

**Critical Pathway - Creative Caring over Time taught through the value of Compassion Year Two Term: Spring 2 2025**

	Week 1 24.02.25	Week 2 03.03.25	Week 3 10.03.25	Week 4 17.03.25	Week 5 24.03.25	Week 6 31.03.25	Week 7 07.04.25
<b>Literacy Theme</b>	The Robot and the Bluebird written by David Lucas Retelling the story Planning, drafting and writing a story	Egg Box Dragon written by Richard Adams Writing instructions Character description	Egg Box Dragon written by Richard Adams Innovated character description 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	Assessment Week
<b>Written Outcomes</b>	<ul style="list-style-type: none"> <li>• Re-telling the story through drama.</li> <li>• Book talk in response to the whole story.</li> <li>• Re-telling and story mapping.</li> <li>• Planning, drafting writing and responding to writing.</li> <li>• Bookmaking to create a final copy of our stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Write instructions to explain how to make an egg box dragon.</li> <li>• Describe the Egg Box Dragon.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a letter to the Queen</li> <li>• Create and describe a new character.</li> </ul>	<ul style="list-style-type: none"> <li>• Write an innovated story of the Egg Box Dragon.</li> <li>• Edit and improve an innovated story.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play scenarios involving Florene Nightingale.</li> <li>• Write using different sentence types.</li> <li>• Note taking - writing complete sentences.</li> <li>• Extend sentences using conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, draft and write a non-chronological report about Florence and Mary.</li> <li>• Edit and improve non-chronological reports.</li> </ul>	
<b>Ongoing Skills</b>	<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.  ↳ <b>GD objective:</b> 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.</p> <p>↳ <b>GD objective:</b> 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.</p> <p>[EXS] [GDS] [KEY] Spell by learning to spell common exception words.  ↳ <b>GD objective:</b> Spell most common exception words.  Spell by learning to spell some words with contracted forms.  ↳ <b>GD objective:</b> 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].  ↳ <b>GD objective:</b> 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. ↳ <b>GD objective:</b> 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. ↳ <b>GD objective:</b> 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>						
<b>Guided Reading Focus</b>	<p>Inference Iggy/Retrieval Rex/Vocabulary Victor Reading shorter pieces of text and answering questions about the text. Making links between texts/books read.</p>	<p>Inference Iggy/Retrieval Rex/ Vocabulary Victor Reading shorter pieces of text and answering questions about the text. Making links between texts/books read.</p>	<p>Inference Iggy/Retrieval Rex/ Vocabulary Victor Reading longer pieces of text and answering questions about the text. Making links between texts/books read.</p>	<p>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.</p>	<p>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.</p>	<p>Poetry -reading and listening to a range of different poems.</p>	<p>Poetry -reading and listening to a range of different poems.</p>
<b>SPaG Focus</b>	<p>Teaching Focus: /eer/as ear, eer and ere. Handwriting: The c letters: c a d s g o.</p>	<p>Teaching Focus: /air/as air, are, ear and ere. Handwriting: The c letters: qu and f the tall ascenders: l, t, h</p>	<p>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</p>	<p>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</p>	<p>Teaching Focus: Homophones and near-Homophones Handwriting: the half-height, bowl v, w the odd ones x, z, e</p>	<p>Teaching Focus: Suffixes adding -ing, -ed, -est, -er and -y to words ending in -e with a consonant before it Handwriting: leading to washing line join o, r, re, v, w, x</p>	<p>Teaching Focus: /t/ as t, tt /t/ as ed /d/ as d, dd /d/ as ed Handwriting: the 'c' letters c, a, d, s, g, o</p>
<b>History</b>	<b>How should we remember Florence Nightingale and Mary Seacole?</b>						
		<p>Why is Florence Nightingale Remembered today and what did she do in her life? WALT: understand that Florence is principally remembered as a</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>How should we remember Florence Nightingale and Mary Seacole? WALT: understand that there are different ways of</p>

