



# MEDIUM TERM CURRICULUM MAP

## ST JOHN FISHER RC PRIMARY SCHOOL



**YEAR 2**

**Autumn 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.**

	Year 2	Foundation Subjects Curriculum coverage	Autumn 2024
Subject and Topic	Significant Skills	Significant Knowledge	
<b>Religious Education</b>	Talk about their experience and feelings. Say what they wonder. Ask and respond to questions. Retell Bible stories linked to the topic. Recognise, describe and use some religious words, phrases, symbols. Ask questions about what they wonder about ... Participate in periods of reflection in response to given stimulus. Wonder about the meaning and importance ... Describe some religious actions and symbols. REFER TO RE KNOWLEDGE ORGANISERS.	Each day presents us with different opportunities for beginnings. We can approach beginnings with a wide range of feelings and attitudes. God was there at the beginning of the world – Creation Story. God was there at my beginning and is there at every beginning. Psalm 19 is a song of praise to God. God knows and loves each one of us.  Signs tell us something we need to know, for example, McDonald’s, road signs, numbers. Symbols mean something really important, for example, hugs, kisses, tears. Know the order of the Rite of Baptism.  Learn about Hinduism prayer at home - Puja  Advent, four weeks of preparation for the celebration of Jesus at Christmas. An understanding of the liturgical year. Isaiah’s description of the one who is to come. Know key events from The Annunciation, The Visitation and The Nativity. Jesus comes to us as God’s gift because He loves us.	
<b>Science</b>	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.	Explore things that are living, dead, and things that have never been alive. Describe how different habitats provide basic needs for animals and plants. Know how living things depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe a simple food chain, and name different sources of food.	



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	Able to observe using a magnifying glass.			
<b>History</b>	<p>Know where the people and events they study fit within a chronological framework.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>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.</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Know and understand key features of an event beyond living memory that are nationally.</p>	<p>Explore the lives and achievements of significant individuals from the health care in the past - Mary Seacole, Florence Nightingale, Marie Curie &amp; Louis Pasteur.</p> <p>Learning about their lives and impact e.g. on nursing, medicine and health care.</p> <p>Learning to look after ourselves and our world.</p> <p>Make comparisons between nursing then and now.</p> <p>Who Florence Nightingale was, her early life, what impact she had during the Crimean War and on nursing.</p> <p>The changes Florence Nightingale initiated. Identify how their achievements have impacted our lives today.</p> <p>Use our 'equalities texts' to learn about black history and key individuals during this period in history.</p>		
<b>Geography</b>	<p>Use directional language to describe where things are on a map.</p> <p>Use the four compass points to locate features and describe where things are on a map.</p> <p>Describe how to get from one place to another using compass points.</p> <p>Use world maps, atlases and globe to identify the United Kingdom and its countries, Africa, Kenya, 7 continents and 5 oceans.</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Identify some animals that live in Kenya.</p> <p>Know what the four points of a compass are.</p> <p>Identify physical features such as mountains, valleys, volcanoes, fields, towns, villages and cities.</p> <p>Know that there are different lifestyles and cultures within Kenya.</p> <p>Identify similarities and differences between life in the Maasai tribe and life in the UK.</p>		
<b>Computing</b>	<p><b>Computing systems and networks 1: What is a computer?</b></p> <p>Understanding what a computer is and that it is made up of different components.</p> <p>Recognising that buttons cause effects and that technology follows instructions.</p> <p>Learning how we know that technology is doing what we want it to do via its output.</p> <p>Using greater control when taking photos with cameras, tablets or computers.</p> <p>Developing word processing skills, including altering text, copying, pasting, and using keyboard shortcuts.</p> <p>Using word processing software to type and reformat text.</p> <p>Creating and labelling images.</p>	<p><b>Computing systems and networks 1: What is a computer?</b></p> <p>To know the difference between a desktop and laptop computer.</p> <p>To know that people control technology.</p> <p>To know some input devices that give a computer an instruction about what to do (output).</p> <p>To know that computers often work together.</p> <p><b>Programming 1: Algorithms and debugging</b></p> <p>To understand what machine learning is and how it enables computers to make predictions.</p> <p>To know that loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times.</p> <p>To know that abstraction is the removing of unnecessary detail to help solve a problem.</p>		



