Critical Pathway – Creative Dynamic Discoveries! Taught through the value of Creativity YEAR 2 Term: Summer Term 2 2025

	Week 1 02.06.25 Francophone Week	Week 2 09.06.25	Week 3 16.06.25 Global Awareness Week	Week 4 23.06.25	Week 5 30.06.25	Week 6 07.07.25	Week 7 14.07.25
Literacy Theme	Emily Brown and the Thing (Cressida Cowell) Explanation text	Emily Brown and the Thing (Cressida Cowell) Descriptive Writing	Emily Brown and the Thing (Cressida Cowell) Instructional Text	Emily Brown and the Thing (Cressida Cowell) Innovated Story	Non-Fiction: Recount about an event/personal experience.	Poetry My Memories of Year 2 All About Me	My Memories of Year 2 All About Me
Written Outcomes	Making a prediction. Explanation Text: How to catch a Thing.	Descriptive Writing: Describe the Thing.	Instructional Text: How to Look After a Thing How to give your Thing a bath.	Innovate the story. Identify a further three places for Emily Brown and The Thing to visit. Children will be given the opportunity to edit and revise their own work and the work of others.	Recount about a personal experience. Edit and revise recount.	Create a poem all about 'me'.	Write a transition booklet for Y3 teacher
Guided Reading Focus	Inference Iggy/Retrieval Rex Reading shorter pieces of text and answering questions about the text. Making links between texts/books read.	Inference Iggy/Retrieval Rex Reading longer pieces of text and answering questions about the text. Making links between texts/books read.	Inference Iggy/Sequencing Suki/Retrieval Rex Reading longer pieces of text and answering questions about the text. Making links between texts/books read.	Inference Iggy/Sequencing Suki/Retrieval Rex Reading longer pieces of text and answering questions about the text. Making links between texts/books read.	Inference Iggy/Sequencing Suki/Retrieval Rex Reading longer pieces of text and answering questions about the text. Making links between texts/books read.	Inference Iggy/Sequencing Suki/Retrieval Rex Reading longer pieces of text and answering questions about the text. Making links between texts/books read.	Poetry -reading and listening to a range of different poems.
SPaG Focus	Week 28 Teaching Focus: /l/ as **l** /l/ as **ll** /ul/ as **le**, **il** /ul/ as **al**, **el** Handwriting: the half-height, down **p**, **i**, **j** the half-height, bowl **u**, **y**	Week 29/30 Teaching Focus: Suffixes adding -ing/-ed/-er/-est/-y to words of one syllable ending in a single consonant letter after a single vowel letter. Handwriting: the half-height, bowl v, w the odd ones x, z, e	Week 31 Teaching Focus: /i/ as i. /i/ as y. /o/ as o. /o/ as (w)a, (qu)a. Handwriting: the 'c' letters c, a, d, s, g, o	Week 32 Teaching Focus: /e/ as e. /e/ as ea. /zh/ as s, si. /zh/ as ge. Handwriting: the 'c' letters qu, f the tall ascenders l, t, h	Week 33 Teaching Focus: /ch/ as ch. /ch/ as tch. /ch+u/ as ture. /ch+u/ as ture Handwriting: the tall ascenders b, k the half-height, down r, n, m	Week 34 Teaching Focus: /sh/ as sh. /sh/ as ch. /sh/ as ci and ti. /sh/ as ssi. Handwriting: the half-height, down p, i, j the half-height, bowl u, y	Week 35/36 Teaching Focus: Contractions Suffixes -ment Suffixes -ness Suffixes -ful Suffixes -less Suffixes -ly Handwriting: leading to washing line join/ the half-height, bowl v, w the odd ones x, z, e, o, r, re, v, w, x
History Explorers	**Why are Scott of the Antarctic and Neil Armstrong famous?**						
	Why do you think Captain Scott is famous today?	How did Scott manage to get to the South	Has man ever been to the moon and how can we know for sure?	Why did the astronauts risk their	Does everyone agree that we should	What makes a significant historical person? How should we	

