



Y1/Y2 CYCLE B Cross Curricular Yearly Plan

Year 1/Year 2 CYCLE B

Writing genres to be included across all aspects of work: Y1 Lists; Labels and Captions; Instructions; Retelling Stories; Poetic Rhyming Phrases; Diary; Adventure Stories; Fantasy Stories, Acrostic Poems. Y2 Setting descriptions; Retells; Alternative Endings; Instructions; Character descriptions; Diaries; persuasive leaflets; Non Chronological reports; Call and response poems; Narratives; Informal letters; Haiku Poems. **Texts studied:** The Sweetest Song (from The Story Tree, Tales to Read aloud); The Three Little Pigs; The True Story of the Three little Pigs; The Town Mouse and The Country Mouse; Care of Henry; Look Up; Man on the Moon (a day in the life of Bob); Going to Space; Space exploration; Lila and the secret of rain; Africa, Amazing Africa: Country by Country; Lila and the Secret of Rain; The Hodgehog; The Proper Way to Meet a Hedgehog; The Lighthouse keeper's Lunch; Summer Haiku and Acrostic Poems.

Topic Headings	Science	Computing	History	Geography	RE	Art Design	D.T.	Music	PE	RE/RSE/HE/PHMW/PSHE
Autumn 1 Animals and their habitats Sc/A AF	Living Things and their Habitat Identify and find a range of items outside that are living, dead and never lived. <i>Identify, group and classify according to whether things are living, dead or once alive.</i> Match some animals and plants to their habitats. <i>Ask simple questions and recognise that they can be answered in different ways including use of scientific language.</i> Explain why an animal or plant is suited to its habitat. <i>Ask simple questions and recognise that they can be answered in different ways including use of scientific language.</i> Explore plants and animals in an unfamiliar habitat. <i>Compare habitats and the animals and plants that live in them.</i> Explore and describe a microhabitat. <i>Make careful observations of microhabitats and their inhabitants.</i> <i>Record findings to help answer questions.</i> <i>Describe and compare the conditions in different habitats and microhabitats and find out how the conditions affect the number and type(s) of plants and animals that live there.</i> Explore food chains in a habitat. <i>Ask exploring questions.</i>	Online Safety Me and My Avatar (Project Evolve) Recognise that online characters may not reflect real life. Computer Networks and Digital Literacy IT around us Identifying IT and how its responsible use improves our world in school and beyond. - Chromebooks - Google Slides			Why do Christians make and try to keep promises before God? Gospel Respond sensitively to the situations and views of others. Describe some of the joys and challenges of making and keeping promises. Give reasons for some of the views they and others might have, relating to where their ideas came from. Talk about what kinds of promises are made in different rites of passage for Christians, e.g. in a baptism and in a wedding. Explain what difference promises might make to a Christian community. Retell the story of Jesus' baptism and identify how this shows what Christians believe about baptism. Suggest reasons why Christians might make promises to mark stages of life. Suggest how promises that Christians make help them feel closer to God. Make links between rites of passage and promises being made by Christians and people of different faiths.	Look at the work of John Piper and his work of cut and paste landscapes and the work of Adishwar Kumar Jain a torn paper collage artist from India. Use ideas and techniques from their works to create a collaborative large -scale animal habitat collage. Evaluate finished piece making links between own work and that of Piper and Kumar Jain. Use different types and textures of paper including magazines, photocopied material, tissue, crepe paper.		Wandsworth Music Reading Music Learn to read simple rhythmic notation (crotchets and quavers) Sing the notes so and mi. Apply my knowledge to singing activities. Develop rhythmic reading skills through games.	Multiskills (PE Specialist) Demonstrate basic movement and spatial awareness. Move with a ball. Send and receive a ball by rolling. Send and receive a ball by throwing. Dance - Toys (Teacher) Change the speed, weight and size of my movements. Dance in different formations. Move in response to stimuli. Move to a rhythm. Dance a duet. Synchronise movement in different formations.	PSHE: Rules Understand what rules are and why we have them. Devise a class charter. RE: Respectful relationships - Bullying Understand how being bullied would make you feel. RE: Respectful relationships Know how I am the same/different from my friends. Understand the meaning of being tolerant and respectful and why sometimes this may be difficult. Know the conventions of courtesy and manners. Understand importance of self-respect and how this links to personal happiness. Understand how to foster own self-esteem and build a strong sense of personal identity through developing skills and interests.

