

	Week 1 03.11.25	Week 2 10.11.25	Week 3 17.11.25	Week 4 24.11.25	Week 5 01.12.25	Week 6 08.12.25	Week 7 15.12.25
<b>Literacy Theme</b>	<b>SPaG focus – Nouns and Verbs</b> <b>The Teddy Robber – fiction text</b> <b>Oracy and sentence formation.</b> <b>Writing about a personal event – visiting the Drill Hall</b>			<b>Toby and the Great Fire- fiction test</b> <b>Oracy and sentence formation</b>		<b>The Great Fire of London – non fiction text</b>	
<b>Written/Oral Outcomes</b>	<ul style="list-style-type: none"> <li>-Exploring nouns – Proper and Common Nouns</li> <li>-Exploring verbs</li> <li>-Exploring adjectives</li> <li>-Exploring adverbs</li> <li>-Exploring what a sentence is,</li> <li>-Sharing sentences orally.</li> <li>-Explicitly model written language structures when speaking (such as rephrasing and extending what the pupils say).</li> <li>-Use voice pitch, timing and prominence of certain sounds/words to indicate sentence boundaries and varied sentence types and structures (also known as prosody) – for example, emphasising a question with a high pitch at the end, or pausing to indicate a comma.</li> <li>- Build a sentence orally and to link it to the written structure using sentence stems and frames to support.</li> <li>-Acting out the events.</li> <li>-Creating a story map.</li> <li>-Describing and recapping the events orally.</li> <li>-Improving sentences using conjunctions orally.</li> <li>- Writing sentences about our visit to the Drill Hall for the pantomime.</li> <li>-Planning, building and improving sentences using sub-ordinating and co-ordinating conjunctions, varied punctuation and plurals.</li> </ul>			<ul style="list-style-type: none"> <li>- Identify key parts of a sentence.</li> <li>- Recap the different types of sentences.</li> <li>- Orally discuss and record different sentence types.</li> <li>-Use sentence stems to support.</li> <li>-Describe key events in the story.</li> <li>-Sequencing events.</li> <li>-Drawing events and talking about them.</li> <li>-Orally forming sentences to describe the events and then recording them.</li> <li>-Combining sentences fragments to complete full sentences.</li> <li>-Planning, building and improving sentences using sub-ordinating and co-ordinating conjunctions and suffixes.</li> <li>- Record dictated sentences.</li> </ul>		<ul style="list-style-type: none"> <li>-Recap different sentence types.</li> <li>-Rehearse sentences to recap key facts about the fire.</li> <li>-Use sentence stems for support.</li> <li>-Record sentences using the correct punctuation.</li> <li>- Record dictated sentences.</li> <li>-Planning, building and improving sentences using sub-ordinating and co-ordinating conjunctions and suffixes.</li> </ul>	<ul style="list-style-type: none"> <li>-Orally rehears the key events of the fire.</li> <li>-Create a pictorial plan to sequence the events of the fire. Label key parts of the story.</li> <li>-Use word banks to support with spelling.</li> <li>-Recap the importance of coherence whilst writing sentences.</li> <li>- write a series of sentences using the correct punctuation and conjunctions.</li> </ul>
<b>Phonics/SPaG focus Rocket Phonics</b>	Rocket Phonics: Focus on: long /oo/ as <b>oo</b> long /oo/ as <b>u-e, ou</b> long /oo/ as <b>ue</b> long /oo/ as <b>ew</b> Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: /y+oo/ as <b>u</b> /y+oo/ as <b>u_e</b> /y+oo/ as <b>ue</b> /y+oo/ as <b>ew</b> Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: short /oo/ as <b>oo</b> short /oo/ as <b>u, oul</b> /ar/ as <b>ar</b> /ar/ as <b>a, al</b> Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: Possessive Apostrophes  Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: suffixes adding <b>-es</b> to verbs ending <b>-y</b> suffixes adding <b>-es</b> to nouns ending <b>-y</b> Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: /or/ as <b>or, au</b> /or/ as <b>aw</b> /or/ as <b>al</b> /or/ as <b>ar, a</b> Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: /or/ as <b>our</b> /or/ as <b>ore</b> /or/ as <b>oor</b> /or/ as <b>augh</b> Blending practice Segmenting practice Common exception word practice.
<b>Handwriting Focus</b>	Handwriting: the 'c' letters <b>qu, f</b>  the tall ascenders <b>l, t, h</b>	Handwriting: the tall ascenders <b>b, k</b>  the half-height, down <b>n, m</b>	Handwriting: the half-height, down <b>p, i, j</b>  the half-height, bowl <b>u, y</b>	Handwriting: the half-height, bowl <b>v, w</b> the odd ones <b>x, z, e</b>	Handwriting: leading to washing line join <b>o, r, re, v, w, x</b>	Handwriting: the 'c' letters <b>c, a, d, s, g, o</b>	Handwriting: the 'c' letters <b>qu, f</b>  the tall ascenders <b>l, t, h</b>

