


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

