

# Year 2 Planning sheet-Cross-Curricular Themes- How have toys changed over time? Spring Term 1

## Science – Uses of everyday materials

Pupils will be taught to:

- Identify and compare the suitability of a variety of everyday materials for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Working scientifically:

- ask simple questions & recognise they can be answered in different ways
- perform simple tests
- identify and classify
- use their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions.

Uses of Everyday Materials

Conduct a fair experiment testing to find out which materials are waterproof.

Conduct a fair experiment testing to find out how water beads change in different liquids (absorbency).

Conduct a fair experiment testing how much light materials let through (transparent, translucent, opaque).

Research and write about the famous scientist – Charles Macintosh.

To sort examples of materials by their properties in different ways using Venn diagrams.

## Religious Education

**Why did Jesus teach The Lord's Prayer as the way to pray?**

- To understand the importance of prayer for Christians.
- To know the meaning of The Lord's Prayer: God the father as a loving and trusting figure; trust in God for providing daily needs; forgiveness; temptation and praise.

## Computing

### Animation

Pupils will be taught to:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Create and debug simple programs.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise instructions.
  - To make a thaumatrope as an introduction to animation.
  - To create different animations using JIT5 (re-sizing, fading/disappearing & movement).
  - To describe the actions and order needed to make something happen and to begin to talk about this as an algorithm, debugging any mistakes.

## **Theme: How have toys changed over time?**

### Music

Pupils will be taught to:

- use their voices expressively and creatively by singing songs and speaking chants & rhymes.
- play tuned and untuned instruments musically.
- listen with concentration and understanding to a range of high-quality live and recorded music.
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Voices Foundation units 10-11.

Achieve singing with one breath per song phrase. Develop greater quality of singing sound. Develop the aural memory for known song melody. **Additional music sessions taught by specialist teacher.**

## History

Pupils will be taught to:

- Develop an awareness of the past, using common words and phrases relating to the passing of time, and use a wide vocabulary of everyday historical terms. To begin to understand chronology and similarities and differences between different ways of life in different periods. They should ask and answer questions and understand some of the ways in which we find out about the past.
- Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.
- about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Sort old and new toys on a Venn diagram.

Create a timeline of the development of toys.

Compare old and new toys (say what is similar and different).

Write questions to find out more about toys from the past.

## Design and Technology

Pupils will be taught to:

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking and, drawing.
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components including construction materials, textiles according to their characteristics
- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria
- Explore and use mechanisms

Design make and evaluate a moving picture: slider, pop up or rotating mechanism

## Physical Education

### Dance

Pupils will be taught to:

- To perform dances using simple movement patterns.
- Explore basic actions and ideas of the story of 'The Nutcracker'.
- Move in time with rhythm and beat.
- Create actions and movements for characters, using simple, repeatable actions with control and co-ordination (mice, soldiers, dolls).
- Sequence movements to create a simple dance routine.
- Evaluate performances – identifying strengths and areas for development.

## RHE

**How Do We Recognise Our Feelings?**

Health and wellbeing: Feelings; mood; times of change; loss and bereavement; growing up

Pupils will be taught:

- how to recognise, name and describe a range of feelings
- what helps them to feel good, or better if not feeling good
- how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)
- how feelings can affect people in their bodies and their behaviour
- ways to manage big feelings and the importance of sharing their feelings with someone they trust
- how to recognise when they might need help with feelings and how to ask for help when they need it

## Art and Design

Pupils will be taught:

- To use a range of material creatively to design and make products.
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

COD of toys (old and new), first in pencil.

Then reproduce using watercolour paint.

Printing picture of toy using Lego bricks.