unhealthy, unsuccessful, unusual</i> Subordinating conjunctions: <i>because, although, while, when, if</i> Inverted commas to record observations or conclusions: <i>“The plant in the light has grown taller,” I observed.</i>			
Maths	Number: Place Value - Year 2 – Numbers to 100 - Year 3 – Numbers to 1,000 Number: Addition and Subtraction	Number: Division Statistics Measurement: Length and Height Geometry	Measurement: Time Year 3 – Four Operations Problem Solving Measurement			

	- Year 2 – Numbers within 100 (including money) - Year 3 – Numbers within 1,000 (including money) Number: Multiplication		- Year 2 – Shape, Position and Direction - Year 3 – Shape and Perimeter Number - Year 2 – Fractions & Consolidation - Year 3 – Fractions		- Year 2 – Mass, Capacity and Temperature - Year 3 – Mass and Capacity - Year 3 – Fractions Recap Consolidation and Investigations	
Science	KAPOW: Animals, including humans: Life cycles and health Yr2 Key learning: Human and animal life cycles, growth and development, survival needs, exercise, hygiene and healthy eating. Scientific skills: Observing, measuring, comparing, sequencing, recording data, identifying patterns and drawing conclusions. Practical learning: Measuring height and creating graphs, sequencing life cycles, researching animals, investigating germs,	KAPOW: Animals: Movement and nutrition Yr3 Key learning: Skeletons, bones and joints, muscles and movement, food and energy, nutrients and balanced diets. Scientific skills: Observing, classifying, measuring, researching, comparing and explaining. Practical learning: Building a model skeleton, measuring bones, making a model hand, investigating food energy and researching nutrients. Key vocabulary: Skeleton, bone, joint, muscle, vertebrate, invertebrate, energy,	KAPOW: Plants: Plant growth Yr2 Pupils will identify and describe the main parts of plants and investigate what plants need to grow and stay healthy. They will observe how seeds and bulbs develop into mature plants and explore the importance of water, light and a suitable temperature.	KAPOW: Plants: Plant reproduction Yr3 Pupils will explore the life cycle of flowering plants, focusing on the role of flowers in pollination, seed formation and seed dispersal. They will investigate how seeds are formed and dispersed and describe the stages of plant reproduction.	KAPOW: Making connections: Plant-based materials Yr2 Explore natural and human-made materials and their different properties. Learn about reduce, reuse and recycle and how paper is made. Investigate suitable eco-friendly materials for making a plant pot. Test and compare materials to decide which are most suitable.	KAPOW: Forces and space: Forces and magnets Yr3 Explore pushes, pulls, twists and friction. Investigate how magnets attract and repel and identify magnetic materials. Compare different types and strengths of magnets. Carry out investigations, record results and use evidence to draw conclusions. Explore everyday uses of forces and magnets.

	completing the Daily Mile and creating a balanced diet. Key vocabulary: Life cycle, offspring, growth, develop, habitat, survival, exercise, hygiene, germs, balanced diet, nutrients and food groups. Assessment: Children will demonstrate their understanding of human and animal life cycles, survival needs and ways to stay healthy. Application: Children apply their knowledge to explain how they would care for newborn lambs and keep them healthy as they grow.	diet, nutrient, carbohydrate, protein, vitamins, minerals and balanced diet. Assessment: Children will demonstrate their understanding of skeletons, muscles, movement, nutrients and balanced diets. Application: Children apply their knowledge to explain how a farmer's skeleton, muscles and diet help them carry out their job.				
Science Skills Focus	Focus: Make predictions about what might happen. Great Science Share – Predictions Suggest answers to simple scientific questions. Great Science Share – Scientific Skills (5–7) Interpret simple tables and charts. Great Science Share – Scientific Skills (5–7) Reinforcement:	Focus: Make predictions about what might happen. Great Science Share – Predictions Ask and create their own scientific questions about what they observe. Great Science Share – Question Makers Make careful observations using appropriate equipment, such as: Hand-held magnifiers Microscopes	Use a range of scientific equipment, including reading scales on Newton meters. Ask and create scientific questions about observations. Great Science Share – Question Makers	Ask and create scientific questions linked to scientific concepts and phenomena. Great Science Share – Question Makers Make predictions about what might happen.		

