

Critical Pathway – Creative Coast to Coast! Taught through the value of Responsibility YEAR 2 Term: Summer Term 1 2026

	Week 1 13.04.26	Week 2 20.04.26	Week 3 27.04.26	Week 4 04.05.26	Week 5 11.05.26	Week 6 18.05.26
Literacy Theme	The Great Explorer Non-Fiction (Non-chronological Report Create a Polar Bear fact file/Poster	The Great Explorer Non-Fiction (Non-chronological Report Create a Polar Bear fact file/Poster	The Great Explorer Diary Entry Innovated Story	Emily Brown and the Thing (Cressida Cowell) Explanation text	Emily Brown and the Thing (Cressida Cowell) Explanation text	Emily Brown and the Thing (Cressida Cowell) Instructional Text
Written Outcomes	Activate and explore key features of a fact file. Include in own fact-file. Fact File- Arctic animal Information text Punctuation/ sentence types to be applied in own writing. Create a non-fiction piece of text to model features of information texts headings, sub headings, captions, diagrams, labels, photographs. Complete own non-chronological reports about an arctic animal. Revise, edit and re-draft writing.	Activate and explore key features of a fact file. Include in own fact-file. Fact File- Arctic animal Information text Punctuation/ sentence types to be applied in own writing. Create a non-fiction piece of text to model features of information texts headings, sub headings, captions, diagrams, labels, photographs. Complete own non-chronological reports about an arctic animal. Revise, edit and re-draft writing.	Plan and write a diary entry as the Great Explorer. Edit and improve work. Plan and write an innovated story. Edit and improve work.	Explanation Text: How to catch a Thing. Descriptive Writing: Describe the Thing.	Explanation Text: How to catch a Thing. Descriptive Writing: Describe the Thing.	Instructional Text: How to Look After a Thing How to give your Thing a bath.
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.</p> <p>↳ GD objective: Spell by independently segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>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>↳ 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.</p> <p>[EXS] [GDS] [KEY] Spell by learning to spell common exception words.</p> <p>↳ GD objective: Spell most common exception words.</p> <p>Spell by learning to spell some words with contracted forms.</p> <p>↳ GD objective: Spell by learning to spell a range of words with contracted forms.</p> <p>Spell by learning the possessive apostrophe (singular) [for example, the girl's book].</p> <p>↳ 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</p>					

	<p>GD objective: Independently apply suffixes to spell longer words, including -ment in a range of contexts. Add suffix -ness, to spell longer words.</p> <p>GD objective: Independently apply suffixes to spell longer words, including -ness in a range of contexts. Add suffix -ful, to spell longer words.</p> <p>GD objective: Independently apply suffixes to spell longer words, including -ful in a range of contexts. Add suffix -less to spell longer words</p> <p>GD objective: Independently apply suffixes to spell longer words, including -less in a range of contexts. Add suffix -ly to spell longer words</p> <p>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>					
<p>Guided Reading Focus</p>	<p>Inference Iggy/Retrieval Rex Reading shorter pieces of text and answering questions about the text. Making links between texts/books read.</p>	<p>Inference Iggy/Retrieval Rex 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 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 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 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 Reading longer pieces of text and answering questions about the text. Making links between texts/books read.</p>
<p>SPaG Focus</p>	<p>Teaching Focus: Homophones and near-Homophones</p>	<p>Teaching Focus: Suffixes adding -ing, -ed, -est, -er and -y to words ending in -e with a consonant before it</p>	<p>Teaching Focus: /t/ as t, tt /t/ as ed /d/ as d, dd /d/ as ed</p>	<p>Teaching Focus: /n/ as n, nn /n/ as kn, gn /m/ as m, mm /m/ as mb</p>	<p>Teaching Focus: /k/ as c, k /k/ as ck, ch /r/ as r, rr /r/ as wr</p>	<p>Teaching Focus: /l/ as l /l/ as ll /ul/ as le, il /ul/ as al, el</p>
<p>Ongoing handwriting skills:</p>						

