



AUGHTON CHRIST CHURCH CURRICULUM MAP YEAR: 2

SUBJECT	Autumn		Spring			Summer			
Theme	Fire, Fire!		Brilliant Books...			Home and Away.			
Christian values	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect			
<b>MATHS</b>	Place value, Length and mass, Addition and subtraction, 2D and £D shapes.		Counting, multiplication and sorting, statistics, fractions, capacity and volume, money, and time.		Place value, mass, capacity and volume, addition and subtraction, money, multiplication and division.	Length, addition and subtraction, 2D and 3D shapes, fraction, position and direction and time.	Place value, statistics, addition and subtraction, capacity and volume, temperature, fractions, position, direction and time, 2D and 3D shapes.	Mental addition and subtraction, multiplication and division, statistics and calculations measurement.	
<b>ENGLISH UNIT</b>	<b>English Bridging Unit (Whole Half Term):</b> -The Way Home for Wolf by Rachel Bright (Fiction and non-fiction)	<b>Poems with a structure:</b> Acrostic poems (bonfire night)	<b>Recounts as letters:</b> -Paddington Bear by Michael Bond	<b>Fairy Tales with a Twist-</b> -Jack's Beanstalk Stinks, Prince Cinders, The Three Ninja Pigs.	<b>Classic poetry:</b> 'The Jumblies' by Edward Lear	<b>Persuasion texts:</b> Variety of texts linking to Science topics and Knowsley Safari Park trip.	<b>Explanation texts:</b> Variety of texts linking to Science topics in Sprig term 2 and summer term 1.	<b>Stories by the Same Author:</b> Jill Tomlinson e.g. The Owl Who was Afraid of the Dark	<b>Poetry with a theme:</b> The Kitchen Disco, The Bathroom Boogie and The Veg Patch Party by Clare Foges.
<b>Reading for pleasure</b>	<b>The Great Fire – A City in Flames.</b> By Ann Turnbull33.		<b>Brilliant Book Award Project.</b> 5 books gifted to Y2 to read explore and vote to which they think is the best.			Books teaching children to eat healthy.			
<b>HISTORY</b>	<b>Y2 Great Fire of London</b> 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  <b>Discrete:</b> Remembrance Day. BHM: Mary Seacole.		<b>Y2 Significant Individuals - Learie Constantine.</b> Children learn about the lives of significant individuals in the past who have contributed to national and international achievements.			<b>Y2 All About Aughton</b> Children learn about historical places in their own locality, e.g. the history of Aughton Christ church, school, ministry centre. They will explore the differences, similarities, how and why things change over time.			
<b>GEOGRAPHY</b>	<b>Y2 SEASONAL AND DAILY WEATHER (All year)</b> Observe and record seasonal and daily weather patterns in UK and consider how these affects human activity, make links to learning in science  <b>Map Skills:</b> 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.		<b>Y2 SEASONAL AND DAILY WEATHER (All year)</b> Observe and record seasonal and daily weather patterns in UK and consider how these affects human activity, make links to learning in science	<b>Y2 All About Aughton</b> Children study school and grounds and investigate key human and physical features of surrounding environment. Consider similarities and differences between school environment and others.  <b>Map Skills:</b> Children create their own maps of the school building and grounds, then mark on a spot for another team to follow and find.	<b>Y2 All About Uganda</b> 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 All about Aughton).				
<b>SCIENCE</b>	<b>Environment - Living things and their habitats</b> Pupils learn to: <ul style="list-style-type: none"> <li>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.</li> <li>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,</li> </ul>	<b>Material Properties – Uses of Materials.</b> Pupils learn to: <ul style="list-style-type: none"> <li>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).</li> </ul>	<b>Plants – Plant growth</b> Pupils learn to: <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 (and how changing these affects the plant).</li> </ul> (Set up experiment and continue topic through out term)	<b>Animals - Animal survival and growth</b> Pupils should learn to: <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>	<b>Health – How we grow and stay healthy</b> Pupils should learn to: <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).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.               <ul style="list-style-type: none"> <li>Medicines can be useful when we are ill.</li> <li>Medicines can be harmful if not used properly.</li> </ul> </li> </ul>				



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	and identify and name different sources of food.					
