



Year 2 Cross Curricular Yearly Plan

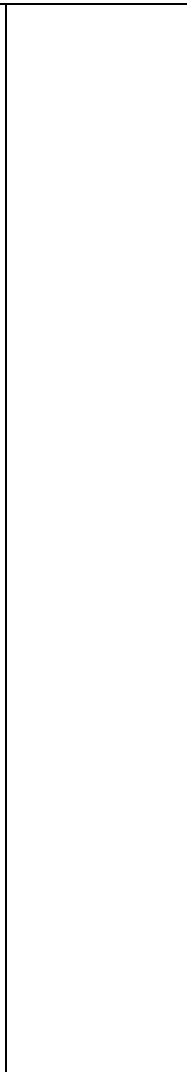
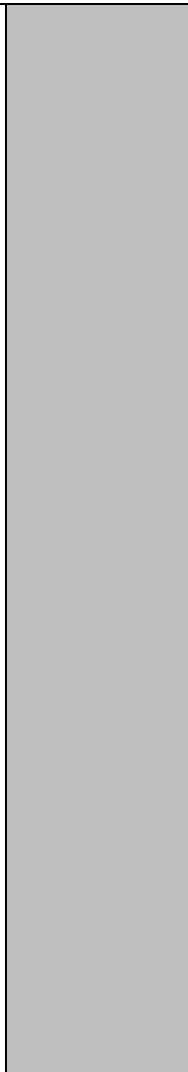
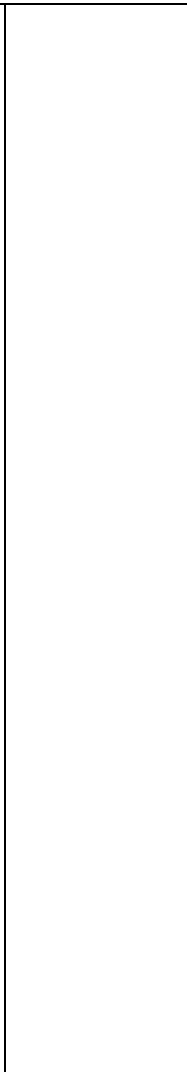
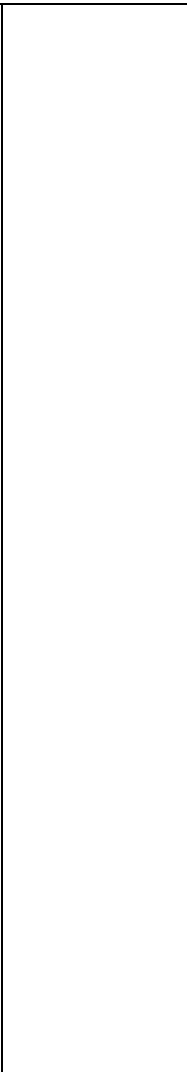


Writing genres to be included across all aspects of work: Setting descriptions; Retells; Alternative Endings; Instructions; Character descriptions; Diaries; persuasive leaflets; Non Chronological reports; Call and response poems; Narratives; Informal letters; Haiku Poems.

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; 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 – Atinuke; The Hodgeheg; The Lighthouse keeper’s Lunch; Summer Haiku examples.

Topic Headings	Science	Computing	History	Geography	R.E.	Art Design	D.T.	Music	P.E.	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. Identify, group and classify according to whether things are living, dead or once alive. Match some animals and plants to their habitats. Ask simple questions and recognise that they can be answered in different ways including use of scientific language. Explain why an animal or plant is suited to its habitat. Ask simple questions and recognise that they can be answered in different ways including use of	2.2 We are games testers (explaining how computer games work)			Why are they having a Jewish party? Rosh Hashannah & Sukkot Name a time when I celebrated a religious festival like Rosh Hashanah with a meal, sweet food and music. Say what the Jews are remembering when they celebrate Sukkot and how Sukkot makes them feel.	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 Explore rhythms through clapping and playing. Play games in which call and response trains the ear in listening to musical rhythms and phrases. Create their own short melodies and perform each other’s melodies on the instrument or voice. Confidently use their voices Know a series of songs and games Repeat rhythms confidently Lead their own rhythms Keep a steady beat within the group Pick out tempos within the music	Multi-skills (Chelsea) 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.

scientific language.
Explore plants and animals in an unfamiliar habitat.
Compare habitats and the animals and plants that live in them.
Explore and describe a microhabitat.
Make careful observations of microhabitats and their inhabitants.
Record findings to help answer questions.
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.
Explore food chains in a habitat.
Ask exploring questions.



