



AUGHTON CHRIST CHURCH Y2 CURRICULUM MAP

3SUBJECT	Autumn			Spring			Summer		
TOPIC TITLE	Who's Afraid of the Big Bad Wolf?		Far From Home	Fire, Fire!		Fire, Fire!	Street Detectives		Fit Kids
MATHS	Place Value (tens and ones), write numbers to 100, use <, > and = signs, round numbers to the nearest ten, count in steps of 2,3,5 and 10, finding 10 more or less than a given number, Adding and Subtracting one digit numbers, solve problems using addition and subtraction, addition facts to 20,interpret and construct simple pictograms, properties of 2D and 3D shapes, symmetry, measurement (length and height in cm), multiplying by 2, 5 and 10, fractions of shapes ¼ 2/4 1/3 3/4 , count on and back in steps of ½ and ¼, recognise £ and p and telling the time to the nearest 15 minutes. .			Understand, write and order numbers to and beyond 100 in the context of measures, measure length, height and weight using scales of different increments (2, 5, 10 and 1), adding and subtracting from two digit numbers using pictures, solve addition and subtraction problems, use pounds and pence, count in 2s, 5s and 10s in the context of money, sort and describe properties of 3D shapes including 2D shapes on the faces of 3D shapes, continue to work on multiplication facts for 2, 5 and 10 times tables, introduce division facts in the 2, 5 and 10 times table, introduce remainders, derive and use number facts to 100, statistics (tally charts and Carroll diagrams), fractions (1/3), find fractions of amounts practically, describe position and direction and create patterns, compare intervals of time, tell the time to the nearest 5 minutes (past).			Partition numbers in different ways, link place value to measuring scales on a graph, continue adding two two digit numbers, bridge through ten using knowledge of number bonds, measure volume and capacity, measure temperature, understand the terms numerator and denominator, find fractions of amounts pictorially, practise half and quarter turns clockwise and anti-clockwise, continue telling the time to the nearest five minutes (to), investigate how long things take (practically), sort shapes and sort using Venn and Carroll diagrams, continue learning multiplication and division facts, understand multiplication and division as repeated addition and subtraction, answer multiplication and division problems, answer finding the difference questions about graphs, sort objects and numbers in different ways.		
ENGLISH UNIT	English Bridging Unit (Whole Half Term): -The Way Home for Wolf by Rachel Bright (Fiction and non-fiction)	Poems with a structure: Acrostic poems (bonfire night)	Story on a Theme: -Meerkat Mail by Emily Gravett Persuasion: -Leaflets	Classic poetry: 'The Jumblies' by Edward Lear	Fairy Tales with a Twist- -Jack's Beanstalk Stinks, Prince Cinders, The Three Ninja Pigs.	Recounts as letters: -Paddington Bear by Michael Bond	Explanation texts: Variety of texts linking to Science topics in the Summer term. Poems on a theme: Dinosaur poems	Stories with a familiar setting (school): Wigglesbottom Primary series by Pamela Butchart	Stories by the Same Author: Jill Tomlinson e.g. The Owl Who was Afraid of the Dark
HISTORY	Y2 SIGNIFICANT INDIVIDUALS Children learn about the lives of significant individuals in the past who have contributed to national and international achievements. Learn about David Attenborough and make information videos about wolves and the other habitats they have found out about.		Discrete: Children learn about Remembrance Day.	Y2 GREAT FIRE OF LONDON Children learn about the Great Fire of London which is significant nationally. Children ask and answer basic questions about the great fire and its effects, considering why it happened, its results and different ways it was represented and develop understanding of passing of time and chronology.			Y2 Ormskirk in the Past Children learn about historical places in their own locality, eg about how buildings and houses/homes in their own town and locality have changed over time.		Y2 SIGNIFICANT INDIVIDUALS – CAREGIVER or CAMPAIGNERS Children learn about the lives of significant individuals in the past who have contributed to national and international achievements. Mary Seacole
GEOGRAPHY	Y2 SEASONAL AND DAILY WEATHER (All year) Observe and record seasonal and daily weather patterns in UK and consider how these affect human activity, make links to learning in science Children learn the names and locations of the 5 oceans and 7 continents- focus on where wolves are found	Y2 HOME AND AWAY (Uganda) Small area in contrasting area in non-European country Children learn of broader geographical context such as continent and country Explore similarities and differences between the small area being studied and areas which they are more familiar – building on from previous units in Y1 (small area in UK and Y2 – where I live)	(Y2 SEASONAL AND DAILY WEATHER (All year) Observe and record seasonal and daily weather patterns in UK and consider how these affect human activity, make links to learning in science Map Skills: Children will look at old maps of London to see how far the fire spread. They will also compare it with a more modern map of London.			Y2 WHERE I LIVE Children study school and grounds and investigate key human and physical features of surrounding environment. Consider similarities and differences between school environment and others. Map Skills: Children create their own maps of the school building and grounds, then mark on a spot for another team to follow and find.			