	Ask and create their own scientific questions about what they notice. Great Science Share – Asking Questions Gather evidence through observations and investigations. Great Science Share – Gathering Evidence Record findings using tally charts, bar charts, Venn diagrams and Carroll diagrams. Create and label scientific diagrams, using examples of WAGOLLS. Build on KS1 recording skills and develop confidence in choosing how to present findings.		Pipettes Record data and gather evidence from investigations. Great Science Share – Gathering Evidence Develop skills from KS1, becoming more confident in observing, questioning and recording findings.	Set up fair tests and identify what makes a test fair. Make predictions about what might happen. Great Science Share – Predictions Record findings using bar charts. Write conclusions based on evidence gathered. Great Science Share – Conclusions (7–11) Develop confidence in planning, carrying out and evaluating investigations.	Great Science Share – Predictions Write conclusions based on evidence and findings. Great Science Share – Conclusions (7–11) Draw and label scientific diagrams, including circuit diagrams. Use dataloggers to collect and record scientific data. Teach Computing – Data Logging
Geography	Human and physical features – food production and farming Local (Lincolnshire): Explore farms, identify features, and learn about local crops and why the area is good for farming National (UK): Compare arable and dairy farming and investigate farming in the Lake District	Map Skills: From Our Local Area to the Wider World Local: Use maps to explore familiar places, draw sketch maps, and use compass directions to move around and describe locations National: Use an atlas to locate places within the UK and understand where they are Global: Use world maps and atlases to			Bridges, Rivers & Maps Discover amazing bridges around the world and find them on a map. Locate famous UK bridges and identify the counties and rivers they cross. Use the 8 points of a compass to give directions and navigate maps. Use 4- and 6-figure grid references to find places on maps.

	Across both: Compare farming in different UK regions using maps, photos, and key vocabulary	locate continents and the five oceans, and understand aerial views of the world Across all: Develop map skills using symbols, keys, directions, and geographical vocabulary to describe places and locations				Learn to use map symbols and keys, including those found on OS maps. Investigate how rivers are used by industries, including the steel industry. Locate and explore the River Trent, River Ouse and River Humber. Name and locate UK counties and cities linked to these rivers. Take photographs of the local area and use them to create a simple map. Create a scale drawing of a local bridge or river.
History			Sutton Hoo: Secrets of the Anglo-Saxons Explore Sutton Hoo and the discovery of the famous Anglo-Saxon ship burial. Investigate Anglo-Saxon life through artefacts, objects and archaeological evidence. Ask what caused changes in Britain	Vikings: Raids, Settlements and Change Understand that the past can be divided into different historical periods. Use timelines to place key events in the correct order. Build on knowledge of Anglo-Saxon settlements and society.	Scunthorpe Steelworks Explore the history of Scunthorpe and the development of the steel industry. Investigate how the Scunthorpe Steelworks was established and why it became important to the local area. Explore the history of Frodingham, Crosby, Brumby and Ashby.	

