Severn Class

Cycle Year: 2
Term: Summer
Educational Visits: Enginuity

We will develop our English skills through the stimuli of:
Please see skills and knowledge in year group assessment sheets for further information.

- Wonder by R.J. Palacio
- Daffodils by William Wordsworth
- Holes by Louis Sachar
- The Arrival by Shaun Tan
- Adventure stories - narrative

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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- Statistical Reasoning (Solve comparison, sum and difference problems using information presented in a line graph, calculate and interpret the mean as an average)
- Interpret and construct pie charts and line graphs and use these to solve problems
- Roman Numerals, Time and Revision
- Proportional Reasoning (Solve problems which require knowing percentage and decimal equivalents of 1, read and write decimal numbers as fractions (for example, 0.71 = 71/
- 100), recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents, solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign)
- Statistical Reasoning (solve comparison, sum and difference problems using information presented in a line graph, complete, read and interpret information in tables, including timetables, convert between different units of metric measure, understand and use approximate equivalences between metric units and common imperial units
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Measures and Describing Patterns (understand and use approximate equivalences between metric units and common imperial units, money] using decimal notation including scaling
- Solving Problems involving the Four Operations
- Transition and High Value Learning
  Design and make maths board games and design a project based on a real-life context (Rock Club)
  Developing the automaticity and fluency of number facts through mastering number.

As scientists we will focus on:

- Working 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

Electricity:

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram
- Understand different types of circuits and real life uses e.g. parallel, series, alarms (sensors and switches).

STEM investigation: children investigate whether the thickness or length of wire changes the brightness of a bulb. Children go on to investigate the effects of changing a different component in a circuit and observing the results. For example: the number of cells in a circuit.

Animals including humans:

- Describe the life process of reproduction in some plants and animals
- Draw a timeline to indicate stages in the growth and development of humans
- Learn about the changes experienced in puberty
- Pupils will work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows
- Use the Respect Yourself, Eat Better Resources to consider food groups, nutrients and the healthy plate/lunchbox: human reproduction

Please see Science progression map for further guidance.

P.E.
Physical activities and sports development in the areas below (following our progression of skills):

- Striking and fielding: cricket and rounders
- Athletics
- Tennis
- Bikeability (Yr6)
  Please see PE skills sheets for further guidance.

R.E. What matters most to Humanists and Christians?
Make sense of belief:
Identify and explain beliefs about why people are good and bad (Christian and Humanist).
Make links with sources of authority in the Bible ("made in the image of God" but "fallen") and Humanists saying people can be "good without God".
Understand the impact:
Make clear connections between Christian and Humanist ideas about being good and how people live; suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.
Make connections:
Raise questions/suggest answers about how and why people should be good.

How do Christians decide how to live? What would Jesus do?
Make sense of belief:
Identify features of Gospel texts; teachings, parables, narrative.
Understand the impact:
Make clear connections between Gospel texts, Jesus' "good news" and how Christian live (in the Christian community and in their own lives).
Make connections:
Make connections between Christian teaching (peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.

French: as linguists we will explore the French language through:

- Healthy Eating
- A French Café/Snack-bar –ordering food- conversation at the café
- Buying an ice cream
- Opinions and food.
- Where we live including directions (recap prepositions)
- Exploring a French town – types of shops – La belle Paris
- Talking about going on holiday
- Recapping the weather

Please see French progression map for further guidance

As experts in computing we will:

- Program our Micro:bits to use sensor technology and physical inputs to design a night light and alarm
- Expand our understanding of networks: internet; www; LAN; WAN etc (6.6)
- Explore quizzing (6.7 2quiz, 2diy, text toolkit, 2investigate) and editing/redesigning their own

Please see the computing skills sheets for further information.

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

Relationships	**Changing Me**
• Mental health • Identifying mental health worries and sources of support • Love and loss • Managing feelings • Power and control • Assertiveness • Technology safety • Take responsibility with technology use	• Self-image • Body image • Puberty and feelings • Conception to birth • Reflections about change • Physical attraction • Respect and consent • Boyfriends/girlfriends • Sexting • Transition

History Overview and comparison of Britain from Roman Britain through to 1066.
As historians we will:

- Compare Roman, Anglo Saxon and Viking settlements
- Compare the resistances to invasion of Boudica and King Alfred
- Compare the religions during these different periods (some examples can be Roman gods, paganism and the spread of Christianity)
- Describe how the Roman invasion of Britain was different to the Anglo Saxon invasion of Britain
- Understand what succession is and that Edward the Confessor did not have a son or daughter to become the new King or Queen of England, which led to the Norman invasion in 1066

As geographers we will explore changes in our local environment:
Children will:

- Describe the climate of a region and how plants and animals are adapted to it
- Understand how food production is influenced by climate and know the journey of how at least one product get to their home in detail
- Understand that products we use are imported as well as locally produced.
- Understand what 'fair trade' means
- Explain where in the world several different fruits, foods and clothes originate and to understand where our energy and natural resources come from
- Use enquiry and fieldwork skills to investigate products that are available locally

As artists we will: Take a Seat
Disciplines: Drawing, making, sketchbooks
Medium: construction materials
Artists: Yinka Ilori

- Use my sketchbook to collect, record and reflect on my ideas and thoughts
- Explore the work of a craftsperson / designer and consider how they bring personality to their work
- Explore how chair design has changed through the ages
- Experiment with how I can make mini sculptures with lots of different materials
- Use the Design Through Making technique to make a model of a chair, which expresses an aspect of my personality
- Consider how my sketchbook exploration helped me work towards my final outcome, and I can see what I like and what I would like to do differently
- Reflect on my work and the work of others

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As musicians we will:

- Identify how music reflects different intentions, time and place; understand how this influences how music is created, performed and heard
- Develop a broad understanding of music from different styles and genres (year-long target)
- Compose a melody demonstrating step and leap. Record ideas using basic staff notation

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

Aspect of D & T: Electrical systems
Focus: More complex switches and circuits

Technical knowledge and understanding

- Understand and use electrical systems in their products.
- Apply their understanding of computing to program, monitor and control their products.
- Know and use technical vocabulary relevant to the project

Key vocabulary
series circuit, parallel circuit, names of switches and components, input device, output device, system, monitor, control, program, flowchart function, innovative, design specification, design brief, user, purpose.
Designing

- Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost.
- Generate and develop innovative ideas and share and clarify these through discussion.
- Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams.

Making

- Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components.
- Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product.
- Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment.

Evaluation

- Continually evaluate and modify the working features of the product to match the initial design specification.
- Test the system to demonstrate its effectiveness for the intended user and purpose.

Investigate famous inventors who developed ground-breaking electrical systems and components.