

Critical Pathway - Creative What a Wonderful World!! Taught through the value of **Respect** Year Two

Term: Spring 1 2024

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Literacy Theme	The Robot and the Bluebird written by David Lucas Character exploration	The Robot and the Bluebird written by David Lucas Writing in role Non-fiction writing	The Robot and the Bluebird written by David Lucas Writing poetry	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 Letter writing
Learning/Oral/ Written Outcomes	<ul style="list-style-type: none"> Slow Write in response to an illustration. Role on the wall (character exploration). Role playing leading to a debate. Freeze Framing and thought tracking. 	<ul style="list-style-type: none"> Writing in role. Responding to illustrations. Looking at language. Non-Fiction writing about bluebirds. Collaborative writing - linked to writing instructions about caring for birds. 	<ul style="list-style-type: none"> Investigating language and meaning through dance. Exploring issues and dilemmas through a conscience alley. Developing expressive writing through poetry. Reading aloud and exploring the emotional journey of a text. 	<ul style="list-style-type: none"> Re-telling the story through drama. Book talk in response to the whole story. Re-telling and story mapping. Planning, drafting writing and responding to writing. Bookmaking to create a final copy of our stories. 	<ul style="list-style-type: none"> Write instructions to explain how to make an egg box dragon. Describe the Egg Box Dragon. Write a letter to the Queen
SPaG Focus	Teaching Focus: /or/as our, ore, oor, augh	Teaching Focus: /ur/as ur, er, ir, ear, or	Teaching Focus: /ou/as ou and ow /oi/ as oi and oy	Teaching Focus: Contractions	Teaching Focus: suffixes adding -er to a root word ending in -y with a consonant before it. suffixes adding -est to a root word ending in -y with a consonant before it. suffixes adding -ing to a root word ending in -y with a consonant before it. suffixes adding -ed to a root word ending in -y with a consonant before it.
Guiding Reading Focus	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.
Geography	Why is our world wonderful?				
	What are some of the UK's amazing features and landmarks? WALT: identify geographical characteristics of the UK.	Where are some of the world's most amazing places? WALT: locate some of the world's most amazing places.	Where are our oceans? WALT: identify the names of the five oceans and locate them on a map.	What is amazing about our local area? WALT: understand how to draw human and physical features on a sketch map	Why are natural habitats special? How can we look after natural habitats? WALT: investigate local habitats and record findings. understand how to present findings in a bar chart.
	Can we create illustrations to retell a story?				

Art and Design: Drawing: Tell a Story	How can we mark make in different ways? Charcoal mark making WALT: develop a range of mark-making techniques.	How can we create textures using mark making? Creating Texture WALT: explore and experiment with mark- making to create textures.	How can I draw my toy to show texture? My Toy Story WALT: develop observational drawing.	How can we create expressions to illustrate a character? Creating Characters WALT: understand how to apply expressions to illustrate a character.	How can we add illustrations to tell a story? Creating Characters WALT: develop illustrations to tell a story.
Music Myths and legends	Can we create a group composition based on a story?				
	How can we create a rhythm? Rhythm and Structure WALT: create a rhythm.	What is the structure of a song? How can you represent it? Structured Graphic Score WALT: show structure on a graphic score.	How can we show texture in a graphic score? Layered Graphic Score WALT: write a graphic score to show texture.	How can we compose a piece of music with a given structure? Compose with Structure WALT: compose a piece of music with a given structure.	How can we perform our group composition? Rehearse and perform WALT: perform a group composition.
Science Plants (Light and Dark)	What is a plant and do plants grow healthier in the light or dark?				
	What is a plant? WALT: explore plants.	What are the different parts of a plant? WALT: explore parts of plants.	Do plants grow healthier in the light or dark? WALT: plan an investigation to find out whether plants grow healthier in the light or dark. carry out an investigation to find out whether plants grow healthier in the light or dark.		
Science Living Things and their Habitats	What different habitats are there on planet Earth and what lives in each habitat?				
				What habitats can we find in our local area? WALT: explore habitats in our local area.	What is a polar habitat? WALT: explore polar habitats. identify animals that live in polar habitat. identify plants that live in polar habitat.