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Autumn 2 Homes Sc/H AF	<p>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 data 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</p>		<p>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.</p> <p>Possible trip: Chertsey Museum – Homes in the past (or they come to the school)</p>		<p>What is the story of Noah really about? Retell the story of Noah and explain some things Jews and Christians believe from it. Ask a puzzling question about the story of Noah.</p> <p>Where is the light of Christmas? Name the different parts of a Christingle. Say how the characters in the Christmas story feel when they see different representations of light (angel, star, Jesus).</p>	<p>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.</p>	<p>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.</p>	<p>Nativity Production</p> <p>Wandsworth Music Explore rhythms through clapping and playing. Play games in which call and response trains the ear in listening to musical rhythms and phrases. Create their own short melodies and perform each other’s melodies on the instrument or voice.</p> <p>Confidently use their voices Know a series of songs and games Repeat rhythms confidently Lead their own rhythms Keep a steady beat within the group Pick out tempos within the music</p>	<p>Netball (Chelsea) 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.</p> <p>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</p>	<p>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.</p> <p>HE/PH&MW: Medicines Know what medicines are and how they help us. To know how to keep safe around medicines.</p>

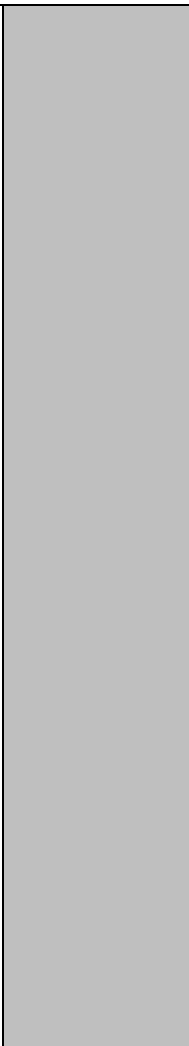
materials that can be changed in shape and those that cannot.

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



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<p>Spring 1</p> <p>Space</p> <p>H/DT AF</p>	<p>Space Know how the earth and the moon are in space and their relationship with each other.</p> <p>Possible trip: Science Museum – Destination Space OR Legend of Apollo</p>	<p>2.1 We are astronauts (programming on screen)</p>	<p>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.</p> <p>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.</p>		<p>What does it mean to be a Hindu? Identify the 4 aspects we have talked about that are important to both Hindus and Christians (eg family, values, being kind to one another - karma, worship/prayer and pilgrimage) and say why they are important. Say why it's important to show respect in a place of worship and I demonstrate respect when I am visiting these places.</p>	<p>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.</p>	<p>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.</p>	<p>Wandsworth Music Introduced to the recorder. Learn proper playing technique including posture, tone, and pitch elements. Reading music off the stave. Learn songs in unison. Learn how to play along with accompanying music on backing tracks and piano. Confidently use their voices. Sing simple songs, chants, and rhymes from memory. Perform a steady beat within the group. Hold the recorder correctly and produce a characteristic tone. Demonstrate rest, playing, and miming positions. Play the pitches B, A, and G. Sing and play songs pitching accurately. Define and perform dynamics and tempo. Respond to a conductor's directions for tempo and dynamics. Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and</p>	<p>Football (Chelsea) 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.</p> <p>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.</p>	<p>RE: Bullying Understand how bullying affects behaviour and how to resolve this.</p> <p>RE: Caring friendships Know how people chose and make friends and the characteristics of good friendships. Know the characteristics of good friendships, including mutual respect, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Understand what negotiation and compromise is. Understanding all friendships have ups and downs and that these can be worked through and violence should not be used to solve issues. Know healthy friendships are positive and welcoming and do not exclude people. Know how important friends are in making us feel happy and secure and how they can help you.</p>

								<p>instrumental technique. Perform double and triple metres using movement. Identify the beat groupings in familiar music that they sing regularly and have heard. Play copy-cat rhythms, copying a leader, and invent rhythms for others to copy. Create rhythms using word phrases as a starting point. Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchet rests. Create and perform their own chanted rhythm patterns and notate. Play a range of singing games based on the so-mi interval matching pitch accurately. Sing and play short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g., stand up/sit down, hands high/hands low). Recognise dot notation and match it to 3-note tunes played on tuned percussion/keyboard.</p>		
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<p>Spring 2</p> <p>Africa</p> <p>G/A AF</p> <p>Possible Trip – The British Museum – Explore shape, pattern, colour & counting in the museums African galleries (numeracy skills inspired by African artefacts)</p>	<p>Explore food chains and know basic needs of animals for survival (link to Africa)</p> <p>PLANT BULBS IN PREPARATION FOR SUM 2</p>	<p>2.4 We are researchers (researching a topic)</p>	<p>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.</p>	<p>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 e.g. river, soil, vegetation, weather, season, mountain and to key human features e.g. 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.</p>	<p>Why are Saints important to Christianity? Retell a story about a Saint and say what I have learnt from that story. Identify some qualities that make someone a Saint and say what is important about these qualities.</p> <p>How do Easter symbols help us to understand the true meaning of Easter? Say what the symbols of the cross (the empty cross and crucifix – cross with Jesus on it) and water stand for in the Easter Story. Say how the symbol of a cross, a crucifix and water and what they symbolise can make a Christian feel.</p>	<p>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.</p> <p>Possible Trip: The British Museum – Print making for young artists</p>	<p>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.</p>	<p>Wandsworth Music Introduced to the recorder. Learn proper playing technique including posture, tone, and pitch elements. Reading music off the stave. Learn songs in unison. Learn how to play along with accompanying music on backing tracks and piano. Confidently use their voices. Sing simple songs, chants, and rhymes from memory. Perform a steady beat within the group. Hold the recorder correctly and produce a characteristic tone. Demonstrate rest, playing, and miming positions. Play the pitches B, A, and G. Sing and play songs pitching accurately. Define and perform dynamics and tempo. Respond to a conductor's directions for tempo and dynamics. Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and instrumental technique. Perform double and triple metres using movement.</p>	<p>Multi-skills (Chelsea) Send and receive by kicking. Aim by throwing. Handle a racket correctly. Use a racket with accuracy. Demonstrate fielding skills. Strike a ball.</p> <p>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.</p>	<p>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.</p> <p>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</p>

