



YEAR 2

MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 2

Spring 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	
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: The Owl who was Afraid of the Dark</u> (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

Year 2	Foundation Subjects Curriculum coverage		Spring 2025-2026
Subject and Topic	Significant Skills	Significant Knowledge	
Religious Education	<p>Branch 3- Galilee to Jerusalem Retell, in any form, the visit of the Magi and explain what the visit of the Magi and the gifts they bring show us about Jesus. Retell, in any form, the story of John the Baptist and the baptism of Jesus. Looking at artistic representations of Jesus' baptism and Begin to recognise that the miracles of Jesus are signs that he is the Son of God. Begin to recognise 'parables' as a literary form in Scripture with reference to the parable of the lost sheep (Lk 15:4–7) and how Jesus uses them to teach people about God. Correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and talk about why saying sorry to God and to others is important. Considering what people might want to say sorry to God for and how praying can be part of this.</p> <p>Branch 4 - Desert to Garden Recognise that Lent is a time for reconciliation and forgiveness. Listening to different sung versions of the Kyrie Eleison and talking about what the words mean.</p>	<p>Branch 3 - Galilee to Jerusalem Making simple links with Isaiah and John the Baptist as prophets, and their openness to the Holy Spirit. Talking about images used for God the Father, Jesus (God the Son), and the Holy Spirit and notice how they are connected. Recognise that everyone is tempted to make bad choices (sin), but that God loves and forgives all people. Talking about water as a symbol of a new start (reconciliation), thinking about the Sacrament of Baptism and the story of Noah.</p> <p>Branch 4 - Desert to Garden Correctly use religious words and phrases when describing in an age-appropriate way the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God's forgiveness. Recognise what Jesus said on the Cross about forgiveness and make simple connections with the belief that God always forgives us. Looking at works of art to recall the story of Holy Week studied in the previous year.</p>	



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	Looking at works of art to recall the story of Holy Week studied in the previous year. Talking about links between the symbols of light and water at the Easter Vigil and what the symbols remind them of, for example, the story of Creation, the Sacrament of Baptism or Advent.	Correctly use religious words and phrases to talk about the symbols of light and water in the Easter Vigil Mass.
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 Animals, including humans, have offspring The offspring grow into adults Animals including humans need their basic needs to be met to survive The basic needs are water, food and air It is important for humans to exercise, eat the right amounts of different types of food, and hygiene.</p> <p>Everyday Materials And Their Uses Materials are what the object is made from 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. 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. Create and follow an 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. Altering text, copying and pasting and using keyboard shortcuts</p> <p>Word Processing Explain which the home row keys are and how to find them when typing. Use the spacebar and backspace correctly. Type and make simple alterations to text using buttons on a word processor. Search for, import and alter appropriate images for a text document. Modify text in a document. Use copy and paste to copy text from one document to another. Explain what information is safe to be shared online</p>	<p>Programming 1 Algorithms and debugging Abstraction is the removal of unnecessary detail to help solve a problem. Algorithm is a set of instructions A bug is an error in computer code and to debug means to fix the error. 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.</p> <p>Word Processing Touch-typing is the fastest way to type. I can make text a different style, size and colour. "Copy and paste" is a quick way of duplicating text</p>
Art	<p>Draw a map to illustrate a journey Separate, lay, roll and squeeze wool fibres to make felt Overlap cellophane/tissue to create new colours. Arrange objects, images and materials to create an abstract composition Design onto a printing polystyrene tile without pushing the pencil right through the surface. Apply paint or ink using a printing roller and smooth a printing tile for an ever transfer. Create work from a brief understanding that artists are sometimes commissioned to create art. Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within it 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>Composition means how things are arranged on the page. Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artworks. Know how to use wool fibres to lay them down, make felt, twist, and squeeze together, add detail Use the correct amount of pressure to draw a design on polystyrene tiles and roll the ink for a smooth image transfer.</p>
Design & Technology	<p>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>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>