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Autumn 2 Homes Sc/H AF	Uses of Everyday Materials Identify and name a variety of every day materials and sort them according to a criteria. Identify, group and classify a variety of materials into groups according to a criteria. Compare a variety of every day materials. Identify and classify the uses of everyday materials in the context of the local area. Use observations and ideas to suggest answers to questions including from secondary sources of information. Gather and record date to help in answering questions. Explain why a material is suitable or not suitable for a purpose. Identify, group and classify. Investigate waterproof materials and their uses. Perform simple tests and record my findings. Use vocabulary to describe materials that can be changed in shape and those that cannot. Perform simple comparative tests. Know what happens when a material is heated up and why it changes shape. Use simple equipment to observe closely, including changes over time. Possible trip: Science Museum – The secret life of the home	Online Safety Long Time Online (Project Evolve) Understand that online information can last a long time. Computer Science and Digital Literacy Programming Beebots Design, test and debug algorithms. Use of logical reasoning to predict outcomes. Apply knowledge using Beebot App - Bee-Bots - iPad - Beebot App	Different styles of homes and household appliances within living memory and how they have changed over time. Look at similarities and differences between how homes have changed. Possible trip: Chertsey Museum – Homes in the past (or they come to the school)		What can we learn from the story of Noah? Creation Retell the story of Noah and identify the symbols to show what people believe. Ask thoughtful questions about their own and others' ideas, feelings and experiences. Recognise that some questions about life are difficult to answer respond to questions about e.g. 'right'/'wrong', 'good'/'bad', 'real'/'true'. Give a reason why something may be of value to themselves and/or others, Recognising different viewpoints. What does the 'Light of the World' mean for Christians? Incarnation Identify how belief in Jesus as the Light of the World is expressed in different ways for Christians. Identify how symbols show what people believe. Ask thoughtful questions about their own and others' ideas, feelings and experiences. Give a simple reason for a view that they have.	Learn about the works of Rachel Whiteread in particular her sculpture of 'House'. Create own cast of a house from card and plaster. Select appropriate tools to scratch details into own sculpture to create windows, bricks, doors and other details.	Design the outside of a house by having own ideas and labelling parts explaining the purpose of the product. Make a 3D models of the home they have designed using a wide range of materials. Measure, mark out and cut and shape materials. Use scissors, and Stanley knife (with support) to cut materials. Choose best tools and materials and explain choices.	Nativity Production Wandsworth Music Developing pulse and rhythm - Untuned Percussion Learn to play a range of untuned percussion instruments. Develop my rhythm-keeping abilities. Use rhythm notation to make rhythmic patterns. Learn call and response patterns.	Netball (PE Specialist) Develop throwing and catching skills using a range of apparatus (shapes, weight, texture). Throw, catch and bounce in different ways. Throw and catch stationary and on the move. Understand "beat your own record." Make up games using throw, catch and bounce. Throw a ball into a target/net. Play a simple throwing, catching and scoring game. Gym – Landscapes and Cityscapes (Teacher) Move and balance with agility and coordination. Roll with coordination and control. Make long thin shapes with my body. Take my weight on my hands and feet. Take my weight on my hands. Perform and complete	PSHE: Fire/firework safety. Keeping safe in the home. Know fires and fireworks can be dangerous. Know the different hazards that can be found in the home. Know ways to reduce risks. HE/PH&MW: Medicines Know what medicines are and how they help us. To know how to keep safe around medicines.

