

Critical Pathway - Creative What a Wonderful World! Taught through the value of Respect Year Two
Term: Spring 1 2026

| | 1 5/1/2026 | 2 12/1/2026 | 3 19/1/2026 | 4 26/1/2026 | 5 2/2/2026 | 6 9/2/2026 |
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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 Setting Description | The Robot and the Bluebird written by David Lucas Writing poetry Descriptive writing | 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 Character exploration. Setting descriptions and recapping key events. | Egg Box Dragon written by Richard Adams Story innovation- edit and revise their own work and the work of others. |
| Learning/Oral/ Written Outcomes <i>Focus: Narratives - descriptions, settings, characters, stories</i> | <ul style="list-style-type: none"> Slow Write in response to an illustration. Role on the wall (character exploration). Freeze Framing and thought tracking. Character descriptions. | <ul style="list-style-type: none"> Writing in role. Responding to illustrations - setting descriptions. Looking at language. Descriptive sentences writing about bluebirds. Collaborative writing - linked to the setting. | <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 - leading to sentence formation. 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"> Describe the Egg Box Dragon. Write sentences to describe events in the story. Share ideas verbally. Setting descriptions - linked to the places Egg Box Dragon had visited. | <ul style="list-style-type: none"> Write an innovated story of the Egg Box Dragon. Edit and improve an innovated story. |
| SPaG Focus | Rocket Phonics Teaching Focus: /or/as our, ore, oor, augh | Rocket Phonics Teaching Focus: /ur/as ur, er, ir, ear, or | Rocket Phonics Teaching Focus: /ou/as ou and ow /oi/ as oi and oy | Rocket Phonics Teaching Focus: Contractions | Rocket Phonics 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. | Rocket Phonics Teaching Focus: / eer / as ear / eer / as eer /eer/ as ere |
| Handwriting | Tracking Assessment Lessons 12 -15: WALT: listen to the 'short phrases' dictation exercise and write words correctly. - be able to join letters diagonally. - be able to write High Frequency words. - listen to the 'number sentences' dictation exercise and write words correctly. | Lessons 16 -20 WALT: be able to join letters horizontally. - be able to write High Frequency words. - listen to the 'three verse poem' dictation exercise and write words correctly. - to be able to join letters and words to and from the letter 'f'. | Lessons 21-25 WALT: be able to read, order and write a simple sequence of sentences. - to be able to join letters and words to and from the letter 'K'. - be able to write High Frequency words. - to be able to join letters and words to and from the letter 'f'. | Lessons 26 -30 WALT: be able to write High Frequency words. - be able to read, order and write a simple sequence of sentences. - to be able to join letters and words to and from the letter 'b' and 'd'. | Lessons 31-36 WALT: to be able to join letters and words to and from the letters 's' and 'z'. - be able to write High Frequency words. | Tracking Assessment Lessons 37 -39 WALT: listen and write a set of simple sentences correctly. - write a selection of high frequency words. - listen to and write a short paragraph correctly. |

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| 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. | Reading Assessment Tasks |
| Geography | 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? WALT: investigate local habitats and record findings. | How can we look after natural habitats? WALT: understand how to present findings in a bar chart. |
| Design and Technology Making a Moving Monster | | How do objects move? Pivots, Levers and Linkages: WALT: look at objects and understand how they move. | How can you make a linkage to make an object move? Making linkages: WALT: look at objects and understand how they move. | What do you need to include in your monster design? Designing my monster: WALT: explore different design options. | Can you use your design to make your monster? Making my monster: WALT: make a moving monster. Evaluate my monster and suggest next steps. | |
| Music Myths and legends <i>Structure:</i> Developing and understanding of structure by exploring and ordering rhythms. | How can we read and clap a rhythm? Structure: Reading and Clapping Rhythms WALT: read and clap a rhythm based on a phrase from a story. | How can we use what we hear to write and clap a rhythm? Structure: Clapping and Writing Rhythms WALT: hear, write and clap rhythms based on a phrase from a story. | How can we use rhythm in different ways to demonstrate structure? Structure WALT: use a rhythm in different ways to demonstrate structure. | How can we create a structure using rhythmic patterns? Compose with Structure WALT: create a structure using rhythmic patterns. | How can we perform our group composition? Rehearse and perform WALT: perform a group composition. | |
| Science | What is a plant and do plants grow healthier in the light or dark? | What different habitats are there on planet Earth and what lives in each habitat? | | | | |

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| Plants (Light and Dark) Living Things and their Habitats | 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. | 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. | What is a desert habitat? WALT: explore desert polar habitats. identify animals that live in desert habitat. identify plants that live in desert habitat. |
| | Working scientifically – Observing closely, using simple equipment | Working scientifically – Observing closely, using simple equipment. | Working scientifically – Asking simple questions and recognising that they can be answered in different ways. | Working scientifically – Gathering and recording data to help in answering questions. | Working scientifically – Using their observations and ideas to suggest answers to questions. | Working scientifically – Using their observations and ideas to suggest answers to questions. |

