

Critical Pathway - Creative Caring over Time taught through the value of **Compassion** Year Two

Term: Spring 2 2024

	1 19/2/2024	2 26/2/2024	3 4/3/2024	4 11/3/2024 <i>When I Grow Up Theme Week British Science Week</i>	5 18/3/2024
Literacy Theme	The Robot and the Bluebird written by David Lucas Planning, drafting and writing a story Writing Instructions Editing and improving written work	Egg Box Dragon written by Richard Adams Writing instructions Letter writing	Egg Box Dragon written by Richard Adams Story innovation- edit and revise their own work and the work of others.	Florence Nightingale written by Lucy Lethbridge Florence Nightingale written by Maria Isabel Sanchez Vegara Sentence formation and different sentence types.	Hoorah for Mary Seacole written by Trish Cooke Planning, drafting and writing a non-chronological report
Learning/ Oral/ Written Outcomes	<ul style="list-style-type: none"> Plan, draft, write and respond to writing. Bookmaking to create a final copy of our stories. Plan, draft and write instructions for making a bird feeder. Edit and improve written work. 	<ul style="list-style-type: none"> Write instructions to explain how to make an egg box dragon. Describe the Egg Box Dragon. Write a letter to the Queen 	<ul style="list-style-type: none"> Write an innovated story of the Egg Box Dragon. Edit and improve an innovated story. 	<ul style="list-style-type: none"> Role play scenarios involving Florene Nightingale. Write using different sentence types. Note taking - writing complete sentences. Extend sentences using conjunctions. 	<ul style="list-style-type: none"> Plan, draft and write a non-chronological report about Florence and Mary. Edit and improve non-chronological reports.
SPaG Focus	Teaching Focus: suffixes adding -er to a root word ending in -y with a consonant before it. suffixes adding -est to a root word ending in -y with a consonant before it. suffixes adding -ing to a root word ending in -y with a consonant before it. suffixes adding -ed to a root word ending in -y with a consonant before it. Handwriting: leading to washing line join o, r, re, v, w, x	Teaching Focus: /eer/as ear, eer and ere. Handwriting: The c letters: c a d s g o.	Teaching Focus: /air/as air, are, ear and ere. Handwriting: The c letters: qu and f the tall ascenders: l, t, h	Teaching Focus: /s/as s, ss, c (e,i,y) ce, se, sc and st Handwriting: The half height down, r, n and m tall ascenders: b and k	Teaching Focus: /j/as j, g (e,i,y) j (dge) and j (ge). Handwriting: The half height down, p, i and j The half height bowl: u and y

Guiding Reading Focus	Inference Iggy/Retrieval Rex/Vocabulary Victor Reading shorter pieces of text and answering questions about the text. Making links between texts/books read.	Inference Iggy/Retrieval Rex/Vocabulary Victor Reading shorter pieces of text and answering questions about the text. Making links between texts/books read.	Inference Iggy/Retrieval Rex/Vocabulary Victor Reading longer pieces of text and answering questions about the text. Making links between texts/books read.	Inference Iggy/Sequencing Suki/Retrieval Rex/ Vocabulary Victor Reading longer pieces of text and answering questions about the text. Making links between texts/books read.	Inference Iggy/Sequencing Suki/Retrieval Rex/ Vocabulary Victor Reading longer pieces of text and answering questions about the text. Making links between texts/books read.
History	How should we remember Florence Nightingale and Mary Seacole?				
	Why is Florence Nightingale Remembered today and what did she do in her life? WALT: understand that Florence is principally remembered as a nurse, a long time ago and was connected with a major war. sequence at least 4 events. recognise that Florence had a long life helping soldiers and then developing nursing after the war.	Why do you think Florence took the brave steps to go to the Crimea and who influenced her? WALT: identify the key moments of Florence's early life. recognise features of her character. give two valid reasons for her decision to go to the Crimea. explain the influence of individuals on her decision. What did Florence do to help the soldiers and did everyone have the same opinion of her? WALT: describe the main changes Florence introduced. understand that not all people welcomed her with open arms.	How can we work out why Mary Seacole is famous? WALT: draw conclusions from simple visual clues, such as a portrait, paintings and a plaque. understand that Mary was Jamaican and lived about 200 years ago. Understand that from the outset that she was not a trained nurse but helped British soldiers during important battles, especially in the Crimean War. recognise that she is now thought to be the greatest black Briton and is celebrated in many ways including a recent statue opposite Houses of Parliament in London. appreciate that her achievement went a long time before being properly recognised.	How important was Mary's work in the Crimean war? And how do we know? WALT: explain Mary's role in setting up her hotel. identify what she did to improve soldier's lives in terms of providing food, comfort etc. recognise that she visited the battlefield to tend to injured soldiers during ceasefires. find evidence to support statements made about Mary. Challenge: find more than one source to support some statements and say which we think offers stronger proof.	How should we remember Florence Nightingale and Mary Seacole? WALT: understand that there are different ways of commemorating famous people. evaluate both Florence and Mary in terms of appropriateness and personal choice.
Art and Design:	Can we create illustrations to retell a story?				
Drawing: Tell a Story	How can we create textures using mark making? Creating Texture WALT: explore and experiment with mark- making to create textures.	How can I draw my toy to show texture? My Toy Story WALT: develop observational drawing.	How can we create expressions to illustrate a character? Creating Characters WALT: understand how to apply expressions to illustrate a character.	How can we add illustrations to tell a story? Creating Characters WALT: develop illustrations to tell a story.	
Design and Technology Making a Moving Monster	How can we make a moving monster?				
		How do objects move? Pivots, Levers and Linkages: WALT: look at objects and understand how they move.	How can you make a linkage to make an object move? Making linkages: WALT: look at objects and understand how they move.	What do you need to include in your monster design? Designing my monster: WALT: explore different design options.	Can you use your design to make your monster? Making my monster: WALT: make a moving monster. Evaluate my monster and suggest next steps.

