

Critical Pathway – Creative Dynamic Discoveries! Taught through the value of Creativity YEAR 2 Term: Summer Term 2 2026

	Week 1 01.06.26	Week 2 08.06.26 <i>Francophone Week Optional SATs Week</i>	Week 3 15.06.26 <i>Eco-Awareness Fortnight</i>	Week 4 22.06.26 <i>Eco-Awareness Fortnight</i>	Week 5 29.06.26	Week 6 06.07.26	Week 7 13.07.26
Literacy Theme	The Story Machine written by Tom McLaughlin	The Story Machine written by Tom McLaughlin	'Our World' Poetry Theme	'Our World' Poetry Theme - Performance poetry	Non-Fiction: Recount about an event/personal experience.	Poetry My Memories of Year Two	My Memories of Year Two All About Me
Written Outcomes	Setting description Instructional writing. Writing a letter.	Innovate the story. Children will be given the opportunity to edit and revise their own work and the work of others.	Use our senses to observe and write about nature. Write a poem based on the theme of our world. Edit and improve our poems. Publish our poems.	Write a piece of poetry that can be performed. Use repetition and descriptive vocabulary our poems. Edit and improve our poems. Publish our poems.	Recount about a personal experience. Edit and revise recount.	Create a poem all about 'me'.	Write a transition booklet for Y3 teacher
Ongoing Skills	<p>[EXS] [KEY] Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others. ↳ GD objective: Spell by independently segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones and near homophones. ↳ GD objective: Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones and near homophones and use them in their work. [EXS] [GDS] [KEY] Spell by learning to spell common exception words. ↳ GD objective: Spell most common exception words. Spell by learning to spell some words with contracted forms. ↳ GD objective: Spell by learning to spell a range of words with contracted forms. Spell by learning the possessive apostrophe (singular) [for example, the girl's book]. ↳ GD objective: Spell by independently using the possessive apostrophe (singular) [for example: the girl's book] in their writing in a range of contexts.</p> <p>Add suffix -ment to spell longer words GD objective: Independently apply suffixes to spell longer words, including -ment in a range of contexts.</p> <p>Add suffix -ness, to spell longer words. GD objective: Independently apply suffixes to spell longer words, including -ness in a range of contexts.</p> <p>Add suffix -ful, to spell longer words. GD objective: Independently apply suffixes to spell longer words, including -ful in a range of contexts.</p> <p>Add suffix -less to spell longer words GD objective: Independently apply suffixes to spell longer words, including -less in a range of contexts.</p> <p>Add suffix -ly to spell longer words GD objective: Independently apply suffixes to spell longer words, including -ly in a range of contexts. Apply year 2 spelling rules and guidance.</p>						

