



Year 2 Cross Curricular Scheme of Work

Cross Curricular Links **History** **Geography** **Computing** **Art** **Science** **Music** **DT**

Autumn 1: Towers, Tunnels and Turrets

NC Learning Objective	Week	Lesson Overview	Cross-Curricular Links
<p>Science Everyday Materials</p> <ul style="list-style-type: none"> 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. <p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> 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, including micro-habitats. Describe how animals obtain their food from 	1		



Year 2 Cross Curricular Scheme of Work

<p>plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. 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. 	2		
<p>Art</p> <ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <p>DT</p> <p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, 	3		



Year 2 Cross Curricular Scheme of Work

<p>mock-ups and, where appropriate, information and communication technology.</p> <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. <p>Make</p> <ul style="list-style-type: none"> 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 and ingredients, according to their characteristics. 	4		
<p>Technical Knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. 	5		



Year 2 Cross Curricular Scheme of Work

Geography

6

Human and Physical Knowledge

- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Locational skills

- Name and locate the world's seven continents and five oceans.

Geographical Skills and Fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



Year 2 Cross Curricular Scheme of Work

History

- Learn about events beyond living memory that are significant nationally or globally.
- Learn 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.

Computing

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- 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.



Year 2 Cross Curricular Scheme of Work

Cross Curricular Links History Geography Computing Art Science Music DT

Autumn 2: Street Detectives

NC Learning Objective	Week	Lesson Overview	Cross-Curricular Links
<p>Science Everyday Materials</p> <ul style="list-style-type: none"> 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. <p>Plants</p> <ul style="list-style-type: none"> 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>Working Scientifically</p> <ul style="list-style-type: none"> Identify and classify. 	1		



Year 2 Cross Curricular Scheme of Work

<p>Art</p> <ul style="list-style-type: none">• Use a range of materials creatively to design and make products.• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.• Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	2		
<p>DT</p> <p>Cooking and Nutrition</p> <ul style="list-style-type: none">• Understand where food comes from. <p>Design</p> <ul style="list-style-type: none">• Design purposeful, functional, appealing products for themselves and other users based on design criteria.	3		



Year 2 Cross Curricular Scheme of Work

<p>Make</p> <ul style="list-style-type: none"> 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 and ingredients, according to their characteristics. <p>Geography</p> <p>Human and Physical Knowledge</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p>Locational skills</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 	4	
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Year 2 Cross Curricular Scheme of Work

- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

History

- Learn about events beyond living memory that are significant nationally or globally.
- Learn about significant historical events, people and places in their own locality.

Computing

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- 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.

6



Year 2 Cross Curricular Scheme of Work

Cross Curricular Links **History** **Geography** **Computing** **Art** **Science** **Music** **DT**

Spring 1: Land Ahoy!

NC Learning Objective	Week	Lesson Overview	Cross-Curricular Links
<p>Science Everyday Materials</p> <ul style="list-style-type: none">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. <p>Working Scientifically</p> <ul style="list-style-type: none">Ask simple questions and recognise that they can be answered in different ways.Observe closely, using simple equipment.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.	1		



Year 2 Cross Curricular Scheme of Work

<p>Art</p> <ul style="list-style-type: none">• Use a range of materials creatively to design and make products.• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.• Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	2		
<p>DT</p> <p>Design</p> <ul style="list-style-type: none">• Design purposeful, functional, appealing products for themselves and other users based on design criteria. <p>Evaluate</p> <ul style="list-style-type: none">• Explore and evaluate a range of existing products.• Evaluate their ideas and products against design criteria.	3		



Year 2 Cross Curricular Scheme of Work

<p>Make</p> <ul style="list-style-type: none"> 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 and ingredients, according to their characteristics. <p>Technical Knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. <p>Geography</p> <p>Human and Physical Knowledge</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, 	4	
	5	



Year 2 Cross Curricular Scheme of Work

harbour and shop.

6

Locational skills

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Geographical Skills and Fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

History

- Learn 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.



Year 2 Cross Curricular Scheme of Work

Computing

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- 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.



