

Critical Path – Creative Marvellous Materials Value: Courage YEAR 2

Term: Autumn Term 1 2023

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Literacy Theme	Welcome and Assessment Holiday news	The Enormous Crocodile	The Enormous Crocodile	Gruffalo Narrative	Gruffalo Narrative	Gruffalo Narrative	Non- Fiction People who have changed the world.	Non- Fiction People who have changed the world.
Written Outcomes	EXTENDED WRITE baseline assessment Recap sentence types	Use of descriptive vocabulary to describe the characters and setting. Think of questions to ask about the characters.	Sentence types Question types Writing different types of sentences about one of the characters.	Writing questions, commands, exclamations and statements. Character Descriptions.	Character description. Creating our own characters. Writing different sentence types linked to characters.	Story Innovation based on the Gruffalo.	Identify Key Features Non-Fiction Create a page applying knowledge of features Fact file/information sheet about a person who has changed the world.	Fact files/Information book linked to a person who has changed the world. Edit and revise work.
Guided Reading Focus	Individual Reading Reading Assessments Library Books	Target Practice Readers: Orange: The Dance Palace	Target Practice Readers: Orange: Jakob and the Ice Giant	Target Practice Readers: Orange: Joe's Barge	Target Practice Readers: Orange: The Chaos Machine	Target Practice Readers: Orange: Clare the Climber	Target Practice Readers: Orange: Tom Thumb saves the day	Target Practice Readers: Orange: Pet Rabbits
Phonics/SPaG focus Rocket Phonics	Year One and Year Two Common Exception Words check. Rocket Phonics Baseline Assessment	Rocket Phonics: Focus on: /ai/ as ai, ay /ai/ as a-e, a /ai/ as eigh, ei /ai/ as ea, ey Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: /ee/ as ee, e-e /ee/ as ie /ee/ as ea, y /ee/ as ey, e Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: /igh/ as igh, i /igh/ as i-e y /igh/ as ie /igh/ as y Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: /oa/ as oa /oa/ as o-e /oa/ as ow /oa/ as oe, o Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: Homophones Near Homophones Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: suffixes adding -s and -es to make plurals suffixes adding -ing, -ed, -er to verbs with no changes to root words suffixes adding -er and -est to adjectives with no changes to root words Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: /w/ as w /w/ as wh /f/ as f, ff /f/ as ph Blending practice Segmenting practice Common exception word practice.
Handwriting Focus		Handwriting: the 'c' letters c, a, d, s, g, o	Handwriting: the 'c' letters qu, f the tall ascenders l, t, h	Handwriting: the tall ascenders b, k the half-height, down r, n, m	Handwriting: the half-height, down p, i, j the half-height, bowl u, y	Handwriting: the half-height, bowl v, w the odd ones x, z, e	Handwriting: leading to washing line join o, r, re, v, w, x	Handwriting: the 'c' letters c, a, d, s, g, o
Geography	Would you prefer to live in a hot or a cold place?							

	<p>Where are the continents?</p> <p>WALT: name and locate the continents of the world.</p>	<p>Where are the coldest places on Earth?</p> <p>WALT: locate the North and South Poles.</p>	<p>Where is the equator?</p> <p>WALT: locate the equator on a world map.</p>	<p>What is it like to live in a hot place?</p> <p>WALT: compare the UK and Kenya.</p>	<p>Do we live in a hot or cold place?</p> <p>WALT: investigate local weather conditions.</p>	<p>Would you like to live in a hot or a cold place?</p> <p>WALT: identify features of hot and cold places.</p>
Science Buildings and Materials	How suitable is this material? Why?					
	<p>What are the properties of these materials?</p> <p>WALT: describe the properties of materials.</p>	<p>How can we change these materials?</p> <p>WALT: change materials using physical forces</p>	<p>Which material would you choose? Why?</p> <p>WALT: compare the suitability of materials and explain how to make different objects using different materials.</p>	<p>Which materials could be used to build a house? Why?</p> <p>WALT: describe which materials would be best for each part of a house and to explain why.</p>	<p>Which material would be best for a waterproof coat?</p> <p>Working Scientifically Plan:</p> <p>WALT: ask simple questions and recognise that they can be answered in different ways. plan an investigation and perform simple tests to find out which materials are waterproof (and absorbent).</p>	<p>Which material would be best for...?</p> <p>WALT: analyse a set of results and give reasons why the chosen material would be the best.</p>
DT	How can we make a chair for Baby Bear?					
		<p>How can we make structures more stable?</p> <p>Exploring Stability</p> <p>WALT: explore the concept and features of structures and the stability of different shapes</p>	<p>What makes a structure strong?</p> <p>Strengthening Materials</p> <p>WALT: understand that the shape of the structure affects its strength</p>	<p>How can we make a chair for Baby Bear?</p> <p>Making Baby Bear's Chair</p> <p>WALT: make a structure according to design criteria.</p>	<p>How can we improve our chair?</p> <p>Fixing and Testing bay Bear's Chair</p> <p>WALT: produce a finished structure and evaluate its strength, stiffness and stability.</p>	
Music	How can we use timbre and dynamics to create a group musical composition?					