	<p>↳ GD objective: Apply year 2 spelling rules and guidance in their writing in a range of contexts. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>↳ GD objective: Write from memory more complex sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>						
Guided Reading Focus	Describe the setting to a partner	Learn the story and perform using a story map to support the retelling. Include alliterative phrases and expanded noun phrases in the retelling. Discuss editing and revising strategies.	Inference Iggy/Sequencing Suki/Retrieval Rex Reading longer pieces of text and answering questions about the text. Making links between texts/books read.	Inference Iggy/Sequencing Suki/Retrieval Rex Reading longer pieces of text and answering questions about the text. Making links between texts/books read.	Inference Iggy/Sequencing Suki/Retrieval Rex Reading longer pieces of text and answering questions about the text. Making links between texts/books read.	Inference Iggy/Sequencing Suki/Retrieval Rex Reading longer pieces of text and answering questions about the text. Making links between texts/books read.	Poetry -reading and listening to a range of different poems.
SPaG Focus	Week 28 Teaching Focus: /l/ as l /l/ as ll /ul/ as le, il /ul/ as al, el	Week 29/30 Teaching Focus: Suffixes adding -ing/-ed/-er/-est/-y to words of one syllable ending in a single consonant letter after a single vowel letter.	Week 31 Teaching Focus: /i/ as i. /i/ as y. /o/ as o. /o/ as (w)a, (qu)a.	Week 32 Teaching Focus: /e/ as e. /e/ as ea. /zh/ as s, si. /zh/ as ge.	Week 33 Teaching Focus: /ch/ as ch. /ch/ as tch. /ch+u/ as ture. /ch+u/ as ture	Week 34 Teaching Focus: /sh/ as sh. /sh/ as ch. /sh/ as ci and ti. /sh/ as ssi.	Week 35/36 Teaching Focus: Contractions Suffixes -ment Suffixes -ness Suffixes -ful Suffixes -less Suffixes -ly
Handwriting	<p>Ongoing handwriting skills:</p> <p>[EXS] Use spacing between words that reflects the size of the letters. GD objective: Use spacing between words that reflects the size of the letters without support or prompts.</p> <p>[EXS] Write digits of the correct size, orientation and relationship to one another and to lower case letters. GD objective: Independently and accurately write digits of the correct size, orientation and relationship to one another and to lower case letters when writing sentences.</p> <p>[EXS] Form lower-case letters of the correct size relative to one another. GD objective: Fluently form lower-case letters of the correct size relative to one another when I am writing sentences</p> <p>[EXS] Write capital letters of the correct size, orientation and relationship to one another and to lower case letters. GD objective: Independently and accurately write capital letters of the correct size, orientation and relationship to one another and to lower case letters when writing sentences.</p> <p>Start using some of the diagonal joins needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. GD objective: Use some of the diagonal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Start using some of the horizontal joins needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. GD objective: Use some of the horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>						
	Lessons 67-71 WALT: join letters and words containing the long 'u' sound correctly. -use apostrophes for possession correctly. -use conjunctions correctly in sentences.	Lessons 71-76 WALT: use the correct article before a noun. -listen to and write sentences correctly. -write the numbers and symbols in the 3x table correctly. -listen to and write a paragraph correctly.	Lessons 77-81 WALT: write the numbers, number names and Roman numerals correctly. -listen to and write a paragraph correctly. -listen to and write sentences correctly.	Lessons 82 - 86 WALT: listen to and write simple sentences correctly. -identify the value of a digit in a large number. -write numbers and number names correctly.	Lesson 87 - 91 WALT: order words correctly in a simple sentence and listen to and write a short paragraph correctly. -listen to and write simple sentences correctly. Orecognise rhyming words. -listen to and write a short paragraph.	Consolidate handwriting style taught.	Consolidate handwriting style taught.

	- use prepositions correctly in a sentence. -use appropriate punctuation at the end of a speech sentence.	- listen to and write sentences correctly.	-write the numbers and symbols in the 4x table correctly. -listen to and write a paragraph correctly. -	-listen to and write a short paragraph. -listen to and write simple sentences correctly. -join common digraphs correctly.			
History Explorers	Why are Scott of the Antarctic and Neil Armstrong famous?						
	<p>Why do you think Captain Scott is famous today? WALT: make informed guesses and inferences using clues from a photograph.</p>	<p>How did Scott manage to get to the South Pole and what happened when he got there? WALT: grasp nature of journey and correctly sequence between 4 and 6 stages. use evidence to establish events and discuss the setbacks he faced. explore internal clues within a photograph and use knowledge of the context of the time in which the photo was taken to explain reasons for emotions shown.</p>	<p>Has man ever been to the moon and how can we know for sure? WALT: combine clues to infer what the mystery picture might be. place the First Moon Landing approximately on a timeline of the last 100 years. consider the type of evidence available to historians studying the Moon landing of 1969. match statements to specific pieces of evidence. understand that people are sceptical as to whether it ever happened and know some reasons why (flag, etc).</p>	<p>Why did the astronauts risk their lives to go to the Moon? WALT: consider characteristics of an astronaut, drawing on knowledge of Scott of the Antarctic. raise valid questions to ask teacher-in-role as Neil Armstrong. give at least 3 reasons that motivated him and reject spurious ones. Challenge: discuss the Space Race.</p>	<p>Does everyone agree that we should continue to send people to the moon? WALT: give at least 2 reasons FOR and AGAINST further moon travel. work in groups and make effective contributions whilst listening to the views of others.</p>	<p>What makes a significant historical person? How should we commemorate these achievements? WALT: offer valid ideas, recognising how we remember famous people. compare the achievements of the two explorers, grasping their real significance. recognise that some ideas would be more effective than others. Challenge: develop an awareness of how Scott was viewed in 1912 and can contrast that with his image 100 years later. Children will see that there are opposing views of Scott today. Some say he wasn't well organised and made bad decisions.</p>	
Science Plants,	Plants: What do bulbs and seeds need to grow?					Why is it important to care for wildlife?	