SCIENCE	Environment - Living things and their habitats Children learn to: <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 plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.			Material Properties – Uses of Materials (Whole term topic) Pupils learn to: <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, water, 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 (applying a force)	Plants – Plant growth (Set up experiment and continue topic through summer term) Pupils learn to: <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 (and how changing these affects the plant) 	Animals - Animal survival and growth Pupils should learn to: <ul style="list-style-type: none"> Notice that animals have offspring which grow into adults. Find out about and describe the basic needs of animals for survival (water, food and air) 	Health – How we grow and stay healthy Pupils should learn to: <ul style="list-style-type: none"> Notice that humans have offspring which grow into adults. 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. <ul style="list-style-type: none"> Medicines can be useful when we are ill. Medicines can be harmful if not used properly. 		



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<p>ART DESIGN ARTISTS/ CRAFTSMAKERS AND DESIGNERS STUDIED:</p>	<p>Sketching: Look at the work of illustrator Jim Field (illustrator of our focus text) Children will practise drawing the main character from the text.</p>	<p>TEXTILES – Ugandan themed Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Nigerian Textile designer – Nike Davies Okundaye – Children have a go at textile weaving and staining to create their own pieces of art work.</p>	<p>Digital Media- Great Fire of London collage incorporating a graphics package and Photoshop Explore ideas using digital sources i.e. internet, CD-ROMs. Record visual information using digital cameras, video recorders. Use a simple graphics package to create images and effects with: lines by changing the size of brushes in response to ideas; shapes using eraser, shape and fill tools; and Study Lowry and his style- collage created using digital media and materials in the style of his work. Children to compare similarities and differences.</p>		<p>PRINTING – Ormskirk themed Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono –printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. Build repeating patterns and recognise pattern in the environment Study Andy Warhol and his screen printing- Children to create prints using photos of popular scenes from around Ormskirk.</p>	
<p>DESIGN TECHNOLOGY</p>	<p>Cross Curricular Art, DT and computing: Children will use a graphics package to import their sketches, design and create a new front cover for the text. Examples will be sent to the illustrator.</p>	<p>TEXTILES- Hand Puppet Cut out shapes which have been created by drawing round a template onto the fabric. Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape. Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons. Colour fabrics using a range of techniques e.g. fabric paints, printing, painting</p>	<p>MECHANISMS- Fire engines Join appropriately for different materials and situations e.g. glue, tape. Try out different axle fixings and their strengths and weaknesses. Make vehicles with construction kits which contain free running wheels. Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels. Roll paper to create tubes. Cut dowel using hacksaw and bench hook. Attach wheels to a chassis using an axle. Mark out materials to be cut using a template. Fold, tear and cut paper and card. Cut along lines, straight and curved. Use a hole punch. Insert paper fasteners for card.</p>		<p>DT focus in Summer 2</p>	<p>FOOD- Healthy picnic Develop a simple food vocabulary using taste, smell, Group familiar food products e.g. fruit and vegetables. Cut and chop a range of ingredients Work safely and hygienically. Know about the need for a variety of foods in a diet.</p>
<p>RSE Delivered through SCARF</p>	<p>Living in the Wider World Rules, Rights and Responsibilities Relationships Feelings and Emotions</p>	<p>Relationships Valuing Differences</p>	<p>Healthy and Well- Being Keeping Safe</p>	<p>Relationships Healthy Relationships</p>	<p>Living in the Wider World Caring for the Environment Living in the Wider World Money</p>	<p>Health and Well-being Healthy Lifestyles Growing and Changing</p>
