



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



Year 2 Spring 2021-2022

WEEK	English	Maths	Science	RE	History Geog.	Art & Design	Computing	PE	Music	Spanish	PSHE & RSE
Wk 1 4.1.22	Narrative 2: Overcoming the Monster plot Supertato by Sue Hendra Hook. Imitate: Internalise the text. Deepening the understanding of the text activities.	Multiplication 2x, 5x, 10x Multiplication facts. Grouping. Repeated addition.	Animals Including Humans Know that human offspring grow into adults.	EPIPHANY BOOKS Big question: "Why do we need books?" Explore different books used at home and in school.	Poles Apart Seasonal and daily weather in the UK (recap from Year 1).	Art & Design: Sculpture and Mixed Media Superhero figures: Create 3D human forms.	We are photographers Taking, selecting and editing digital images Looking at photos.	PE: WLTA: Tennis Net & wall games. Games: Netball Catching a ball using two hands.	Listening and singing: - sing a variety of songs, pitch-match with increasing accuracy and control.	Farm Animals/ masculine and feminine.	Dreams and Goals Achieving realistic goals.
Wk 2 10.1.22	Imitate: Analyse its language, sentence and grammar features. Box up. Toolkit.	Multiplication 2x, 5x, 10x Multiplication facts. Introducing the x sign.	Animals Including Humans Know how our bodies change as we grow older.	BOOKS Reveal the books used in church on Sunday by the Parish family – Bible, Gospels.	Equator - what is it? Why do we need to learn about it? Compare with seasonal weather in UK.	Art & Design: Sculpture and Mixed Media Drawing expressions: Draw faces that express different emotions.	We are photographers Learning about the camera.	PE: WLTA: Tennis Net & wall games. Games: Netball Finding space before and after receiving a pass.	Listening and singing: - sing a variety of songs, pitch-match with increasing accuracy and control.	Farm Animals/ masculine and feminine.	Dreams and Goals Perseverance.
Wk 3 17.1.22	Innovate: Grammar in short burst writing, box up for shared write and independent writing: Substituting setting and characters to write new story.	Division Make equal groups – sharing. Make equal groups – grouping. Divide by 2.	Animals Including Humans Describe the basic needs of animals, including humans, for survival (water, food and air).	BOOKS Reveal the books used in church on Sunday by the Parish family – prayer books, hymn books, missals.	Climate - what does it mean? Identify hot and cold climates around the world.	Art & Design: Sculpture and Mixed Media Multimedia Heroes Pt 1: Work together to create a large piece of artwork <i>Roy Lichtenstein.</i>	We are photographers Taking photos.	PE: WLTA: Tennis Net & wall games. Games: Netball Passing the ball using chest passes.	Listening and singing: - sing a variety of songs, & pitch-match. - sing with appropriate changes in dynamics.	What colour are the animals?	Dreams and Goals Learning strengths.



