# Critical Pathway - Creative Caring over Time taught through the value of Compassion   Year Two   Term: Spring 2 2026

| | Week 1 23.02.26 | Week 2 02.03.26 | Week 3 09.03.26 | Week 4 16.03.26 | Week 5 23.03.26 ECO WEEK |
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| **Literacy Theme** | **Egg Box Dragon written by Richard Adams Character exploration. Setting descriptions and recapping key events.** | **Egg Box Dragon written by Richard Adams Innovated character description Letter writing. Report writing.** | **Egg Box Dragon written by Richard Adams Recount- edit and revise their own work and the work of others.** | **Florence Nightingale written by Lucy Lethbridge Florence Nightingale written by Maria Isabel Sanchez Vegara Sentence formation and different sentence types.** | **Hoorah for Mary Seacole written by Trish Cooke Planning, drafting and writing a report.** |
| **Written Outcomes** | • Describe the Egg Box Dragon.<br>• Write sentences to describe events in the story.<br>• Share ideas verbally.<br>• Setting descriptions – linked to the places Egg Box Dragon had visited. | • Write a letter to the Queen<br>• Create and describe a new character.<br>• Report writing based on the Egg Box Dragon's talent. | • Write a recount in role as the Egg Box Dragon.<br>• Edit and improve a recount. | • Role play scenarios involving Florene Nightingale.<br>• Write using different sentence types.<br>• Note taking – writing complete sentences.<br>• Extend sentences using conjunctions. | • Plan, draft and write a report about Florence and Mary.<br>• Edit and improve reports. |
| **Guided Reading Focus** | Inference Iggy/Retrieval Rex/Vocabulary Victor Reading shorter pieces of text and answering questions about the text. Making links between texts/books read. | Inference Iggy/Retrieval Rex/ Vocabulary Victor Reading shorter pieces of text and answering questions about the text. Making links between texts/books read. | Inference Iggy/Retrieval Rex/ Vocabulary Victor Reading longer pieces of text and answering questions about the text. Making links between texts/books read. | Inference Iggy/Sequencing Suki/Retrieval Rex/ Vocabulary Victor Reading longer pieces of text and answering questions about the text. Making links between texts/books read. | Inference Iggy/Sequencing Suki/Retrieval Rex/ Vocabulary Victor Reading longer pieces of text and answering questions about the text. Making links between texts/books read. |
| **SPaG Focus** | Teaching Focus: **/eer/**as **ear, eer** and **ere.** | Teaching Focus: **/air/**as **air, are, ear** and **ere**. | Teaching Focus: **/s/**as **s, ss, c (e,i,y) ce, se, sc** and **st** | Teaching Focus: **/j/**as j, **g (e,i,y) j (dge)** and **j (ge).** | Teaching Focus: Homophones and near-Homophones |
| **Handwriting** | Tracking Assessment Lessons 37 -41 | Lessons 42 - 46 WALT: listen to and write a short paragraph correctly 'Bath Time!' | Lessons 47 – 51 WALT: revisit correct orientation of numbers 0-9 | Lessons 52 – 56 WALT: complete a dictation exercise writing sentences 'A Gold Ring'. | Lessons 57 – 61 WALT: write examples of verbs. |

