**Critical Path – Creative Our Wonderful World Value: Courage YEAR 2 Term: Autumn Term 1 2024**

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|  | **1**  **2/9/24** | **2**  **9/9/24** | **3**  **16/9/24** | **4**  **23/9/24** | **5**  **30/9/24** | **6**  **7/10/24** | **7**  **14/10/24** | **8**  **25/10/24** |
| **English**  **Objectives**  Blue: Writing/SPaG Red: Reading | - [EXS] [KEY] Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences (real).  ⤷ GD objective: Develop positive attitudes towards and stamina for writing by writing longer narratives about personal experiences (real) that are suitable for the audience.  SPAG-Learn how to use sentences with different forms: statement,  ⤷ GD objective:  Can use and apply sentences with different forms: statement in their own writing.  SPAG -Learn how to use sentences with different forms: question.  ⤷ GD objective:  Can use and apply sentences with different forms: question in their own writing.  SPAG -Learn how to use sentences with different forms: command.  ⤷ GD objective:  Can use and apply sentences with different forms: command in their own writing.  SPAG -Learn how to use sentences with different forms: exclamation.  ⤷ GD objective:  Can use and apply sentences with different forms: exclamation in their own writing. | -Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.  ⤷ GD objective: Consider what they are going to write independently before beginning by encapsulating what they want to say, a few sentences at a time.  -Consider what they are going to write before beginning (by planning or saying out loud, writing down ideas and/or key words, including new vocabulary).  ⤷ GD objective: Consider what they are going to write before beginning by writing down creative ideas and, or key words, including new vocabulary and detail to link new ideas.  SPAG-Learn how to use sentences with different forms: statement,  ⤷ GD objective:  Can use and apply sentences with different forms: statement in their own writing.  SPAG -Learn how to use sentences with different forms: question.  ⤷ GD objective:  Can use and apply sentences with different forms: question in their own writing.  SPAG -Learn how to use sentences with different forms: command.  ⤷ GD objective:  Can use and apply sentences with different forms: command in their own writing.  SPAG -Learn how to use sentences with different forms: exclamation.  ⤷ GD objective:  Can use and apply sentences with different forms: exclamation in their own writing. | -Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.  ⤷ **GD objective:** Consider what they are going to write independently before beginning by encapsulating what they want to say, a few sentences at a time.  -Develop positive attitudes towards and stamina for writing by writing poetry. GD objective: Develop positive attitudes towards and stamina for writing by writing longer poetry. -[EXS] [KEY] Form lower-case letters of the correct size relative to one another.  ⤷ **GD objective:** Fluently form lower-case letters of the correct size relative to one another when I am writing sentences. SPAG -Learn how to use sentences with different forms: command.  ⤷ GD objective: Can use and apply sentences with different forms: command in their own writing. SPAG -Learn how to use sentences with different forms: exclamation.  ⤷ GD objective: Can use and apply sentences with different forms: exclamation in their own writing. SPAG: Demarcate most sentences with capital letters and full stops. GD: Independently use capital letters and full stop correctly. | -[EXS] [KEY] Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.  ⤷ **GD objective:** Independently and accurately write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters when writing sentences.  -Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.  ⤷ **GD objective:** Consider what they are going to write independently before beginning by encapsulating what they want to say, a few sentences at a time.  SPAG-Learn how to use sentences with different forms: statement,  ⤷ GD objective:  Can use and apply sentences with different forms: statement in their own writing.  SPAG -Learn how to use sentences with different forms: question.  ⤷ GD objective:  Can use and apply sentences with different forms: question in their own writing.  SPAG -Learn how to use sentences with different forms: command.  ⤷ GD objective:  Can use and apply sentences with different forms: command in their own writing.  SPAG -Learn how to use sentences with different forms: exclamation.  ⤷ GD objective:  Can use and apply sentences with different forms: exclamation in their own writing. | -Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.  ⤷ **GD objective:** Consider what they are going to write independently before beginning by encapsulating what they want to say, a few sentences at a time.  [EXS] [KEY] Develop positive attitudes towards and stamina for writing by writing narratives about experiences of others (fictional).  ⤷ **GD objective:** Develop positive attitudes towards and stamina for writing by writing longer narratives about experiences of others (fictional) that are suitable for the audience.  SPAG: Learn how to use expanded noun phrases to describe and specify (for example the blue butterfly).  GD: Understand and use effective expanded noun phrases to describe and specify (for example the light blue butterfly). | -[EXS] [KEY] Form lower-case letters of the correct size relative to one another.  ⤷ **GD objective:** Fluently form lower-case letters of the correct size relative to one another when I am writing sentences. SPAG -Learn how to use sentences with different forms: command.  ⤷ GD objective: Can use and apply sentences with different forms: command in their own writing. SPAG -Learn how to use sentences with different forms: exclamation.  ⤷ GD objective: Can use and apply sentences with different forms: exclamation in their own writing. SPAG: Demarcate most sentences with capital letters and full stops. GD: Independently use capital letters and full stop correctly. | - 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.  - Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary. GD: Consider what they are going to write before beginning by writing down creative ideas and/or key words, including new vocabulary, detail to link ideas.  - [EXS] [KEY] Use spacing between words that reflects the size of the letters.  ⤷ **GD objective:** Use spacing between words that reflects the size of the letters without support or prompts. | -Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.  ⤷ **GD objective:** Consider what they are going to write independently before beginning by encapsulating what they want to say, a few sentences at a time.  -[GDS] Develop positive attitudes towards and stamina for writing by writing for different purposes (for example for my teacher, for myself or for a class assembly).  ⤷ **GD objective:** Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing and including different key features.  Make simple additions, revisions and corrections to their own writing  by evaluating their writing with the teacher and other pupils.  GD Make simple additions,  revisions and corrections to their own writing by responding to the comments of others. |
| **English**  **Objectives**  Blue: Writing/SPaG Red: Reading | Read most common exception words.  GD: Read many common exception words,noting unusual correspondences between spelling and sound and where these occur in a range of words. | In a book that they can already read fluently, the pupil can check it makes sense to them, self-correcting and inaccurate reading.  GD: Understand both the books that they can read accurately amd fluently and those that they listen to by checking that the text makes sense to them as they read, self-correcting in accurate reading and compare it to other texts they have read.  Become increasingly familiar with and retell and wide range of stories, fairy stories and traditional tales. GD: Become increasingly familiar with and retell and wide range of stories, fairy stories and traditional tales, identifying similarities and differences. | Become increasingly familiar with and retell and wide range of stories, fairy stories and traditional tales. GD: Become increasingly familiar with and retell and wide range of stories, fairy stories and traditional tales, identifying similarities and differences. Make predictions about what might happen on the basis of what has been read so far or listened to. GD Make a plausible prediction about what might happen on the basis of what has been read so far or listened to. | Recognise simple language patterns in stories, discuss the meaning of new words.  GD: Recognise story language in stories, discuss in detail the meaning of challenging words and include them in their own work. | Read most common exception words.  GD: Read many common exception words, noting unusual correspondences between spelling and sound and where these occur in a range of words.  Sound out most unfamiliar words accurately without undue hesitation or blending. GD: Automatically decode words reading with increased fluency.  Read accurately most words of two or more syllables.GD: Confidently and quickly read accurately most words of two or more syllables with accuracy. | Participate in discussion about books and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. GD: Make links, discuss and compare books they are reading independently and other books they have read independently. | Develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways. GD: Evaluate the manner in which non-fiction books are structured.  Participate in discussion about books and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. GD: Make links, discuss and compare books they are reading independently and other books they have read independently. | Sound out most unfamiliar words accurately without undue hesitation or blending. GD: Automatically decode words reading with increased fluency.  Read accurately most words of two or more syllables.GD: Confidently and quickly read accurately most words of two or more syllables with accuracy |
| **Literacy**  **Theme** | Welcome and Assessment | The Enormous Crocodile | The Enormous Crocodile | Gruffalo  Narrative | Gruffalo  Narrative | Gruffalo  Narrative | Non- Fiction  People who have changed the world. | Non- Fiction  People who have changed the world. |
| **Written Outcomes** | EXTENDED WRITE Baseline assessment  Recap sentence types | Use of descriptive vocabulary to describe the characters and setting. Think of questions to ask about the characters. | Sentence types  Question types  Writing different types of sentences about one of the characters. | Writing questions, commands, exclamations and statements.  Character Descriptions. | Character description.  Creating our own characters.  Writing different sentence types linked to characters. | Story Innovation based on the Gruffalo. | Identify Key Features Non-Fiction Create a page applying knowledge of features  Fact file/ information sheet about a person who has changed the world. | Fact files/Information book linked to a person who has changed the world.  Edit and revise work. |