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Wk 4 24.1.22	<p>Cold task: Ch write an information report (non-chronological) about a monster.</p> <p>Invent: Ch write own superhero story based on the Overcoming the Monster story plot.</p>	<p>Division</p> <p>Odd & even numbers.</p> <p>Divide by 5.</p> <p>Divide by 10.</p>	<p>Animals Including Humans</p> <p>The importance for humans of eating the right amounts of different types of food.</p>	<p>THANKSGIVING</p> <p>Big question: "Why should we be grateful people?"</p> <p>Explore different ways to say Thank You.</p>	<p>Identify North and South Poles and compare human and physical features to other parts of the world.</p>	<p>Art & Design: Sculpture and Mixed Media</p> <p>Multimedia Heroes Pt 2: Work together to create a large piece of artwork - Roy Lichtenstein 'Explosion'.</p>	<p>We are photographers</p> <p>Organising photos.</p>	<p>PE: WLTA: Tennis</p> <p>Net & wall games.</p> <p>Games:</p> <p>Netball</p> <p>Moving the ball using a lob pass.</p>	<p>Listening and singing:</p> <p>- sing a variety of songs & pitch-match.</p> <p>- sing with appropriate changes in dynamics.</p>	<p>What colour are the animals?</p>	<p>Dreams and Goals</p> <p>Learning with others.</p>
Wk 5 31.1.22	<p>Non-Fiction: Non-chronological report on superhero from story</p> <p>Imitate:</p> <p>Internalise the text.</p> <p>Deepening the Understanding of the text activities.</p>	<p>Statistics</p> <p>Make tally charts.</p> <p>Draw pictograms. (1-1)</p> <p>Interpret pictograms. (1-1)</p>	<p>Animals Including Humans</p> <p>Know the importance for humans of exercise.</p>	<p>THANKSGIVING</p> <p>The Eucharist – The parish family thanks God for Jesus.</p> <p>The Last Supper.</p>	<p>Climate Change around the world - how we can reduce, reuse, recycle in our class, school and home.</p>	<p>Art & Design: Sculpture and Mixed Media</p> <p>Multimedia Heroes Pt 3:</p> <p>Work together to create a large piece of artwork - Roy Lichtenstein.</p>	<p>We are photographers</p> <p>Editing and enhancing photos.</p>	<p>PE: WLTA: Tennis</p> <p>Net & wall games.</p> <p>Games:</p> <p>Netball</p> <p>Using an overhead and shoulder pass.</p>	<p>Listening and Singing</p> <p>- orchestral instruments and sections.</p>	<p>How many animals are there?</p>	<p>Dreams and Goals</p> <p>Group co-operation.</p>
Wk 6 7.2.22	<p>Innovate:</p> <p>Grammar in short burst writing, box up for shared write and independent writing;</p> <p>Adding extra information; writing in paragraphs.</p>	<p>Statistics</p> <p>Draw pictograms (2, 5 and 10).</p> <p>Interpret pictograms (2, 5 and 10).</p> <p>Block diagrams.</p>	<p>Animals Including Humans</p> <p>Know the importance to humans of hygiene.</p>	<p>THANKSGIVING</p> <p>The Eucharist – The parish family thanks God for Jesus.</p> <p>Parts of the Mass; Responses used at Mass.</p>	<p>Climate Change around the world - how we can reduce, reuse, recycle in our class, school and home.</p>	<p>Art & Design: Sculpture and Mixed Media</p> <p>Multimedia Heroes Pt 3: Work together to create a large piece of artwork - Roy Lichtenstein.</p>	<p>We are photographers</p> <p>Presenting a portfolio.</p>	<p>PE: WLTA: Tennis</p> <p>Net & wall games.</p> <p>Games:</p> <p>Netball</p> <p>Using passing and movement skills within a game.</p>	<p>Listening and Singing:</p> <p>- orchestral instruments and sections.</p>	<p>Valentine's Day.</p>	<p>Dreams and Goals</p> <p>Contributing to and sharing success.</p>



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HALF TERM											
Wk 7 21.2.22	<p>Cold Task: Write a tale of fear based on Little Miss Muffet plot structure.</p> <p>Invent: Plan, write and edit own non-chronological report about superhero created in in Narrative 2.</p>	<p>Properties of Shape Recognise 2D and 3D Shape. Count sides and vertices on 2D shape.</p>	<p>Materials and Their Properties Distinguish between an object and the material from which it is made – silly spinners.</p>	<p>THANKSGIVING The Eucharist – The parish family thanks God for Jesus.</p> <p>Eucharistic Prayer; Holy Communion.</p>	<p>The Great Fire of London Develop an awareness of the past in the context of comparing present-day London to the London that existed before 1666.</p>	<p>Structures - Packed Lunch Box Explore and evaluate existing products and its ability to function for its purpose.</p>	<p>We are researchers Researching a topic Scoping a topic and breaking down questions.</p>	<p>PE: WLTA: Tennis Net & wall games.</p> <p>Games: Football Controlling the ball using different parts of the foot.</p>	<p>Singing and playing Rhythm: intro to solfa ta-tete-rest. Singing: developing singing skills.</p>	The weather.	<p>Healthy Me Motivation.</p>
Wk 8 28.2.22	<p>Genre & Plot Structure: adventure story based on a tale of fear. The Owl Who Was Afraid of the Dark Focus: Character. Imitate: Learn the text. Reading as a reader focus.</p>	<p>Properties of Shape Draw 2D shape. Symmetry. Patterns. Sort 2D shape.</p>	<p>Materials and Their Properties Identify and compare the suitability of a variety of everyday materials for particular uses. How well do different materials bounce?</p>	<p>OPPORTUNITIES Lent is an opportunity to start anew.</p> <p>Each day offers opportunities for good.</p>	<p>Compare aspects of life between then (17th Century) and now.</p>	<p>Structures - Packed Lunch Box Exploring materials – which materials will be useful in my product?</p>	<p>We are researchers Looking for information.</p>	<p>PE: WLTA: Tennis Net & wall games.</p> <p>Games: Football Passing the ball using a range of techniques such as inside and outside the foot.</p>	<p>Singing and playing Rhythm: intro to solfa ta-tete-rest. Singing: developing singing skills.</p>	The weather.	<p>Healthy Me Healthier choices.</p>
Wk 9 7.3.22	<p>Imitate: Reading as writer. Create toolkit. Box up plan.</p>	<p>Properties of Shape Count edges and vertices on 3D shape. Sort 3D shape. Patterns with 3D shape.</p>	<p>Materials and Their Properties Investigate uses of plastic.</p>	<p>OPPORTUNITIES Lent – the opportunity to turn towards what is good in preparation for Easter Palm Sunday.</p>	<p>Know the events of the Great Fire of London.</p>	<p>Structures - Packed Lunch Box Make a design criteria and a plan.</p>	<p>We are researchers Searching safely and effectively using Google.</p>	<p>PE: WLTA: Tennis Net & wall games.</p> <p>Games: Football</p>	<p>Singing and playing Rhythm: developing rhythms Dynamics: Exercise control</p>	Clothing.	<p>Healthy Me Relaxation.</p>