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| | WALT: listen and write a set of simple sentences correctly.<br>-write a selection of high frequency words.<br>-listen to and write a short paragraph correctly.<br>-complete a dictation activity – 'Bath time!'<br>Sentence construction.<br>-complete a high frequency word activity. | - complete a dictation exercise writing sentences 'Mum and Dog'.<br>- write a selection of high frequency words.<br>- listen to and write a short paragraph correctly 'Mum and Dog'.<br>- complete a dictation exercise writing sentences 'The Wild Fox'. | and maths symbols x and = (2x table).<br>- listen to and write a short paragraph correctly 'The Wild Fox'.<br>-complete a dictation exercise writing sentences 'The cats'.<br>-revisit correct orientation of numbers 0-9 and maths symbols x and = (5x table).<br>- listen to and write a short paragraph correctly 'The cats'. | -revisit correct orientation of numbers 0-9 and maths symbols x and = (10x table).<br>- listen to and write a short paragraph correctly 'A Gold Ring'.<br>- write words containing the long 'a' sound.<br>-write examples of nouns. | - write words containing the long 'e' sound.<br>-revisit the correct orientation of capital letters.<br>-write examples of adjectives.<br>- write words containing the long 'i' sound. |
| **History** | **How should we remember Florence Nightingale and Mary Seacole?** | | | | |
| | Why is Florence Nightingale Remembered today and what<br>did she do in her life?<br>**WALT:** understand that Florence<br>is principally remembered as a<br>nurse, a long time ago and was connected with a major war.<br>sequence at least 4 events.<br>recognise that Florence had a long life helping soldiers and then developing nursing after the war. | Why do you think Florence took the brave steps to go to the Crimea and who influenced her?<br>**WALT:** identify the key moments of Florence's early life.<br>recognise features of her character.<br>give two valid reasons for her<br>decision to go to the Crimea.<br>explain the influence of individuals on her decision. | What did Florence do to help the soldiers and did everyone<br>have the same opinion of her?<br>**WALT:** describe the main changes Florence introduced.<br>understand that not all people<br>welcomed her with open arms. | How can we work out why Mary Seacole is famous?<br>**WALT:** draw conclusions from simple visual clues, such as a portrait, paintings and a plaque.<br>understand that Mary was Jamaican and lived about 200 years ago.<br>Understand that from the outset that she was not a trained nurse but helped British soldiers during important battles, especially in the Crimean War.<br>recognise that she is now thought to the greatest black Briton and is celebrated in many ways including a recent statue opposite Houses of Parliament in London. | How important was Mary's work in the Crimean war? And how do we know?<br>**WALT:** explain Mary's role in setting up her hotel.<br>identify what she did to improve soldier's lives in terms of providing food, comfort etc.<br>recognise that she visited the battlefield to tend to injured soldiers during ceasefires.<br>find evidence to support statements made about Mary.<br>Challenge: find more than one source to support some statements and say which we think offers stronger proof.<br>How should we remember Florence Nightingale and Mary Seacole? |

| | | | | | WALT: understand that there are different ways of commemorating famous people.<br>evaluate both Florence and Mary in terms of appropriateness and personal choice. |
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| | | | appreciate that her achievement went a long time before being properly recognised. | | |
| **Science**<br>**Living Things and their Habitats** | What is a desert habitat?<br>**WALT:** explore desert habitats.<br>identify animals that live in a desert habitat.<br>identify plants that live in a desert habitat.<br>What is an ocean habitat?<br>**WALT:** explore ocean habitats.<br>identify animals that live in an ocean habitat.<br>identify plants that live in an ocean habitat. | What is a woodland habitat?<br>**WALT:** explore woodland habitats.<br>identify animals that live in a woodland habitat.<br>identify plants that live in a woodland habitat.<br>What is a microhabitat?<br>**WALT:** explore microhabitats.<br>identify animals that live in microhabitats.<br>identify plants that live in microhabitats. | How do habitats have an impact on the diet of creatures living there?<br>**WALT:** explore habitats and diet.<br>Investigate how the habitat affects the diet of the creatures living there. | What is a food chain?<br>**WALT:** explore food chains and how they work in different habitats.<br>identify plants and animals that are in a food chain.<br>construct food chains. | Is this thing living, is it dead or has it never been alive?<br>**WALT:** explore which things are living.<br>explore which things are dead.<br>explore which things have never been alive.<br>Explore similarities and differences between these different groups of things. |
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**What different habitats are there on planet Earth and what lives in each habitat?**

| **Working Scientifically Skills** | **Working scientifically:**<br>Using their observations and ideas to suggest answers to questions.<br>Identifying and classifying. | **Working scientifically:**<br>Identifying and classifying.<br>Observing closely, using simple equipment. | **Working scientifically:**<br>Gathering and recording data to help in answering questions. | **Working scientifically:**<br>Gathering and recording data to help in answering questions. | **Working scientifically:**<br>Identifying and classifying. |
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| **Art and Design:**<br>**Drawing –**<br>**Understanding tone and texture** | How can we explore drawing techniques using a range of materials?<br>**Exploring and drawing materials.**<br>**WALT:** explore drawing techniques using a range of materials. | How can we explore and describe texture through touch and rubbings.<br>**Understanding and creating texture.**<br>**WALT:** explore and describe texture through touch and rubbings. | What is tonal shading?<br>**Exploring tonal shading.**<br>**WALT:** develop tonal shading skills using control and pressure. | How can you sketch and refine a drawing?<br>**Sketching and refining a drawing.**<br>**WALT:** develop an initial sketch for an observational drawing. | How can we use tone and texture to create an observational drawing?<br>**Creating an observational drawing.**<br>**WALT: use tone and texture to create an observational drawing.** |
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**How do artists use tone and texture whilst creating observational drawings?**