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Spring 1 Space H/DT AF	Space Know how the earth and the moon are in space and their relationship with each other. Possible trip: Science Museum – Destination Space OR Legend of Apollo	Online Safety Where can bullying be found? (Project Evolve) Recognise different forms of bullying online. Computer Science and Digital Literacy Programme a sprite to move, talk and resize Understand that sequences of commands have an outcome. Add sprites, backgrounds, speech bubbles and movement to create simple animations in ScratchJr. Evaluate designs debug to improve the animation. - Chromebooks - Scratch	Life of a significant individual who has contributed to National and International achievement – Neil Armstrong. Who was he, what did he achieve, why was he significant, what impact has he had on our life, when did he make history. Talk about why Valentina Tereshkova and Mae Jemison are significant names in space exploration. Compare aspects of life of people in different periods who have contributed to National and International achievement – Christopher Columbus or Matthew Henson and Neil Armstrong or Mae Jemison. Identify similarities and differences between what the 2 people achieved.		What does it mean to be a Muslim? Identify similarities in features of religion. Retell religious, spiritual and moral stories and identify how they and symbols show what people believe. Identify how belief is expressed in different ways for different people. Give examples of how Muslims put their beliefs into practice, in the home, in places of worship or in living their lives. Ask thoughtful questions about their own and others' ideas, feelings and experiences.	Use their imaginations to create, draw and design a picture of an alien using pencil. Understand what water colour paints are and the effects that can be created with them. Practice with less/ more water and layering colour. Use watercolours paints to decorate the alien, add glitter for texture and effect.	Explore the wheel and axle mechanism and understand how to use them. Understand how pneumatics work and what they are used for. Use a range of materials and components to make a balloon moon buggy from a set of given instructions. Measure, mark out, cut and shape materials and components with support. Describe the different characteristics of the materials being used. Join components together in different ways using sellotape, masking tape, glue and glue gun with support. Use scissors, Stanley knife (with support) to cut materials. Explain when a Stanley knife is more useful than scissors. Use the wheel and axle mechanism in their moon buggy product. Use pneumatics to make the moon buggy move. Evaluate product against set criteria by saying what went well. Explain what could be done differently if product was to be made again.	Wandsworth Music Peter and the Wolf - Instruments of the orchestra Explore instruments of the orchestra along with the Peter and the Wolf story. Focus on strings, flute and timpani. Create dances which express the different sounds of these 3 themes.	Football (PE Specialist) Begin to understand how to dribble a ball. Practice passing the ball. Move fluently, changing direction. Practice finding a space to receive the ball. Practice defending the ball. Competition. Circuit Training (Teacher) Change the direction of movements with control. Use and combine different types of jumps. Perform movements with control and accuracy. Combine more than one skill to complete an activity. Complete activities independently and try to improve own performances. Watch others and use this to improve own performances.	RE: Bullying Understand how bullying affects behaviour and how to resolve this. RE: Caring friendships Know how people chose and make friends and the characteristics of good friendships. Know the characteristics of good friendships lead to happiness and security including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Know how to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Know that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. Know practical steps to take and skills to develop in a range of different contexts to improve or support their relationships. Understand what sorts of boundaries are appropriate in friendships with peers and others (including online). Including learning about boundaries in play and in negotiations about space, toys, books, resources etc. Know healthy friendships are positive and welcoming and do not make others feel lonely or excluded. Know how important friends are in making us feel happy and secure and how they can help you. Understand and develop the skills for caring, kind friendships. Know how to manage conflict.

