



YEAR 2

MEDIUM TERM CURRICULUM MAP ST JOHN FISHER RC PRIMARY SCHOOL



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Spring 2024-2025

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	
Spring 1	Spring 2	Spring 1	Spring 2
<u>Overcoming the Villain Tale:</u> Supertato Superhero story based on the Beat the Baddy plot.	<u>Tale of fear:</u> The Owl who was Afraid of the Dark(Jill Tomlinson) <u>Poetry:</u> A few Frightening Things – Claire Bevan	Measurement: Money Number: Multiplication and Division	Measurement: Length and Height Measurement: Mass, Capacity and Temperature

Subject Curriculum coverage

Subject and Topic	Significant Skills	Significant Knowledge
Religious Education	Books. Recognise religious stories. Retell, in any form, a narrative that corresponds to the scripture source used. Describe some of the actions and choices of believers that arise because of their faith. Recognise key figures in the history of the People of God. Thanksgiving. Recognise signs and symbols, different words and phrases used in the Eucharist to give thanks. Ask and respond to questions about how they and others feel when receiving and giving thanks. Retell the story of the Last Supper. Describe the steps involved in the Eucharist (Mass) showing how Catholics give thanks to God.	Books The division of the Bible into Old and New Testament. The names of some of the Books of the Bible. The place of the Gospels in the Bible, something of their writers. The reverence given to the reading of the Gospel during Mass. The religious vocabulary and symbols related to the reading of the Gospel. The names, types and functions of various books used at Mass. Introduction to some responses at Mass. Thanksgiving Explore different ways to say thank you. Parts of the Mass: 1 We gather; 2 We listen; 3 We give thanks; 4 We go out. Know what the Eucharistic Prayer for Children 1 is. Opportunities



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	<p>Describe how Catholics try to live what they have experienced at Mass in their daily lives.</p> <p>Opportunities. Ask and respond to questions about their own and others' experiences of using the opportunities that are offered to choose 'good'. Retell some of the events of Holy Week. Describe the religious actions and symbols of Lent and Holy Week. Describe ways in which Christians use Lent, to help others.</p>	<p>Lent offers us the opportunity to make a new start. Ash Wednesday is the first day of Lent. The stories of Palm Sunday and Jesus washing the disciple's feet. Holy Week remembers Jesus at the Last Supper, dying on the cross and being raised to new life. Easter is the most important feast.</p>
Science	<p>Animals Including Humans Observe using simple equipment. Use observations to answer simple questions. Perform simple tests. Record data (flow diagram, table).</p> <p>Everyday Materials And Their Uses Observe closely. Gather and record data to help answer a question. Perform simple tests. Use simple measurements to gather data. Gather and record data to help answer a question.</p>	<p>Animals Including Humans 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> <p>Everyday Materials And Their Uses Identify and name a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. Compare the suitability of a variety of everyday materials. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>
History	<p>London's Burning Sequence a set of events in chronological order using accurate vocabulary to describe the past. Using an eyewitness recount as a secondary source. Identify differences and similarities between ways of life in different periods.</p>	<p>London's Burning Recall the key events of the Great Fire of London. Know what caused the Great Fire of London. Make comparisons between London before the fire and now. Understand the role that Samuel Pepys played in documenting this event. Show awareness of how London has changed, including its buildings, people and transport.</p>
Geography	<p>Poles Apart Ask simple geographical questions; where is it? What is it like? Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use NF books, stories, maps, pictures / photos and the internet as sources of information. Make appropriate observations about why things happen. Make simple comparisons between features of different places.</p>	<p>Poles Apart Know that there are different climates in different parts of the world. Know that the hottest countries are on the equator and North and South Poles are the coldest. Know that the weather at the North and South Poles and the Equator is different to England. Know that different animals and plants live in hot and cold countries because of the climate. Know that hot and cold places have different physical features (e.g. frozen environments, deserts, lack of vegetation) and different human features (e.g. housing, clothing, population). Know that the Earth's climate is changing. Know that we can reduce, reuse and recycle to slow down climate change. Know where the North and South Poles and the Equator are on a globe / map. Name some countries that run through the Equator (e.g. Brazil, Kenya, and Uganda).</p>