		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.	give two valid reasons for her decision to go to the Crimea. explain the influence of individuals on her decision.	welcomed her with open arms.	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.	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.	commemorating famous people. evaluate both Florence and Mary in terms of appropriateness and personal choice.
<b>Science Living Things and their Habitats</b>	<b>What different habitats are there on planet Earth and what lives in each habitat?</b>						
	<b>What is a desert habitat?</b> <b>WALT:</b> explore desert habitats. identify animals that live in a desert habitat. identify plants that live in a desert habitat.	<b>What is an ocean habitat?</b> <b>WALT:</b> explore ocean habitats. identify animals that live in an ocean habitat. identify plants that live in an ocean habitat.	<b>What is a woodland habitat?</b> <b>WALT:</b> explore woodland habitats. identify animals that live in a woodland habitat. identify plants that live in a woodland habitat.	<b>What is a microhabitat?</b> <b>WALT:</b> explore microhabitats. identify animals that live in microhabitats. identify plants that live in microhabitats.	<b>How do habitats have an impact on the diet of creatures living there?</b> <b>WALT:</b> explore habitats and diet. Investigate how the habitat affects the diet of the creatures living there.	<b>What is a food chain?</b> <b>WALT:</b> explore food chains and how they work in different habitats. identify plants and animals that are in a food chain. construct food chains.	<b>Is this thing living, is it dead or has it never been alive?</b> <b>WALT:</b> 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.

	<b>Working scientifically:</b> Using their observations and ideas to suggest answers to questions.	<b>Working scientifically:</b> Identifying and classifying.	<b>Working scientifically:</b> Identifying and classifying.	<b>Working scientifically:</b> Observing closely, using simple equipment.	<b>Working scientifically:</b> Gathering and recording data to help in answering questions.	<b>Working scientifically:</b> Gathering and recording data to help in answering questions.	<b>Working scientifically:</b> Identifying and classifying.
<b>Art and Design: Drawing: Tell a Story</b>	<b>Can we create illustrations to retell a story?</b>						
		<b>How can we create textures using mark making?</b> <b>Creating Texture</b> WALT: explore and experiment with mark-making to create textures.	<b>How can I draw my toy to show texture?</b> <b>My Toy Story</b> WALT: develop observational drawing.	<b>How can we create expressions to illustrate a character?</b> <b>Creating Characters</b> WALT: understand how to apply expressions to illustrate a character.	<b>How can we add illustrations to tell a story?</b> <b>Creating Characters</b> WALT: develop illustrations to tell a story.		

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<b>Maths</b>	<b>Multiplication and Division</b> WALT: recall/learn the ten times table. divide by ten. recall/learn the five times table. divide by five.	<b>Multiplication and Division</b> WALT: use bar modelling whilst grouping. use bar modelling whilst sharing. <b>Length and Height</b> measure in cm. measure in m. compare lengths and heights.	<b>Length and Height</b> WALT: order lengths and heights. complete word problems involving length and height. <b>Mass:</b> WALT: compare mass. measure in grams. measure in kilograms.	<b>Capacity and Temperature:</b> WALT: compare volume and capacity. measure in millimetres. measure in litres. measure temperature using a thermometer. read thermometers.	<b>Fractions:</b> WALT: identify parts and wholes. equal and unequal parts. recognise a half. find a half. recognise a quarter. find a quarter.	<b>Fractions:</b> WALT: recognise and identify thirds. find the whole. identify unit and non-unit fractions. recognise the equivalence of a half and two quarters. recognise three quarters.	<b>Assessment Week</b>
<b>Music Instruments Musical Storytelling</b>	<b>What story do you think this piece of music is telling?</b> Listening for dynamics and tempo WALT: explore listening and analysing a piece of music in relation to a story.	<b>How can music and sound effects tell a story?</b> Sounds effects and dynamics WALT: explore how music and sound effects can tell a story.	<b>Can you match different sounds to different events?</b> Creating and soundscape WALT: select appropriate sounds to match events, characters and feelings in a story.	<b>How can you use sounds to represent events?</b> Using sounds to represent events WALT: suggest appropriate sounds to represent parts of a story.	<b>Can you demonstrate changes in tempo and dynamics in your musical story performance?</b> Musical story performance WALT: perform a composition showing changes in tempo and dynamics.		