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Spring 2 Africa G/A AF Possible Trip – The British Museum – Explore shape, pattern, colour & counting in the museums African galleries (numeracy skills inspired by African artefacts)	Explore food chains and know basic needs of animals for survival (link to Africa) PLANT BULBS IN PREPARATION FOR SUM 2	Online Safety Being kind online (Project Evolve) Understand how to be kind and respectful to others online. IT: Data and Digital Literacy Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer. - Busy Things - Google slides - Chromebooks / iPads	Study the life of an African individual from the past who contributed to National and International achievement – Nelson Mandela. Who was he, what did he achieve, why was he significant, what impact has he had on our life, when did he make history.	Name and locate the 7 continents and 5 oceans on a map. Name, locate and identify characteristics of the 4 countries in the UK and their capital cities and surrounding seas on a UK map. Find land and sea on maps and globes. Make comparison of geographical similarities and differences between the human and physical features of a country in Africa (Kenya) and the UK. Use basic geographical vocabulary to refer to key physical features of country studied in Africa eg river, soil, vegetation, weather, season, mountain and to key human features eg village, farm. Use non-fiction books, stories, maps, pictures, photos and internet as a source of information. Ask simple geographical questions (Where is it? What is it like?) Follow compass directions (N, S, E, W), locational and directional language to describe the location of features on maps. Use teacher drawn maps, infant atlases, and globes to identify the 5 continents and 7 oceans.	Why are women so important in the Bible? Gospel Explain that Gospel means “good news.” Retell both stories of women in the Gospels. Explain how these women showed trust and faith in Jesus. Say that Christians believe Jesus brings forgiveness and love. Reflect on what these stories teach about how to live. Do Easter symbols help us to understand Easter? Salvation To know what symbols are and to explain why symbols are important, including to themselves. Recognise that incarnation and salvation are a big story of the bible. Tell the stories of Holy Week and Easter and recognise a link with the idea of salvation and forgiveness. Give examples of symbols associated with Easter and think, talk, ask questions about their meaning to Christians. To recognise the cross is the most important symbol for Christians all over the world. Reflect on how water symbolises a fresh start and how Christians make a fresh start in life.	Learn about traditional African print and where we see it today. Study traditional African print, understand its origins, meaning and use. Recreate an African print using a variety of tools. Use observations and imaginations to create own printing block. Create a block and relief print using a repeating pattern. Use paint to print onto fabric. Possible Trip: The British Museum – Print making for young artists	Explore different masks and talk about how they are made – what material are they made from, how do they fix to the head, do all fix to the head. Look at examples of African masks and collate similarities and differences. Discuss how each mask works and understand the overriding design criteria of each (cover face, usually holes to enable you to see etc). Understand how paper can be made stiffer to make it stronger (paper mache - glue and layering and rolling and folding). Plan own African Mask using picture and words. Label plan to show the techniques that will be used to strengthen paper. Use paper strengthening techniques (paper mache and rolling) to make African mask. Design mask for myself and others following design criteria. Explain what is being made and why it fits the purpose. Use finishing techniques to make the product look good. Evaluate how good the existing masks are.	Wandsworth Music Assorted Percussion Use their knowledge of percussion instruments to create a class performance for We’re Going on a Bear Hunt with different instruments representing the different sound worlds the characters pass through. Use vocabulary like high/ low, fast/ slow, start/ stop to describe the various sounds.	Multiskills (PE Specialist) Send and receive by kicking. Aim by throwing. Handle a racket correctly. Use a racket with accuracy. Demonstrate fielding skills. Strike a ball. Dance - Plants (Teacher) Create and perform a dance motif inspired by a stimulus. Use different movements and body shapes to represent a plant growing. Create movements to represent different types of seeds. Work with a partner to create a dance based on plants. Create movements to represent the different parts of a story. Work with a partner to create movements to represent the parts of a story.	RSE: Growing up – from baby to adult Understand that babies grow up and change. Describe some of the ways babies change as they get older. Understand the human growth lifecycle (from scan photo to pensioner). Compare what they can do now to what they could do as a baby. HE/PH&MW: Health and Prevention (sun damage) Know about safe and unsafe exposure to the sun. Know the risk of sun damage, including skin cancer.