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	<p>Learning how computers are used in the wider world</p> <p><b>Programming 1: Algorithms and debugging</b>            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, pasting, and using keyboard shortcuts.</p>		
<b>Art</b>	<p><b>Making skills:</b>            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><b>Knowledge of artists:</b>            Talk about art they have seen using some appropriate subject vocabulary.            Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p><b>Evaluating and analysing:</b>            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><b>Formal elements:</b> Form: Pieces of clay can be joined using the 'scratch and slip' technique.            Form: A clay surface can be decorated by pressing into it or by joining pieces on.            Shape: Patterns can be made using shapes.</p> <p><b>Making skills:</b> How to smooth and flatten clay.            How to roll clay into a cylinder or ball.            How to make different surface marks in clay.            How to make a clay pinch pot.            How to mix clay slip using clay and water.            How to join two clay pieces using slip.            How to make a relief clay sculpture.            How to use hands in different ways as a tool to manipulate clay.            How to use clay tools to score clay.</p> <p><b>Knowledge of artists:</b> Art can be figurative or abstract.            Artists can use the same material (felt) to make 2D or 3D artworks.</p> <p><b>Evaluating and analysing:</b> People use art to tell stories.            People make art about things that are important to them.</p>	



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			<p>People make art to share their feelings.</p> <p>People make art to explore an idea in different ways.</p>	
<b>Design &amp; Technology</b>	<p><b>Structures:</b> Able to design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing and templates.</p> <p>Able to select from and use a range of tools and equipment.</p> <p>Select from and use a wide range of materials and components.</p> <p>Able to evaluate their ideas and products against design criteria.</p>		<p>Using the tale of Goldilocks and the Three Bears as inspiration, children help Baby Bear by making him a brand new chair. When designing the chair, they consider his needs and what he likes and explore ways of building it so that it is strong.</p> <p>Exploring the stability of 3D shapes.</p> <p>Strengthening materials.</p> <p>Develop a design criterion.</p> <p>Test its strength and stability.</p> <p>Adapt structures.</p>	
<b>Physical Education</b>	<p><b>Football</b> 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.</p> <p><b>Unihoc</b> Receive a ball and keep it under control. Pass a ball using push and drive techniques. Aim and shoot accurately towards a target.</p> <p><b>Tennis</b> 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.</p>		<p><b>Football</b> 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.</p> <p><b>Unihoc</b> Hold the hockey stick correctly. Know the basic rules of hockey including teamwork and respect. Know the push and drive passing techniques.</p> <p><b>Tennis</b> 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.</p>	
<b>Music</b>	<p><b>Listening and evaluating</b> 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</p> <p><b>Creating sound</b></p>		<p>Recognise and name up to three instruments</p> <p>To 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.</p>	



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	<p>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.</p> <p><b>Composing</b> 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.</p>	
<b>PSHE &amp; Relationships, Sex Education</b>	<p><b>Being Me in My World</b> Making others feel welcome. Making our school community a better place. Understanding everyone's right to learn. Considering other people's feelings. Working with others.</p> <p><b>Celebrating Difference</b> Accept that everyone is different. Include others when working and playing. How to help if someone is being bullied. Solving problems. Using kind words. Giving and receiving compliments.</p>	<p><b>Being Me in My World</b> Hopes and fears for the year. Rights and Responsibilities - being class and school member. Rewards and consequences. Having a voice.</p> <p><b>Celebrating Difference</b> Stereotypes. Similarities and differences between boys and girls. Bullying is sometimes linked to difference, how it feels to be bullied. Knowing what is right and wrong, how to get help. Not judging others, being friends with others who are different to us. Differences make us special and unique.</p>