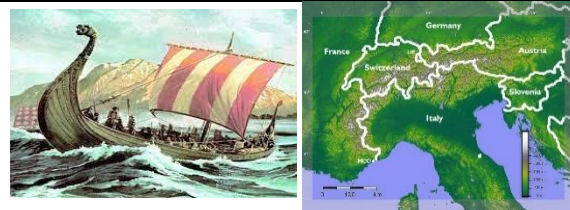


Topic: Viking and Alpine Adventures

Cycle Year: 2

Term: Spring (Trip: Enginuity)



Personal, Social, Health and Emotional Development (including Relationships and Sex Education)

Dreams and Goals

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

Healthy Me

- Taking personal responsibility
- How substances affect the body
- Exploitation, including 'county lines' and gang culture
- Emotional and mental health
- Managing stress

Religious Education

Why do Hindus want to be good?

• Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways • Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus • Reflect on and 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?

Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life • Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.

PE:

- Invasion Team Games: possession and strategy. Application to hockey, rugby, football, netball, basketball.
- Dance: consider different dance styles - visiting world specialist?
- Gymnastics: unit delivered at Lacon on the next level of gymnastic equipment - focus on control, tension, extension, aesthetically pleasing and extension of skills.

Please see PE skills sheets for further guidance

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
- The French Alphabet
- 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)
- A French Story: Les quatre amis

Please see French progression map for further guidance.

As geographers we will:

Unit overview: Europe - A Study of the Alpine Region

Children will learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate.

Knowledge, skills and concepts:

- use maps to focus on countries, cities and regions in Europe
- be taught to understand a region of another European country
- be taught to understand some of the physical and human processes that shape a region
- extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's more significant human and physical features.

D and T

As designers we will focus on:

- Mechanical systems - pulleys or gears
- We will investigate, analyse and evaluate existing everyday products and existing or pre-made toys that incorporate gear or pulley systems.
- Use videos and photographs of products that cannot be explored through first-hand experience.
- Using a construction kit, investigate combinations of two different sized gears to learn about direction and speed of rotation e.g. How many times does the smaller gears turn each time the larger gear turns once? Do the gears move in the same direction? How can you reverse the direction of rotation?
- Trip to Enginuity/RAF Cosford for practical application (or squashed tomato challenge)

Please see DT progression map for further guidance

As artists we will focus on:

Exploring different sculptures of the human form (Henry Moore, Donatello, Michelangelo, Louise Bourgeois) and study the work of Giacometti to create a wire human figure. When designing, the children will consider the form of the sculpture and its shadow.

Please see Art progression map for further guidance

As musicians we will:

Keep healthy - from body-popping and gospel singing to swimming and cycling, pupils will be put through their paces using performing skills and new musical techniques. This topic links to PE (dance and movement) and has a musical focus on beat. Pupils will learn about the chromatic scale, octaves and effective accompaniment patterns.

As experts in computing we will:

- Further our skills with spreadsheets by creating and collecting data for a probability problem and then analyse data with graphical representations (6.3).
- Explore our understanding of binary code (6.8)

Please see computing progression map for further guidance

As historians we will:

Learn about the Vikings and consider the reasons why they raided and then settled in Britain. They will investigate the popular view of the Vikings as raiders, ruthless in their ways of obtaining wealth. They will study primary sources of evidence, such as accounts by monks of the raid on Lindisfarne, as well as archaeological finds, to understand why this interpretation of the Vikings has become so popular. They will examine King Alfred's struggle and victory over the Vikings, linking back to Year 5 Unit 1: The Anglo-Saxons.

Knowledge, skills and concepts:

- develop a chronologically secure knowledge and understanding of British history
- understand how our knowledge of the past is constructed from a range of sources
- establish clear narratives within and across the periods
- develop the appropriate use of historical terms
- address historically valid questions about cause and significance
- construct informed responses that involve the thoughtful selection and organisation of relevant historical information
- note contrasts and connections over time.

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:

- 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

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.
- 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

Develop our English skills through the stimuli of:

- Explanation texts - how mountains are created.
- Macbeth - Modern day version, description of heath
- Viking boy by Tony Bradman

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

Develop our Maths skills through key foci of:

- 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)

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