<b>Guided Reading Focus</b>	Introducing the different reading skills that can be used to help answer comprehension questions.	Vocabulary Victor Developing reading skills with a focus on the use of vocabulary.	Predicting Pip Developing reading skills with a focus on the skill of prediction.	Rex the Retriever Developing reading skills with a focus on the skill of retrieving key pieces of information from the text being read.	Sequencing Suki Developing reading skills with a focus on sequencing key events in a story.	Inference Iggy Developing reading skills with a focus on inferring information from the text. Looking for clues within the text.	Reading Assessment
<b>History</b> The Great Fire of London	<b>What was the Great Fire of London, and what consequences did it have?</b>						
	<b>LAUNCH LESSON:</b> Where is London? Where is Pudding Lane? WALT: use the iPads to locate London and Tutshill.	What was London like in 1666 at the time of the Great Fire? WALT: describe what London was like in the past.	How did the Great Fire of London start and why? How did the Great Fire of London spread? WALT: describe how the Great Fire of London started and how it spread.	How does Samuel Pepys's diary help historians understand what happened during the Great Fire of London? WALT: find out about Samuel Pepys and his diary.	What was left of London? WALT: describe what was left of London after the Great Fire of London.	How did London change after the Great Fire of London? What important buildings were rebuilt after the Great Fire of London? WALT: describe how London changed after the Great Fire of London. WALT: identify and describe the important buildings that were rebuilt after the Great Fire of London.	
<b>Science Materials</b>	<b>How do the properties of materials affect how they can be used?</b>						
	What is a material? WALT: explore materials. describe the properties of different materials.	What are the properties of different materials? WALT: explore paper, cardboard, wood, rock and brick. explore glass, plastic, metal and fabric.	Which material would you choose? Why? WALT: compare the suitability of materials and explain how to make different objects using different materials.	How can we change these materials by bending, twisting, stretching or squashing them? WALT: change materials using physical forces.	Can these products be made out of the same material? Why? Why not? WALT: identify different materials that are used for the same product. WALT: recognise that many types of plastic are waterproof, that steel (a type of metal) is strong, that rock is hard, that cotton wool is soft, that rubber is flexible, that rock is rigid, that polystyrene (a type of plastic) is	Which material would be best for a waterproof coat? Working Scientifically Plan: WALT: ask simple questions and recognise that they can be answered in different ways. WALT: plan an investigation and perform simple tests to find out which materials are waterproof (and absorbent).	What is recycling and why is it important? Recycling: WALT: describe the process of recycling. identify why recycling is important.

					light and that iron (a type of metal) is heavy.		
	Working scientifically: -Identifying and classifying.	Working scientifically: -Performing simple tests. - Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. - Asking simple questions and recognising that they can be answered in different ways. - Observing closely, using simple equipment.	Working scientifically: - Using their observations and ideas to suggest answers to questions.	Working scientifically: - Performing simple tests.	Working scientifically: - Using their observations and ideas to suggest answers to questions.	Working scientifically: - Asking simple questions and recognising that they can be answered in different ways. Working scientifically - Using their observations and ideas to suggest answers to questions.	Working scientifically: -Identifying and classifying.
<b>Art: Sculpture</b>	<b>How can clay be shaped and joined? Can you use these skills to create a clay house tile?</b>						
		How can clay be shaped by our hands? WALT: use our hands to shape clay to make a model.	How can we use the 'score and slip' technique to join clay? WALT: shape a pinch pot and join clay shapes as a decoration using out fingers and thumbs.	How can we use impressing and joining techniques to decorate a clay tile? WALT: use impressing and joining techniques to decorate a clay tile.	How can we use drawing to create the features of a 3D model? WALT: use drawing to plan the features of a 3D model.	How can we make a 3D clay tile from a drawn design? What do I have to include in an evaluation? WALT: use our design and pressing in and joining clay techniques to make a clay tile.. WALT: evaluate my finished tile and say how it reflects my design.	
<b>Music Musical Me!</b>	<b>How can we represent pitch using simple symbols?</b>						
	How can pitch be shown using symbols? Exploring Pitch patterns	Can you sing and draw a pitch pattern? Singing pitch patterns WALT: sing and draw pitch patterns.	Can you read and understand the notation for a song? Introducing notation WALT: read and understand the	Can you use a tuned percussion instrument to play a song? Instrumental pitch practice	Can you represent the song using musical notation? Writing musical notation		

