

Topic: Invaders and settlers. The Vikings.

Year: 2/3

Term: Autumn



Together, we can achieve and succeed with God by our Side.

Termly Values:

Autumn 1: Respect. Autumn 2: Compassion.

### Religious Education

Intent- To be able to compare and contrast different world religions.

#### Implementation

- Identify what Judaism is and what it means to belong to something.
- Investigate how Jews 'belong' to a 'God's' family.
- To learn how they worship and the differences between their worship and how a Christian worships.
- To look at their special places of worship.
- To explain how religious beliefs shape the lives of individuals and communities.
- Learn about their fundamental Jewish beliefs (the festival of Shabbat, Hanukkah)
- To look at the Torah, what it is and why it is important.
- To identify special features of a Torah.

#### Composite Outcome

- Create a presentation using ICT on the two religions focusing on comparisons.

Impact: Children can make informed descriptions about different religions.

### Computing

Intent- To be able effectively use the internet to find information.

#### Implementation

- To research where the Vikings originated from using a variety of sources.
- Research how Vikings travelled using search technologies.
- Research about different Viking settlements
- Create a document about a Viking settlement including the use of pictures.
- Research into one Viking raid and take effective notes about it.
- Create a PowerPoint about the Viking raid using the correct punctuation.

#### Composite Outcome

- Create different types of online presentations about the Vikings.

Impact: Children can use the internet effectively, including the use of search technologies.

### History

Intent- To understand where Vikings fit in the British timeline and the impact they have had on Britain.

#### Implementation

- To look at where the Anglo-Saxons and the Vikings fit in a timeline, understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
- To know where the Vikings came from and how they travelled.
- To research why the Vikings invaded Britain.
- To recognise what early settlers needed to survive in Britain.
- To use evidence to describe the clothes, way of life and actions of people in the past. Compare with our lives today.
- To learn about King Alfred, who he was and what he did.
- To research different Viking Gods and how they had an impact in everyday life.

#### Composite Outcome

- To make an exhibition of our work to present to parents.

Impact: Children have an understanding of chronology and can interpret the past from a range of sources.

### Geography

Intent- To recognise land features of Britain and why the Vikings chose to settle there.

#### Implementation

- To research where the Vikings originated and plot on a map of Europe with their capital cities.
- To look at the 7 kingdoms during the Anglo-Saxon times on a map of the UK.
- To look at different raids and invasions—when they happened and where they took place.
- To research different types of settlements.

#### Composite Outcome

- Design a poster for a Viking raid.

Impact: Children can identify places on a map and use vocabulary to describe different human/physical geographical features.

### Science— Autumn 1

Intent- To recognise how light travels and are interpreted.

#### Implementation

- To understand that light travels in a straight line.
- To know that objects are seen because they reflect light into our eyes.
- To recognise that darkness is the absence of light.
- To investigate that shadows are cast because light is blocked by an object.

#### Composite Outcome

- Design and create a reflective bag.

Impact: Children can recognise what light is and describe how shadows are made.

### Science— Autumn 2

Intent- To recognise how sound travels and are interpreted.

#### Implementation

- Identify how sounds are made.
- Recognise that vibrations are made from sound travelling.
- Find patterns between pitch and sound
- Recognise that sound gets fainter as distance increases.

#### Composite Outcome

- Design and create a musical instrument

Impact: Children can explain how we hear sounds.

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### PSHE/SCARF

Intent- To be able to form positive, healthy relationships.

#### Implementation

##### Me and my relationships

- Recognise their new classroom and suggest actions that will contribute to a positive year.
- Use a range of words to describe feelings.
- Recognise that people have different ways of expressing emotions.
- Identify different tricky situations and offer resolutions.
- Identify various ways to be a good friend.

##### Valuing differences

- To identify physical and non-physical similarities and differences between people.
- Explain different ways people are special to them.
- Suggest different strategies for helping someone who is feeling

#### Composite Outcome

- Create a display about being a good friend.

**Impact:** Children can identify different emotions and show how to place/ work cooperatively.

### PE

Intent- To be able to play team ball games. To create a routine using a variety of techniques

#### Implementation

- Roll a ball with control at various different directions and lengths
- Throw and catch a ball using under arm and over arm techniques.
- Control and kick a ball in different directions, moving around obstacles and at different lengths
- Use the skills to play a fair game.

##### Gymnastics

- Assess basic gymnastics skills.
- Perform complex moves that combine strength, coordination and stamina.
- Perform and create a sequence.
- Vary speed, direction and level during floor performance.
- Practice and refine gymnastic techniques.

#### Composite Outcome

- Play a team ball game.
- Perform a gymnastic final routine.

**Impact:** Children can join in with team games using different ball techniques. Children can create a sequence of moves.

### Music

Intent- To be able to compose and perform a simple piece.

#### Implementation

- Identify how sounds are made by different musical instruments.
- Classify different musical instruments by how they are played and their sounds.
- Compare Anglo-Saxon and Viking instruments with modern day equivalents
- Compose a piece of music inspired by 'Royalty'
- Consider the tempo and dynamics of our composition.
- Consider how modern day instruments can be manipulated to produce Viking sounds.
- Compose a piece of music inspired by 'Funeral/Sorrow'

#### Composite Outcome

- Compose and perform a musical piece about the Vikings.

**Impact:** Children can recognise sounds of different musical instruments and create a composition.

### Spanish

Intent- To be able to rehearse basic greetings and recognise and respond to simple questions.

#### Implementation

- To learn the basic greetings and be able to say your name.
- To learn the key phonics vowel words
- Orally recall numbers from 1-10
- To ask how old someone is and give their own age.
- To use the question 'Do you have' in a sentence and be able to respond to it.
- To learn different nouns for items in a pencil case.
- To ask 'What do you have in your pencil case' and be able to respond with items.
- To learn some key facts about Christmas in Spanish and learn a Christmas song.

#### Composite Outcome

- Create a class display with question and answers.

**Impact:** Children will have an understanding of different greetings and the basic vowel sound to ask and answer questions.

### DT

Intent- To design and make a Viking longboat

#### Implementation

- To research Viking long boats and generate ideas for their own.
- Plan the order of their work using words, labelled sketches and models.
- To create their Viking long boats using tools accurately to mark, cut out and score materials. Measure, tape, pin with some accuracy.
- To evaluate their product against their original design.

#### Composite Outcome

- Create a 3Dimensional Viking ship.

**Impact:** Children can demonstrate that they can use a variety of strategies including cutting, gluing, folding and rearing to create an outcome

### Art

Intent- To use a range of sketching techniques.

#### Implementation

- To practice different sketching techniques.
- To practice light and dark using sketch pencils
- To practice drawing dragon scales using techniques of light and dark.
- To sketch a Viking dragon using techniques taught.

#### Composite Outcome

- Create a display about being a good friend.

**Impact:** Children can use a range of sketching techniques to create a final outcome drawing.