

	Week 1 04.11.24	Week 2 11.11.24	Week 3 18.11.24	Week 4 25.11.24	Week 5 02.12.24	Week 6 09.12.24	Week 7 16.12.24
<b>Literacy Theme</b>	<b>Features of a recount.</b>	<b>Writing a recount</b>	<b>Writing a diary entry</b>	<b>Features of a non-chronological report</b> <b>Great Fire of London Non-Chronological Report</b>	<b>Instructions for making a clay tile.</b>	<b>Letter writing</b>	<b>Story Writing</b>
<b>Written Outcomes</b>	Features of a recount. Sequencing events.	Planning a recount. Writing a recount based on Toby and the Great Fire. Editing and improving work.	Features of a diary. Writing a diary in role as Toby. Editing and improving work.	Features of a non-chronological report. Write a non-chronological report about The Great fire of London. as Toby. Editing and improving work.	Annotating features of instructions. Writing instructions for making a clay tile. as Toby. Editing and improving work.	Annotating features of a letter. Writing a letter. Editing and improving work.	Christmas Story Writing Retelling the Christmas Story. as Toby. Editing and improving work.
<b>Phonics/SPaG focus</b> <b>Rocket Phonics</b>	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.
<b>Handwriting Focus</b>	Handwriting: the 'c' letters qu, f the tall ascenders l, t, h	Handwriting: the tall ascenders b, k the half-height, down r, n, m	Handwriting: the half-height, down p, i, j the half-height, bowl u, y	Handwriting: the half-height, bowl v, w the odd ones x, z, e	Handwriting: leading to washing line join o, r, re, v, w, x	Handwriting: the 'c' letters c, a, d, s, g, o	Handwriting: the 'c' letters qu, f the tall ascenders l, t, h
<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.	

<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 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.	How did London change after the Great Fire of London? WALT: describe how London changed after the Great Fire of London.	What important buildings were rebuilt after the Great Fire of London? WALT: identify and describe the important buildings that were rebuilt after the Great Fire of London.	
<b>Science</b> Materials	<b>How do the properties of materials affect how they can be used?</b>						
	<b>What is a material?</b> WALT: explore materials. describe the properties of different materials.	<b>What are the properties of different materials?</b> WALT: explore paper, cardboard, wood, rock and brick. explore glass, plastic, metal and fabric.	<b>Which material would you choose? Why?</b> WALT: compare the suitability of materials and explain how to make different objects using different materials.	<b>How can we change these materials by bending, twisting, stretching or squashing them?</b> WALT: change materials using physical forces.	<b>Can these products be made out of the same material? Why? Why not?</b> 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.	<b>Which material would be best for a waterproof coat?</b> 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).	<b>What is recycling and why is it important?</b> 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	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.

		recognising that they can be answered in different ways. - Observing closely, using simple equipment.					
<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 Mel!</b>	<b>How can we represent pitch using simple symbols?</b>						
	How can pitch be shown using symbols? Exploring Pitch patterns WALT: understand and practice reading different symbols to show pitch.	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 notation for the song 'Once a Man Fell in a Well.'	Can you use a tuned percussion instrument to play a song? Instrumental pitch practice WALT: use a tuned percussion instrument to play a song.	Can you represent the song using musical notation? Writing musical notation WALT: complete the notation for a short song using a three-line staff.		
<b>R.E.</b>	<b>Why does Christmas matter to Christians? [Incarnation]</b>						
	Where do the stories of Jesus' life come from? How do you prepare for the arrival of a new baby? WALT: recognise that stories of Jesus' life come from the Gospels.	Why is Jesus important to Christians? WALT: give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.	How do Christians use the story of the nativity to guide their beliefs and actions at Christmas? WALT: give examples of the ways in which Christians use the story of the nativity to	What does Christmas mean to those people who are Christians and those people who are not? WALT: think, talk and ask questions about Christmas for people who are Christians and	What are we thankful for? Why? WALT: consider what we are thankful for. WALT: give reasons for our ideas.		

