Severn Class
Title: Viking and Alpine
Cycle Year: 2
Term: Spring
Educational Visits: Viking onsite visit from Shrewsbury Museum

We will develop our English skills through the stimuli of:

- Explanation texts – where our energy and natural resources come from to include renewable and non-renewable energy sources and name several common minerals e.g. rocks, oil, coal, metals; explain where minerals are found around the world
- Macbeth – Modern day version, description of heath, playscript, narrative
- Holes by Louis Sachar – Diary entry

Please see skills and knowledge in year group assessment sheets for further information.
We will develop our Maths skills through key foci of:
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- Geometric Reasoning 1 (3D shapes from 2D representations, regular/irregular polygons, parts of a circle, comparing and classification)
- Proportional Reasoning 1 (Percentages, fractions and decimals, equivalences, pie charts)
- Multiplicative Reasoning 4 (4digit by 1 /2-digit division, interpreting remainders, using rounding)
- Spatial Reasoning 1 (Calculating, comparing and estimating area and perimeter-composite shapes/parallelograms and triangles)
- Fraction Reasoning 2 (Multiplying and Dividing with Fractions, simplest form)
- Spatial Reasoning 2 (calculating, estimate and compare volume, square and cubed numbers, formula)
- Proportional Reasoning 2 (problems involving all 4 operations including scaling, measure, shape, fraction and decimal notation)
- Positional Reasoning (measuring and drawing angles, translation in quadrants)
  Developing the automaticity and fluency of number facts through mastering number
  Please see skills and knowledge in year group assessment sheets for further information

As scientists we will focus on:
Work scientifically. Pupils will be taught to use the following practical scientific methods, processes and skills within the topics:

Forces and levers:

- Pupils should explore the effects of levers, pulleys and simple machines on movement
- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
- Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel
- Living things and their habitats: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Living Things and their habitats:

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics
- STEM investigation: (potato investigation – factors, questions, data, recording, observation, fair testing, evaluation)
- Use the Respect Yourself, Eat Better Resources to consider food groups, nutrients and the healthy plate/lunchbox
- Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted, and some are illegal to own, use and supply to others. Please see Science progression map for further guidance

P.E.
Physical activities and sports development in the areas below (following our progression of skills): PE (Please see PE skills sheets for further guidance)**:**

- Invasion Team Games: rugby and hockey
- Dance
- Gymnastic

As experts in computing, we will:
Learn to use spreadsheets (Microsoft Excel). Children will:

- Know how to navigate around a spreadsheet and be familiar with common uses
- Use a spreadsheet to carry out basic calculations (+-/xsum) and use data formulae for percentages, averages and max/min numbers
- Use the series fill function
- Know how to manipulate the way data is presented e.g. sorting
- Use the spreadsheet for a specific purpose and see how it can save time and effort
- Create a variety of graphs

Learn to have a basic understanding of binary number. Children will:

- Know that all data in a computer is saved in the computer memory in a binary format
- Know that binary uses only the integers 0 and 1 and that we can relate 0 as an 'off' switch and 1 to an 'on' switch
- Know how to count up from 0 in binary using visual aids if required
- Know that bits are related to computer storage
- Know how to convert numbers to binary using the division by two method
- Know how to use a converter tool to check binary conversions

R.E. Why do Hindus want to be good?

Make sense of belief:
Identify and explain Hindu beliefs (dharma, karma, samsara, moksha).
Give meanings for the story of the man in the well; explain how it relates to beliefs about samsara and moksha.
Understand the impact:
Make clear connections about Hindu beliefs (dharma, karma, samsara, moksha) and the ways in which Hindus live; show how Hindus put their beliefs into practice in different ways.
Make connections:
Reflect on/articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.

How does faith help people when life gets hard?

Make sense of belief:
Describe at least three ways in which religions guide people in how to respond to good and hard times in life.
Identify/explain what religious/non-religious people believe about God, saying where they get their ideas from.
Understand the impact:
Make clear connections between what people believe about God and how they respond to challenges in life (suffering, bereavement).
Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives.
Make connections:
Offer a reasoned response to the unit question with evidence and examples and expressing insights of their own.

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

Dreams and Goals	**Healthy Me**
• Pupils will have the opportunity to explore: Personal learning goals, in and out of school • Success criteria • Emotions in success • Making a difference in the world • Motivation • Recognising achievements • Compliments	• Taking personal responsibility • How substances affect the body • Exploitation, including 'county lines' and gang culture • Emotional and mental health • Managing stress

History
As historians we will:
Learn that Viking means 'pirate' or 'raider'. Vikings came from Scandinavia (Norway, Sweden, Denmark). Vikings settled in many places, not just in Britain.
Know that Vikings migrated from their homeland, reasons include:

- Overpopulation in their homeland
- Not enough food
- Seeking a better climate
- Know that they mainly settled in rural areas in the East of England as these were the first places they encountered
- Know that chronologically the Anglo-Saxon and Viking periods ran parallel to each other
- Learn how Historians know about Vikings by studying a range of sources (examples include: archaeological remains
- the Viking sagas

(written accounts from other groups, like Anglo-Saxons)

As geographers we will study an Alpine region in Europe. We will:

- Know information about the European Alpine region, its physical environment, climate, and economic activity
- Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected
- Understand how human activity is influenced by climate and weather
- Understand how a mountain region is formed
- Understand hazards from physical environments and their management, such as avalanches in mountain regions

As artists we will:
Exploring Identity
Disciplines: Drawing, sculpture, graphic design, collage, sketchbooks

Medium: computers/tables, paper, drawing materials

Artists: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett

- Use my sketchbook to collect, record and reflect on my ideas and thoughts
- Explore how artists explore their identity by creating layered and constructed images
- Consider how I might adapt techniques and processes to suit me
- Use digital or physical media to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning

Reflect on my work and the work of others.

As musicians we will:

- Sing a broad range of songs, in different metres (and syncopation) with a sense of ensemble and performance; pay attention to diction, phrasing and musical expression; control breathing, posture and sound projection
- Create different vocal effects when singing
- Recognise different tempi and identify musical features: scale, chromatic, drone, ostinato. Fit different rhythmic patterns together; maintain own part with awareness of pulse. Record ideas using basic rhythm notation
- Improvise freely over a drone using tuned percussion (or ocarinas), responding to the beat

Whole class ocarina lessons (see progression for skills and knowledge)

Aspect of D & T: Mechanical systems
Focus: Pulleys or Gears
Technical knowledge and understanding

- Understand that mechanical and electrical systems have an input, process and an output
- Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement
- Know and use technical vocabulary relevant to the project

Designing

- Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources
- Develop a simple design specification to guide their thinking
- Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views

Making

- Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
- Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost

Evaluation

- Compare the final product to the original design specification
- Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose
- Consider the views of others to improve their work

Investigate famous manufacturing and engineering companies relevant to the project

French
As linguists we will explore the French language through:

- Descriptions of a scene e.g. animals/pets/colours/people/sports/weather/seasons
- Understanding plurals
- Colours – incl agreement of colours and adjectives
- Numbers 70- 100
- Developing an understanding of French speaking countries
- Talking about me, my family and other people (extended family)
- Describing yourself: Décris-toi (Hair, eyes, tall/short/medium sized, personality, emotions, hobbies/likes/dislikes)

Please see French progression map for further guidance