

	Week 1 28.04.25	Week 2 05.05.25	Week 3 12.05.25	Week 4 19.05.25
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	Poetry -Senses/Street beneath my feet
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.	Write poems in different styles.
Guided Reading Focus	Inference Iggy/Retrieval Rex Reading shorter pieces of text and answering questions about the text. Making links between texts/books read.	Inference Iggy/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.
SPaG Focus	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	Teaching Focus: /n/ as n, nn /n/ as kn, gn /m/ as m, mm /m/ as mb Handwriting: the 'c' letters qu, f the tall ascenders l, t, h	Teaching Focus: /k/ as c, k /k/ as ck, ch /r/ as r, rr /r/ as wr Handwriting: the tall ascenders b, k the half-height, down r, n, m	Teaching Focus: /l/ as l /l/ as ll /ul/ as le, il /ul/ as al, el Handwriting: the half-height, down p, i, j the half-height, bowl u, y
Geography Coastlines	What makes a coastal settlement different to an inland settlement?			
	Where are the seas and oceans surrounding the UK? WALT: locate the seas and oceans surrounding the UK. What is the coast? WALT: explain what the coast is.	What are the features of the Jurassic coast? WALT: identify the physical features of the coast.	How do people use Weymouth? WALT: identify human features on the coast.	How do people use our local coast? (Data collection and findings) WALT: investigate how people use the local coast. present findings on how people use the local coast.

Science Plants, Growing Up	Growing Up: Are there patterns between the lifecycles of different animals?			
	What is 'offspring'? WALT: identify the offspring of different animals.	What is a lifecycle? What are the lifecycles of different mammals? WALT: describe the lifecycles of different mammals.	What is the lifecycles of an amphibian? WALT: describe the lifecycles of amphibians.	What is the lifecycle of a butterfly? WALT: describe the lifecycles of butterflies.
Working Scientifically	Identifying and classifying.	Record and communicate their findings in a range of ways and begin to use simple scientific language (non-statutory).	Identifying and classifying	Observing closely, using simple equipment.
Art Map it Out	How can we create a map using different craft techniques?			
	Creative Journey What is a map? Can you show a journey? WALT: investigate maps as a journey. Relief maps How can we develop our drawing into 3D artwork? WALT: investigate maps as a journey.	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.	Print Possibilities How can you develop your ideas using printmaking? WALT: develop ideas and apply craft skills when printmaking.	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.

Critical Pathway – Creative Coast to Coast! Taught through the value of Responsibility YEAR 2 Term: Summer Term 1 2025

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Maths	Time: 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. PSR Friday	Time: identify the number of hours in a day. Mass: WALT: compare mass. measure in grams. PSR Friday	Mass: measure in kilograms. Capacity: WALT: compare volume and capacity. measure in millimetres. measure in litres. PSR Friday	Temperature: WALT: measure temperature using a thermometer. read thermometers. PSR Friday
	Can you create and then perform a composition that represent the three different landscapes?			
Music	What is a British folk song? What sounds might you be able to hear at the seaside? Seaside Sounds	What sounds might you be able to hear in the countryside? Countryside Sounds	What sounds might you be able to hear in the city? City Sounds	What symbols could you use to represent these sounds? Structures Soundscape

