

Invaders: Raiders or Traders? (part 2)

Year 2 Summer 2



History: Vikings

- To locate the Vikings on a timeline and explore concurrence with other cultures such as early Islamic empire
- To explore how Vikings were able to travel so far and where they travelled to
- To understand the reasons for Vikings invading Britain and how these may have changed over the period
- To locate where the Vikings settled when they came to Britain
- To compare and contrast Viking & Anglo-Saxon settlements & lifestyle
- To explore Viking religion as having many gods, and then conversion to Christianity on Britain

Geography:

- To locate the countries the Vikings came from and their voyages around the world
- To locate Viking settlements in Britain

Science: Animals

- To explore and compare the differences between things that are living, dead, and things that have never been alive
- To 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
- To 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
- To identify and name a variety of plants and animals in their habitats, including micro-habitats
- Oceans are salt water (unlike fresh water rivers and lakes)
- Landscape of the ocean floor: mountain peaks and deep valleys
- Diversity of ocean life: from organisms too small for the eye to see (plankton), to giant whales
- Dangers to ocean life (for example, overfishing, pollution, oil spills)

English:

Reading: Texts; Sally and the Limpet, Somebody Swallowed Stanley, World of Water

Read with more fluency, pace and expression.

- Re-read if the text doesn't make sense.
- Use phonics knowledge to help sound out unfamiliar words.
- To read many Y1 and Y2 common exception words.
- Listen to, discuss and express views about texts and discuss sequences of events.
- Identify features of fiction and non-fiction text.
- Identify patterns and language used in poetry.
- Answer questions to check for understanding.
- Make sensible predictions on what might happen next based on what has been said and done so far.
- Make inferences based on what is being said and done.

Writing: Focus on character and setting descriptions and information writing using The Secret of Black Rock and Deep in the Ocean

- To write simple and coherent narratives about personal experiences and those of others (real or fictional) and about real events.
- To use capital letters, full stops and question marks correctly.
- To use spacing between words that reflects the size of the letters.
- To use present and past tense mostly correctly and consistently.
- To use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses.
- To make phonically-plausible attempts at spelling unfamiliar words.
- To spell Y1 and Y2 common exception words.
- To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.

Mathematics:

- To accurately solve problems involving multiplication, division, addition and subtraction, using concrete and pictorial methods and confidently using multiplication and division facts to solve problems in context.
- To accurately show that multiplication is commutative and identify that division is not.
- To accurately identify 2-D shapes on the surface of 3-D shapes.
- To independently sort common 2-D shapes and 3-D shapes and everyday objects.
- To accurately recognise, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- To write simple fractions and to recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
- To recognise the symbols for pounds (£) and pence (p) and accurately find different combinations of coins of the same amounts of money
- To accurately compare and sequence simple intervals of time and tell the time to five minutes, including quarter past/to the hour
- To fluently use mathematical vocabulary to describe position, direction, and movement including rotation as a quarter, half and three quarter turn and movement in a straight line.
- To independently construct simple pictograms, tally charts, block diagrams and simple tables and answer questions about totalling and comparing categorical data.
- To independently order combinations of mathematical objects in patterns.

Art and D&T:

Creating Viking Collages Ocean dioramas

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern and texture, line, shape, form and space.
- To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Music:

Recording music using dot notation

- Introducing dot notation following on from understanding graphic notation.
 - Begin to record music using dot notation
- Instrument Focus:** Recorder – Recorder Book 2
- To play the recorder with more accuracy and a larger range of notes

Charanga:

- Reflect Rewind Replay

Computing: Programming – An Introduction to Quizzes

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs



PE:

realPE – Unit 6 Health and Fitness Cog

Fundamental movement skills:

Agility – ball chasing

Static balance – floor work

Sports day skills



RE:

Why is 'Church' important to Christians?

To learn that 'church' is not just a building, but a community of people, and consider why church is a special place for Christians.

Is prayer important to everyone?

To explore and compare how different religious communities pray, and to consider why other people choose not to pray.

What are symbols and why do people use them?

To investigate how different religions or beliefs use symbols to express the things that they believe.

PSHE:

Physical health and Mental wellbeing

- To know why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.

Growing and changing

- To understand growing older; naming body parts; moving class or year.

Keeping safe

- To understand safety in different environments; risk and safety at home; emergencies