	WALT: understand and practice reading different symbols to show pitch.		notation for the song 'Once a Man Fell in a Well.'	WALT: use a tuned percussion instrument to play a song.	WALT: complete the notation for a short song using a three-line stave.		
R.E.	<b>What is it like to be brought up in a Jewish home in the UK today?</b>						
	<p>What might we find out about living in a Jewish home from looking at photos?</p> <p>WALT: identify that -Jewish homes in the UK are likely to contain items common to many homes, and also may well have some items specific to the residents' religion and/or Jewish identity.</p> <p>- identify that many Jewish homes have mezuzot.</p> <p>-understand that many Jewish people say a prayer called the Shema which teaches that there is one God.</p>	<p>How might Jewish people mark a day of rest?</p> <p>WALT: explain that Shabbat is a weekly Jewish day of rest.</p> <p>-describe what happens during Shabbat.</p>	<p>What might happen in a Jewish home on Shabbat?</p> <p>WALT: explain what happens in a Jewish home during Shabbat</p> <p>-understand that many Jews people will go to synagogue on Shabbat.</p>	<p>What can we find out from pictures and interviews about how many Jewish people show care for others?</p> <p>WALT: explain how Jewish people show care for others.</p> <p>-explain what Mitzvah Day is.</p> <p>-identify the importance of tzedakah for Jews.</p>	<p>What is the story of Chanukah and what can we find out about how Jewish people remember it?</p> <p>WALT: recap the events of the story of Chanukah and identify Chanukah traditions that can be found in many households.</p> <p>-describe the ways in which many Jewish people remember the story through traditions at the festival of Chanukah.</p>	<p>What might be an important message from the Chanukah story for many Jewish people?</p> <p>WALT: understand that Jewish people might take more than one message, or different messages from the Chanukah story.</p> <p>-reflect on the value of celebration, family, community, rest and remembering in Jewish lives and pupils' lives.</p>	

### Critical Pathway - Other Panic on Pudding Lane!

YEAR 2

Term: Autumn 2 2024

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<b>Maths</b>	<b>Addition and Subtraction</b>	<b>Addition and Subtraction</b>	<b>Addition and Subtraction</b>	<b>Addition and Subtraction</b>	<b>Properties of shape</b>	<b>End of Unit check</b>	<b>End of Unit check</b>
	WALT: recap the starter task. -add and subtract two multiples of 10. - use complements to 100 (tens) - add and subtract 1s. - add by making 10. - add using a number line.	WALT: - add three 1- digit numbers. - add to the next ten. - add across a 10. - subtract across a 10. - subtract from a 10. - subtract a 1-digit number from a 2-digit number - across 10.	WALT: complete the starter task. - identify 10 more and 10 less. - add and subtract 10s. - add two 2-digit numbers - add 10s and add 1s. -add two 2-digit numbers - add more 10s then more 1s. -subtract a 2-digit number from a 2-digit - not across 10. - subtract a 2-digit number from a 2-digit number - across 10.	WALT: - identify how many one and how many fewer. - find the difference using subtraction. -compare number sentences. -complete missing number problems. -complete mixed addition and subtraction.	WALT: complete the starter task. -recognise 2D and 3D shapes. -count sides on 2D shapes. -count vertices on 2D shapes. -draw 2D shapes. -identify lines of symmetry on 2D shapes.	WALT: -sort 2D shapes. -make patterns with 2D shapes. -count faces on 3D shapes. -count edges on 3D shapes. -count vertices on 3D shapes. -sort 3D shapes. -make patterns with 3D shapes.	Maths Assessment task
<b>Computing</b> Creating media - digital photography	<b>How can we capture, edit and improve photographs?</b>						
	<b>How can we use a digital device to take a photograph?</b> WALT: use a digital device to take a photograph.	<b>What are the different ways in which a photograph can be taken?</b> WALT: make choices when taking a photograph.	<b>What makes a good photograph?</b> WALT: describe what makes a good photograph.	<b>How can photographs be improved?</b> WALT: decide how photographs can be improved.	<b>How can an image be changed?</b> WALT: use tools to change an image	<b>Is it real?</b> WALT: recognise that photos can be changed. identify those images which have been changed.	
<b>PE:</b> <b>Gymnastics</b> <b>balance and co-ordination</b>	<b>Can I apply balance, agility and co-ordination into a range of activities?</b>						
	<b>How can I change speed and direction?</b> WALT: travel, showing change of speed and direction. develop body awareness through varying body balances.	<b>What are basic gymnastic rolls?</b> WALT: perform 'Teddy bear' & 'Pencil' rolls. create, remember and perform simple movement sequences.	<b>Can I align my body when performing shapes?</b> WALT: adopt the positions 'Happy cat' & 'Angry cat'. create, remember and perform simple movement sequences.	<b>Can I combine rolls and actions?</b> WALT: travel, showing change of speed and direction. perform 'Teddy bear' & 'Pencil' rolls.	<b>Can I balance on different body points?</b> WALT: develop body awareness through varying body balances. adopt the positions 'Happy cat' & 'Angry cat'.	<b>Can I combine balance, change of direction and rolls into a sequence?</b> WALT: travel, showing change of speed and direction. develop body awareness through varying body balances.	<b>Can I combine balance, change of direction and rolls into a sequence?</b>  WALT: Travel, showing change of speed and direction develop body awareness through

