Critical Pathway – Creative: Discoveries! Taught through the value of Creativity YEAR 2 Term: Autumn Term 2 2026

	Week 1 02.11.26	Week 2 09.11.26	Week 3 16.11.26	Week 4 23.11.26	Week 5 30.11.26	Week 6 07.12.26	Week 7 14.12.26
Literacy Theme	**SPaG focus – Nouns, verbs and suffixes** **The Teddy Robber – fiction text** **Oracy and sentence formation.** Plan, build and improve sentences using conjunctions, varied punctuation, plurals, suffixes and subordinating conjunctions			**Scott of the Antarctic (Young Explorers)** **Great Explorers by Adele Corry – Non Fiction** **Oracy and sentence formation** Plan, build and improve sentences using conjunctions, varied punctuation, plurals, suffixes and subordinating conjunctions		**Neil Armstrong Little People Big Dreams– non fiction text** Plan, build and improve sentences using conjunctions, varied punctuation, plurals, suffixes and subordinating conjunctions	
Written/Oral Outcomes	-Exploring nouns – Proper and Common Nouns -Exploring verbs -Exploring adjectives -Exploring adverbs -Exploring the suffixes: -Exploring what a sentence is, -Sharing sentences orally. -Explicitly model written language structures when speaking (such as rephrasing and extending what the pupils say). -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. - Build a sentence orally and to link it to the written structure using sentence stems and frames to support. -Acting out the events. -Using commas in lists -Describing and recapping the events orally. -Improving sentences using conjunctions orally. -Planning, building and improving sentences using sub-ordinating and co-ordinating conjunctions, varied punctuation and plurals.			- Identify key parts of a sentence. - Recap the different types of sentences. - Orally discuss and record different sentence types. -Use sentence stems to support. -Describe key events in the books. -Sequencing events. -Drawing events and talking about them. -Orally forming sentences to describe the events and then recording them. -Combining sentences fragments to complete full sentences. -Planning, building and improving sentences using sub-ordinating and co-ordinating conjunctions and suffixes. - Record dictated sentences.		-Recap different sentence types. -Rehearse sentences to recap key facts about the explorers. -Use sentence stems for support. -Record sentences using the correct punctuation. - Record dictated sentences. -Planning, building and improving sentences using sub-ordinating and co-ordinating conjunctions and suffixes. -Orally rehearse key events. -Recap the importance of coherence whilst writing sentences. - write a series of sentences using the correct punctuation and conjunctions.	
Phonics/SPaG focus Rocket Phonics	Rocket Phonics: Focus on: long /oo/ as **oo** long /oo/ as **u–e**, **ou** long /oo/ as **ue** long /oo/ as **ew** Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: /y+oo/ as **u** /y+oo/ as **u_e** /y+oo/ as **ue** /y+oo/ as **ew** Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: short /oo/ as **oo** short /oo/ as **u**, **oul** /ar/ as **ar** /ar/ as **a**, **al** 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 **-es** to verbs ending **-y** suffixes adding **-es** to nouns ending **-y** Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: /or/ as **or**, **au** /or/ as **aw** /or/ as **al** /or/ as **ar**, **a** Blending practice Segmenting practice Common exception word practice.	Rocket Phonics: Focus on: /or/ as **our** /or/ as **ore** /or/ as **oor** /or/ as **augh** Blending practice Segmenting practice Common exception word practice.