<p>COMPUTING ONLINE SAFETY EACH HALF TERM</p>	<p>Programming I can give instructions to my friend and physically follow their instructions. I can tell you the order I need to do things to make something happen and talk about this as an algorithm. I can program a robot to do a particular task. I can watch a program execute and spot where it goes wrong so that I can debug it. Multimedia Learning objectives: I can use technology to organise and present my ideas, including adding text and images. I can use the keyboard on my device to add, delete and space text for others to read. I can tell you about an online tool that will help me to share my ideas with other people. I can save and open files on the device I use. Technology in Our Lives - I can tell you why I used technology in my home and community. I can identify benefits of using technology including finding information and communicating with others. I am starting to understand that other people have created the information I use. I can tell you why I use technology in the classroom. Cross Curricular ICT: -Designing book covers for our focus text by importing children’s own sketches. -Travel video pretending to be Sunny the Meerkat</p>		<p>Programming I can tell you the order I need to do things to make something happen and talk about this as an algorithm I can program a robot to do particular tasks I can watch a program execute and spot where it goes wrong so that I can debug it I can look at my friend’s program and tell you what will happen Multimedia I can use technology to organise and present my ideas in different ways I can save and open files on the device I use Handling Data I am starting to understand a branching database I can talk about the different ways I collect information I can make and save a graph using the data I collect I can talk about the data that is shown in my chart or graph Cross Curricular ICT: -Digital art work in the style of Lowry.</p>		<p>Programming I can tell you the order I need to do things to make something happen and talk about this as an algorithm. I can look at my friend’s program and tell you what will happen. I can watch a program execute and spot where it does wrong so that I can debug it. I can program a robot or software to do a particular task. Multimedia / Handling Data I can tell you what kind of information I could use to help me investigate a question I am starting to understand a branching database I can use technology to present my ideas in different ways I can use the keyboard on my device to add / delete and space text for others to read I can save and open files on the device I use Technology in Our Lives I can access information from the school public drive. I can identify benefits of using technology including finding information on the Internet. I know who information belongs to I can tell you why I use technology in my home and community. I am starting to understand that other people have created the information I use and know that not all information on the Internet is true. Cross Curricular ICT: -Creating ‘Joe Wicks 5 Minute Moves’ fitness videos</p>	



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RE Key Question How do we respond to things that really matter?	ISLAM Does worship have to happen in a special place/at a certain time?	CHRISTIANITY-GOD What do special stories teach worshippers and others?	HINDU How might people show their devotion?	CHRISTIANITY-JESUS Why do some people have religious rituals?	JUDAISM Does worship help people?	CHRISTIANITY-THE CHURCH How and why is celebrating important in religion and worship?			
MUSIC Delivered through Charanga	HANDS, FEET, HEART	HO, HO, HO	I WANNA PLAY IN A BAND	ZOETIME	FRIENDSHIP SONG	REFLECT, REWIND, REPLAY			
PE	Dance Gym	Gym	Striking and Fielding	Athletics	Target Games	Invasion Games			
ENRICHMENT OPPORTUNITIES	Outdoor Learning Walk around the local area to look for signs of autumn. Visit to Knowsley Frequent outdoor monitoring of temperature for Geography.	Cultural Diversity Uganda study Artist- Nike Davies Okundaye	Community Opportunities Textiles workshop with local seamstress	Outdoor Learning Visit to Ormskirk for Geography. Continuous monitoring of weather and seasons.	Cultural Diversity	Community Opportunities Trip to Ormskirk Fire Station. Talk from Ormskirk Firefighters	Outdoor Learning Walk around school and local area following a map. Mini beast hunt in school grounds. Continuous monitoring of temperature and seasons.	Cultural Diversity Mary Seacole	Community Opportunities Talk from member of the community about how the local area has changed. Visit to Ormskirk Library to find old books etc. Talk from a pharmacist- Mr/ Mrs Graham? Extra session with P.E coaches- Health and wellbeing Visit to supermarket?