			after the Romans left. Explore the impact of the Anglo-Saxons on life in Britain. Compare different historical sources and interpretations of the past. Examine artefacts to find out what they can tell us about the people who lived then. Explore how the same period of history can be presented in different ways. Develop historical skills by ordering events, asking questions, comparing evidence and explaining changes.	Explore who the Vikings were and why they came to Britain. Investigate why Vikings carried out raids and the purpose of these raids. Explore how Viking raids and settlements changed life in Britain. Compare Anglo-Saxon and Viking society, identifying similarities and differences.	Find out about Rowland Winn and his role in the development of the local area. Create a biography of Rowland Winn, using historical sources and evidence. Investigate how the steel industry changed life, jobs and the local landscape. Develop local history skills by using maps, photographs, artefacts and timelines to investigate change over time.	
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Art			Georgia O'Keeffe Explore the artwork of Georgia O'Keeffe. Look at how colour is used in landscapes. Explore colour mixing to create shades and tones. Develop painting and mixed-media skills. Create artwork inspired by landscapes and natural forms. KAPOW: Painting and mixed media: Colour mixing Yr2	Viking Art Explore Viking art and patterns, including knots and dragons. Use pastels to create light and dark tones. Build up layers of colour to create depth. Develop sketching skills to show tone and texture. Create a Viking-inspired artwork using lines, patterns and shapes.	Local Art Study – Humber Bridge & Steel Works Record observational drawings. Explore the Humber Bridge and local steel works. Use different materials to experiment with drawing. Create silhouettes inspired by the steel works. Use black and white paper and paint to explore contrast. Develop colour mixing skills. Explore tone and texture through drawing. Drawing: Understanding tone and texture Yr2	
Artists	Giseppe Arcimoldo		Georgia O'Keeffe			Stephen Wiltshire 

			 			
DT	KAPOW: Cooking and nutrition: Balanced diet Yr2	KAPOW: Cooking and Nutrition: Eating seasonally Yr3		KAPOW: Textiles: Pouches Yr2		KAPOW: Mechanisms: Fairground wheel Yr2
RE	How are stories and celebrations linked? (Yr 1 topic) Pupils should know and understand: • how stories of all kinds give communities a shared identity • the ways in which festivals and celebrations bring people together through a sense of belonging • how stories relating to key festivals reflect religious beliefs and concepts, e.g. Christmas and incarnation • how stories inform actions and rituals during festivals, e.g. lighting candles at Hanukkah		What do people learn from stories and festivals? (Yr 1 topic) Pupils should know and understand: • how stories of all kinds give communities a shared identity, including how they celebrate festival times such as Easter and Passover • how stories relating to key festivals reflect religious beliefs and concepts, e.g. resurrection, freedom • how stories can bring meaning to the ideas of 'sacred' and 'holy'		What do we mean by religion and worldviews? (Yr 2 topic) What beliefs, values and practices are important in religions worldviews? (Yr 2 topic) Pupils should know and understand: • what is meant by 'religion' and 'world views' • the distinctive beliefs of people from Abrahamic and Dharmic traditions • how RWs connect with each other • how diversity within religions can be seen through different groups	

	Christianity, Judaism, Islam		• how stories play a part in the observance of Easter and Passover Christianity, Judaism, Islam		Christianity, Hinduism, Islam	
Computing	Year 3 Computing systems and networks – Connecting computers <u>Computing systems and networks – Connecting computers</u>	Year 3 Creating media - Stop-frame animation <u>Creating media - Stop-frame animation</u>	Year 3 Programming A - Sequencing sounds <u>Programming A - Sequencing sounds</u>	Year 3 Data and information – Branching databases <u>Data and information – Branching databases</u>	Year 3 Creating media – Desktop publishing <u>Creating media – Desktop publishing</u>	Year 3 Programming B - Events and actions in programs <u>Programming B - Events and actions in programs</u>
P. E	Invasion Games (Coach)	Fitness and Healthy Lifestyle (Coach)	Net/wall games (Coach)	Games (Coach)	Athletics (Coach)	Striking and Fielding (Coach)
MFL French	All around the town	On the move	Holidays and hobbies	What's the time	Gone shopping	Food
Music	KAPOW: Animals: Call and response Yr2	KAPOW: Musical storytelling: Instruments Yr2	KAPOW: On this island: Singing Yr2	KAPOW: Space: Contrasting dynamics Yr2	KAPOW: Myths and legends: Structure Yr2	KAPOW: Musical me: Pitch Yr2