Handwriting Focus	Lessons 20 -23 WALT: write high frequency words. read, order and write a simple sequence of instructions. join letters and words to and from the letter 'k'. write high frequency words.	Lessons 24 -27 WALT: read, order and write a simple sequence of sentences. join letters and words to and from the letters 'b' and 'd'. write high frequency words. Read, order and write a simple sequence of sentences.	Lessons 28 -31 WALT: join letters and words to and from the letter 'w'. write high frequency words. Read and write a set of sentences. join letters and words to and from the letter 's'.	Lessons 32 -35 WALT: write high frequency words. use accurate spacing between words. join letters and words to and from the letter 'z'. - to write High Frequency words.	Lessons 36 -39 WALT: complete activities using high frequency words. listen and write a set of simple sentences correctly. write a selection of high frequency words. listen to and write a short paragraph correctly.	Lessons 40 -43 WALT: listen and write a set of simple sentences correctly 'Bath Time!'. -write a selection of high frequency words. -complete a dictation activity – 'Bath time!' -complete a sentence writing dictation exercise 'Mum and Dog'.	Tracking Assessment Recap handwriting taught this half term.
Spelling Focus	Week 1: WALT: review Y1 common exception words. review single-syllable words ending with consonant digraphs. review the /t/ sound spelt tch at the end of the words or syllables.	Week 2: WALT: review adding -ing with no change to the root word. review adding -ed with no change to the root word. review adding -ing and -ed with no change to the root word.	Week 3: WALT: review the /dʒ/ sound spelt j or g. teach the /dʒ/ sound spelt -dge at the end of words or syllables. teach the /dʒ/ sound spelt -ge at the end of words or syllables.	Week 4: WALT: review of plurals adding -s or -es with no changes to the root word. teach the /s/ sound spelt c before e, I and y. teach Y2 common exception words.	Week 5: WALT: review the /ei/ sound spelt ai or ay. review the /ei/ sound spelt a_e. review the /ei/ sound spelt a.	Week 6: WALT: review adding -ed or -ing to words containing ai or ay. review the /iː/ sound spelt ee or ea. review the /iː/ sound spelt y.	Week 7: WALT: review adding the suffix -y where there is no change to the root word. Review the /iː/ sound spelt e-e or ie.
Guided Reading Focus	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.	Rex the Retriever Developing reading skills with a focus on the skill of retrieving key pieces of information from the text being read.	Inference Iggy Developing reading skills with a focus on inferring information from the text. Looking for clues within the text.	Reading Assessment
Ongoing Skills	[EXS] [KEY] Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others. ↳ **GD objective:** 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. ↳ **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. [EXS] [GDS] [KEY] Spell by learning to spell common exception words. ↳ **GD objective:** Spell most common exception words. Spell by learning to spell some words with contracted forms. ↳ **GD objective:** 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]. ↳ **GD objective:** Spell by independently using the possessive apostrophe (singular) [for example: the girl's book] in their writing in a range of contexts. Add suffix -ment to spell longer words GD objective: Independently apply suffixes to spell longer words, including -ment in a range of contexts. Add suffix -ness, to spell longer words.						

	GD objective: Independently apply suffixes to spell longer words, including -ness in a range of contexts. Add suffix -ful, to spell longer words. GD objective: Independently apply suffixes to spell longer words, including -ful in a range of contexts. Add suffix -less to spell longer words GD objective: Independently apply suffixes to spell longer words, including -less in a range of contexts. 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. ↳ **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. ↳ **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.						
History Explorers	**Why are Scott of the Antarctic and Neil Armstrong famous?**						
	Why do you think Captain Scott is famous today? WALT: make informed guesses and inferences using clues from a photograph.	How did Scott manage to get to the South Pole and what happened when he got there? WALT: grasp nature of journey and correctly sequence between 4 and 6 stages. use evidence to establish events and discuss the setbacks he faced. explore internal clues within a photograph and use knowledge of the context of the time in which the photo was taken to explain reasons for emotions shown.	Has man ever been to the moon and how can we know for sure? WALT: combine clues to infer what the mystery picture might be. place the First Moon Landing approximately on a timeline of the last 100 years. consider the type of evidence available to historians studying the Moon landing of 1969. match statements to specific pieces of evidence. understand that people are sceptical as to whether it ever happened and know some reasons why (flag, etc).	Why did the astronauts risk their lives to go to the Moon? WALT: consider characteristics of an astronaut, drawing on knowledge of Scott of the Antarctic. raise valid questions to ask teacher-in-role as Neil Armstrong. give at least 3 reasons that motivated him and reject spurious ones. Challenge: discuss the Space Race.	Does everyone agree that we should continue to send people to the moon? WALT: give at least 2 reasons FOR and AGAINST further moon travel. work in groups and make effective contributions whilst listening to the views of others.	What makes a significant historical person? How should we commemorate these achievements? WALT: offer valid ideas, recognising how we remember famous people. compare the achievements of the two explorers, grasping their real significance. recognise that some ideas would be more effective than others. Challenge: develop an awareness of how Scott was viewed in 1912 and can contrast that with his image 100 years later. Children will see that there are opposing views of Scott today. Some say he wasn't	

