

## CLC MAT Cross Curriculum KS2-KS1-Foundation- Early Years (2021-2022)

Year 2						
Being Human' should come through all teaching for that topic. Children must experience their learning from the heart. Think about how to empower and motivate children, so that have greater depth and engage emotionally to their learning. How can we inspire the future generations based on what they have learnt about the past, present and future.						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Novel</b>	<b>The Oxford Treasury of Fairy Tales</b>	<b>The Worst Witch</b>	<b>The Hodgeheg</b>	<b>How to train a dragon</b>	<b>The Enchanted Wood</b>	<b>The Magic Finger</b>
<b>Writing</b>	Traditional (opening and ending) Concrete poems	Instructions Narrative (Character and Dialogue)	Non-chronological reports Reporting Journalistic	Contemporary (settings and character) Diary recount	Persuasive advert List poems	Fantasy (description) Imagery poems description
<b>History &amp; Geography</b>	<b>Nurturing Nurses (Florence Nightingale, Mary Seacole, Edith Cavell)</b>	<b>The Gunpowder plot</b>	<b>What will we see on our journey around the world?</b>	<b>What are the seven wonders of the world?</b>	<b>Explorers</b>	<b>Where do animals live?</b>
<b>Science</b>	<p><b>Humans</b></p> <ul style="list-style-type: none"> <li>notice that humans have offspring which grow into adults</li> <li>find out about and describe the basic needs of 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</li> </ul>	<p><b>Use of everyday materials</b></p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses                             <ul style="list-style-type: none"> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Plants</b></p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>		<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>notice that animals, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, for survival (water, food and air)</li> </ul>	<p><b>Living things and Habitats</b></p> <ul style="list-style-type: none"> <li>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                             <ul style="list-style-type: none"> <li>identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>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</li> <li>notice that animals, have offspring which grow into adults</li> <li>find out about and describe the basic needs</li> </ul> </li> </ul>

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						of animals, for survival (water, food and air)
<b>Thematic Link</b>	Why is hygiene important to survival? What must a healthy diet contain? How does one person's actions significantly affect others? Consider the impact of the NHS.	Link to human rights -believe in what they choose  Cause and effect • Why do we still celebrate it today? • Do you think the plotters were right to challenge the King and Parliament? • What do you think about the action the plotters decided to take?	How are different places around the world different and similar to where we live?	Link to the natural wonders of the world.  Consider the term beauty is in the eye of the beholder - is this always true or are there something we all see as beautiful.	Why do people explore and why is it important? Is exploration more or less important now than it was in the past? Why?	How do different environments support different ecosystems?
<b>'Being Human'</b>	Link to the Clapping for the NHS, how did the NHS significantly impact our lives during the pandemic? Consider the sacrifices Edith Cavell made in order to serve others and link to modern day support from NHS during pandemic	Human rights/rights of the child  Equality Fairness  The plotters were all Catholic. The King and Parliament would not let them practise their religion. What do you think about this?	Link to a community which has settled here over Time. immigration into cities and districts Addressing misconceptions about the people, places and environments that are near them is important.	Are wonders representative of a country or continent?  Cultural appreciation.	Why were there so few female explorers in the past? What qualities do you think an explorer needs to have? How would life today be different if this explorer had never lived?	The value of home and the importance of finding the right place to settle.
<b>RE</b>	Living by rules Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment	Being regardful of suffering Sharing and being generous	Creating unity and harmony Participating and willing to lead	Caring for others, animals and the environment Being merciful and forgiving	Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence Being Reflective and Self-Critical	Being imaginative and explorative Appreciating beauty
<b>PSHE</b>	<b>Recovery curriculum</b>	<b>'Positive Thinking'</b>	<b>'Healthy Me'</b>	<b>'People around us'</b>	<b>'Safety First'</b>	<b>'Making choices'</b>
<b>British Values</b>	Democracy Respect & Tolerance Individual Liberty	Democracy Rule of Law Respect & Tolerance Individual Liberty	Respect & Tolerance	Respect & Tolerance Individual Liberty	Democracy Respect & Tolerance Individual Liberty	Democracy Rule of Law Respect & Tolerance Individual Liberty
<b>♪ MUSIC ♪ YEAR 2</b>	<b>LISTENING APPRAISING</b> Pulse and Tempo Internalising the pulse	<b>CONTROLLING SOUND</b> Rhythms Copying back simple rhythmic patterns (including silent	<b>CONTROLLING SOUND</b> Instruments Exploring simple patterns on untuned percussive	<b>IMPROVISING, COMPOSING</b> Instrumental Improvisation Exploring the interrelation of music on tuned	<b>CONTROLLING SOUND</b> Singing Controlling sounds such as longer notes with the voice	<b>CONTROLLING SOUND</b> Performing Singing in unison for a performance

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	(hand clapping ,foot taping, body percussions) Slow and fast , loud and quiet, start and stop <u>Cross curriculum</u> : Science Songs using human themes	beat) on untuned percussive instruments <u>Cross curriculum</u> : Writing Instructions (follow the leader)	instruments from around the world <u>Cross curriculum</u> : Geography journey around the world	percussive instruments (simple riff) <u>Cross curriculum</u> :: Geography: rhythms and melody around the world	Refining pitch and phrasing <u>Cross curriculum</u> : Writing Poems, rhymes in songs	song structure: chorus, verse <u>Cross curriculum</u> : Science Song using animal theme
<b>Art and DT</b>	<b>DT</b> <b>Playgrounds</b>  <b>Skills</b> :Levers and hinges	<b>ART</b> <b>Fireworks</b>  <b>Skills</b> :Colour mixing	<b>DT</b> <b>Frozen healthy dessert</b>  <b>Skills</b> : Food technology	<b>Art</b> <b>Natural patterns</b>  <b>Skills</b> : Printing	<b>DT</b> <b>Animal puppets</b>  <b>Skills</b> : Sewing	<b>Art</b> <b>Andy Goldsworthy</b>  <b>Skills</b> : weaving collage