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	Addition and Subtraction	Addition and Subtraction	Money	Money	Multiplication and Division
Maths	WALT: add two 2-digit numbers (add 10s and add 1s). add two 2-digit numbers (add more 10s and then more 1s). subtract a 2-digit number from a 2-digit number - not crossing 10. subtract a 2-digit number from a 2-digit number - across 10.	WALT: identify how many more and how many fewer than a given number. find the difference between 2 numbers. compare number sentences. complete missing number problems. complete mixed addition and subtraction calculations. solve two-step word problems.	WALT: count money - pounds and pence. choose coins and notes. make the same amount.	WALT: compare amounts of money. make a pound. find change. solve word problems involving money.	WALT: recognise equal groups. make equal groups. add equal groups. introduce the multiplication symbol. complete multiplication sentences.
	What is the 'good news' Christians believe Jesus brings?				
R.E. 1.4 What is the 'good news' Christians believe Jesus brings?	Who were Jesus' disciples? How do they link to the life of a Christian today? Good News/Gospel: WALT: discuss Jesus' disciples and make links to the world today. listen to stories about Matthew The Tax Collector who was one of Jesus' disciples. consider how and why Matthew's life changed after his encounter with Jesus.	How do Christians try to bring Jesus' 'good news' to others? Good News: WALT: explore ways in which Christians try to bring Jesus' 'good news' to others.	What is forgiveness? How do Christians say sorry to God and receive forgiveness? Forgiveness: WALT: discuss who needs forgiveness and how people might feel when they have been forgiven. discuss why forgiveness is good news for Christians. listen to the Bible story when Jesus teaches his followers that God forgives them but that they need to forgive others too (Luke 6:37 -38). find out how Christians say sorry to God and receive forgiveness.	What is peace? Peace: WALT: discuss things that stop us having peace. discuss and try out some ways in which people get peace. share real life examples. discuss how Christians receive peace from Jesus and how this is good news for Christians. Link to John 14:27.	Why is a church building important to Christians? What is friendship? Friendship: WALT: investigate a church building and find out how it helps Christians remember the ways in which Jesus' life and teaching offers them 'good news'. WALT: explore the idea that offering friendship to others (especially the friendless), finding ways of being at peace and bringing peace, such as through forgiveness - these are all good things for people, not only Christians. <i>Note that Christians believe they receive these things especially (but not exclusively) through Jesus.</i>
	How can we stay safe online?				
Computing					
Internet Safety	What happens when I post online? Internet Safety: WALT: recognise what happens to information that is posted online.	How do I keep my things safe online? Internet Safety: WALT: recognise how to keep things safe and private online.	Who should I ask? Internet Safety: WALT: explain what should be done before sharing information online.	Why do I have the right to say no and deny permission? Internet Safety: It is my choice WALT: explain why I have the right to say no and deny permission.	Is it true? Internet Safety WALT: identify strategies that will help me decide if something I see online is true or not.

<div>PSHE</div> <div>Keeping myself Safe</div> <div>Includes aspects of Relationships education *See Scarf lesson Plans for details</div> <div>Children's Mental Health Week Road safety Awareness Safer Internet Day</div>	How can we keep ourselves safe?				
	<div>How safe would you feel?</div> <div>How safe would you feel?</div> <div>WALT: Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help.</div>	<div>What should Harold say?</div> <div>What should Harold say?</div> <div>WALT: Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</div>	<div>How can body language and facial expression show how you are feeling?</div> <div>I don't like that!</div> <div>WALT: Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</div>	<div>Fun or not?</div> <div>Fun or not?</div> <div>WALT: Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</div>	<div>What are safe and unsafe secrets?</div> <div>Should I tell?</div> <div>WALT: Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</div>
<div>PE</div> <div>Spring 1 - Kicking & Dribbling (Invasion - Hockey & Football)</div> <div>Plus an additional Dance Workshop</div>	Can I show controlled passing and dribbling in an invasion game scenario?				
	<div>Can I use my feet to control a ball?</div> <div>WALT: kick accurately towards a target. kick the ball confidently with the inside of your foot.</div> <div>Can I use both feet to manipulate a football?</div> <div>WALT: develop knowledge of stronger and weaker sides of the body. dribble around various cones and objects.</div>	<div>Can I kick a ball accurately towards a target?</div> <div>WALT: kick the ball confidently with the inside of your foot. kick accurately towards a target.</div> <div>Can I control a ball with a hockey stick?</div> <div>WALT: travel whilst moving a ball with your feet or apparatus. develop knowledge of stronger and weaker sides of the body.</div>	<div>Can I dribble a hockey ball while contested?</div> <div>WALT: dribble around various cones and objects. travel whilst moving a ball with your feet or apparatus.</div>	<div>Can I combine dribbling and striking skills into an invasion game?</div> <div>WALT: kick accurately towards a target. travel whilst moving a ball with your feet or apparatus. develop knowledge of stronger and weaker sides of the body. dribble around various cones and objects. kick the ball confidently with the inside of your foot.</div>	<div>Can I combine dribbling and striking skills into an invasion game?</div> <div>WALT: kick accurately towards a target. travel whilst moving a ball with your feet or apparatus. develop knowledge of stronger and weaker sides of the body. dribble around various cones and objects. kick the ball confidently with the inside of your foot.</div>