						well organised and made bad decisions.	
Science Materials	**How do the properties of materials affect how they can be used?**						
	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 light and that iron (a type of metal) is heavy.	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.
	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.

Art and Design: Drawing – Understanding tone and texture	**How do artists use tone and texture whilst creating observational drawings?**						
	How can we explore drawing techniques using a range of materials? Exploring and drawing materials. WALT: explore drawing techniques using a range of materials.	How can we explore and describe texture through touch and rubbings. Understanding and creating texture. WALT: explore and describe texture through touch and rubbings.	What is tonal shading? Exploring tonal shading. WALT: develop tonal shading skills using control and pressure.	How can you sketch and refine a drawing? Sketching and refining a drawing. WALT: develop an initial sketch for an observational drawing.	How can we use tone and texture to create an observational drawing? Creating an observational drawing. WALT: use tone and texture to create an observational drawing.	What story does this picture tell? Adding mood to a photograph. WALT: explore different ways of adding mood to a photograph.	
Music Space Contrasting Dynamics	**How can we create and perform a piece of music linked to space?**						
	How can we use our voices to create sounds? WALT: create a simple soundscape using dynamic changes.	How can you represent this piece of music using symbols and drawings? What are dynamics? WALT: listen to music and respond creatively, considering how dynamics can be represented.	What is similar and what is different about these two pieces of music? WALT: compare two pieces of music using musical vocabulary.	What is a pitch pattern? How can we create a pitch pattern to represent a planet? WALT: create a short pitch pattern to represent a planet.	How can you combine your soundscapes and your pitch patterns to perform a longer piece of music? WALT: perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics.		
R.E.	**What is it like to be brought up in a Jewish home in the UK today?**						
	What might we find out about living in a Jewish home from looking at photos? 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.	How might Jewish people mark a day of rest? WALT: explain that Shabbat is a weekly Jewish day of rest. -describe what happens during Shabbat.	What might happen in a Jewish home on Shabbat? WALT: explain what happens in a Jewish home during Shabbat -understand that many Jews people will go to synagogue on Shabbat.	What can we find out from pictures and interviews about how many Jewish people show care for others? WALT: explain how Jewish people show care for others. -explain what Mitzvah Day is. -identify the importance of tzedakah for Jews.	What is the story of Chanukah and what can we find out about how Jewish people remember it? WALT: recap the events of the story of Chanukah and identify Chanukah traditions that can be found in many households. -describe the ways in which many Jewish people remember the story through traditions	What might be an important message from the Chanukah story for many Jewish people? WALT: understand that Jewish people might take more than one message, or different messages from the Chanukah story. -reflect on the value of celebration, family, community, rest and remembering in	

	- identify that many Jewish homes have mezuzot. -understand that many Jewish people say a prayer called the Shema which teaches that there is one God.				at the festival of Chanukah.	Jewish lives and pupils' lives.	

