



Topic overview – Year 2/3 (CYCLE A)

Spring 1

Topic name	All Aboard!
Big question	How did the Vikings change Britain?
Linked books	<ul style="list-style-type: none"> - You wouldn't want to be a Viking explorer (Non-fiction) - Arthur and the golden rope - How to be a Viking - Thorfinn the nicest Viking
Memorable experience	<ul style="list-style-type: none"> - Viking visitor (Actor)
Outdoor learning	<ul style="list-style-type: none"> - Viking games on the playground - Viking invasion re-enactment
Reading aims	<ul style="list-style-type: none"> - Listen to and discuss texts - Use inference to understand texts - Being introduced to non-fiction books structured in different ways
Writing aims	<ul style="list-style-type: none"> - Newspaper report - Interview a Viking/Anglo-Saxon
Speaking & listening aims	<ul style="list-style-type: none"> - Ask questions to support their understanding - Use strategies to build their vocabulary - Role play interviews - Reading aloud own work with intonation, controlling the tone of the voice
Maths aims	<ul style="list-style-type: none"> - Multiplication and division (6 weeks)
Science aims	<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). <p>Investigation: How do we know something is living? Can you prove it? Asking questions and recognising that they be answered in different ways / Answering questions and concluding</p>
History aims	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none"> - To be able to make a timeline to show when things happened. - Understand where Vikings fit into our timeline of previous learning. - To be able to explain what life was like as a Viking (invasions including Danegeld, raids, resistance by Alfred the Great and Athelstan, laws and justice). - To use a variety of resources to identify similarities and differences between our life and Viking life. - To identify the influences our lives have from the Vikings.
Geography aims	<p>Whilst studying the Vikings:</p> <ul style="list-style-type: none"> - children will use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (KS1) - children will be able to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America (KS2) - children will be able to identify the position and significance of latitude, longitude, Equator, Northern and Southern hemisphere and the equator (KS2)
DT aims	<p>Children will learn to:</p> <ul style="list-style-type: none"> -apply their understanding of how to strengthen, stiffen and reinforce more complex structures. (technical knowledge) -generate ideas through comparing existing products (design) -plan their design using diagrams and labels (design) -start to describe how a commercial product works, and will be useful to the user (design) -make increasing use of IT to plan ideas (design) -measure and cut out using centimetres (make) -select tools and equipment that are appropriate for the job (make) -alter and adapt materials to make them stronger (make) -be willing to make changes if this helps them improve their work (evaluate) -alter and adapt original plans following discussion and evaluation (evaluate) - Making a Viking shield



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Art and design aims	Not in this topic
Music aims	<p>https://www.bbc.co.uk/teach/school-radio/music-ks2-viking-saga-songs-index/z72w8xs</p> <ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes <p>Viking Sagas:</p> <ul style="list-style-type: none"> - begin to sing with control of pitch (e.g. following the shape of the melody) - sing with an awareness of other performers
Computing aims	<p>Digital Literacy (E-Safety)</p> <ul style="list-style-type: none"> - Children will learn to use keywords in an online search to find out about a topic.
PSHE aims	<p>Dreams and Goals</p> <ul style="list-style-type: none"> - to recognise positive things about themselves and their achievements - how to set and achieve realistic goals - how to develop resilience when faced with a challenge (link to real life examples eg. Paralympians, scientists) - strategies for working successfully with others - the importance of group co-operation and collaboration - how to contribute to and share success - to identify feelings of motivation and enthusiasm which can help them to achieve their goals
PE aims	<p>Gymnastics (6 weeks)</p> <p>Acquiring and developing skills Children will be able to remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision <i>Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements.</i></p> <p>Selecting and applying skills, tactics and compositional ideas Children will be able to choose, use and vary simple compositional ideas in the sequences they create and perform. <i>Children will be able to improve their ability to select appropriate actions and use simple compositional ideas</i></p> <p>Knowledge and understanding of fitness and health Children will be able to recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely <i>Children will be able to recognise and describe the short-term effects of exercise on the body during different activities know the importance of suppleness and strength.</i></p> <p>Evaluating and improving performance Children will be able to improve their work using information they have gained by watching, listening and investigating <i>Children will be able to describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved.</i></p>
RE aims	<ul style="list-style-type: none"> - In another term
Foreign language aims	<ul style="list-style-type: none"> - Greetings and describing feelings