

<p>As DESIGNERS we will:</p> <ul style="list-style-type: none"> ▪ Look at the style and design of the Viking homes and compare them to modern houses ▪ Build our own version of the huts by planning carefully and choosing materials 	<p style="text-align: center;">Greenfields Community Primary School, Nursery & Pre-School</p>  <p style="text-align: center;">Key Stage 2- Summer 2 CURRICULUM OVERVIEW</p> <p style="text-align: center; background-color: #90EE90;">What if the Vikings had never invaded?</p>	<p>As MATHEMATICIANS we will:</p> <ul style="list-style-type: none"> • Apply our mathematical knowledge to investigations and problem solving activities • Work in pairs, explaining our reasoning behind the solutions that we may find
<p>As MUSICIANS we will:</p> <ul style="list-style-type: none"> • Take part in a performance (singing or playing an instrument to provide support) 		<p>As CITIZENS we will:</p> <ul style="list-style-type: none"> ▪ Recognise how our bodies change as we get older and the impact this has on our feelings ▪ Learn how to deal with our feelings in a positive way, especially in relation to our transition to high school
<p>As COMPUTER TECHNOLOGISTS we will:</p> <ul style="list-style-type: none"> ▪ Identify how to use lights and sound to enhance our leaver's performance ▪ Use search technologies safely and responsibly 		<p>As ARTISTS we will:</p> <ul style="list-style-type: none"> ▪ Plan a piece of art that meets a specific criteria
<p>As READERS we will:</p> <ul style="list-style-type: none"> ▪ In English, we will be continuing to read the novel 'Cogheart' by Peter Bunzl ▪ Read the 'Picture News' each week to allow us to discuss current themes and issues in the world around us ▪ Read our words out loud, with fluency and expression, in the performances 	<p>As PERFORMERS we will:</p> <ul style="list-style-type: none"> ▪ Speak fluently with the correct volume and pace ▪ Participate in a leaver's performance 	<p>As GEOGRAPHERS we will:</p> <ul style="list-style-type: none"> ▪ Use maps and aerial photos to look at the journey the Vikings took to get to Britain ▪ Describe how some places are similar and others are different in relation to their physical and human features ▪ Recognise where the Vikings invaded and the influence this has had on our country
<p>As AUTHORS we will:</p> <ul style="list-style-type: none"> ▪ Write diary entries, putting ourselves into the shoes of the characters from the story and justifying their actions ▪ Take part in discussions or debates about what the characters should do, justifying our opinions when writing ▪ Verbally retell our own stories, using the correct intonation and fluency to be a good story teller ▪ Look at the plot structure of traditional tales ▪ Use the plot structure to write our own versions of the stories 	<p>As THEOLOGIANS we will:</p> <ul style="list-style-type: none"> ▪ Look at Significant People in religion and how they have made an impact on our world 	<p>As SCIENTISTS we will:</p> <ul style="list-style-type: none"> ▪ Investigate our big question 'What if electricity couldn't be controlled?' ▪ Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit ▪ Compare and give reasons for variations in how components function, including the brightness of bulbs and on/off position of switches ▪ Use practical equipment safely and responsibly to make our own electrical circuits ▪ Use recognised symbols when representing a simple circuit in a diagram
	<p>As SPORTS SCIENTISTS we will:</p> <ul style="list-style-type: none"> ▪ Improve our precision and technique in various athletic events 	
	<p>As HISTORIANS we will:</p> <ul style="list-style-type: none"> ▪ Place features of historical events and people from the past in an appropriate chronological framework ▪ Summarise the main events from a specific period in history, explaining the order in which key events happened ▪ Summarise how Britain has learned from other countries and civilisations over time ▪ Look at two different versions of a historical event and say why the author may be giving that specific viewpoint 	