Year 2 Cross Curricular Scheme of Work

Cross Curricular Links **History** **Geography** **Computing** **Art** **Science** **Music** **DT**

Spring 2 – Scented Garden

End of term project (After school art gallery and

NC Learning Objective	Week	Lesson Overview	Cross-Curricular Links
<p>Science Plants</p> <ul style="list-style-type: none"> 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>Working Scientifically</p> <ul style="list-style-type: none"> Observe closely, using simple equipment. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. <p>Art</p> <ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, 	1	<p>Art - Explore and discuss different styles of painting of still flowers. Compare and discuss colour, pattern, texture, line, shape, form and space. Ch to write about which painting they like best, say why and describe it.</p> <p>Science - Manipulate different plants, etc. Looking at their different parts. Bulbs, herbs, flowers, vegetables, seeds. This is to be a practical lesson to engage children in their learning. Flowers etc can start off in the soil but then ch to take them out of the soil carefully.</p> <p>Carousel activity 1 type of plant on each table (Vegetables, bulbs with flower, herbs still in the soil, seeds) Ch to identify different types of plants and understand that the vegetables that grow underground are actually roots, etc.</p> <p>Theme – Talk with Mr Jones. Look at gardening tools, pictures of the allotment, etc. WOW STARTER – Photographic evidence. Ch to answer some questions about what they learnt.</p> <p>Theme- Walk around the school. Ch to identify different types of plants around the school (weeds, flowers, trees, herbs, etc) Introduce ch to the concept of things being alive, dead or never alive. Ch to fill in table with their partner. Ch to then collect bark, leaves, twigs, flowers, etc. Ch to create observational drawings using magnifying glasses.</p>	<p>Art</p> <p>Science</p> <p>Geography</p> <p>DT</p>



Year 2 Cross Curricular Scheme of Work

<p>experiences and imagination.</p> <ul style="list-style-type: none"> • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>DT Design</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. 	2	<p>Art – Look at paintings created by Monet of different flowers and plants. Discuss colour, pattern, texture, line, shape, form and space. Show the children the painting ‘Water Lilies’. Discuss the colours used. Ch to experiment copying this style of painting.</p> <p>Science –</p> <p>Theme – Plan a pizza garden Theme – Plant pizza garden. Plant fast growing seeds and bulbs to grow a ‘pizza’ garden. Include ingredients such as tomatoes, basil, onions, rocket, spinach, peppers, and oregano. Make a list of daily jobs that will need to be done to care for the plants. (cornerstones pg 5)</p>	<p>Art DT Science</p>
<p>Evaluate</p> <ul style="list-style-type: none"> • Evaluate their ideas and products against design criteria. <p>Make</p> <ul style="list-style-type: none"> • 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 and ingredients, according to their characteristics. 	3	<p>Art – Look at paintings created by Van Gogh of different flowers and plants. Discuss colour, pattern, texture, line, shape, form and space. Show the children the painting ‘sunflowers’. Discuss the colours used. Ch to experiment copying this style of painting.</p> <p>Science</p> <p>Theme – Walk through local area. Ch to be given a list of items they need to see and find. Scavenger hunt in the local area. This to familiarise ch with the types of flowers and plants that grow on their local area.</p> <p>Theme – Pizza garden diary. (This will happen once a week. Ch to record how they pizza garden is doing). Compare flowers seen on local walk with flowers from other countries.(Geography cornerstones pg 15)</p>	<p>Art Geography</p>



Year 2 Cross Curricular Scheme of Work

<p>Geography Place Knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>Music</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their 	4	<p>Art – Ch to think about the flowers and plants they saw on their walk and the plants they look at last week from different countries. Ch to design their own wonderful flower. Ch to draw and label. (They will be making this out modelling clay and then painting it). – (use an evaluation sheet - What does their flower have to have?)</p> <p>Science –</p> <p>Theme - Why do flowers have scent? – Discuss and investigate why flowers have a scent. Rainbow flowers - Find out how plants and flowers transport water by creating a 'rainbow of flowers'. Carefully place the stems of white carnations in coloured water and watch what happens. Explain what they have observed in simple scientific vocabulary. TAKE PHOTOGRAGHS FOR INSTRUCTION WRITING.</p> <p>Theme – Part 1- Why do we need all senses. – Explore a range of smells (pleasant and unpleasant) using sensory tubs. What can they smell? What might be inside? Sort smells into those they like and those they don't like. Do the smells remind them of anything? Smells could include: burnt toast, vinegar, coffee, bread, perfume, orange peel, freshly cut grass, manure, tree bark, sweets, soil, mint an old smelly sock Part 2 - Match the five senses to images of body parts that we use for each sense. Imagine what it might be like to lose one or more of their senses by wearing a blindfold and trying to eat cereal, blocking their ears and trying to follow an instruction or holding their nose and eating an apple or onion. Talk about what it feels like to lose a sense. Link this to the story of Helen Keller and the importance of smell to her.</p>	<p style="background-color: #d9ead3; padding: 2px;">Art</p> <p style="background-color: #fff2cc; padding: 2px;">DT</p> <p style="background-color: #f4cccc; padding: 2px;">Science</p>
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Year 2 Cross Curricular Scheme of Work