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								Dribbling the ball using different parts of both feet.	changing song dynamics.		
Wk 10 14.3.22	Innovate: Write a tale of fear changing character and fear.	Fractions Make equal parts. Recognise and find a half and a quarter.	Materials and Their Properties Investigate the best material for blocking a hole in a bucket.	OPPORTUNITIES Lent – the opportunity to turn towards what is good in preparation for Easter Maundy Thursday.	Find out who Samuel Pepys was and the importance of his diary as a primary source.	Structures - Packed Lunch Box Making the product.	We are researchers Using simple search engines and Simple Wikipedia.	PE: WLTA: Tennis Net & wall games. Games: Football Striking the ball towards goal.	Singing and playing Rhythm: developing rhythms. Dynamics: exercise control changing song dynamics.	Clothing.	Healthy Me Healthy eating and nutrition.
Wk 11 21.3.22	Invent: Plan, write and edit own adventure story with a new character and a new fear.	Fractions Recognise and find a third. Unit fractions.	Materials and Their Properties Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	OPPORTUNITIES Lent – the opportunity to turn towards what is good in preparation for Easter Good Friday.	What happened after the Great Fire?	Structures - Packed Lunch Box Testing the product against their design criteria and evaluate.	We are researchers Preparing a presentation.	PE: WLTA: Tennis Net & wall games. Games: Football Developing an understanding of the basic rules in a game situation.	Singing and playing Rhythm: developing rhythms. Tempo: exercise control changing song tempo.	Mother's day.	Healthy Me Healthier snacks and sharing food.
Wk 12 28.3.22	POETRY: <i>A Few Frightening Things</i> by Clare Bevan.	Fractions Non-unit fractions. Equivalence of 2/4 and 1/2. Counting in fractions.	Exploring Scientists Mackintosh McAdam Dunlop.	OPPORTUNITIES Lent – the opportunity to turn towards what is good in preparation for Easter Easter Sunday. Response.	How the Great Fire changed and influenced modern day London: Ed visit- The Monument.	Structures - Packed Lunch Box What improvements are you going to make and why?	We are researchers Giving a presentation.	PE: WLTA: Tennis Net & wall games. Games: Football Using skills learnt within games.	Singing and playing Rhythm: developing rhythms. Tempo: exercise control changing tempo.	Easter.	Healthy Me Deciding which foods to eat to give my body energy.



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Year 2	Foundation Subjects Curriculum coverage	Spring 2021-2022
Subject and Topic	Key Skills	Key Knowledge
Religious Education	<p>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.</p> <p>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. 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>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.</p> <p>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 I is.</p> <p>Opportunities 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>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>The Great fire of London. 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>



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Geography	<p>Ask simple geographical questions; where is it? What's it like?</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use NF books, stories, maps, pictures / photos and the internet as sources of information.</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Poles Apart</p> <p>Know that there are different climates in different parts of the world.</p> <p>Know that the hottest countries are on the equator and North and South Poles are the coldest.</p> <p>Know that the Earth's climate is changing.</p> <p>Know that we can reduce, reuse and recycle to slow down climate change.</p>
Computing	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Use technology safely and respectfully, keeping personal information private.</p> <p>We are photographers</p> <p>Use a digital camera or camera app to take digital photographs.</p> <p>Review and reject or pick the images taken.</p> <p>Edit and enhance photographs.</p> <p>Select the best images to include in a shared portfolio.</p> <p>We are researchers</p> <p>Develop collaboration skills through working as part of a group.</p> <p>Develop research skills through searching for information on the internet.</p> <p>Improve note-taking skills through the use of mind mapping.</p> <p>Develop presentation skills through creating and delivering a short multimedia presentation.</p>	<p>Recognise common uses of information technology beyond school.</p> <p>Know where to go for help and support with any concerns about content or contact on the internet or other online technologies.</p> <p>We are photographers</p> <p>Consider the technical and artistic merits of photographs.</p>
Art	<p>Bending wire/pipe cleaners into a superhero shape.</p> <p>Making legs, arms and a body using plasticine.</p> <p>Show awareness of the proportions of limbs in a sculpture.</p> <p>Create a composition with figures, splashes and action words, adding texture, definition and pattern.</p> <p>Blend colour washes.</p> <p>Blend 2 primary colours to make a secondary colour.</p> <p>Apply a dot matrix effect using fingers.</p> <p>Create shadow effect by outline figures in black.</p> <p>Shade tones to the edge.</p>	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Know that the parts of the face that convey most emotion are the eyes, mouth, eyebrows.</p>
Design & Technology	<p>Evaluate existing products by discussing their purpose, likes and dislikes</p> <p>Explore ways to make structures stronger such as using hinges.</p> <p>Investigate and test materials to assess their effectiveness</p> <p>Use previous knowledge and investigating lessons to help them with their planning process.</p> <p>With little prompting, explain which materials and skills they have used to make their product. Test and evaluate product against design criteria</p> <p>Discuss likes, dislikes and future improvements.</p>	<p>A design criteria is a set of rules to help design a product and test against at the end</p> <p>Understand the key elements of their product (lunch box) and discuss their steps to make it.</p> <p>Evaluating the product as we plan and make is when we think about what has worked well and what has not.</p>



