



MEDIUM TERM CURRICULUM MAP



ST JOHN FISHER RC PRIMARY SCHOOL

YEAR 2

Autumn 2025-2026

In order to help our pupils **‘KNOW MORE and REMEMBER MORE’** we revisit knowledge that has been taught in a variety of ways. Each lesson starts with reviewing prior learning, including games, quizzes and recaps; throughout each theme teachers regularly recap significant knowledge and at the end of each half term, pupils play the ‘SJF Know More, Remember More Gameshow/Quiz’. This informs teachers’ assessments, whilst also helping to move the significant knowledge (from each theme taught in each year group) into the long-term memory of each pupil, helping to embed that significant knowledge.

English		Maths	
Autumn 1	Autumn 2	Autumn 1	Autumn 2
<u>Journey/Meeting Tale: Meerkat Mail</u> Create an additional setting	<u>Information text: Non-chronological report about an African animal</u> <u>Poetry: If I had Wings – Pie Corbett</u>	Number: Place value	Number: Addition and Subtraction Geometry: Shape

Subject Curriculum coverage		
Subject and Topic	Significant Skills	Significant Knowledge
Religious Education	<p><u>Branch 1 - Creation and Covenant</u> Retell the Creation Story, the story of Noah Reflect on how actions can help or harm themselves and others and what this could mean for their friendship with God. Sacrament of Baptism - Correctly use religious words and phrases to talk about the Sacrament of Baptism, as a sign of Jesus’ love for all people and a welcome into the Christian family.</p> <p><u>Branch 2 - Prophecy and Promise</u> Make simple links between Isaiah’s picture with Jesus. Retell religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke. Describe some ways that Christians prepare for Jesus’ coming at Christmas during the season of Advent for example, correctly using religious words and phrases to recognise the meaning given to the Advent wreath and how these might help Christians prepare for Christmas. Talking about how other cultures and communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas.</p>	<p>The Christian Bible is split into two parts, the Old Testament, and the New Testament. Psalms are prayed/sung to praise God and recognise that they are a different literary form in scripture The term ‘stewardship’ and what it means for caring for God’s world.</p> <p><u>Branch 2 - Prophecy and Promise</u> The Church teaches that the person Isaiah spoke of was Jesus’ prophet or prophetess communicates God’s message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets. A prophet or prophetess communicates God’s message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets The Church teaches that Mary is the mother of God who prays for them and with them. Identify Zechariah’s special message about John’s future (Lk 1:76) The Church teaches that the person Isaiah spoke of was Jesus long before he was born. St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church.</p>



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Science	Ask simple questions and recognise that they can be answered in different ways. Observe closely. Gather and record data to help answer a question. Able to record data in a tally chart. Able to observe using a magnifying glass.	Things are living, dead, and things that have never been alive. Habitats provide basic needs for animals and plants. Living things depend on each other. Microhabitats are small (micro)habitats e.g. under a log Food chains show sources of food.
History	Know where the people and events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Develop enquiry skills to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Develop an awareness of the past, using common words and phrases relating to the passing of time. Know and understand key features of an event beyond living memory that are nationally.	Explore the lives and achievements of significant individuals from the health care in the past - Mary Seacole, Florence Nightingale, Marie Curie & Louis Pasteur. Learning about their lives and impact e.g. on nursing, medicine and health care. Learning to look after ourselves and our world. Make comparisons between nursing then and now. Who Florence Nightingale was, her early life, what impact she had during the Crimean War and on nursing. The changes Florence Nightingale initiated. Identify how their achievements have impacted our lives today. Use our 'equalities texts' to learn about black history and key individuals during this period in history.
Geography	Use directional language to describe where things are on a map. Use the four compass points to locate features and describe where things are on a map. Describe how to get from one place to another using compass points. Use world maps, atlases and globe to identify the United Kingdom and its countries, Africa, Kenya, 7 continents and 5 oceans. Use aerial photographs to recognise landmarks and basic human and physical features.	Name and locate the world's seven continents and five oceans. Identify some animals that live in Kenya. Know what the four points of a compass are. Identify physical features such as mountains, valleys, volcanoes, fields, towns, villages and cities. Know that there are different lifestyles and cultures within Kenya. Identify similarities and differences between life in the Maasai tribe and life in the UK.