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Summer 1 The Common and Healthy Living Sc/DT AF	Animals/ including humans Find out what babies different animals have and match them to their adults. I can use my observations to suggest ideas and answers to questions. Explore how humans grow as they get old Observe, through video or first-hand observation, how different animals, including humans, grow. Find out what animals, including humans, need to survive. Ask questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions. Find out how to eat a healthy, balanced diet. Identify, group and classify five food groups and include these in my own meal. Give reasons as to why humans need exercise. Perform simple tests and record results of my heart beat per minute. Gather and record data to help me answer questions. Say how and why I should keep myself clean. Participate in simple investigations to demonstrate the spread of germs. PLANT SEEDS IN PREPARATION FOR SUM 2	Online Safety What is Digital Consent? (BBC Own It) Understand that I have choices about my online identity. IT: Creativity and Digital Literacy Taking, selecting and editing digital images Taking, selecting and editing digital images - - iPad - Camera app - Photos app			What helps Muslims live a faithful life? Explain how sources of inspiration and influence make a difference to themselves and others Explore ideas about Islam, drawing on prior and present learning Comment on connections between the five pillars of Islam explaining their importance to different communities Explain the impact of diversity in their own community	Look at Gauguin's Still life of fruit and lemons and Still life with apples painting by Vincent Van Gogh and discuss how each of the artists placed the fruits and their use of colour. Look at Giuseppe Arimboldo's paintings depicting faces made up from paintings of fruits and vegetables. Create own painting using ideas from Giuseppe Arimboldo and his use of fruit shapes and still life forms to create his paintings using groups of fruit and vegetables. Think about colour, shape, shade, light, dark, line and form.	Cooking and Nutrition: Know the basics elements of a healthy meal (protein, carbohydrates, vitamins, dairy, veg) and understand there are groups of foods and the importance of a varied diet. Understand and explain the phrase '5 a day.' Know that food comes from plants or from animals/fish/shellfish and name some examples of each. Identify where in the world some of the main sources of food come from. Prepare some simple healthy snacks eg smoothies, salads with cheese, chicken or fish. Cut, peel and grate with increasing confidence. Explain hygiene and the need for a hygienic kitchen.	Wandsworth Music Vocal Project Learn the material from the WMS vocal project (changes annually) using everything they have learnt so far to produce a small performance of the songs at the end of the year. Include actions, parts and percussion instruments where relevant.	Athletics (PE Specialist) Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Throw different types of equipment in different ways, for accuracy and distance. Investigate ways to alter their throwing technique to achieve greater distance. Rounders (Teacher) Catch a ball from a distance using correct technique. Use underarm throw to bowl a ball at a batter. Use overarm throw to throw a ball a distance. Know which throw to use in rounders game. Pass ball using correct throw in triangle of bowler (underarm), backstop (overarm), fielder (overarm). Hit a ball with a rounders bat. Play small sided rounders game with only 2 bases and use all throwing and batting techniques.	HE/PH&MW: Healthy eating Understand the meaning of diet and what foods constitute a healthy diet. Know that eating a balanced diet helps us to exercise well and that some food groups are needed for exercise. Plan a balanced dinner. Plan a healthy balanced breakfast. Prepare a healthy balanced breakfast. HE/PH&WM: Physical health and fitness Know the importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. Know the characteristics and mental and physical benefits of an active lifestyle. RE: Bullying Know that bullies can choose to stop being a bully.