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| | Addition and Subtraction | Addition and Subtraction | Money | Money | Multiplication and Division | Multiplication and Division |
| Maths | <p>WALT: add two 2-digit numbers (add 10s and add 1s). add two 2-digit numbers (add more 10s and then more 1s). subtract two 2-digit numbers (not crossing 10). subtract two 2-digit numbers (crossing 10). identify how many more and how many fewer.</p> | <p>WALT: find the difference. compare number sentences. solve missing number sentences. complete mixed addition and subtraction number sentences. solve two step problems.</p> | <p>WALT: count money - pounds and pence. choose coins and notes. make the same amount.</p> | <p>WALT: compare amounts of money. calculate with money. make a pound. find change. solve word problems involving money.</p> | <p>WALT: recognise equal groups. make equal groups. add equal groups. introduce the multiplication symbol. complete multiplication sentences.</p> | <p>WALT: use arrays. make equal groups, using grouping. make equal groups, using sharing. recall/learn the two times table. divide by two. double and halve numbers. identify odd and even numbers.</p> |
| | What is it like to be brought up in a Christian home in the UK today? | | | | | |
| R.E. | <p>What clues might there be that a home is lived in by Christians? WALT: identify features of a home that is lived in by Christians.</p> | <p>What actions or rituals might Christians carry out in their homes? WALT: describe the actions or rituals carried out in a Christian home.</p> | <p>What do the stories Christians might read tell us about what is important to them? WALT: describe stories told by Christians and explain what they tell us. identify why these stories might be important to Christians.</p> | <p>Why do some Christian families in Gloucestershire go to church, and what happens there? WALT: explain why some Christian families go to church. identify and explain what happens in a church.</p> | <p>Why do some Christian families in Gloucestershire go to church, and what happens there? WALT: explain why some Christian families go to church. identify and explain what happens in a church.</p> | <p>What have we found out? Overview, recall, diversity WALT: explain what we have found out about what it is like to be brought up in a Christian home in the UK.</p> |
| Computing | How can we compose a piece of music using a computer? | | | | | |

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| | <p>How does music make us feel? WALT: say how music can make us feel. identify simple differences in pieces of music. describe music using adjectives. say what we do and don't like about a piece of music.</p> | <p>How can we create patterns and use these patterns as rhythms? WALT: identify that there are patterns in music. create a rhythm pattern. play an instrument following a rhythm pattern. explain that music is created and played by humans.</p> | <p>How can music be used? WALT: experiment with sound using a computer. connect images with sounds. use a computer to experiment with pitch. relate an idea to a piece of music.</p> | <p>How can we use a computer to create a musical pattern? WALT: use a computer to create a musical pattern. identify that music is a sequence of notes. explain how our music can be played in different ways. refine our musical pattern on a computer.</p> | <p>How can we create a piece of music for a purpose? WALT: create music for a purpose. create a rhythm which represents an animal we have chosen. create our animal's rhythm on a computer. add a sequence of notes to our rhythm.</p> | <p>How can we review and then refine our work? WALT: review and refine our computer work. review my work. explain how we changed our work. listen to music and describe how it makes us feel.</p> |
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| <p>PSHE Keeping myself Safe Includes aspects of Relationships education *See Scarf lesson Plans for details Children's Mental Health Week Safer Internet Day Recap Road Safety</p> | <p>How can we keep ourselves safe?</p> |
| <p>What are medicines and when should they be used? Harold's Picnic WALT: Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use.</p> <p>How safe would you feel? How safe would you feel? 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.</p> <p>What should Harold say? What should Harold say? 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.</p> <p>How can body language and facial expression show how you are feeling? I don't like that! 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.</p> <p>Which things are fun and which are not? Why? Fun or Not? 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.</p> <p>What are safe and unsafe secrets? Should I tell? 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.</p> | |

Can I show controlled passing and dribbling in an invasion game scenario?

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| Spring 1 - Kicking & Dribbling (Invasion - Hockey & Football) | <p>Can I use my feet to control a ball?</p> <p>WALT: kick accurately towards a target. kick the ball confidently with the inside of your foot.</p> <p>Can I use both feet to manipulate a football?</p> <p>WALT: develop knowledge of stronger and weaker sides of the body. dribble around various cones and objects.</p> | <p>Can I kick a ball accurately towards a target?</p> <p>WALT: kick the ball confidently with the inside of your foot. kick accurately towards a target.</p> <p>Can I control a ball with a hockey stick?</p> <p>WALT: travel whilst moving a ball with your feet or apparatus. develop knowledge of stronger and weaker sides of the body.</p> | <p>Can I dribble a hockey ball while contested?</p> <p>WALT: dribble around various cones and objects. travel whilst moving a ball with your feet or apparatus.</p> | <p>Can I combine dribbling and striking skills into an invasion game?</p> <p>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.</p> | <p>Can I combine dribbling and striking skills into an invasion game?</p> <p>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.</p> | <p>Can I combine dribbling and striking skills into an invasion game?</p> <p>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.</p> |
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| PE Spring 1 - Dance: Dangerous Animals | <p>Can we perform dances using simple movement patterns, focusing on dynamics and expression in our movements?</p> | | | | | |
| | <p>Can I create shapes to represent dangerous animals?</p> <p>WALT: create shapes to represent a dangerous animal. move demonstrating fierce dynamics.</p> | <p>Can I move demonstrating fierce dynamics?</p> <p>WALT: move demonstrating fierce dynamics. develop relationships - action and reaction in George and the Dragon fight.</p> | <p>Can I develop relationships by using actions and reactions in our movements?</p> <p>WALT: develop relationships - action and reaction in George and the Dragon fight. demonstrate clawing tiger actions.</p> | <p>Can I use the space to create an entrance?</p> <p>WALT: demonstrate clawing tiger actions. use the space to create an entrance.</p> | <p>Can I create shapes to represent a dangerous animal?</p> <p>WALT: use the space to create an entrance. create shapes to represent a dangerous animal.</p> | <p>Can I perform my dangerous animals dance?</p> <p>WALT: create shapes to represent a dangerous animal. demonstrate clawing tiger actions. move demonstrating fierce dynamics. use the space to create an entrance. develop relationships - action and reaction in George and the Dragon fight.</p> |