								<p>Identify the beat groupings in familiar music that they sing regularly and have heard.</p> <p>Play copy-cat rhythms, copying a leader, and invent rhythms for others to copy.</p> <p>Create rhythms using word phrases as a starting point.</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchet rests.</p> <p>Create and perform their own chanted rhythm patterns and notate.</p> <p>Play a range of singing games based on the so-mi interval matching pitch accurately.</p> <p>Sing and play short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g., stand up/sit down, hands high/hands low).</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion/keyboard.</p>		
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<p>Summer 1</p> <p>The Common and Healthy Living</p> <p>Sc/DT AF</p>	<p>Animals/ including humans Find out what babies different animals have and match them to their adults.</p> <p>I can use my observations to suggest ideas and answers to questions.</p> <p>Explore how humans grow as they get old</p> <p>Observe, through video or first-hand observation, how different animals, including humans, grow.</p> <p>Find out what animals, including humans, need to survive.</p> <p>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.</p> <p>Find out how to eat a healthy, balanced diet.</p> <p>Identify, group and classify five food groups and include these in my own meal.</p> <p>Give reasons as to why humans need exercise.</p> <p>Perform simple tests and record results of my heart beat per minute.</p>	<p>2.6 We are zoologists (recording bug hunting data)</p>			<p>What responsibility has God given people about taking care of Creation? Retell the Creation story and write a question for God about creation that puzzles me. Retell the Creation story and write a question for God about creation that puzzles me.</p>	<p>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 Aricmboldo's paintings depicting faces made up from paintings of fruits and vegetables.</p> <p>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.</p>	<p>Cooking and Nutrition:</p> <p>Know the basics elements of a healthy meal (protein, carbohydrates, vitamins, dairy, and 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/shell fish 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 e.g. smoothies, salads with cheese, chicken or fish. Cut, peel and grate with increasing confidence. Explain hygiene and the need for a hygienic kitchen.</p>	<p>TBC</p>	<p>Athletics (Chelsea) 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.</p> <p>Rounders (Teacher) Catch a ball from a distance using correct technique. Use</p>	<p>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.</p> <p>HE/PH&WM: Physical health and fitness Know the importance of building regular exercise into daily and weekly routines and the benefits of this.</p> <p>RE: Bullying Know that bullies can choose to stop being a bully.</p>

	<p>Gather and record data to help me answer questions.</p> <p>Say how and why I should keep myself clean.</p> <p>Participate in simple investigations to demonstrate the spread of germs.</p> <p>PLANT SEEDS IN PREPARATION FOR SUM 2</p>								<p>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.</p>	
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<p>Summer 2</p> <p>The Seaside</p> <p>Sc/G AF</p>	<p>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.</p>	<p>2.3 We are photographers (talking, selecting, editing digital images)</p>	<p>Seaside holidays within living memory and how they have changed over time. Look at similarities and differences between how seaside holidays have changed.</p> <p>Possible trip: Chertsey Museum – Seaside holidays in the past (or they will come to school)</p>	<p>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 e.g. beach, cliff, coast, sea, ocean and key human features e.g. 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</p>	<p>Why is it good to listen to and remember the stories Jesus told? Retell one of Jesus' Parables and explain its meaning/moral. Say why forgiveness is important and discuss the implications when forgiveness is or isn't shown.</p>	<p>Look at the works of Andy Goldsworthy and understand the practices and techniques he uses. Identify similarities and differences between his works. 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.</p> <p>Look at paintings from famous various landscape/ watercolour artists (Joseph Turner, John</p>		TBC	<p>Tennis (Chelsea) 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.</p> <p>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.</p>	<p>RSE: Body hygiene Know ways to keep my body clean.</p> <p>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.</p>

	<p>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.</p>			<p>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</p>		<p>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.</p>				
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