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Summer 2 The Seaside Sc/G AF	Plants Say that different seeds grow into different plants. Perform simple tests and observe the growth of my plant. I can notice similarities, differences and patterns. Say that plants can be grown from bulbs. Observe the growth of my plant. Use my observations and ideas to make suggestions and answer questions. Predict, investigate and evaluate the conditions that affect plant growth (germination). Perform simple comparative tests. Plan and carry out a fair test. Ask questions that can be investigated scientifically and make suggestions on how to answer them. Know that plants need water, light and warmth to grow healthily. Make careful observations. Make comparisons. Know that plants disperse their seeds in different ways. Make observations and suggest answers to questions. Construct simple food chains for seaside living things, including <i>different</i> plants found in the seaside. Ask exploring questions.	Online Safety Making Choices (Project Evolve) Recognising work created by others (Project Evolve) Understand rules for keeping personal information safe. Understand the importance of crediting others. IT: Media and Digital Literacy Creating animations Creating a stop-motion animation using assets created based on class text. - iPads - iMotion - Tripods	Seaside holidays within living memory and how they have changed over time. Look at similarities and differences between how seaside holidays have changed. Possible trip: Chertsey Museum – Seaside holidays in the past (or they will come to school)	Explore physical and human features of a seaside town. Investigate the surroundings at the beach location. Use basic geographical vocabulary to refer to: key physical features of a coastal town eg beach, cliff, coast, sea, ocean and key human features eg port, harbour, pier, souvenir shop. Name, locate and identify characteristics of the 4 countries in the UK and their capital cities and surrounding seas. Use non-fiction books, stories, maps, pictures, photos and internet as a source of information. Ask simple geographical questions (Where is it? What is it like?) Use teacher drawn maps, infant atlases, large scale OS maps and globes to identify the UK and its countries. Follow compass directions (N, S, E, W), locational and directional language to describe the location of features on maps. Begin to spatially match places (recognise UK on a small scale and large scale map) Draw a map of a real or imaginary place. Use an aerial map to identify features. Look down on objects to make a plan view map. Begin to understand the need for a key. Use class agreed symbols to make a simple key. Make appropriate observations about why some seaside features happen. Follow a route on a map. Begin to spatially match places (recognise UK on a small scale map and larger scale map.) .Possible trip: Brighton Beach	How is prayer important? God Understand what prayer is and why people pray. Explore what Jesus taught Christians about how to pray. Compare different ways of praying (e.g. Islam, Hinduism, Judaism). Understand that prayer and reflection are not always the same. Explore how people, pray or reflect using music, art, and nature. Talk about what we’ve learned about prayer and reflection.	Look at the works of Andy Goldsworthy and understand the practices and techniques he uses. Identify similarities and differences between his work. Understand his sculptures always use natural materials found in nature and that he arranges them using pattern, colour and texture artistically. Create beach art using natural materials found in Brighton/ the heath and arrange materials using pattern and texture artistically. Create a sculpture from natural materials and make links between their work and Andy Goldsworthy. Photograph work created with ipad from different directions and perspectives. Look at paintings from famous various landscape/ watercolour artists (Joseph Turner, John Constable, Create landscape and water paintings using watercolour techniques, creating clouds, sea and sand. Using different ratios of water to paint and overlapping to create effects. Use black ball point pen to pick out and define detail.		Wandsworth Music Vocal Project Learn the material from the WMS vocal project (changes annually) using everything they have learnt so far to produce a small performance of the songs at the end of the year. Include actions, parts and percussion instruments where relevant	Tennis (PE Specialist) Hold a racket correctly and use it to control a beanbag in a variety of ways. Use a racket to hit a ball or beanbag with control. Apply my racket skills to play a target game. Hold a racket correctly to hit a ball. Hit a ball that has been thrown underarm. Practise and use a simple tactic. Gym – Under the sea (teacher) Perform and improve upon balances on different parts of the body. Create matching balances with a partner. Roll in different ways while showing control. Jump safely in a variety of ways including on and off apparatus. Combine a selection of movements to create a gymnastic sequence. Work with a partner to create a matching sequence.	RSE: Body hygiene Know ways to keep my body clean. PSHE: Financial Education Become aware that our feelings and actions have an impact on others and vice versa. Understand the difference between needs and wants. Know that there are different ways to save money. Know what charities are for and what some might do. Know where money goes if it is given to a charity.