Animals and Humans	Is this a bulb or a seed? WALT: group bulbs and seeds. describe the similarities and differences between bulbs and seeds.	What do bulbs and seeds need to grow? WALT: identify what plants need to grow healthily.	Where could you plant your bulbs and seeds in school? How do bulbs and seeds change over time? WALT: make predictions. plan an investigation.	How do bulbs and seeds change over time? WALT: describe what has happened to the bulbs and seeds over time?	Can you explain what you have found out about what plants and bulbs need to grow healthily? WALT: explain what plants and bulbs need to grow healthily.	What does wildlife do for us? WALT: identify the ways in which wildlife helps humans.	What can we do for wildlife? WALT: identify ways in which we can care for wildlife.
Working Scientifically	Working scientifically – Observing closely, using simple equipment.	Working scientifically – Record and communicate their findings in a range of ways and begin to use simple scientific language (non-statutory).	Working scientifically – Asking simple questions and recognising that they can be answered in different ways.	Working scientifically – Performing simple tests	Working scientifically – Observing closely, using simple equipment.	Asking simple questions and recognising that they can be answered in different ways.	Using their observations and ideas to suggest answers to questions.
Design and Technology Fairground Wheel	How can we make a fairground wheel?						
What do we need to include in a Ferris wheel design? Designing a Ferris wheel: WALT: explore wheel mechanisms and design a Ferris wheel.	How can we plan how to build a Ferris wheel? Planning the build: WALT: select appropriate materials.	How can we build the frame and the wheels? Building the frame and the wheels: WALT: build and test a moving wheel.	Can you carry out a survey to inform your design? WALT: conduct a simple survey to gather opinions.	Can you use your design to add decoration to your Ferris wheel? Adding pods and decoration: WALT: make a structure with a rotating wheel.			

Critical Pathway – Other Dynamic Discoveries! Taught through the value of **Creativity** YEAR 2

Term: Summer Term 2 2026

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Maths	<p>Capacity and Temperature: WALT: compare volume and capacity. measure in millilitres. measure in litres. measure. temperature using a thermometer. read thermometers.</p>	<p>Problem solving and efficient methods: WALT: identify missing numbers. use mental addition and subtraction. use efficient subtraction. solve problems using addition and subtraction.</p>	<p>Problem solving and efficient methods: WALT: solve problems using addition and subtraction. solve problems using multiplication and division. solve problems using the four operations.</p>	<p>Position and Direction: WALT: use the language of position. describe movement. describe turns. describe movement. and turns.</p>	<p>Position and Direction: make patterns by turning shapes. Statistics: WALT: make tally charts. complete tables. interpret tables.</p>	<p>Statistics: WALT: create block diagrams. interpret block diagrams. draw pictograms (1 to 1). interpret pictograms (1 to1).</p>	<p>Statistics: WALT: draw pictograms (1 to 2, 5 or 10). interpret pictograms (1 to 2, 5 or 10).</p>
Music Dynamics, timbre, tempo and pitch patterns (Theme: Space)	How can we create and perform a piece of music linked to space?						
		<p>How can we use our voices to create sounds? WALT: create a simple soundscape using dynamic changes.</p>	<p>How can you represent this piece of music using symbols and drawings? What are dynamics? WALT: listen to music and respond creatively, considering how dynamics can be represented.</p>	<p>What is similar and what is different about these two pieces of music? WALT: compare two pieces of music using musical vocabulary.</p>	<p>What is a pitch pattern? How can we create a pitch pattern to represent a planet? WALT: create a short pitch pattern to represent a planet.</p>	<p>How can you combine your soundscapes and your pitch patterns to perform a longer piece of music? WALT: perform a pitch pattern representing a planet, using vocal and instrumental</p>	