						perform 'Teddy bear' & 'Pencil' rolls. adopt the positions 'Happy cat' & 'Angry cat'. create, remember and perform simple movement sequences.	varying body balances. perform 'Teddy bear' & 'Pencil' rolls. adopt the positions 'Happy cat' & 'Angry cat'. create, remember and perform simple movement sequences.
<b>PE:</b> <b>2D and 3D shapes</b> <b>CPD</b>	<b>Can I perform a sequence of shapes?</b>						
	<b>Can I balance with control?</b> <b>WALT:</b> control my body whilst balancing & travelling. turn whilst jumping.	<b>Can I combine gymnastic positions into a sequence?</b> <b>WALT:</b> consolidate the positions front, back & side support. think of more than one way to create a sequence which follows a set of 'rules'.	<b>Can I use large apparatus safely?</b> <b>WALT:</b> climb safely. control my body whilst balancing & travelling.	<b>Can I show control when performing jumps and support positions?</b> <b>WALT:</b> turn whilst jumping. consolidate the positions front, back & side support.	<b>Can I develop my own sequence?</b> <b>WALT:</b> think of more than one way to create a sequence which follows a set of 'rules'. climb safely.	<b>Can I combine all learning into a routine?</b> <b>WALT:</b> control my body whilst balancing & travelling. turn whilst jumping. consolidate the positions front, back & side support. think of more than one way to create a sequence which follows a set of 'rules'. climb safely.	<b>Can I combine all learning into a routine?</b> <b>WALT:</b> control my body whilst balancing & travelling. turn whilst jumping. consolidate the positions front, back & side support. think of more than one way to create a sequence which follows a set of 'rules'. climb safely.
<b>PSHE</b> <b>RSE</b> Growing and Changing <b>SCARF</b> resources	<b>How do you change as you get older?</b>						
	<b>How can you help someone else?</b> A helping hand <b>WALT:</b> Demonstrate simple ways of giving	<b>Haven't you grown?</b> <b>WALT:</b> identify different stages of growth (e.g. baby, toddler, child,	<b>What is the PANTS rule? Can you name the parts of the body?</b> My Body, your body <b>WALT:</b> identify which	<b>How should we respect the privacy of others?</b> Respecting privacy <b>WALT:</b> explain what	<b>What is a secret and what is a surprise?</b> Some secrets should never be kept <b>WALT:</b> identify how	<b>Where do babies come from?</b> <b>WALT:</b> explain that a baby is made by a man and a woman and grows	

Link to Trickbox	<p>positive feedback to others.</p> <p>Sam moves away</p> <p>WALT: recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</p>	<p>teenager, adult);</p> <p>WALT: understand and describe some of the things that people are capable of at these different stages.</p>	<p>parts of our body are private</p> <p>WALT: explain that our genitals help us make babies when we are older</p> <p>WALT: understand that we mostly have the same body parts but how they look is different from person to person.</p>	<p>privacy means</p> <p>WALT: know that you are not allowed to touch someone's private belongings without their permission</p> <p>WALT: give examples of different types of private information.</p>	<p>inappropriate touch can make someone feel;</p> <p>WALT: understand that there are unsafe secrets and secrets that are nice surprises;</p> <p>WALT: explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p>	<p>inside a mother's tummy.</p> <p>WALT: understand that every family is different.</p> <p>WALT: talk about similarities and differences between themselves and others.</p>	
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