<p>school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Computing</p> <ul style="list-style-type: none"> 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 and unambiguous instructions. Recognise common uses of information technology beyond school. Use logical reasoning to predict the behaviour of simple programs. Create and debug simple programs. 	5	<p>Art – Science – Theme – Seeds and bulbs Theme – Life cycle Rainbow flowers</p>	
This cell is shared with the row above	5	<p>Art – Ch to create the flowers they designed in the last lesson.</p> <p>Science –</p> <p>Theme – Ch to write a set of instructions for creating a ‘Rainbow of Flowers’. Spend time talking about what they did, ordering their instructions correctly.</p> <p>Theme – Which plants do we eat? Take suggestions of plants or parts of plants that we eat. Explain the main groups of edible plants, with examples, inviting children to name foods that they recognise, and familiar ways that they eat these foods. Explain that most of the plants we eat are grown on farms, before they are sold to shops and ultimately bought and eaten by the consumer. Watch the video to explore some of the different strategies used by farmers to make sure their plant crops grow well.</p>	<p style="background-color: yellow;">DT</p> <p style="background-color: red; color: white;">Science</p> <p style="background-color: #d9ead3;">Geography</p>



Year 2 Cross Curricular Scheme of Work

Cross Curricular Links History Geography Computing Art Science Music DT

Summer 1: Wriggle and Crawl

NC Learning Objective	Week	Lesson Overview	Cross-Curricular Links
<p>Science Animals Including Humans</p> <ul style="list-style-type: none"> 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>Living Things and their Habitats</p> <ul style="list-style-type: none"> 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, including micro-habitats. 	1		



Year 2 Cross Curricular Scheme of Work

- 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.

Working Scientifically

- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely, using simple equipment.
- 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.

Art

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

2

3



Year 2 Cross Curricular Scheme of Work

<p>DT</p> <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • Understand where food comes from. <p>Design</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. <p>Evaluate</p> <ul style="list-style-type: none"> • Evaluate their ideas and products against design criteria. <p>Make</p> <ul style="list-style-type: none"> • 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 and ingredients, according to their characteristics. <p>Geography</p> <p>Human and Physical Knowledge</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to 	4	
	5	



Year 2 Cross Curricular Scheme of Work

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Computing

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- 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.

6



Year 2 Cross Curricular Scheme of Work

Cross Curricular Links **History** **Geography** **Computing** **Art** **Science** **Music** **DT**

Summer 2: Beachcombers

NC Learning Objective	Week	Lesson Overview	Cross-Curricular Links
<p>Science Animals Including Humans</p> <ul style="list-style-type: none">• 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>Living Things and their Habitats</p> <ul style="list-style-type: none">• 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, including micro-habitats.	1		



Year 2 Cross Curricular Scheme of Work

<ul style="list-style-type: none"> 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. <p>Working Scientifically</p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. 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. 	2		
<p>Art</p> <ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to 	3		



Year 2 Cross Curricular Scheme of Work

<p>their own work.</p> <p>DT</p> <p>Make</p> <ul style="list-style-type: none"> 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 and ingredients, according to their characteristics. <p>Geography</p> <p>Human and Physical Knowledge</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <p>Computing</p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. 	4	
	5	



Year 2 Cross Curricular Scheme of Work

<ul style="list-style-type: none">• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.• Recognise common uses of information technology beyond school.• 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.	6		
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