Handwriting	<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>					
	<p>Lessons 52 - 56 WALT: complete a dictation exercise writing sentences 'A Gold Ring'. -revisit correct orientation of numbers 0-9 and maths symbols x and = (10x table). - listen to and write a short paragraph correctly 'A Gold Ring'. - write words containing the long 'a' sound. -write examples of nouns.</p>	<p>Lessons 57 - 61 WALT: write examples of verbs. - write words containing the long 'e' sound. -revisit the correct orientation of capital letters. -write examples of adjectives. - write words containing the long 'i' sound.</p>	<p>Lessons 62 - 66 WALT: practise using commas in a sentence. -practise finding a writing adverbs. -join letters and words containing the long 'o' sound correctly. -practise using apostrophes correctly. - practise writing verb tenses correctly in sentences.</p>	<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. - use prepositions correctly in a sentence. -use appropriate punctuation at the end of a speech sentence.</p>	<p>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. - listen to and write sentences correctly.</p>	<p>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. -write the numbers and symbols in the 4x table correctly. -listen to and write a paragraph correctly. -</p>
Science Plants, Growing Up	Growing Up: Are there patterns between the lifecycles of different animals?					
	<p>What is 'offspring'? WALT: identify the offspring of different animals.</p>	<p>What is a lifecycle? What is the lifecycle of a human? WALT: describe the lifecycle of a human.</p>	<p>What are the lifecycles of different mammals? WALT: describe the lifecycles of different mammals.</p>	<p>What is the lifecycle of an amphibian? WALT: describe the lifecycles of amphibians.</p>	<p>What is the lifecycle of a butterfly? WALT: describe the lifecycles of butterflies.</p>	<p>Are there patterns between the lifecycles of different animals? WALT: identify patterns between the lifecycles of different animals.</p>

<p>Working Scientifically</p>	<p>Identifying and classifying.</p>	<p>Working scientifically - Asking simple questions and recognising that they can be answered in different ways</p>	<p>Record and communicate their findings in a range of ways and begin to use simple scientific language (non-statutory).</p>	<p>Identifying and classifying</p>	<p>Observing closely, using simple equipment.</p>	<p>Working scientifically - Using their observations and ideas to suggest answers to questions.</p>
<p>Geography Coastlines</p>	<p>What makes a coastal settlement different to an inland settlement?</p>					
<p>Art Map it Out</p>	<p>Where are the seas and oceans surrounding the UK? WALT: locate the seas and oceans surrounding the UK.</p>	<p>What is the coast? WALT: explain what the coast is.</p>	<p>What are the features of the Jurassic coast? WALT: identify the physical features of the coast.</p>	<p>How do people use Weymouth? WALT: identify human features on the coast.</p>	<p>How do people use our local coast? (Data Collection) WALT: investigate how people use the local coast.</p>	<p>How do people use our local coast? (Findings) WALT: present findings on how people use the local coast.</p>
<p>Art Map it Out</p>	<p>How can we create a map using different craft techniques?</p>					
<p>Art Map it Out</p>	<p>Creative Journey What is a map? Can you show a journey? WALT: investigate maps as a journey. Relief maps</p>	<p>Creative Journey How can we develop our drawing into 3D artwork? WALT: investigate maps as a journey.</p>	<p>Abstract Maps How can you create an abstract piece of art based on your map? WALT: experiment with a craft technique to develop an idea.</p>	<p>Print Possibilities How can you develop your ideas using printmaking? WALT: develop ideas and apply craft skills when printmaking.</p>	<p>Gallery Experience: How will you present your work so it is ready for a gallery exhibition? WALT: present artwork and evaluate it against a design brief.</p>	