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Physical Education	<p>Explore running, jumping and throwing activities, and take part in simple challenges and competitions.</p> <p>Experiment with different ways of travelling, throwing and jumping, increasing the awareness of speed and distance.</p> <p>Develop spatial awareness and the ability to look for a teammate in a game situation.</p> <p>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.</p> <p>Travel using different speeds with and without a ball.</p> <p>Name the body parts we have and how we can use them within different sports and activities.</p> <p>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.</p> <p>Recognising the importance of looking at the target and aiming when kicking, throwing or hitting.</p>
Music	<p>Listening and evaluating</p> <p>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>Engaging with and responding to longer pieces of music.</p> <p>Confidently moving in time with the beat of the music when modelled.</p> <p>Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</p> <p>Relating sounds in music to real world experiences (e.g. 'It sounds like squelching mud').</p> <p>Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated).</p> <p>Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.</p> <p>Identifying some common instruments when listening to music.</p> <p>Talking about the tempo of music using the vocabulary fast and slow.</p> <p>Talking about the dynamics of the music, using the vocabulary loud, quiet and silent.</p> <p>Talking about the pitch of music, using the vocabulary high and low.</p> <p>Stating what they enjoyed about their peers' performances.</p> <p>Appreciating music from a wide variety of cultures and historical periods.</p> <p>Creating sound</p> <p>Singing simple songs, chants and rhymes from memory.</p> <p>Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</p> <p>Breathing at appropriate times when singing.</p> <p>Singing part of a given song in their head (using their "thinking voice").</p> <p>Using instruments imaginatively to create soundscapes which convey a sense of place.</p> <p>Using bilateral and hand-eye coordination to play/hold instruments using both hands.</p> <p>Starting to understand how to produce different sounds on pitched instruments.</p> <p>Maintaining a comfortable position when sitting or standing to sing and play instruments.</p> <p>Notation</p> <p>Reading different types of notation are read by moving eyes from left to right as sound occurs.</p> <p>Confidently reading simple rhythmic patterns comprising of one-beat sounds and one-beat rests.</p> <p>Composing</p> <p>Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.</p>	<p>Know that:</p> <p>Sections of music can be described as fast or slow and the meaning of these terms.</p> <p>Sections of music can be described as loud, quiet or silent and the meaning of these terms.</p> <p>Sounds within music can be described as high or low sounds and the meaning of these terms.</p> <p>Notation is read from left to right.</p> <p>In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</p> <p>Pictorial representations of rhythm show sounds and rests.</p>



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	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Working collaboratively to combine different sounds by either turn taking or by playing sounds at the same time.</p> <p>Improvising simple question and answer phrases, using untuned percussion or voices.</p> <p>Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</p> <p>Performing</p> <p>Offering positive feedback on others' performances.</p> <p>Standing or sitting appropriately when performing or waiting to perform.</p> <p>Beginning to acknowledge their own feelings around performance.</p> <p>Following a leader to start and end a piece appropriately.</p>	
PSHE & Relationships, Sex Education	<p>That we are unique, with individual gifts, talents and skills</p> <p>That our bodies are good</p> <p>The names of the parts of our bodies</p> <p>That girls and boys have been created by God to be both similar and different and together make up the richness of the human family</p> <p>That our bodies are good and we need to look after them</p> <p>About what constitutes a healthy lifestyle, including physical</p> <p>That it is natural for us to relate to and trust one another</p> <p>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</p> <p>About language to describe our feelings</p> <p>In a simple way, that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character</p> <p>Simple strategies for managing feelings and for good behaviour</p> <p>That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do</p> <p>That Jesus died on the cross so that we would be forgiven</p>	<p>Understand that part of being unique means we each have individual gifts, talents and skills; will be able to name taught body parts and describe how they can be used; and will be able to articulate various ways of keeping healthy and maintaining personal hygiene.</p> <p>Show respect for the likes/dislikes of others, and understand that people might experience feelings differently; will understand what it means to have choice over their actions, in spite of their feelings; and will be able to describe some simple strategies for managing feelings and maintaining good behaviour, including a basic understanding of the concept of forgiveness.</p>