		<p>Can we sing and play an instrument at the same time?</p> <p>WALT: take part in a class performance, singing and playing the pulse at the same time.</p>	<p>Can we choose and play appropriate dynamics and timbres for a piece of music?</p> <p>WALT: copy back a rhythm (patterns) at the right dynamic (volume) and: recognise that all instruments have their own timbre (unique sound).</p>	<p>Can we use musical notation to play melodies?</p> <p>WALT: recognise that melodies (tunes) can be written down using letters and play a melody (tune) from letter notation (letter names).</p>	<p>How can we use letter notation to write our own melody?</p> <p>WALT: play our melody back from the letter names written.</p>	<p>How can we use timbre and dynamics to create a musical composition?</p> <p>WALT: work as part of a group to create a piece of music.</p> <p>WALT: make my composition more interesting by adding timbre and dynamics.</p>
R.E.	Who is Muslim and how do they live?					
	<p>Who is important to you and why?</p> <p>WALT: identify who is important to us and why.</p>	<p>What do people think about God? Where do people think they might find God?</p> <p>WALT: discuss where people think they might find God.</p>	<p>What do Muslims think about God?</p> <p>WALT: recognise the Shahadah as a key expression of Muslim belief about God.</p> <p>WALT: share examples of how Muslims use the Shahadah to show what matters to them.</p>	<p>Who was the Prophet Muhammad and why is he important to Muslims?</p> <p>WALT: connect the words of the Shahadah with the Muslim belief in the Prophet Muhammad as God's messenger.</p>	<p>How do stories about the Prophet Muhammad show that he inspired people?</p> <p>How do Muslims use the stories to guide their beliefs and actions in their everyday lives?</p> <p>WALT: share examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</p> <p>WALT: make connections between the stories and how Muslims live their own lives.</p>	

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Maths	Place Value	Place Value	Place Value	Place Value	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction
Computing	What is a computer?							
	What parts make up a computer? WALT: name and explain the purpose of different computer parts.	How is technology controlled? WALT: recognise that people control technology and recognise that technology follows instructions.	What is technology and where can you find it? WALT: suggest what might have a computer inside, and explain why we think this.	Can you create a design for an invention? WALT: include an input and output as part of our invention. And explain how it works, including how to control it.	What is the role of a computer? WALT: explain where computers are used and identify what their job is.	How can we keep ourselves safe whilst using computers? WALT: identify how we can keep ourselves safe whilst using a computer.		
PE/Games/Dance PPA (part)	Rule Making (Outdoor Adventure) Dance	Rule Making (Outdoor Adventure) Dance	Rule Making (Outdoor Adventure) Dance	Rule Making (Outdoor Adventure) Dance	Rule Making (Outdoor Adventure) Dance	Rule Making (Outdoor Adventure) Dance	Rule Making (Outdoor Adventure) Dance	
	Me and My Relationships - What are feelings and how can we manage them?							

<p>PSHE</p> <p><u>Me and My Relationships</u></p> <p>Health and wellbeing: Healthy Lifestyles SCARF resources</p> <p>Link to Trickbox</p>	<p>What are our classroom pledges? Our ideal classroom</p> <p>WALT: suggest actions that will contribute positively to the life of the classroom and make and undertake pledges based on these actions.</p>	<p>How can you describe a person's feelings?</p> <p>How are you feeling today?</p> <p>WALT: use a range of words to describe feelings and recognise that people have different ways of expressing their feelings.</p>	<p>How can we deal with different feelings and how can we get help if we need it?</p> <p>Let's all be happy!</p> <p>WALT: recognise, name and understand how to deal with feelings and explain where someone could get help if they were being upset by someone else's behaviour.</p>	<p>Scarf Life Education Lesson</p>	<p>What is friendship?</p> <p>Being a good friend</p> <p>WALT: recognise that friendship is a special kind of relationship and identify some of the ways that good friends care for each other.</p>	<p>What is the difference between bullying and isolated unkind behaviour?</p> <p>How can we deal with bullying behaviour?</p> <p>Types of bullying</p> <p>Don't Do That!</p> <p>WALT: explain the difference between bullying and isolated unkind behaviour and identify strategies to deal with these behaviours.</p>		
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