<b>Computing Programming</b>	<b>How can we program using Scratch Jr?</b>						
	<b>What is Scratch Jr?</b> <b>WALT:</b> explore a new application.	<b>How can we create an animation whilst using Scratch Jr?</b> <b>WALT:</b> create an animation.	<b>How can we make a musical instrument?</b> <b>WALT:</b> use characters as buttons.	<b>How can we program a joke?</b> <b>WALT:</b> follow an algorithm.	<b>How can you program a set of blocks to retell the story of the 'Three Little Pigs'?</b> <b>WALT:</b> plan and use code to create an algorithm		
<b>PE Spring 2 - Dance: Dangerous Animals</b>	<b>Can we perform dances using simple movement patterns, focusing on dynamics and expression in our movements?</b>						
		<b>Can I create shapes to represent dangerous animals?</b> <b>WALT:</b> create shapes to represent a dangerous animal. move demonstrating fierce dynamics.	<b>Can I move demonstrating fierce dynamics?</b> <b>WALT:</b> move demonstrating fierce dynamics. develop relationships - action and reaction in George and the Dragon fight.	<b>Can I develop relationships by using actions and reactions in our movements?</b> <b>WALT:</b> develop relationships - action and reaction in George and the Dragon fight. demonstrate clawing tiger actions.	<b>Can I use the space to create an entrance?</b> <b>WALT:</b> demonstrate clawing tiger actions. use the space to create an entrance.	<b>Can I create shapes to represent a dangerous animal?</b> <b>WALT:</b> use the space to create an entrance. create shapes to represent a dangerous animal.	<b>Can I perform my dangerous animals dance?</b> <b>WALT:</b> create shapes to represent a dangerous animal. demonstrate clawing tiger actions. move demonstrating fierce dynamics. use the space to create an entrance. develop relationships - action and reaction in George and the Dragon fight.
<b>PE Spring 2 - Sending and Receiving (Invasion)</b>	<b>Can I show controlled passing and dribbling in an invasion game scenario?</b>						
	<b>Can I aim towards a stationary target?</b> <b>WALT:</b> further increase their understanding of space. begin to aim towards a given target.	<b>Can I show accuracy when using a range of balls?</b> <b>WALT:</b> further increase their understanding of space. accurately pass and receive a range of balls.	<b>Can I pass and receive with a partner?</b> <b>WALT:</b> pass a ball using different parts of the body. receive a ball using different parts of the body.	<b>What are different techniques to send and receive?</b> <b>WALT:</b> begin to aim towards a given target. accurately pass and receive a range of balls.	<b>Can I combine sending and receiving into a game?</b> <b>WALT:</b> pass a ball using different parts of the body. receive a ball using different parts of the body.	<b>Can I use sending and receiving skills into invasion games?</b> <b>WALT:</b> begin to aim towards a given target. accurately pass and receive a range of balls. further increase their understanding of space.	<b>Can I use sending and receiving skills into invasion games?</b> <b>WALT:</b> begin to aim towards a given target. accurately pass and receive a range of balls. further increase their understanding of space.

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<p><b>PSHE</b> <b>Valuing Difference</b> Includes British Values focus</p> <p>-Recognising, valuing and celebrating difference -Developing tolerance and respect</p>	<b>How can we recognise, value and celebrate difference?</b>						
	<p><b>What makes us who we are?</b> 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.</p>	<p><b>Who is special to you and why?</b> WALT: identify people who are special to them; explain some of the ways those people are special to them</p>	<p><b>How do we make others feel?</b> WALT: recognise and explain how a person's behaviour can affect other people.</p>	<p><b>How does it feel to be part of a group?</b> <b>How does it feel to be left out?</b> 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.</p>	<p><b>What is an act of kindness?</b> 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.</p>		
<p><b>R.E.</b> 1.5 Why does Easter matter to Christians?</p>	<b>Why does Easter matter to Christians?</b>						
			<p>Making sense of belief: <b>How do Incarnation and Salvation fit into the 'big story' of the Bible?</b> WALT: Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</p>	<p>Making sense of belief: <b>What happened at the beginning of Holy Week?</b> WALT: listen to stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p>	<p>Understanding the impact: <b>How do Christians around the world celebrate Palm Sunday?</b> WALT: identify how Christians around the world celebrate Palm Sunday.</p>	<p>Understanding the impact: <b>How do Christians around the world celebrate Good Friday and Easter Sunday?</b> WALT: give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. explain</p>	<p>Making connections: <b>What does Easter mean to everyone, not just Christians?</b> 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</p>

						how Christians around the world celebrate Good Friday and Easter Sunday.	giving a good reason for their ideas. consider what Easter means to everyone, not just Christians.
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