| **Phonics/SPaG focus**  **Rocket Phonics** | Year One and Year Two Common Exception Words check. Rocket Phonics  Baseline Assessment | Rocket Phonics:  Focus on:  /ai/ as ai, ay  /ai/ as a–e, a  /ai/ as eigh, ei  /ai/ as ea, ey  Blending practice  Segmenting practice  Common exception word practice. | Rocket Phonics:  Focus on:  /ee/ as ee, e–e  /ee/ as ie  /ee/ as ea, y  /ee/ as ey, e  Blending practice  Segmenting practice  Common exception word practice. | Rocket Phonics:  Focus on:  /igh/ as igh, i  /igh/ as i–e  y /igh/ as ie  /igh/ as y  Blending practice  Segmenting practice  Common exception word practice. | Rocket Phonics:  Focus on:  /oa/ as oa  /oa/ as o–e  /oa/ as ow  /oa/ as oe, o  Blending practice  Segmenting practice  Common exception word practice. | Rocket Phonics:  Focus on:  Homophones  Near Homophones  Blending practice  Segmenting practice  Common exception word practice. | Rocket Phonics:  Focus on:  suffixes adding -s and -es to make plurals  suffixes adding -ing, -ed, -er to verbs with no changes to root words  suffixes adding -er and -est to adjectives with no changes to root words  Blending practice  Segmenting practice  Common exception word practice. | Rocket Phonics:  Focus on:  /w/ as w  /w/ as wh  /f/ as f, ff  /f/ as ph  Blending practice  Segmenting practice  Common exception word practice. |
| **Handwriting Focus** |  | Handwriting: the ‘c’ letters c, a, d, s, g, o | 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 |
| **Guided Reading Focus**  **Rocket Phonics** | Individual Reading  Reading Assessments  Library Books | Target Practice Readers: Orange:  The Dance Palace | Target Practice Readers: Orange:  Jakob and the Ice Giant | Target Practice Readers: Orange:  Joe’s Barge | Target Practice Readers: Orange: The Chaos Machine | Target Practice Readers: Orange:  Clare the Climber | Target Practice Readers: Orange: Tom Thumb saves the day | Target Practice Readers: Orange:  Pet Rabbits |

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| **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. | | | | | | | | | |
| **Geography** | Would you prefer to live in a hot or a cold place? | | | | | | | | | |
| Where are the continents? WALT: name and locate the continents of the world. | Where are the coldest places on Earth? WALT: locate the North and South Poles. | Where is the equator? WALT: locate the equator on a world map. | What is it like to live in a hot place? WALT: compare the UK and Kenya. | | | Do we live in a hot or cold place?  WALT: investigate local weather conditions. | | Would you like to live in a hot or a cold place?  WALT: identify features of hot and cold places. | |
| **Science** | **Animals: What do animals need to survive?** | | | | **Humans: How can humans stay healthy?** | | | | | |
| What do mammals and birds need to survive?  How are mammals and birds similar and how are they different?  WALT: identify what herbivores, carnivores and omnivores are.  identify features of birds.   * identify what mammals and birds need to survive. | What do fish and amphibians need to survive?  WALT: identify what fish and amphibians need to survive.  identify features of fish and amphibians. | What do reptiles and humans need to survive?  WALT: identify what reptiles and humans need to survive. explain how the needs of humans are similar or different from those of other animals? | What happens to your body when you exercise?  WALT: make predictions.  identify why exercise is good for your body.  Identify why exercise is good for your mind. | | Why is food important to humans?  WALT: identify what a healthy diet is. | | What is hygiene and why is it important?  WALT: describe what germs are.  investigate why it is important to keep clean. | | Why is it important to brush your teeth?  WALT; explain why brushing your teeth is important. |
| **Art and DT** | How can we make a chair for Baby Bear? | | | | | | | | | |
|  | How can we make structures more stable? Exploring Stability  WALT: explore the concept and features of structures and the stability of different shapes | What makes a structure strong? Strengthening Materials  WALT: understand that the shape of the structure affects its strength | How can we make a chair for Baby Bear?  Making Baby Bear’s Chair  WALT: make a structure according to design criteria. | | | How can we improve our chair?  Fixing and Testing bay Bear’s Chair  WALT: produce a finished structure and evaluate its strength, stiffness and stability. | |  | |
| **Music**  **Musical Me!** | How can we use timbre and dynamics to create a group musical composition? | | | | | | | | | |
| Can we sing and play an instrument at the same time?  WALT: take part in a class performance, singing and playing the pulse at the same time. | * Can we choose and play appropriate dynamics and timbres for a piece of music? * WALT: copy back a rhythm (patterns) at the right dynamic (volume) and: recognise that all instruments have their own timbre (unique sound). | Can we use musical notation to play melodies?  WALT: recognise that melodies (tunes) can be written down using letters and play a melody (tune) from letter notation (letter names). | * How can we use letter notation to write our own melody? * WALT: play our melody back form the letter names written. | | | How can we use timbre and dynamics to create a musical composition?  WALT: work as part of a group to create a piece of music.  WALT: make my composition more interesting by adding timbre and dynamics. | |  | |
| **R.E.** | Who is Muslim and how do they live? | | | | | | | | | |
