

Topic: **Vikings/Rivers**

Cycle Year: **2**

Term: **Autumn**



Personal, Social, Health and Emotional Development:
(including Relationships and Sex Education). Pupils will have the opportunity to explore:

Being In My World

- Identifying goals for the year
- Global citizenship
- Children's universal rights
- Feeling welcome and valued
- Choices, consequences and rewards
- Group dynamics
- Democracy, having a voice
- Anti-social behaviour
- Role-modelling

Celebrating Differences

- Perceptions of normality
- Understanding disability
- Power struggles
- Understanding bullying
- Inclusion/exclusion
- Differences as conflict, difference as celebration
- Empathy

Religious Education:

What it means if Christians believe God is Holy and Loving?

• Identify some different types of biblical texts, using technical terms accurately • Explain connections between biblical texts and Christian ideas of God, using theological terms • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed • Show how Christians put their beliefs into practice in worship • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

For Christians, what kind of king is Jesus?

• Explain connections between biblical texts and the concept of the kingdom of God • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice • Show how Christians put their beliefs into practice in different ways • Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today • Articulate their own responses to the idea of the importance of love and service in the world today

PE:

- Invasion Team Games: formation; attacking/defending; passing/receiving; controlling. Application to hockey, rugby, football, netball, basketball.
- Dance: stimuli (Dance - Smetana - Vltava - journey of the river in dance) - responding to the varying musical styles/narrative.
- Gymnastics: exploring sequences in pairs including counterbalance, canon and unison.

Please see PE skills sheets for further guidance

As linguists we will explore the French language through:

- Recapping numbers to 69, classroom instructions and objects (colours, size and school bag)
- Maths in French (+-=)
- Mes passions - likes and dislikes - hobbies (infinitive with opinion verbs) - what I do for sports/activities/free time
- Talking about school, classroom, objects, subjects
- My Week (time and daily routine) - give opinions - introduce prepositions
- My Day (daily routine in 1st person)
- Time - recap days/months - write date/birthday/age
- St. Nicholas & French Christmas traditions.

Please see French progression map for further guidance

As historians we will:

Study and research the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:

- Viking raids and invasion
- Resistance by Alfred the Great and Athelstan, first king of England
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

Please see History skills sheets for further guidance

As geographers we will:

- Use the language of rivers e.g. erosion, deposition, transportation.
- Explain and present the process of rivers.
- Compare how river use has changed over time and research the impact on trade in history.
- Research and discuss how water affects the environment, settlement, environmental change and sustainability
- Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers
- Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers and understand how these features may have changed over time.

Please see Geography skills sheets for further guidance

As designers we will focus on:

- Designing, making and evaluating food - Viking bread
- Demonstrate how to measure out, cut, shape and combine e.g. knead, beat, rub and mix ingredients.
- Demonstrate how to use appropriate utensils and equipment that the children may use safely and hygienically.
- Consider texture, taste, appearance and smell.

Please see DT skills sheets for further guidance

As artists we will focus on:

Mark making with paint (dashes, blocks of colour, strokes, points) through impressionists. Create a river landscape using skills learnt.

Please see Art skills sheets for further guidance

As musicians we will:

(MC. Please see Music skills sheets for further guidance)

- Paint with sound for the story of a river
- Explore Water music - through Vltava by Smetana and Debussy's 'La Mer'.
- Pupils explore the concept of melodic shape, identifying melodies which move by step and leap and compose their own "wandering river" melody using entirely stepwise motion which is used as part of a larger-scale composition describing the various stages of the water cycle.
- Pupils move onto the sea and make connections between music and art learning about the impressionist music of Debussy's "La Mer" and use Monet's sea paintings as the basis of an improvisation.
- Dynamics is a key concept throughout the using including gradations of dynamics and the crescendo.

As experts in computing we will:

- Further our coding skills by writing a more complex program using text variables; functions; timing; scoring and multitabs (6.1 - see also coding breakdown)
- Extend our understanding of online safety (6.2) and blogging (closed, on internet and blogging etiquette)
- Set up a class blog, share features of a blog through 2write and consider the approval process, managing inappropriate posts and cyberbullying (6.4)

Please see computing skills sheets for further guidance

As scientists we will:

Work scientifically

Pupils will be taught to use the following practical scientific methods, processes and skills within the topics:

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Record data and results of increasing complexity using scientific diagrams and labels and tables

Light

- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
- Opportunities for children to develop their skills to work scientifically
STEM investigation: Making shadows investigates the size of shadows (factors, questions)

Please see Science skills sheets for further guidance

Develop our English skills through the stimuli of:

- Beowulf - narrative description
- Macbeth - Modern day version, description of heath
- Water cycle - explanation text
- Viking boy, Tony Bradman
- Kensuke's Kingdom by Michael Morpurgo

Please see skills and knowledge in year group assessment sheets for further information.

Develop our Maths skills through key foci of:

- Place Value
- Formal methods for addition, subtraction, multiplication and division,
- Fractions, decimals and percentages,
- Problem-solving and reasoning skills,
- Exploring shape and measure through DT topic and Art (reflection/rotation/translation).

Please see skills and knowledge in year group assessment sheets for further information.