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Computing	<p>Computing systems and networks 1: What is a computer? Learning how we know that technology is doing what we want it to do via its output. Using greater control when taking photos with cameras, tablets or computers. Developing word processing skills, including altering text, copying, pasting, and using keyboard shortcuts. Using word processing software to type and reformat text. Creating and labelling images. Learning how computers are used in the wider world</p> <p>Programming 1: Algorithms and debugging Developing confidence with the keyboard and the basics of touch-typing. Articulating what decomposition is. Decomposing a game to predict the algorithms used to create it. Following an algorithm. Creating a clear and precise algorithm. Incorporating loops within algorithms. Using logical thinking to explore software, predicting, testing and explaining what it does. Write a basic computer program. Developing word processing skills, including altering text, copying, pasting, and using keyboard shortcuts.</p>	<p>Computing systems and networks 1: What is a computer? The difference between a desktop and laptop computer. People control technology. Some input devices that give a computer an instruction about what to do (output). Computers often work together. Computers are made up of different components. Buttons cause effects and that technology follows instructions.</p> <p>Programming 1: Algorithms and debugging Machine learning enables computers to make predictions. Loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times. Abstraction is the removal of unnecessary detail to help solve a problem. There are different levels of abstraction. An algorithm is a set of instructions. Programs execute by following precise instructions.</p>
Art	<p>Smoothen, flatten, pinch and roll clay. Make different surface marks in clay. Mix clay slip using clay and water. Use hands in different ways as a tool to manipulate clay. Use clay tools to score clay. Experiment, evaluate and analyse as we explore using clay in different ways.</p>	<p>Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on. Patterns can be made using shapes. A simple pot formed by pushing your thumb into a ball of clay</p>



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Design & Technology	Build strong and stiff structures by folding paper. Test the strength of my structure. Create joints and structures from paper, card and tape. Evaluate my structure according to the design criteria.	Structures can be made more stable. Shapes and structures with wide, flat bases or legs are the most stable There are different ways to fold paper to improve its strength and stiffness.
Physical Education	Football I can move forwards and backwards using my senses. Pass the ball using the inside and outside of the foot. Travel and dribble with the football keeping it under control. Travel with a ball protecting it from opponents. Unihoc Receive a ball and keep it under control. Pass a ball using push and drive techniques. Aim and shoot accurately towards a target. Tennis Control a ball using bounces and balancing. To hit a ball with a forehand. Hit a tennis ball at different speeds. Return a ball to a partner with bounces and as a volley.	Football Know the basic rules of football including teamwork and respect. Understand the movement required in game settings. Recognise the importance of aiming before passing and shooting. Unihoc Hold the hockey stick correctly. Know the basic rules of hockey including teamwork and respect. Know the push and drive passing techniques. Tennis Recognise the importance of stretching and warming up before using a tennis racket. Know how to hold a tennis racket correctly. Understand the basic rules of tennis.
Music	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Confidently moving in time with the beat of the music when modelled. Recognising simple patterns and repetition in rhythm Creating sound Singing a range of call and response chants, matching the dynamic and tempo, they hear with accuracy. Breathing at appropriate times when singing. Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. Composing Creating sound responses to a variety of physical stimuli Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Working collaboratively to combine different sounds by either turn taking or by playing sounds at the same time.	Recognise and name up to three instruments Know that: Sections of music can be described as fast or slow and the meaning of these terms. Sections of music can be described as loud, quiet or silent and the meaning of these terms. Sounds within music can be described as high or low sounds and the meaning of these terms.



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PSHE & Relationships, Sex Education	<p>Listen respectfully when others are speaking.</p> <p>Share ideas about differences and similarities.</p> <p>Take turns to speak.</p> <p>Respect each other's privacy.</p> <p>Only use names when giving compliments or being positive.</p> <p>Actively engage with story, activities and discussions.</p> <p>Recall and articulate learning.</p>	<p>Gospels tell us about Jesus welcoming little children to Him in spite of others telling them to stay away.</p> <p>They are created by God out of love and for love.</p>