	WALT: make informed guesses and inferences using clues from a photograph.	Pole and what happened when he got there? WALT: grasp nature of journey and correctly sequence between 4 and 6 stages. use evidence to establish events and discuss the setbacks he faced. explore internal clues within a photograph and use knowledge of the context of the time in which the photo was taken to explain reasons for emotions shown.	WALT: combine clues to infer what the mystery picture might be. place the First Moon Landing approximately on a timeline of the last 100 years. consider the type of evidence available to historians studying the Moon landing of 1969. match statements to specific pieces of evidence. understand that people are sceptical as to whether it ever happened and know some reasons why (flag, etc).	lives to go to the Moon? WALT: consider characteristics of an astronaut, drawing on knowledge of Scott of the Antarctic. raise valid questions to ask teacher-in-role as Neil Armstrong. give at least 3 reasons that motivated him and reject spurious ones. Challenge: discuss the Space Race.	continue to send people to the moon? WALT: give at least 2 reasons FOR and AGAINST further moon travel. work in groups and make effective contributions whilst listening to the views of others.	commemorate these achievements? WALT: offer valid ideas, recognising how we remember famous people. compare the achievements of the two explorers, grasping their real significance. recognise that some ideas would be more effective than others. Challenge: develop an awareness of how Scott was viewed in 1912 and can contrast that with his image 100 years later. Children will see that there are opposing views of Scott today. Some say he wasn't well organised and made bad decisions.	
Science Plants, Animals and Humans	**Plants: What do bulbs and seeds need to grow?**					**Why is it important to care for wildlife?**	
	Is this a bulb or a seed? WALT: group bulbs and seeds. describe the similarities and differences between bulbs and seeds.	What do bulbs and seeds need to grow? WALT: identify what plants need to grow healthily.	Where could you plant your bulbs and seeds in school? How do bulbs and seeds change over time? WALT: make predictions. plan an investigation.	How do bulbs and seeds change over time? WALT: describe what has happened to the bulbs and seeds over time?	Can you explain what you have found out about what plants and bulbs need to grow healthily? WALT: explain what plants and bulbs need to grow healthily.	What does wildlife do for us? WALT: identify the ways in which wildlife helps humans.	What can we do for wildlife? WALT: identify ways in which we can care for wildlife.
Working Scientifically	Working scientifically – Observing closely, using simple equipment.	Working scientifically – Record and communicate their findings in a range of ways and begin to use	Working scientifically – Asking simple questions and recognising that they	Working scientifically – Performing simple tests	Working scientifically – Observing closely, using simple equipment.	Asking simple questions and recognising that they can be answered in different ways.	Using their observations and ideas to suggest answers to questions.

		simple scientific language (non-statutory).	can be answered in different ways.				
Design and Technology Fairground Wheel	**How can we make a fairground wheel?**						
	What do we need to include in a Ferris wheel design? Designing a Ferris wheel: Walt: explore wheel mechanisms and design a Ferris wheel.	How can we plan how to build a Ferris wheel? Planning the build: WALT: select appropriate materials.	How can we build the frame and the wheels? Building the frame and the wheels: WALT: build and test a moving wheel.	Can you use your design to add decoration to your Ferris wheel? Adding pods and decoration: WALT: make a structure with a rotating wheel.	Can you evaluate your Ferris wheel? Evaluate the completed product: WALT: evaluate a structure with a rotating wheel.		

Critical Pathway – Other Dynamic Discoveries! Taught through the value of Creativity YEAR 2 Term: Summer Term 2 2024

	Week 1 02.06.25	Week 2 09.06.25	Week 3 16.06.25	Week 4 23.06.25	Week 5 30.06.25	Week 6 07.07.25	Week 7 14.07.25
Maths	Capacity and Temperature: WALT: compare volume and capacity. measure in millilitres. measure in litres.	Problem solving and efficient methods: WALT: identify missing numbers. use mental addition and subtraction.	Problem solving and efficient methods: WALT: solve problems using addition and subtraction.	Position and Direction: WALT: use the language of position. describe movement. describe turns. describe movement.	Position and Direction: make patterns by turning shapes. Statistics: WALT: make tally charts. complete tables. interpret tables.	Statistics: WALT: create block diagrams. interpret block diagrams. draw pictograms (1 to 1).	Statistics: WALT: draw pictograms (1 to 2, 5 or 10). interpret pictograms (1 to 2, 5 or 10). PSR Friday

	measure. temperature using a thermometer. read thermometers. PSR Friday	use efficient subtraction. solve problems using addition and subtraction. PSR Friday	solve problems using multiplication and division. solve problems using the four operations. PSR Friday	and turns. PSR Friday	PSR Friday	interpret pictograms (1 to1). PSR Friday	
Music Dynamics, timbre, tempo and pitch patterns (Theme: Space)	**How can we create and perform a piece of music linked to space?**						
		How can we use our voices to create sounds? WALT: create a simple soundscape using dynamic changes.	How can you represent this piece of music using symbols and drawings? What are dynamics? WALT: listen to music and respond creatively, considering how dynamics can be represented.	What is similar and what is different about these two pieces of music? WALT: compare two pieces of music using musical vocabulary.	What is a pitch pattern? How can we create a pitch pattern to represent a planet? WALT: create a short pitch pattern to represent a planet.	How can you combine your soundscapes and your pitch patterns to perform a longer piece of music? WALT: perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics.	
Computing Data handling: International Space Station: The International Space Station (ISS) is a fascinating real-world setting for teaching how data is collected, used and displayed as well as the scientific learning of the conditions needed for plants and animals, including humans, to survive.	**Data Handling How can computers be used to help people live in space?**						
			What do computers do to help people survive in space? WALT: understand how computers can help people survive in space.	Can you create a digital drawing to show what would be important if you lived in space? WALT: create a digital drawing of essential items for life in space.	Why does the ISS have sensors? WALT: identify the role of the sensors on the ISS.	How can you create an algorithm to help grow a plant in space? WALT: create an algorithm for growing a plant in space.	What does this data tell you? WALT: interpret data.