<b>ART DESIGN</b>	<p><b>Sketching:</b> Look at the work of illustrator Jim Field. (illustrator of our focus text) Children will draw a squirrel from 'The Squirrel who Squabbled' book by Jim Field – seasonal topic linked here .</p> <p><b>Rubbing:</b> Investigate textures by rubbing, copying. Create a whole class autumn tree using crayons and leave to create texture to a picture. - Seasonal topic linked here .</p>	<p><b>Printing:</b> Create firework pieces of art using hard and soft materials.</p> <p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks on rollers and printing palettes.</p>	<p><b>Study of Andy Warhol.</b> Create class display using hands to print.</p> <p><b>Printing:</b> 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</p>	<p><b>Digital Media:</b> 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:</p> <p>lines by changing the size of brushes in response to ideas; shapes using eraser, shape and fill tools; and colours and texture using simple filters to manipulate and create images. Use basic selection and cropping tools.</p> <p>Look at Pier Mondrian.</p>		
<b>DESIGN TECHNOLOGY</b>	<p><b>MECHANISMS- Fire engines.</b></p> <p>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><b>TEXTILES- Hand Puppet</b></p> <p><b>Cut out shapes which have been created by drawing round a template</b> 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><b>FOOD- Healthy Fruit Smoothies</b></p> <p>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>	
<b>PSHE Delivered through SCARF</b>	<p><b>Me and my relationships</b> Feelings and emotions Healthy Relationships</p>	<p><b>Being my best</b></p>	<p><b>Rights and responsibilities</b> Money Rules and rights Caring for the environment</p>	<p><b>Keeping myself safe</b></p>	<p><b>Value difference</b></p>	<p><b>Growing and changing</b> Healthy Lifestyles Growing and Changing</p>
<b>COMPUTING ONLINE SAFETY EACH HALF TERM</b>	<p><b>iProgram (Unit1)</b> Understand what algorithms are; how they are how implemented as programs on digital devices and recognise common uses of information technology beyond school.</p> <ul style="list-style-type: none"> <li>Understand that algorithms are implemented as programs on a range of digital devices</li> <li>Give instructions to a programmable toy</li> <li>Plan a simple algorithm that controls a toy</li> <li>Program a virtual object to move to on-screen objects</li> <li>Record a sequence of instructions in a common format</li> </ul> <p><b>iDetail – Online Safety</b> Children learn that some information is special because it applies just to them. They are taught that personal information is as valuable online as offline and that it should only be shared without either parental or teacher’s permission.</p>	<p><b>iSearch</b> Children will learn how to use the internet to find out answers to questions relating to space and the solar system. They will also learn the importance of verifying the accuracy of information given on the internet and how to check multiple sources before answering questions.</p> <ul style="list-style-type: none"> <li>To understand that the world wide web contains lots of information</li> <li>To use links to navigate a website</li> <li>To collect information from a number of online sources and check that they are the same</li> </ul> <p><b>iCarnival - (online safety)</b> Children learn that not everyone they meet is automatically trustworthy. They begin to identify the characteristics of people who are worthy of their trust and who can help them make positive choices that will keep them safe.</p>	<p><b>iAnimate</b> Children explore stop frame animation through story telling. The children will explore creating narratives and combining them with images to make their own short animated scenes.</p> <ul style="list-style-type: none"> <li>To understand that an animation consists of characters, a stage, props, sound, text and a story</li> <li>To understand that animations need to be scripted</li> <li>To create a stop-frame animation</li> </ul> <p><b>ONLINE SAFETY WEEK – 7th Feb 2023</b></p>	<p><b>iPub</b> Children research the remarkable advances computing and technology has made throughout time. They present their findings and develop digital literacy skills by producing multi-media interactive eBooks.</p> <ul style="list-style-type: none"> <li>To understand the world wide web and how it has developed throughout time</li> <li>To share knowledge through multimedia presentations</li> <li>To create an interactive eBook</li> </ul> <p><b>iGame - (Online Safety)</b> Children begin to understand some of the qualities that can be used to assess if a person is trustworthy. Children are helped to identify situations where it would be wise to turn to a trusted adult for help.</p>	<p><b>iBlog</b> Children will learn that blogs are an online conversation with an audience. They will develop both their writing and digital literacy skills by learning how to craft posts and address questions.</p> <ul style="list-style-type: none"> <li>To know what a blog is and how to respond to the writing of others in the classroom</li> <li>To reflect on work and make improvements</li> </ul> <p><b>iDo Mail</b> Children will learn about email. They develop reading, writing and digital literacy skills by reading, composing and replying to emails.</p> <ul style="list-style-type: none"> <li>To understand that messages can be sent electronically over distances and that people can reply to them</li> <li>To understand that communication can be sound, text and images</li> </ul> <p><b>info – (Online Safety)</b> Children understand that emotions can be a tool to help judge unsafe situations. They learn how</p>	<p><b>iProgram (Unit 2)</b> Children explore coding and computational thinking practices using technology as a tool for creativity, expression and learning with Scratch Jr.</p> <ul style="list-style-type: none"> <li>To program an animation using motion blocks</li> <li>To use events, triggers and sequences in programs</li> <li>To understand the importance of planning a computer program</li> </ul> <p><b>iHero (Online Safety)</b> Children are made aware of the importance of checking with an adult before participating in the online environment. They are encouraged to be open about online experiences with a trusted adult.</p> <p>Visit from Lancashire Police</p>



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					physical sensations can alert us to unsafe situations.				