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Subject and Topic	Key Skills	Key Knowledge
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>Sing: sing a variety of songs, pitch-match with increasing accuracy and control</p> <p>Sing: sing songs which use within a widening range of pitches / awareness of phrases</p> <p>Sing: with awareness of good posture, breath control and clear diction.</p> <p>Sing: confidently to communicate meaning with increasing control over dynamic range and timbre.</p> <p>Pulse: Feel and mark the pulse in different ways.</p> <p>Rhythm: recognise aurally and speak e.g. using SOLFA rhythmic syllables; repeat, improvise and compose short rhythmic patterns (4 beat phrases); read, compose and perform short rhythmic phrases; perform simple rhythmic accompaniments to known songs using percussion instruments.</p> <p>Tempo: Set changes in tempo by controlling the speed of the pulse using songs and instruments.</p> <p>Timbre: Begin to recognise and name different orchestral instruments according to 'family' – brass, wind, strings, and percussion.</p> <p>Dynamics: sing songs expressively using appropriate changes in dynamics e.g. to add expression to emphasise or make sense of the lyrics.</p>	<p>Sing: Good singing relies on the development of accurate pitching and use of 'thinking voice'; recognising phrases.</p> <p>Sing: Good vocal technique improves vocal sound quality and control and allows the voice to be expressive.</p> <p>Pulse: Pulse is a continuous, regular, steady beat that can be felt internally.</p> <p>Rhythm: Note lengths and silences can be represented by rhythmic syllables.</p> <p>Rhythm: can be represented using written notation of different kinds.</p> <p>Rhythms: can be added to songs to provide effective accompaniments.</p> <p>Tempo: Tempo is determined by the speed of the pulse.</p> <p>Timbre: Different sound sources produce different sound qualities.</p> <p>Timbre: An instrument can make a range of different sounds depending on how it is played.</p> <p>Dynamics: Changes in dynamics are used to add contrast or create a particular effect.</p>
Spanish	<p>Acknowledging and discussing different cultures within our community, listening and speaking skills.</p>	<p>Talking about the weather and clothing.</p> <p>Celebrating mother's day and discussing different traditions in other countries.</p>
PSHE & Relationships, Sex Education	<p>Dreams & Goals</p> <p>Stay motivated when doing something challenging.</p> <p>Keep trying even when it is difficult.</p> <p>Work well with a partner or in a group.</p> <p>Have a positive attitude.</p> <p>Help others to achieve their goals.</p> <p>Healthy Me</p> <p>Making healthy choices.</p> <p>Feel positive about caring for our body and keeping it healthy.</p> <p>Sort foods into the correct food groups and know which foods our bodies need every day to keep us healthy.</p> <p>Make some healthy snacks and explain why they are good for our bodies.</p> <p>Choose foods to eat to give our bodies energy.</p>	<p>Dreams & Goals</p> <p>Choosing realistic goals and knowing how to achieve them.</p> <p>Understand how working with others can help people to learn.</p> <p>Know how to share success with other people.</p> <p>Know how contributing to the success of a group feels.</p> <p>Healthy Me</p> <p>Know what is needed to keep our bodies healthy.</p> <p>Know what relaxed means; know things that make a person feel relaxed/stressed.</p> <p>Understand how medicines work in our bodies and how important it is to use them safely.</p> <p>Know how it feels to share healthy food with friends.</p> <p>Have a healthy relationship with food and I know which foods are most nutritious for my body.</p>