



KS1 Cross Curricular Yearly Plan

Year 2

Writing genres to be included across all aspects of work: Setting descriptions; Fairytales; Character descriptions; Instructions; Diary; Recounts; Descriptive Poetry; Non chronological reports; story writing; Informal letters; Haiku poems and Postcards.

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 Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats (include seaside habitats), including micro habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food (include seaside food chains).	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.	Animal Collage - tearing skills		Hands, Feet, Heart Style: South African Listen to and appraise the song 'Hands, Feet, Heart' and other songs that celebrates South African Music. Play musical warm up games and perform vocal exercises. Learn to sing the song 'Hands, Feet, Heart'. Play Instruments with the Song. Improvise with the Song: Using voices and instruments. Perform the song.	Multiskills (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 (Teacher) Change the speed, weight and size of my movements. Use my body and an object to express an idea. Move in different ways. Make different shapes with my body. Make different shapes with others. Dance 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.
Autumn 2 Homes Sc/H AF	Uses of Everyday Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Possible trip: Science Museum – The secret life of the home		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 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. 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).		Make 3D models of homes.	Nativity Production 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. Gym (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. 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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<p>Spring 1</p> <p>Space</p> <p>H/DT AF</p>	<p>Space</p> <p>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.</p> <p>Compare aspects of life of people in different periods who have contributed to National and International achievement – Christopher Columbus and Neil Armstrong. Identify similarities and differences between what the 2 men 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>Designing aliens - water colour</p>	<p>Make own balloon car (moon buggy)</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>Karate (Dave) Recap including rows and language. Moving backwards Zenkutsu Dachi. Oi Tsuki – forwards, backwards and turning. Gedan Barai – forwards, backwards and turning. Mae Geri (standing and moving forward). Assessment.</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>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>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.</p> <p>Use world maps, atlases and globes to identify the 5 continents and 7 oceans.</p> <p>Comparison of geographical similarities and differences between the human and physical features of a country in Africa and the UK.</p> <p>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.</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>African Printing - creating block prints printing repeated pattern</p> <p>Possible Trip: The British Museum – Print making for young artists</p>	<p>African Masks</p>	<p>Multiskills (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 (Teacher) Understand how dance can be used to communicate. Use different dance movements to communicate an idea. Dance in different formations to communicate different ideas. Communicate feelings through dance. Refine and improve my movements. Change the rhythm of my movements to communicate different ideas.</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>	

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<p>Summer 1</p> <p>The Common and Healthy Living</p> <p>Sc/DT AF</p>	<p>Animals/ including humans Notice that animals, including humans, have offspring, which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</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>Looking at Andy Goldsworthy art and understanding practices and techniques he uses.</p> <p>Reproducing work like Andy Goldsworthy art using natural materials found in nature – arranging, using pattern and texture artistically</p>		<p>Cooking – use basic principles of a healthy/ varied diet to prepare dishes e.g. making healthy snacks, and know where our food comes from</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 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>	<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>Summer 2</p> <p>The Seaside</p> <p>Sc/G AF</p>	<p>Plants Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</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. 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 world maps, atlases and globes to identify the UK and its countries. Use compass directions, locational and directional language to describe the location of features on maps. Possible trip: Brighton Beach</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>Beach art using natural materials found in Brighton – arranging, using pattern and texture artistically</p> <p>Landscape and water paintings – watercolour</p>		<p>Friendship Song Listen to and appraise a range of songs about friendship (throughout the term). Start to learn the song, 'Friendship song'. Sing the song and play instrumental parts within the song. Sing the song and improvise using voices and/or instruments within the song. Sing the song and perform composition(s) within the song. Perform the song.</p> <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>Karate (Dave) Recap. Age Uke (Rising block). Soto Ude Uke. Standing distance and Jodan/Chudan – attack block. Assessment.</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>	