<b>RE</b> Key Question Who/what should we follow?	<b>ISLAM</b> Does worship have to happen in a special place/at a certain time?	<b>CHRISTIANITY- GOD</b> What do special stories teach worshippers and others?	<b>HINDU</b> How might people show their devotion?	<b>CHRISTIANITY - JESUS</b> Why do some people have religious rituals?	<b>JUDAISM</b> Does worship help people?	<b>CHRISTIANITY- THE CHURCH</b> How and why is celebrating important in religion and worship?			
<b>MUSIC</b>	<b>Recorder:</b> Children will learn the basic techniques of recorder playing and develop the musical skills needed to continue with this instrument or to support their transfer to another. This learning will enhance and support KS1 Music National Curriculum.  By the end of the one-term course, children will <ul style="list-style-type: none"> <li>• Play, sing, chant and rap a range of pieces from memory and from simple notation</li> <li>• Be able to play up to 4 notes with a good sound</li> <li>• Sit or stand with the correct posture</li> <li>• Listen to themselves – and others- and make improvements</li> <li>• Copy back and improvise simple phrases</li> <li>• Have a basic understanding of the interrelated dimensions of music – Pulse, Rhythm and Pitch, the foundations of music</li> <li>• Have grown in confidence and want to celebrate their success with a performance</li> </ul>		<b>I want to play in a band</b>	<b>Zootime</b>	<b>Friendship Songs</b>	<b>Reflect, Rewind and Replay</b>			
<b>PE</b>	<b>Dance Gym</b>	<b>Gym</b>	<b>Striking and Fielding</b>	<b>Athletics</b>	<b>Target Games</b>	<b>Invasion Games</b>			
<b>MFL</b>	<b>French – Greetings and animals.</b>		<b>French- I can...</b>		<b>French – Ice Cream.</b>				
<b>ENRICHMENT OPPORTUNITY</b>	<b>Outdoor Learning</b> Frequent outdoor monitoring of temperature for Geography.  Mini beast hunt in school grounds.  Frequent outdoor activities to monitor and explore signs of autumn and winter.	<b>Cultural Diversity</b> BHM: Mary Seacole	<b>Community Opportunities</b> Talk/visit with local fire fighters.	<b>Outdoor Learning</b> Frequent outdoor activities to monitor and explore signs of Winter and Spring.  Walk around school and church grounds to explore human and physical geographical features.  Counting cars for a geographical experiment on the impact of cars on the environment.  Trip to Knowsley Safari Park.	<b>Cultural Diversity</b> Significant individual: Learie Constantine	<b>Community Opportunities</b> Trip to Knowsley Safari part.	<b>Outdoor Learning</b> Walk around school and local area following own maps.  Explore surrounding areas to explore the history of the school and grounds.  Continuous monitoring of temperature and seasons.	<b>Cultural Diversity</b> Study of Uganda.	<b>Community Opportunities</b> Talk from member of the community about how the local area has changed.  Talk from Local police officers about safety and online safety.