Critical Pathway - Other Discoveries! Taught through the value of Creativity YEAR 2 Term: Autumn 2 2026

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Maths	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction/ Properties of shape	Properties of shape	Properties of shape	End of Unit check
	WALT: - add three 1- digit numbers. - add to the next ten. - add across a 10. - subtract across a 10. - subtract from a 10.	WALT: subtract a 1-digit number from a 2-digit number – across 10. - 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.	WALT: subtract a 2-digit number from a 2-digit – not across 10. - subtract a 2-digit number from a 2-digit number – across 10. - identify how many ore and how many fewer. - find the difference using subtraction. -compare number sentences.	WALT: complete missing number problems. -complete mixed addition and subtraction. -complete two step problems. -recognise 2D and 3D shapes. -count sides on 2D shapes.	WALT: count vertices on 2D shapes. -draw 2D shapes. -identify lines of symmetry on 2D shapes. -sort 2D shapes. -make patterns with 2D shapes.	WALT: 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
Computing Creating media – digital photography	**How can we capture, edit and improve photographs?**						
	How can we use a digital device to take a photograph? WALT: use a digital device to take a photograph.	What are the different ways in which a photograph can be taken? WALT: make choices when taking a photograph.	What makes a good photograph? WALT:. describe what makes a good photograph.	How can photographs be improved? WALT: decide how photographs can be improved.	How can an image be changed? WALT: use tools to change an image	Is it real? WALT: recognise that photos can be changed. identify those images which have been changed.	
PE: Gymnastics balance and co-ordination	**Can I use what I know to play a game?**						
	What is tag rugby and how do we wear a tag belt? WALT: understand Tag Rugby and use tag belts.	How do we hold, carry, pass and receive a ball in tag rugby? WALT: develop passing and ball handling.	How can we evade and dodge defenders? WALT: evade and dodge defenders.	How can we use space when attacking and what defensive positions can we use to tag or slow down an opponent? WALT: develop attacking and defensive positions.	How can we apply tactics in adapted games? WALT: apply basic tactics in adapted games.		

PE **Sending and Receiving**	**Can I show controlled passing and dribbling in an invasion game scenario?**						
	Can I aim towards a stationary target? WALT: further increase their understanding of space. begin to aim towards a given target.	Can I show accuracy when using a range of balls? WALT: further increase their understanding of space. accurately pass and receive a range of balls.	Can I pass and receive with a partner? WALT: pass a ball using different parts of the body. receive a ball using different parts of the body.	What are different techniques to send and receive? WALT: begin to aim towards a given target. accurately pass and receive a range of balls.	Can I combine sending and receiving into a game? WALT: pass a ball using different parts of the body. receive a ball using different parts of the body.	Can I use sending and receiving skills into invasion games? WALT: begin to aim towards a given target. accurately pass and receive a range of balls. further increase their understanding of space. pass a ball using different parts of the body. receive a ball using different parts of the body.	
PSHE Updated RSE Growing and Changing SCARF resources Link to Trickbox	**How do you change as you get older?**						
	How can you help someone else? A helping hand WALT: name a range of feelings to explain why we felt this way. show kindness and care when heling others. demonstrate simple ways of giving positive feedback to others.	How do you feel when you have lost something? Sam moves away. WALT: talk about times when they have lost something or said goodbye to someone; recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to; explain that people may have different feelings about change and loss;	What happens as person grows up? Haven't you grown. WALT: identify different stages of growth (e.g. baby, toddler, child, teenager, adult); understand and describe some of the things that people are capable of at these different stages. describe how people's needs change, and who can help them with different things as they grow older.	What is the PANTS rule? Can you name the parts of the body? My Body, your body WALT: identify which parts of the human body are private. explain that a person's genitals help them to make babies when they are grown up. recognise that we can say no or stop to something that makes us feel uncomfortable; recognise we can talk to a safe adult if they	How should we respect the privacy of others? Respecting privacy WALT: identify which parts of the human body are private. know that you are not allowed to touch someone's private belongings without their permission. give examples of different types of private information. explain what privacy and consent mean and recognise that they can speak to a safe adult if they have	What is a secret and what is a surprise? Some secrets should never be kept WALT: name private parts of the body. identify how inappropriate touch can make someone feel. understand that there are unsafe secrets and secrets that are nice surprises. identify safe adults who they should tell if someone is touching them in a way that they don't like (that these safe adults can help it stop).	

		identify ways of staying connected with people we miss.		have any questions or worries about these parts of the body.	worries about this.		