Science Living Things and their Habitats	What different habitats are there on planet Earth and what lives in each habitat?				
	What is a desert habitat? WALT: explore desert habitats. identify animals that live in desert habitat. identify plants that live in desert habitat.	What is a woodland habitat? WALT: explore woodland habitats. identify animals that live in woodland habitat. identify plants that live in woodland habitat.	What is a microhabitat? WALT: explore microhabitats. identify animals that live in microhabitats. identify plants that live in microhabitats.	What is a food chain? WALT: explore food chains and how they work in different habitats. identify plants and animals that are in a food chain. construct food chains.	Is this thing living, is it dead or has it never been alive? WALT: explore which things are living. explore which things are dead. explore which things have never been alive. Explore similarities and differences between these different groups of things.

Critical Path - Other Caring over Time taught through the value of Compassion Year Two
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Maths	Money/ Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division	Length and Height
	WALT: make a pound. find change. solve word problems involving money. recognise equal groups. make equal groups.	WALT: add equal groups. introduce the multiplication symbol. complete multiplication sentences. use arrays. make equal groups, using grouping.	WALT: make equal groups, using sharing. recall/learn the two times table. divide by two. double and halve numbers. identify odd and even numbers.	WALT: recall/learn the ten times table. divide by ten. recall/learn the five times table. divide by five. use bar modelling whilst grouping. use bar modelling whilst sharing.	WALT: measure in cm. measure in m. compare lengths and heights. order lengths and heights. complete word problems involving length and height.
R.E. 1.5 Why does Easter matter to Christians?	Why does Easter matter to Christians?				
	Making sense of belief: How do Incarnation and Salvation fit into the 'big story' of the Bible? WALT: Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.	Making sense of belief: What happened at the beginning of Holy Week? WALT: listen to stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).	Understanding the impact: How do Christians around the world celebrate Palm Sunday? WALT: identify how Christians around the world celebrate Palm Sunday.	Understanding the impact: How do Christians around the world celebrate Good Friday and Easter Sunday? WALT: give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. explain how Christians around the world celebrate Good Friday and Easter Sunday.	Making connections: What does Easter mean to everyone, not just Christians? WALT: Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. consider what Easter means to everyone, not just Christians.
Computing Programming	How can we program using Scratch Jr?				
	What is Scratch Jr? WALT: explore a new application.	How can we create an animation whilst using Scratch Jr? WALT: create an animation.	How can we make a musical instrument? WALT: use characters as buttons.	How can we program a joke? WALT: follow an algorithm.	How can you program a set of blocks to retell the story of the 'Three Little Pigs'? WALT: plan and use code to create an algorithm
PSHE	How can we recognise, value and celebrate difference?				

Valuing Difference Includes British Values focus -Recognising, valuing and celebrating difference -Developing tolerance and respect	What makes us who we are? WALT: identify some of the physical and non-physical differences and similarities between people; know and use words and phrases that show respect for other people.	Who is special to you and why? WALT: identify people who are special to them; explain some of the ways those people are special to them	How do we make others feel? WALT: recognise and explain how a person's behaviour can affect other people.	How does it feel to be part of a group? How does it feel to be left out? WALT: explain how it feels to be part of a group; explain how it feels to be left out from a group; identify groups they are part of; suggest and use strategies for helping someone who is feeling left out.	What is an act of kindness? WALT: recognise and describe acts of kindness and unkindness; explain how these impact on other people's feelings; suggest kind words and actions they can show to others; show acts of kindness to others in school.
PE Spring 2 - Sending and Receiving (Invasion) Plus an additional CPD session	Can I show controlled passing and dribbling in an invasion game scenario?				
	Can I aim towards a stationary target? WALT: further increase their understanding of space. begin to aim towards a given target.	Can I show accuracy when using a range of balls? WALT: further increase their understanding of space. accurately pass and receive a range of balls.	Can I pass and receive with a partner? WALT: pass a ball using different parts of the body. receive a ball using different parts of the body.	What are different techniques to send and receive? WALT: begin to aim towards a given target. accurately pass and receive a range of balls.	Can I combine sending and receiving into a game? WALT: pass a ball using different parts of the body. receive a ball using different parts of the body. Can I use sending and receiving skills into invasion games? WALT: begin to aim towards a given target. accurately pass and receive a range of balls. further increase their understanding of space. pass a ball using different parts of the body. receive a ball using different parts of the body.