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Maths	Multiplication and Division Fractions	Fractions:	Fractions: Problem solving and efficient methods:	Time:	Time: Capacity and Temperature:	Length and Height Mass
	<p>WALT: use bar modelling whilst grouping. use bar modelling whilst sharing. WALT: identify parts and wholes. equal and unequal parts. recognise a half.</p>	<p>WALT: find a half. recognise a quarter. find a quarter. recognise and identify thirds. find the whole.</p>	<p>WALT: identify unit and non-unit fractions. recognise the equivalence of a half and two quarters. recognise three quarters. count in fractions up to a whole. WALT: solve word problems using my way and your way! use number facts. use a 100 square.</p>	<p>WALT: read the time using o' clock and half past. read the time using quarter to and quarter past. tell the time to 5 minutes. minutes in an hour.</p>	<p>WALT: identify the number of hours in a day. WALT: compare volume and capacity. measure in millimetres. measure in litres. measure temperature using a thermometer. read thermometers.</p>	<p>WALT: measure in cm. measure in m. compare lengths and heights. WALT: order lengths and heights. complete word problems involving length and height. WALT: compare mass. measure in grams. measure in kilograms.</p>
Music On this island	Can you create and then perform a composition that represent the three different landscapes?					
	<p>What is a British folk song? What sounds might you be able to hear at the seaside? Seaside Sounds WALT: learn to sing a British folk song.</p>	<p>What sounds might you be able to hear in the countryside? Countryside Sounds WALT: practise and perform a song relating to the countryside.</p>	<p>What sounds might you be able to hear in the city? City Sounds WALT: practise and perform a song relating to the city.</p>	<p>What symbols could you use to represent these sounds? Structures Soundscape WALT: create symbols to represent sounds.</p>	<p>How will you perform your composition? Performing a composition WALT: develop and perform a musical composition.</p>	
PSHE Being my Best	How can I look after myself to be the best I can be?					
	<p>What are each of the stages of the learning line? You can do it! WALT:</p>	<p>What does choice mean? My Day! WALT: Understand and give examples of things they can choose themselves and things</p>	<p>How can we keep ourselves clean and healthy? Harold's Postcard - helping us to keep clean and healthy</p>	<p>Why is dental hygiene important? Harold's Bathroom WALT: Explain the importance of good dental hygiene;</p>	<p>What does my body do? WALT: Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</p>	<p>Basic First Aid: First Aid Champions</p>

	<p>Explain the stages of the learning line showing an understanding of the learning process; Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</p>	<p>that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</p>	<p>WALT; explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses.</p>	<p>Describe simple dental hygiene routines. My Body needs... Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health</p>	<p>Describe how food, water and air get into the body and blood.</p>	
	<p>How can we develop our understanding of instructions in sequences and how we can use of logical reasoning to predict outcomes?</p>					
<p>Computing</p>	<p>Giving instructions Can we describe a series of instructions as a sequence? WALT: follow instructions given by someone else. -choose a series of words that can be acted out as a sequence. - give clear instructions.</p>	<p>Same but different Can we explain what happens when we change the order of instructions? WALT: use the same instructions to create different algorithms. -use an algorithm to program a sequence on a floor robot. -show the difference in outcomes between two sequences that consist of the same instructions.</p>	<p>Making predictions Can we use logical reasoning to predict the outcome of a program? WALT: follow a sequence. - predict the outcome of a sequence. -compare our prediction to the program outcome.</p>	<p>Maps and routes How are code and artwork used in programming projects? WALT: explain the choices that we made for our mat design. - identify different routes around our mat. -test our mat to make sure that it is usable.</p>	<p>Algorithm design How can we design an algorithm? WALT: explain what our algorithm should achieve. -create an algorithm to meet our goal. - use our algorithm to create a program.</p>	<p>Break it down How can we create and debug a program that we have written? WALT: test and debug each part of the program. -plan algorithms for different parts of a task. -put together the different parts of our program.</p>
<p>RE</p>	<p>How can someone's worldview be seen in the choices they make?</p>					