| Who is important to you and why?  WALT: identify who is important to us and why. | What do Christians think about God? Where do Christians think they might find God?  WALT: discuss where people think they might find God. | What do Muslims think about God?  WALT: recognise the Shahadah as a key expression of Muslim belief about God.  WALT: share examples of how Muslims use the Shahadah to show what matters to them. | * Who was the Prophet Muhammad and why is he important to Muslims? * WALT: connect the words of the Shahadah with the Muslim belief in the Prophet Muhammad as God’s messenger. | | | * How do stories about the Prophet Muhammad show that he inspired people?   How do Muslims use the stories to guide their beliefs and actions in their everyday lives?   * WALT: share examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) * WALT: make connections between the stories and how Muslims live their own lives. | |  | |

**Critical Path - Other Our Wonderful World Value: Courage YEAR 2 Term: Autumn 1 2024**

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| **Maths** | **Place Value:**  -Numbers to 20.  -Count in 10s.  -Count in 10s and 1s.  -Recognise 10s and 1s.  -Build a number from 10s and 1s. | **Place Value:**  -Use a place value grid  -Partition numbers to 100.  - Partition numbers flexibly within 100.  -Write numbers to 100 in an expanded form.  - 10s on a number line to 100. | | **Place Value:**  - 10s and 1s on a number line.  - Estimate numbers on a number line.  - Compare numbers.  - Order numbers. | | **Place Value:**  - Count in 2s, 5s and 10s.  - Count in 3s.  **Addition and Subtraction:**  - Fact Families.  - Learn number bonds.  -Add and subtract two multiples of 10. | | **Addition and Subtraction:**  - Fact Families.  - Learn number bonds.  - Complements to 100 (tens)  - Add and subtract 1s.  - Add by making 10.  - Add using a number line. | | **Addition and Subtraction:**  - 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. | | **Addition and Subtraction:**  - 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 number – not across 10. | **Addition and Subtraction:**  - Subtract a 2-digit number from a 2-digit number – across 10.  - How many more? How many fewer?  - Subtraction – find the difference.  - Compare number sentences.  - Missing number problems.  - Mixed addition and subtraction.  - Two-step problems. |
| **Computing** | What is a computer? | | | | | | | | | | | |  |
| What parts make up a computer?  WALT: name and explain the purpose of different computer parts. | | How is technology controlled?   * WALT: recognise that people control technology and recognise that technology follows instructions. | * What is technology and where can you find it? WALT: suggest what might have a computer inside. and explain why we think this. | Can you create a design for an invention?   * WALT:  include an input and output as part of our invention. And explain how it works, including how to control it. | | What is the role of a computer?   * WALT: explain where computers are used and identify what their job is. | | How can we keep ourselves safe whilst using computers?  WALT: identify how we can keep ourselves safe whilst using a computer. | |  | |  |
| **PE**  **Rule Making and Outdoor Adventure/**  **Team building activities.** | How can complex fundamental movements and skills help us succeed in a game situation? | | | | | | | | | | | | |
| How do we throw and receive?  WALT: continually develop fundamental skills.  take part in competitive activities. | | How is playing in a team different to individually?  WALT:  begin to work as a team.  further develop thinking and creativity. | Why are rules important to a game?  WALT:  create different rules for games.  continually develop fundamental skills. | Why are teammates important in games?  WALT:  take part in competitive activities.  begin to work as a team. | | How can different rules affect a game?  WALT:  further develop thinking and creativity.  create different rules for games. | | Can we combine teamwork, fundamental skills and creativity in a team game?  WALT:  continually develop fundamental skills.  take part in competitive activities.  begin to work as a team.  further develop thinking and creativity.  create different rules for games. | | Can we combine teamwork, fundamental skills and creativity in a team game?  WALT:  continually develop fundamental skills.  take part in competitive activities.  begin to work as a team.  further develop thinking and creativity.  create different rules for games. | | Can we combine teamwork, fundamental skills and creativity in a team game?  WALT:  continually develop fundamental skills.  take part in competitive activities.  begin to work as a team.  further develop thinking and creativity.  create different rules for games. |
| **PSHE**  Me and My Relationships  Health and wellbeing:  Healthy Lifestyles SCARF resources  Link to Trickbox | Me and My Relationships – What are feelings and how can we manage them? | | | | | | | | | | | |  |
| What are our PEclassroom pledges? Our ideal classroom  WALT: suggest actions that will contribute positively to the life of the classroom and make and undertake pledges based on these actions. | | How can you describe a person’s feelings?  How are you feeling today?  WALT: use a range of words to describe feelings and recognise that people have different ways of expressing their feelings. | How can we deal with different feelings and how can we get help if we need it?  Let’s all be happy!  WALT: recognise, name and understand how to deal with feelings and explain where someone could get help if they were being upset by someone else’s behaviour. | What is friendship?  Being a good friend  WALT: recognise that friendship is a special kind of relationship and identify some of the ways that good friends care for each other. | | What is the difference between bullying and isolated unkind behaviour?  How can we deal with bullying behaviour?  Types of bullying Don’t Do That!  WALT: explain the difference between bullying and isolated unkind behaviour and identify strategies to deal with these behaviours. | |  | |  | |  |