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| | Week 1 23.02.26 | Week 2 02.03.26 | Week 3 09.03.26 | Week 4 16.03.26 | Week 5 23.03.26 |
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| **Maths** | Multiplication and Division<br><br>**WALT:**<br>recognise equal groups.<br>make equal groups.<br>add equal groups.<br>introduce the multiplication symbol.<br>complete multiplication sentences. | Multiplication and Division<br><br>**WALT:**<br>use arrays.<br>make equal groups, using grouping.<br>make equal groups, using sharing.<br>recall/learn the two times table.<br>divide by two.<br>double and halve numbers.<br>identify odd and even numbers. | Multiplication and Division<br><br>**WALT:**<br>recall/learn the ten times table.<br>divide by ten.<br>recall/learn the five times table.<br>divide by five. | Multiplication and Division<br>Length and Height<br><br>**WALT:**<br>use bar modelling whilst grouping.<br>use bar modelling whilst sharing.<br>**WALT:** measure in cm.<br>measure inn m.<br>compare lengths and heights. | Length and Height<br>Mass<br><br>**WALT:** order lengths and heights.<br>complete word problems involving length and height.<br>**WALT:** compare mass.<br>measure in grams.<br>measure in kilograms. |
| **Music Instruments Musical Storytelling** | *Can you create a musical story performance?* | | | | |
| | What story do you think this piece of music is telling?<br>Listening for dynamics and tempo<br>WALT: explore listening and analysing a piece of music in relation to a story. | How can music and sound effects tell a story?<br>Sounds effects and dynamics<br>WALT:  explore how music and sound effects can tell a story. | Can you match different sounds to different events?<br>Creating and soundscape<br>WALT: select appropriate sounds to match events, characters and feelings in a story. | How can you use sounds to represent events?<br>Using sounds to represent events<br>WALT:  suggest appropriate sounds to represent parts of a story. | Can you demonstrate changes in tempo and dynamics in your musical story performance?<br>Musical story performance<br>WALT: perform a composition showing changes in tempo and dynamics. |
| **Computing Programming** | *How can you record data and create tally charts and pictograms?* | | | | |
| | What is a tally chart?<br>How can I record data using a tally chart?<br>WALT: record data in a tally chart. | How can you enter data onto a computer?<br>WALT: enter data onto a computer.<br>use a computer to view data in a different format. | How can you use a tally chart to create a pictogram?<br>WALT: organise data in a tally chart.<br>use a tally chart to create a pictogram. | What is an attribute?<br>WALT: tally objects using a common attribute.<br>create a pictogram to arrange objects by an attribute.<br>answer more than/less | Can you collect data and then create a pictogram?<br>WALT: choose a suitable attribute to compare people.<br>collect the data I need.<br>create a pictogram and |