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Computing	<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. Learning that there are different levels of abstraction. Explaining what an algorithm is. Following an algorithm. Creating a clear and precise algorithm. Learning that programs execute by following precise instructions. Incorporating loops within algorithms. Using logical thinking to explore software, predicting, testing and explaining what it does. Using an algorithm to write a basic computer program. Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts</p> <p>Word Processing Developing confidence with the keyboard and the basics of touch-typing. Developing word processing skills, including altering text, copying, pasting, and using keyboard shortcuts. Using word processing software to type and reformat text. Searching for appropriate images to use in a document. Understanding what online information is. Identifying whether information is safe or unsafe to be shared online.</p>	<p>Programming 1 Algorithms and debugging Understand what machine learning is and how it enables computers to make predictions. Know that loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times. Know that abstraction is the removing of unnecessary detail to help solve a problem.</p> <p>Word Processing Know that touch-typing is the fastest way to type. Know that I can make text a different style, size and colour. Know that “copy and paste” is a quick way of duplicating text</p>
Art	<p>Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas.</p> <p>Making skills: Further, demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Knowledge of artists: Talk about art they have seen using some appropriate subject vocabulary.</p>	<p>How to draw a map to illustrate a journey. How to separate wool fibres ready to make felt. How to lay wool fibres in opposite directions to make felt. How to roll and squeeze the felt to make the fibres stick together. How to add details to felt by twisting small amounts of wool. How to choose which parts of their drawn map to represent in their ‘stained glass’. How to overlap cellophane/tissue to create new colours. How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. How to apply paint or ink using a printing roller. How to smooth a printing tile evenly to transfer an image. How to try out a variety of ideas for adapting prints into 2D or 3D artworks.</p>



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	<p>Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Evaluating and analysing: Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.</p>	
<p>Design & Technology</p>	<p>Mechanisms: Making A Monster Creating a design criteria for a moving monster as a class. Designing a moving monster for a specific audience in accordance with a design criteria. Making linkages using card for levers and split pins for pivots. Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. Cutting and assembling components neatly. Evaluating own designs against design criteria. Using peer feedback to modify a final design.</p>	<p>Mechanisms: Making A Monster Know that mechanisms are a collection of moving parts that work together as a machine to produce movement. Know that there is always an input and an output in a mechanism. Know that an input is the energy that is used to start something working. Know that an output is the movement that happens as a result of the input. Know that a lever is something that turns on a pivot. Know that a linkage mechanism is made up of a series of levers.</p>
<p>Physical Education</p>	<p>Explore running, jumping and throwing activities, and take part in simple challenges and competitions. Experiment with different ways of travelling, throwing and jumping, increasing the awareness of speed and distance. Develop spatial awareness and the ability to look for a teammate in a game situation. Travel with a ball while keeping it in control from an opposing defender.</p>	<p>Recognise the importance of using our senses to stay clear of obstacles and opponents. Travel using different speeds with and without a ball. Name the body parts we have and how we can use them within different sports and activities. Recognise basic rules and expectations in games of football, netball and tennis, including which body parts can be used and how much contact can be applied when tackling or intercepting. Recognising the importance of looking at the target and aiming when kicking, throwing or hitting.</p>
<p>Music</p>	<p>Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low.</p> <p>Creating sound Singing simple songs chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Breathing at appropriate times when singing.</p> <p>Notation</p>	<p>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. Notation is read from left to right.</p> <p>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. In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Pictorial representations of rhythm show sounds and rests.</p>



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	<p>Reading different types of notation are read by moving eyes from left to right as sound occurs.</p> <p>Composing Working collaboratively to combine different sounds by either turn taking or by playing sounds at the same time.</p> <p>Performing Beginning to acknowledge their own feelings around performance. Following a leader to start and end a piece appropriately.</p>	
<p>PSHE & Relationships, Sex Education</p>	<p>Dreams & Goals Stay motivated when doing something challenging. Keep trying even when it is difficult. Work well with a partner or in a group. Have a positive attitude. Help others to achieve their goals.</p> <p>Healthy Me Making healthy choices. Feel positive about caring for our body and keeping it healthy. Sort foods into the correct food groups and know which foods our bodies need every day to keep us healthy. Make some healthy snacks and explain why they are good for our bodies. Choose foods to eat to give our bodies energy.</p>	<p>Dreams & Goals Choosing realistic goals and knowing how to achieve them. Understand how working with others can help people to learn. Know how to share success with other people. Know how contributing to the success of a group feels.</p> <p>Healthy Me Know what is needed to keep our bodies healthy. Know what relaxed means; know things that make a person feel relaxed/stressed. Understand how medicines work in our bodies and how important it is to use them safely. Know how it feels to share healthy food with friends. Have a healthy relationship with food and I know which foods are most nutritious for my body.</p>