						sounds and changes in dynamics.	
Computing (Programming quizzes)	Can you create your own quiz using Scratch Jr?						
	How can a sequence of commands start? Scratch Jr Recap WALT: explain that a sequence of commands has a start.	What happens after a sequence of commands? Outcomes WALT: explain that a sequence of commands has an outcome	How can you create a program using a given design? Using a design WALT: create a program using a given design.	What could you do to change a given design? Changing a design WALT: change a given design.	How could you create a program using your own design? Designing and creating a program WALT: create a program using my own design.	How could your project be improved? Evaluating WALT: decide how my project can be improved.	
PE Team Games (Team Building)	How can I combine fundamental movements and teamwork into a group game?						
	How can I use agility and co-ordination in group games? WALT: be able to work effectively within a small group. develop agility and co-ordination	Can I show spatial awareness to safely play team games in small space? WALT: develop co-ordination when running. negotiate space effectively in group games.	Can I create games to test fundamental skills? WALT: develop agility and co-ordination. attempt to create a group game using small equipment.	Can I show co-ordination while travelling in group games? WALT: be able to work effectively within a small group. develop co-ordination when running.	Can I link creative movements and spatial awareness in mini games? WALT: negotiate space effectively in group games. attempt to create a group game using small equipment.	Can I combine fundamental movements with teamwork to succeed in team games? WALT: work effectively within a small group. attempt to create a group game using small equipment. develop agility and co-ordination. negotiate space effectively in group games. develop co-ordination when running.	Can I combine fundamental movements with teamwork to succeed in team games? WALT: work effectively within a small group. attempt to create a group game using small equipment. develop agility and co-ordination. negotiate space effectively in group games. develop co-ordination when running.
PE	Can you use your jumping, throwing and running skills to take part in an Olympic style event?						

<p>Athletics (Track and Field)</p>	<p>How can you demonstrate control whilst travelling? WALT: demonstrate control when travelling. -to change speed quickly by generating power through the legs.</p>	<p>How can you run and jump over obstacles safely? WALT: demonstrate control when travelling. -change speed quickly by generating power through the legs. -develop awareness of distance when jumping.</p>	<p>How can you improve your jumping and landing techniques? WALT: demonstrate control when travelling. -develop awareness of distance when jumping. -develop the overarm throwing technique when throwing equipment.</p>	<p>How can you improve your throwing technique? WALT: change speed quickly by generating power through the legs. - develop awareness of distance when jumping. - develop the overarm throwing technique when throwing equipment.</p>	<p>How can you develop your throwing and jumping techniques further? WALT: change speed quickly by generating power through the legs. - develop awareness of distance when jumping. - develop the overarm throwing technique when throwing equipment. - work hard to beat their previous score.</p>	<p>Can you use your skills to take part in an Olympic style event? WALT: demonstrate control when travelling. -change speed quickly by generating power through the legs. -develop awareness of distance when jumping. -develop the overarm throwing technique when throwing equipment. -work hard to beat their previous score.</p>	<p>Can you use your skills to take part in an Olympic style event? WALT: demonstrate control when travelling. -change speed quickly by generating power through the legs. -develop awareness of distance when jumping. -develop the overarm throwing technique when throwing equipment. -work hard to beat their previous score.</p>
<p>Rights and Responsibilities How can we look after ourselves and make the right decisions?</p>							
<p>PSHE Includes money/living in the wider world/environment</p>	<p>How can we get on with others? Getting on with others WALT: describe and record strategies for getting on with others in the classroom.</p>	<p>What strategies can I use when I am feeling frustrated and angry? When I feel like erupting WALT: explain, and be able to use, strategies for dealing with impulsive behaviour.</p>	<p>Who can help to keep you safe? Feeling Safe WALT: Identify special people in the school and community who can help to keep them safe; know how to ask for help.</p>	<p>How can we look after our environment? WALT: Identify what they like about the school environment; identify any problems with the school environment (e.g. things needing repair); make suggestions for improving the school environment; recognise that they all have a responsibility for helping to look after the school environment.</p>	<p>What choices do you have when you are dealing with money? Harold saves for something special WALT: understand that people have choices about what they do with their money; know that money can be saved for a use at a future time; explain how they might feel when they spend money on different things.</p>	<p>What items can you spend your money on? Harold goes camping WALT: recognise that money can be spent on items which are essential or non-essential; know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</p>	<p>How can you stay safe when you are using the internet? Playing Games WALT: discuss how to stay safe whilst using the internet.</p>
<p>How can someone's worldview be seen in the choices they make?</p>							

Religious Education

How do the actions of some Hindus show what matters to them?

WALT: identify and discuss how the actions of some Hindus show what matters to them.

How do the actions of some Jews show what matters to them?

WALT: identify and discuss how the actions of some Jews show what matters to them.

How do the actions of some Muslims show what matters to them?

WALT: identify and discuss how the actions of some Muslims show what matters to them.

What do the choices of non-religious people show about what matters to them?

WALT: identify and discuss how the choices of non-religious people show what matters to them.

How can some people's worldviews be seen in the choices they make?

WALT: identify how some people's worldviews can be seen in the choices they make.

How can some people's worldviews be seen in the choices they make?

WALT: identify how some people's worldviews can be seen in the choices they make.