	WALT: discuss Jesus as a baby. WALT: consider how you prepare for the arrival of a baby.		guide their beliefs and actions at Christmas?	for those people who are not.			
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**Critical Pathway - Other Panic on Pudding Lane!**

**YEAR 2**

**Term: Autumn 2 2024**

	Week 1 04.11.24	Week 2 11.11.24	Week 3 18.11.24	Week 4 25.11.24	Week 5 02.12.24	Week 6 09.12.24	Week 7 16.12.24
	<b>Addition and Subtraction</b>	<b>Addition and Subtraction</b>	<b>Addition and Subtraction</b>	<b>Properties of shape</b>	<b>Properties of shape</b>	<b>End of Unit check</b>	<b>End of Unit check</b>
<b>Maths</b>	WALT: - 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 number - not across 10. - Subtract a 2-digit number from a 2-digit number - across 10. - How many more? How many fewer? - Subtraction - find the difference.	WALT: - Compare number sentences. - Missing number problems. - Mixed addition and subtraction. - Two-step problems.	WALT: 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	Maths Assessment task
<b>What are algorithms and how can these be used to make predictions and solve problems? What is debugging?</b>							

<p><b>Computing</b></p>		<p>What is an algorithm? How are they used in a game? Dinosaur Algorithm WALT: decompose a game to predict the algorithms that are used.</p>	<p>How can computers use algorithms to make predictions? Machine Learning WALT: understand that computers can use algorithms to make predictions (machine learning).</p>	<p>How can you solve a problem using an algorithm? Through the maze WALT: plan algorithms that will solve problems.</p>	<p>What is debugging? Unplugged debugging WALT: understand what debugging is.</p>		
<p><b>PE: Gymnastics balance and co- ordination</b></p>	<p><b>Can I apply balance, agility and co-ordination into a range of activities?</b></p>						
<p>How can I change speed and direction? WALT: travel, showing change of speed and direction. develop body awareness through varying body balances.</p>	<p>What are basic gymnastic rolls? WALT: perform 'Teddy bear' &amp; 'Pencil' rolls. create, remember and perform simple movement sequences.</p>	<p>Can I align my body when performing shapes? WALT: adopt the positions 'Happy cat' &amp; 'Angry cat'. create, remember and perform simple movement sequences.</p>	<p>Can I combine rolls and actions? WALT: travel, showing change of speed and direction. perform 'Teddy bear' &amp; 'Pencil' rolls.</p>	<p>Can I balance on different body points? WALT: develop body awareness through varying body balances. adopt the positions 'Happy cat' &amp; 'Angry cat'.</p>	<p>Can I combine balance, change of direction and rolls into a sequence? WALT: travel, showing change of speed and direction. develop body awareness through varying body balances. perform 'Teddy bear' &amp; 'Pencil' rolls. adopt the positions 'Happy cat' &amp; 'Angry cat'. create, remember and perform simple movement sequences.</p>	<p>Can I combine balance, change of direction and rolls into a sequence? WALT: Travel, showing change of speed and direction develop body awareness through varying body balances. perform 'Teddy bear' &amp; 'Pencil' rolls. adopt the positions 'Happy cat' &amp; 'Angry cat'. create, remember and perform simple movement sequences.</p>	
<p><b>PE: 2D and 3D shapes</b></p>	<p><b>Can I perform a sequence of shapes?</b></p>						
<p>Can I balance with control? WALT:</p>	<p>Can I combine gymnastic positions into a sequence? WALT:</p>	<p>Can I use large apparatus safely? WALT: climb safely.</p>	<p>Can I show control when performing jumps and support positions?</p>	<p>Can I develop my own sequence? WALT:</p>	<p>Can I combine all learning into a routine? WALT:</p>	<p>Can I combine all learning into a routine? WALT:</p>	

	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'.	control my body whilst balancing & travelling.	WALT: 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.	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.	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.
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	<b>How do you change as you get older?</b>						
<p><b>PSHE</b> RSE Growing and Changing SCARF resources</p> <p>Link to Trickbox</p>	<p><b>How can you help someone else?</b> A helping hand WALT: Demonstrate simple ways of giving positive feedback to others. Sam moves away WALT: recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</p>	<p><b>Haven't you grown?</b> WALT: identify different stages of growth (e.g. baby, toddler, child, teenager, adult); WALT: understand and describe some of the things that people are capable of at these different stages.</p>	<p><b>What is the PANTS rule? Can you name the parts of the body?</b> My Body, your body WALT: identify which parts of our body are private WALT: explain that our genitals help us make babies when we are older WALT: understand that we mostly have the same body parts but how they look is different from person to person.</p>	<p><b>How should we respect the privacy of others?</b> Respecting privacy WALT: explain what privacy means WALT: know that you are not allowed to touch someone's private belongings without their permission WALT: give examples of different types of private information.</p>	<p><b>What is a secret and what is a surprise?</b> Some secrets should never be kept WALT: identify how inappropriate touch can make someone feel; WALT: understand that there are unsafe secrets and secrets that are nice surprises; 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><b>Where do babies come from?</b> WALT: explain that a baby is made by a man and a woman and grows inside a mother's tummy. WALT: understand that every family is different. WALT: talk about similarities and differences between themselves and others.</p>	