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| | represent a tally count as a total.<br>compare totals in a tally chart. | use pictograms to answer simple questions about objects. | explain what the pictogram shows. | than, most/least questions about an attribute. | draw conclusions from it.<br><span style="color:red">How can you use a computer to present information in different ways?</span><br>WALT: use a computer program to present information is different ways.<br>share what I have found out using a computer.<br>give simple examples of why information should not be shared. |
| **PSHE**<br>**Valuing Difference**<br>**Includes British Values focus**<br>-Recognising, valuing and celebrating difference<br>-Developing tolerance and respect | <span style="color:red">How can we recognise, value and celebrate difference?</span> | | | | |
| | <span style="color:red">What makes us who we are?</span><br>WALT: identify some of the physical and non-physical differences and similarities between people;<br>know and use words and phrases that show respect for other people. | <span style="color:red">Who is special to you and why?</span><br>WALT: identify people who are special to them;<br>explain some of the ways those people are special to them | <span style="color:red">How do we make others feel?</span><br>WALT: recognise and explain how a person's behaviour can affect other people. | <span style="color:red">How does it feel to be part of a group? How does it feel to be left out?</span><br>WALT: explain how it feels to be part of a group;<br>explain how it feels to be left out from a group;<br>identify groups they are part of;<br>suggest and use strategies for helping someone who is feeling left out. | <span style="color:red">What is an act of kindness?</span><br>WALT: recognise and describe acts of kindness and unkindness;<br>explain how these impact on other people's feelings;<br>suggest kind words and actions they can show to others;<br>show acts of kindness to others in school. |
| **R.E.**<br>1.5 Why does **Easter** matter to Christians and how do people celebrate it? U C a b | <span style="color:red">Why does Easter matter to Christians and how do people celebrate it?</span> | | | | |
| | <span style="color:red">What does the story of Holy Week show Christians about Jesus?</span><br>WALT: discuss the idea that people need to be rescued and how this is central to the Christian 'Big Story'.<br>identify Christian beliefs about Jesus as Saviour and discuss how they connect | <span style="color:red">How might Christians celebrate Easter?</span><br>WALT: identify and describe some Easter traditions and rituals that remind people of the story of Jesus, Holy Week and new life. | <span style="color:red">How might Christians in Gloucestershire celebrate Easter?</span><br>WALT: identify ways in which Christians in the local area celebrate Easter. | <span style="color:red">How is Easter celebrated by Christians around the world?</span><br>WALT: identify and describe how Christians around the world celebrate Easter. | <span style="color:red">Is Easter about salvation for everyone who celebrates it?</span><br>WALT: identify how people, not only Christians, celebrate at Easter.<br>Discuss how Christmas has expanded beyond the Christian community into the wider society. |

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| | with the story of Holy Week. | | | | |
| **PE**<br>**Spring 2 - Sending and Receiving (Invasion)** | <span style="color:red">**Can I show controlled passing and dribbling in an invasion game scenario?**</span> | | | | |
| | <span style="color:red">**Can I aim towards a stationary target?**</span><br>**WALT:** further increase their understanding of space.<br>begin to aim towards a given target. | <span style="color:red">**Can I show accuracy when using a range of balls?**</span><br>**WALT:** further increase their understanding of space.<br>accurately pass and receive a range of balls. | <span style="color:red">**Can I pass and receive with a partner?**</span><br>**WALT:** pass a ball using different parts of the body.<br>receive a ball using different parts of the body. | <span style="color:red">**What are different techniques to send and receive?**</span><br>**WALT:** begin to aim towards a given target.<br>accurately pass and receive a range of balls. | <span style="color:red">**Can I combine sending and receiving into a game?**</span><br>**WALT:** pass a ball using different parts of the body.<br>receive a ball using different parts of the body.<br><span style="color:red">**Can I use sending and receiving skills into invasion games?**</span><br>**WALT:** begin to aim towards a given target.<br>accurately pass and receive a range of balls.<br>further increase their understanding of space.<br>pass a ball using different parts of the body.<br>receive a ball using different parts of the body. |
| **PE**<br>**Spring 2 - Sending and Receiving (Invasion)** | <span style="color:red">**Can you develop your throwing, receiving & striking skills to play a team game?**</span> | | | | |
| | <span style="color:red">**What are overarm and underarm throws?**</span><br>WALT: work well with a partner or small group.<br>demonstrate an underarm and overarm throw. | <span style="color:red">**How can you receive equipment in different ways?**</span><br>WALT: work well with a partner or small group.<br>receive equipment in different ways.<br>listen and follow instructions. | <span style="color:red">**How can you strike with accuracy?**</span><br>WALT: develop striking with accuracy.<br>demonstrate an underarm and overarm throw.<br>listen and follow instructions.<br>WALT: develop striking with accuracy.<br>demonstrate an underarm and overarm throw. | <span style="color:red">**Can you demonstrate an overarm and an underarm throw?**</span><br>WALT: demonstrate an underarm and overarm throw.<br>receive equipment in different ways.<br>listen and follow instructions. | <span style="color:red">**Can you play a game using your batting skills?**</span><br>WALT: work well with a partner or small group<br>To develop striking with accuracy.<br>demonstrate an underarm and overarm throw.<br>receive equipment in different ways.<br>listen and follow instructions. |

| | | | receive equipment in different ways. | | |
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