	WALT: learn to sing a British folk song.	WALT: practise and perform a song relating to the countryside.	WALT: practise and perform a song relating to the city.	WALT: create symbols to represent sounds. How will you perform your composition? Performing a composition WALT: develop and perform a musical composition.
PSHE Being my Best	How can I look after myself to be the best I can be?			
	What are each of the stages of the learning line? You can do it! WALT: 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.	What does choice mean? My Day! WALT: Understand and give examples of things they can choose themselves and things 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.	How can we keep ourselves clean and healthy? Harold's Postcard - helping us to keep clean and healthy WALT; explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses.	Why is dental hygiene important? Harold's Bathroom WALT: Explain the importance of good dental hygiene; 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
RE 1.6: Who is Muslim and how do they live? (Part Two)	Who is Muslim and how do they live?			
	What do Muslims think about God? WALT: recognise that names can describe what people are like and what they do. -explain that Muslims use 99 names from the Qur'an to help them understand what God is like. -to give simple descriptions of what the names mean. -find some ways of expressing the meaning of the names through art/ calligraphy. -express ideas about what impact believing that God is (e.g. kind, judge, forgiving) might have on Muslims.	Who was the Prophet Muhammad and why is he important to Muslims? WALT: connect the words of the Shahadah with Muslim belief in the Prophet Muhammad as God's messenger. - retell some stories about the Prophet Muhammad Some examples of ways that stories of Muhammad guide Muslims in how to live. - say why Muslims have great respect for Muhammad and try to follow him. - make connections between the stories and examples for Muslims and good ideas for living for their own lives.	What is the Qur'an? How, where, when and why do Muslims read the Qur'an? WALT: find out about the message given to Muhammad by exploring the story of the first revelation he received of the Holy Qur'an on the 'Night of Power'. - find out about how, where, when and why Muslims read the Qur'an. - explain why Muslims treat it as they do (wrapped up, put on a stand etc).	What can people learn from Muslim holy words? WALT: -recall the Shahadah and the role of Muhammad as God's messenger in Islam. -retell the story of the revelation of the Qur'an to the Prophet Muhammad. -think about how Muslims would treat their holy book. -identify and name ways in which Muslims show their respect for the Holy Qur'an Say why Muslims have great respect or the Qur'an and try to obey it. -make connections between the example of Muslim treatment of the Qur'an and good ideas for living for their own lives. What difference does worshipping God make to Muslims?

				<p>WALT: identify the five pillars of Islam, recognising Shahadah, and talking about how the pillars are ways in which Muslims worship God.</p> <p>-describe simply how, when and why Muslims pray.</p> <p>- reflect on how praying might help Muslims in their daily life.</p> <p>-make connections between the example of Muslim ways of living and some good ideas for living for their own lives.</p>
<p>PE (PPA) Athletics</p>	<p>What are athletic events?</p>			
	<p>Can I use the push technique to send objects?</p> <p>WALT: run in a coordinated & fluent way over obstacles.</p> <p>develop awareness of distance & weight.</p> <p>Can I use other throwing techniques to throw for distance?</p> <p>WALT: throw a range of different throwing implements.</p> <p>developing awareness of distance & height.</p>	<p>Can I strike a ball from a tee?</p> <p>WALT: hit a ball off a tee.</p> <p>run in a coordinated & fluent way over obstacles.</p> <p>Can I develop accuracy as well as distance when throwing?</p> <p>WALT: develop an awareness of distance & weight.</p> <p>throw a range of different throwing implements.</p>	<p>Can I throw in an upward direction to maximize distance?</p> <p>WALT: develop an awareness of distance & height</p> <p>hit a ball off a tee.</p> <p>Can I throw and strike in competitive games?</p> <p>WALT: run in a coordinated & fluent way over obstacles.</p> <p>develop an awareness of distance & weight. throw a range of different throwing implements.</p> <p>Develop an awareness of distance & height.</p> <p>hit a ball off a tee.</p>	<p>Can I throw and strike in competitive games?</p> <p>WALT: run in a coordinated & fluent way over obstacles.</p> <p>develop an awareness of distance & weight. throw a range of different throwing implements.</p> <p>Develop an awareness of distance & height.</p> <p>hit a ball off a tee.</p>
<p>PE Striking for accuracy (Net Games)</p>	<p>Can I strike a ball with accuracy and power in a range of sports?</p>			
	<p>How can I use a tennis racket to strike a ball?</p> <p>WALT: aim, strike & follow through towards a target.</p> <p>hit an object with varying power using a racket.</p>	<p>Can I strike a shuttlecock towards a target?</p> <p>WALT: hit a ball or object towards a partner.</p> <p>explore a badminton racket and shuttlecock.</p>	<p>Can I aim with my weaker hand?</p> <p>WALT: attempt a 'forearm' or 'bump' pass (Volleyball).</p> <p>aim, strike & follow through towards a target.</p>	<p>How does power and direction affect the outcome of my hit?</p> <p>WALT: hit an object with varying power using a racket.</p> <p>hit a ball or object towards a partner.</p>