



# MEDIUM TERM CURRICULUM MAP

## ST JOHN FISHER RC PRIMARY SCHOOL



### YEAR 2

### Summer 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	
Summer 1	Summer 2	Summer 1	Summer 2
<p><u>Meeting Tale:</u> Bob's Best Ever Friend (Simon Bartram) <u>Overcoming the Monster Tale:</u> George and the Dragon (Chris Wormell)</p>	<p><u>Instructions:</u> How to trap a dragon (based on George and The Dragon - Chris Wormell) <u>Poetry:</u> Stars by Gary Lancaster</p>	<p><b>Number: Fractions</b> <b>Measurement: Time</b></p>	<p><b>Statistics</b> <b>Geometry: Position and Direction</b> <b>Multiplication and Division</b></p>

Year 2	Foundation Subjects Curriculum coverage		Summer 2025-2026
Subject and Topic	Significant Skills	Significant Knowledge	
<b>Religious Education</b>	<p><u>Branch 5 - To the Ends of the Earth</u> Children should be able to: Retell key stories (Ascension, Pentecost, early Church) Recognise how Jesus' message spreads (then and now) Make simple links between Jesus' teachings and how people act today Talk about how they can show love and kindness (mission in action) Compare simple aspects of Christianity and Islam (e.g. prayer) Reflect on how they can "share the Good News" in their own lives</p> <p><u>Branch 6 - Dialogue and Encounter</u> Children should be able to: Ask simple questions about other people's beliefs Listen respectfully to others Talk about similarities and differences between religions Express their own ideas about God, faith, and belonging Show respect and kindness to people who are different Reflect on how to live well with others in their community</p>	<p><u>Branch 5 - To the Ends of the Earth</u> Children should know: That Jesus returned to heaven (Ascension) and sent the Holy Spirit That the Holy Spirit helps people to live like Jesus That Jesus' friends (apostles, e.g. Paul) spread his message around the world That the Church continues Jesus' mission today That Christians are called to share love, kindness and faith Basic understanding of another faith (<b>Islam</b>) at a simple level:</p> <ul style="list-style-type: none"> <li>• That Muslims pray</li> <li>• That prayer can happen at home</li> </ul> <p>That faith is lived out in daily life, not just in church</p> <p><u>Branch 6 - Dialogue and Encounter</u> Children should know: That people belong to different religions and communities That different people believe different things about God That we should respect people of all faiths and cultures That God loves all people That we can learn from others' beliefs and experiences That communities are made of different people living together That listening and talking help us understand others</p>	



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<b>Science</b>	<p><b>Plants</b>            Observe and describe how bulbs grow into mature plants.            Able to perform a simple test.            Able to recognise that questions can be answered in a range of ways.            Able to observe closely using simple equipment.            Able to sort objects using observable features (non-statutory).            Able to gather and record data to help in answering a question.            Use their observations and ideas to suggest answers to questions.</p>		<p><b>Plants</b>            Bulbs and seeds grow into mature plants            Plants need water, light and a suitable temperature to grow and stay healthy.</p>		
<b>History</b>	<p><b>Tennis-tastic!</b>            Study old and recent photographs and compare Wimbledon.            Compare pictures or photographs of people or events in the past.            Discuss reliability of photos/ accounts/stories.            Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>		<p><b>Tennis-tastic!</b>            Understand the history of Wimbledon Championships - chronology.            Identify key champions of the past and present (balance of male, female, different ethnic groups and disabilities).            How Wimbledon Tournaments have adapted over time to be more inclusive.            Make links between our tennis lessons and the Wimbledon Tennis Tournament.</p>		
<b>Geography</b>	<p><b>Beach Bonanza</b>            Ask simple geographical questions: where is it? What is it like?            Use non-fiction books, stories, maps, pictures/photos and the internet as sources of information.            Investigate their surroundings.            Make simple comparisons between features of different places.            Draw a map of a real or imaginary place (E.g. add detail to a sketch map from aerial photograph).            Begin to understand the need for a key on a map.            Use class agreed symbols to make a simple key.            Follow a route on a map.            Use a plan view.            Use an infant atlas to locate places.            Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).            Use simple compass directions (NESW).            Use these points to direct someone to a specific location, using a map of London and of a seaside (coastal area).            Use aerial photographs and plan perspectives to recognise landmarks and basic symbols in a key.            Study photographs of a seaside location and compare with photos of a city: London.</p>		<p><b>Beach Bonanza</b>            Know where the UK is on a map / atlas / globe.            Know the 4 countries that make up the UK and their capital cities.            Recognise coastal areas of the UK on a map.            Name the key physical features of the city of London and of a seaside (coastal area).            Name and locate some main United Kingdom cities e.g. Liverpool, Manchester, Newcastle and seascapes (coastal areas).            Identify key human and physical features of the United Kingdom e.g. mountains, seas, rivers, beaches.            Identify human and physical features of a seaside (coastal area).            Identify key human and physical features of the United Kingdom e.g. towns, villages, farmland.            Identify features of a city.            Compare these features to the features of a seaside (coastal area).            Identify the four main points of a compass (North, South, East and West) and locational language (near and far) to describe location of features and routes on a map.            Visit a seaside location and explore surroundings.</p>		
<b>Computing</b>	<p><b>Programming 2: ScratchJr</b>            Recognising that buttons cause effects and that technology follows instruction            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.</p>		<p><b>Programming 2: ScratchJr</b>            To know that coding is writing in a special language so that the computer understands what to do.            To understand that the character in ScratchJr is controlled by the programming blocks.            To know that you can write a program to create a musical instrument or tell a joke.</p> <p><b>Creating Media - Stop motion</b>            To understand that an animation is made up of a sequence of photographs.</p>		