PE (PPA) Group Games (Strike & Field)	**How can I combine fundamental movements and teamwork into a group game?**						
	How can I use agility and co-ordination in group games? WALT: be able to work effectively within a small group. develop agility and co-ordination	Can I show spatial awareness to safely play team games in small space? WALT: develop co-ordination when running. negotiate space effectively in group games.	Can I create games to test fundamental skills? WALT: develop agility and co-ordination. attempt to create a group game using small equipment.	Can I show Co-ordination while travelling in group games? WALT: be able to work effectively within a small group. develop co-ordination when running.	Can I link creative movements and spatial awareness in mini games? WALT: negotiate space effectively in group games. attempt to create a group game using small equipment.	Can I combine fundamental movements with teamwork to succeed in team games? WALT: work effectively within a small group. attempt to create a group game using small equipment. develop agility and co-ordination. negotiate space effectively in group games. develop co-ordination when running.	Can I combine fundamental movements with teamwork to succeed in team games? WALT: work effectively within a small group. attempt to create a group game using small equipment. develop agility and co-ordination. negotiate space effectively in group games. develop co-ordination when running.
PSHE Includes money/living in the wider world/environment	**Rights and Responsibilities How can we look after ourselves and make the right decisions?**						
	How can we get on with others? Getting on with others WALT: describe and record strategies for getting on with others in the classroom.	What strategies can I use when I am feeling frustrated and angry? When I feel like erupting WALT: explain, and be able to use, strategies for dealing with impulsive behaviour.	Who can help to keep you safe? Feeling Safe WALT: Identify special people in the school and community who can help to keep them safe; know how to ask for help.	How can we look after our environment? WALT: Identify what they like about the school environment; identify any problems with the school environment (e.g. things needing repair); make suggestions for improving the school environment; recognise that they all have a responsibility for helping to look after	What choices do you have when you are dealing with money? Harold saves for something special WALT: understand that people have choices about what they do with their money; know that money can be saved for a use at a future time; explain how they might feel when they spend money on different things.	What items can you spend your money on? Harold goes camping WALT: recognise that money can be spent on items which are essential or non-essential; know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.	How can you stay safe when you are using the internet? Playing Games WALT: discuss how to stay safe whilst using the internet.

				the school environment.			
Religious Education 1.8: What makes some places sacred to believers?	**What makes some places sacred to believers?**						
		Which place of worship is sacred for Christians? WALT: give three examples of what people do in a church and why they do it -describe how three objects are used in Christian worship -say what the three objects used in Christian worship mean or represent -give an example of a part of worship that shows what Christians believe about God -describe a story, object, symbol or action and describe the Christian belief that it shows -Describe three ways that people worship in a church -ask and answer two questions about what happens in a church.	Which place of worship is sacred for Jewish people? WALT: give three examples of what people do in a synagogue and why they do it -describe how three objects are used in Jewish worship -say what the three objects used in Jewish worship mean or represent -give an example of a part of worship that shows what Jewish people believe about God -describe a story, object, symbol or action and describe the Jewish belief that it shows -Describe three ways that people worship in a synagogue -ask and answer two questions about what happens in a synagogue …ask and answer two questions about what is similar or different about what happens in a synagogue and church	Which place of worship is sacred for Muslims? WALT: give three examples of what people do in a mosque and why they do it -describe how three objects or actions or are used in Muslim worship -say what the three objects or actions used in Muslim worship mean or represent -give an example of a part of worship or the Mosque that shows what Muslim people believe about God - describe a story, object, symbol or action and describe the Muslim belief that it shows - describe three ways that people worship in a mosque or at home -ask and answer two questions about what happens in a mosque -ask and answer two questions about what is similar or different about what happens in a mosque	How are places of worship similar and different? Why are places of worship important to our community? WALT: describe how key artefacts/symbols are used in more than one place of worship -describe three aspects of what happens in two places of worship during a time of worship -describe how a story, object, symbol or action show a Christian belief -describe how a story, object, symbol or action show a Muslim or Jewish belief -give three reasons why people like to belong to places of worship -give two reasons why a place of worship is sacred to believers -give two similarities and two differences between a religious and non-religious place in your community	How are places of worship similar and different? Why are places of worship important to our community? WALT: describe how key artefacts/symbols are used in more than one place of worship -describe three aspects of what happens in two places of worship during a time of worship -describe how a story, object, symbol or action show a Christian belief -describe how a story, object, symbol or action show a Muslim or Jewish belief -give three reasons why people like to belong to places of worship -give two reasons why a place of worship is sacred to believers -give two similarities and two differences between a religious and non-religious	

				and a church or synagogue		place in your community	