	<p>What is a worldview? How can we tell what matters in someone's life?</p> <p>WALT: explain what a worldview is. -identify how we can work out what matters to someone by finding out what they do and how they choose to spend their time.</p>	<p>How do the actions of some Christians show their worldviews?</p> <p>WALT: explore case studies of local Christians. -speak to some Christians and find out what each person does, why they do it, and what they believe.</p>	<p>How do the actions of some Christians show their worldviews?</p> <p>WALT: think about what things we do that are the same as/different from the case studies we have looked at. -think of questions we would like to ask these people?</p>	<p>What have we learnt about different Christians in RE?</p> <p>WALT: explore ways in which Christians believe, belong and behave in different ways. -use some simple data about how many people in Gloucestershire describe themselves as Christian to draw conclusions. -identify how not all of these Christians will make the same choice.</p>	<p>What is it like to be a Christian?</p> <p>WALT: talk with Christians and consider how being Christian can show up in different ways in people's lives. -identify that Christians do all kinds of ordinary things that other people do too, not specifically Christian actions (eat, drink, shop, watch TV, sports etc.) but for some, their Christian worldview shapes how they do these things. -illustrate some ways in which Christians differ in the choices they make. -prepare questions based on our learning from the earlier lessons to find out how much being Christian shapes visitors' lives - and in what ways (concrete actions, kinds of books/music/TV they like, how it shapes the way they think, talk and treat others). -identify what they see as leading a good life.</p>	<p>How can some Christians' worldviews be seen in the choices they make?</p> <p>WALT: explain concrete ways in which different Christians show what matters to them. -create a piece of work to show some of the variety of ways in which people show their Christian worldviews. - include some information about where our own actions are similar or different to the Christians they have learnt about - even if our personal worldviews are not Christian.</p>
<p>What are athletic events?</p>						

<p>PE (PPA) Athletics</p>	<p>Can I use the push technique to send objects? WALT: run in a coordinated & fluent way over obstacles. develop awareness of distance & weight.</p>	<p>Can I use other throwing techniques to throw for distance? WALT: throw a range of different throwing implements. developing awareness of distance & height.</p>	<p>Can a strike a ball from a tee? WALT: hit a ball off a tee. run in a coordinated & fluent way over obstacles.</p>	<p>Can I develop accuracy as well as distance when throwing? WALT: develop an awareness of distance & weight. throw a range of different throwing implements.</p>	<p>Can I throw in an upward direction to maximize distance? WALT: develop an awareness of distance & height hit a ball off a tee.</p>	<p>Can I throw and strike in competitive games? WALT: run in a coordinated & fluent way over obstacles. develop an awareness of distance & weight. throw a range of different throwing implements. Develop an awareness of distance & height. hit a ball off a tee.</p>
<p>Can I strike a ball with accuracy and power in a range of sports?</p>						
<p>PE Striking for accuracy (Net Games)</p>	<p>How can I use a tennis racket to strike a ball? WALT: aim, strike & follow through towards a target. hit an object with varying power using a racket.</p>	<p>Can I strike a shuttlecock towards a target? WALT: hit a ball or object towards a partner. explore a badminton racket and shuttlecock.</p>	<p>Can I aim with my weaker hand? WALT: attempt a 'forearm' or 'bump' pass (Volleyball). aim, strike & follow through towards a target.</p>	<p>How does power and direction affect the outcome of my hit? WALT: hit an object with varying power using a racket. hit a ball or object towards a partner.</p>	<p>How can I accurately serve a variety of distances? WALT: explore a badminton racket and shuttlecock. attempt a 'forearm' or 'bump' pass (Volleyball).</p>	<p>Can I display control and accuracy when serving in a variety of net games? WALT: aim, strike & follow through towards a target. hit an object with varying power using a racket. hit a ball or object towards a partner. explore a badminton racket and shuttlecock. attempt a 'forearm' or 'bump' pass (Volleyball).</p>