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	Using an algorithm to write a basic computer program. Using loop blocks when programming to repeat an instruction more than once. Using software (and unplugged means) to create story animations.  <b>Creating Media - Stop motion</b> Using greater control when taking photos with cameras, tablets or computers. Using logical thinking to explore software, predicting, testing and explaining what it does.		To know that small changes in my frames will create a smoother looking animation. To understand what software creates simple animations and some of its features e.g. onion skinning.		
<b>Art</b>	<b><u>Painting and mixed media: Life in colour</u></b> Name and mix secondary colours. Make choices about how to make colours lighter or darker. Describe colours and textures. Recreate a texture using tools, materials, and paint Describe how my choices match my ideas. Try out different arrangements of materials, including overlapping. Discuss likes, dislikes and how to improve my work		<b><u>Painting and mixed media: Life in colour</u></b> Primary colours cannot be made. Red, yellow and blue are primary colours Secondary colours are made by mixing primary colours. 'Collage'. - arranging different materials together and sticking them to a surface.		
<b>Design &amp; Technology</b>	<b><u>Mechanisms: Fairground wheel</u></b> Evaluate different designs. Design and label a working wheel. Select appropriate materials. Communicate ideas to someone else. Build, test, decorate and evaluate your own rotating wheel.		<b><u>Mechanisms: Fairground wheel</u></b> Everyday objects have mechanisms. Many things that move have parts inside to help them work. Mechanisms usually limit unwanted movement. Everyday objects utilise wheels and axles. Wheels must be able to turn to work effectively. Axles allow wheels to turn without falling off. The features of a fairground wheel include the wheel, frame, pods, axle and axle holder.		
<b>Physical Education</b>	<b>Games:</b> Rolling towards a target. Ball control. Kicking a ball with accuracy. Striking a ball. Striking towards a target. Catching a ball. Tactics against a partner. Under/over arm throwing.  <b>Athletics:</b> Sprinting Jogging Throwing Linking jumping and running  <b>Swimming:</b>		<b>Games:</b> Know the difference between batting and fielding. Know the rules of fielding games. Different types of throws. Know how to communicate with other players.  <b>Athletics:</b> Know how to communicate with other players. Name the different athletic activities. Know how to take off and land safely. Understand how our bodies change when we exercise.		



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	Two weeks intense swimming for each class.				
<b>Music</b>	<p><b>Structure (Theme: Myths and legends)</b>            Recognise, play and write rhythms with one beats and paired half beats.            Show a rest beat using a silent movement.            Read and follow a structure from left to right.            Add rhythms to a structure to create a beginning, middle and end.            Work well as part of a group, listening to others and respecting their ideas.            Maintain a steady beat.            Use a thinking voice to play rhythms on an instrument</p> <p><b>Pitch (Theme: Musical me)</b>            Move their eyes from left to right to read pitch patterns.            Sing high and low notes including the notes in between.            Play a pattern of high and low notes on an instrument.            Read notation from left to right.            Draw high and low sounds using dots at the top and bottom of a page, respectively.            Recognise when notes stay the same.            Recognise missing notes on a staff.</p>		<p><b>Structure (Theme: Myths and legends)</b>            Pictorial representations of rhythm show sounds and rests.</p> <p><b>Pitch (Theme: Musical me)</b>            Notation is read from left to right.            In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.            Sounds within music can be described as high or low sounds and the meaning of these terms.</p>		
<b>PSHE &amp; Relationships, Sex Education</b>	<p><b>Emotional &amp; social skills</b>            Support themselves and others when grieving            Manage feelings about change            Recognise when they have been unkind and say sorry            Forgiving others</p> <p><b>Communication &amp; help-seeking</b>            Ask for adult help when worried or unsafe            Tell trusted people if something is troubling them            Be open with trusted adults about concerns</p> <p><b>Safety &amp; decision-making</b>            Identify safe and unsafe situations (including online)            Make safe choices about secrets            Use basic first aid (at an introductory level)            Know when and how to seek emergency help</p> <p><b>Behaviour &amp; responsibility</b>            Show kindness and care to others            Demonstrate appropriate behaviour            Help at home with practical tasks            Make simple choices about spending and saving</p>		<p><b>Life, death, change</b>            That there are natural life stages from birth to death (baby → old age)            What 'death' means            About some feelings often connected with grief            That change is a part of life</p> <p><b>Faith based understanding</b>            What the Christian faith says about death and eternal life            That we are part of God's family            That we should love others as God loves us            That we should forgive like Jesus forgives            That God is love (Father, Son, Holy Spirit)            What a community is and that God calls us to live in one            Jesus' teaching on "who is my neighbour"</p> <p><b>Relationships &amp; feelings</b>            Our feelings matter (online and offline)            About 'special people' and what makes them special            The importance of family (nuclear and wider)            That behaviour affects others            What appropriate and inappropriate behaviour is            Characteristics of positive and negative relationships</p> <p><b>Safety &amp; wellbeing</b></p>		



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		<p>That the internet connects us and helps us</p> <p>What situations are safe and unsafe (including online)</p> <p>The difference between 'good' and 'bad' secrets</p> <p>That they are entitled to bodily privacy</p> <p>That there are trusted people who can help</p> <p>What is and isn't an emergency</p> <p>That 999 is used in emergencies</p> <p>Basic principles of first aid</p> <p><b><u>Community &amp; living in the wider world</u></b></p> <p>We belong to different communities (home, school, parish, etc.)</p> <p>We have a duty of care for others and the world</p> <p>What harms/improves the world (simple level)</p> <p>Different types of jobs in the community</p> <p>That all jobs are open to boys and girls</p> <p>That work is part of our purpose (vocation)</p> <p>That God gives everyone strengths and talents</p> <p>That money is used for needs and wants</p> <p>The difference between wants and needs</p>	