

Critical Pathway – Creative Coast to Coast! Taught through the value of Responsibility YEAR 2 Term: Summer Term 1 2024

	Week 1 08.04.24	Week 2 15.04.24	Week 3 22.04.24	Week 4 29.04.24	Week 5 06.05.24	Week 6 13.05.24	Week 7 20.05.24 Global Awareness Week
Literacy Theme	Egg Box Dragon Character Description Story innovation- edit and revise their own work and the work of others.	The Great Explorer Non-Fiction (Non-chronological Report Create a Polar Bear fact file/Poster	The Great Explorer Non-Fiction (Non-chronological Report Create a Polar Bear fact file/Poster	The Great Explorer Diary Entry Write an alternative story ending	Emily Brown and the Thing (Cressida Cowell) Explanation text	Emily Brown and the Thing (Cressida Cowell) Instructional Text	Emily Brown and the Thing (Cressida Cowell) Story Innovation
Learning/ Oral/ Written Outcomes	<ul style="list-style-type: none"> • Create and describe a new character. • Plan and write an innovated story of the Egg Box Dragon. 	<ul style="list-style-type: none"> • Activate and explore key features of a fact file. Include in own fact-file. • Fact File- Arctic animal Information text • Punctuation/ sentence types to be applied in own writing. • Create a non-fiction piece of text to model features of information texts headings, sub headings, captions, diagrams, labels, photographs. • Complete own non-chronological reports about an arctic animal. • Revise, edit and re-draft writing. 	<ul style="list-style-type: none"> • Activate and explore key features of a fact file. Include in own fact-file. • Fact File- Arctic animal Information text • Punctuation/ sentence types to be applied in own writing. • Create a non-fiction piece of text to model features of information texts headings, sub headings, captions, diagrams, labels, photographs. • Complete own non-chronological reports about an arctic animal. • Revise, edit and re-draft writing. 	<ul style="list-style-type: none"> • Plan and write a diary entry as the Great Explorer. • Edit and improve work. • Write an alternative story ending - imagine you are the great Explorer and write an alternative story ending. • Edit and improve work. 	<ul style="list-style-type: none"> • Explanation Text: How to catch a Thing. • Descriptive Writing. • Describe the Thing. 	<ul style="list-style-type: none"> • Instructional Text: How to Look After a Thing How to give your Thing a bath. 	<ul style="list-style-type: none"> • 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.
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	Teaching Focus: /j/ as j, g (e,i,y) j (dge) and j (ge). Handwriting: The half height down, p, i and j	Teaching Focus: Homophones and near-Homophones	Teaching Focus: Suffixes adding -ing, -ed, -est, -er and -y to words ending in -e with a consonant before it	Teaching Focus: /t/ as t, tt /t/ as ed /d/ as d, dd /d/ as ed	Teaching Focus: /n/ as n, nn /n/ as kn, gn /m/ as m, mm /m/ as mb	Teaching Focus: /k/ as c, k /k/ as ck, ch /r/ as r, rr /r/ as wr	Teaching Focus: /l/ as l /l/ as ll /ul/ as le, il /ul/ as al, el

	The half height bowl: u and 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	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
Geography Coastlines	What makes a coastal settlement different to an inland settlement?						
		Where are the seas and oceans surrounding the UK? WALT: locate the seas and oceans surrounding the UK.	What is the coast? WALT: explain what the coast is.	What are the features of the Jurassic coast? WALT: identify the physical features of the coast.	How do people use Weymouth? WALT: identify human features on the coast.	How do people use our local coast? (Data Collection) WALT: investigate how people use the local coast.	How do people use our local coast? (Findings) WALT: present findings on how people use the local coast.
Science Plants	Animals: What do animals need to survive?			Plants: What do bulbs and seeds need to grow?			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 birds 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?	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? WALT: identify what bulbs and seeds need to grow healthily. make predictions.	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.
Art Map it Out	How can we create a map using different craft techniques?						
		Creative Journey What is a map? Can you show a journey? WALT: investigate maps as a journey.	Relief maps How can we develop our drawing into 3D artwork? WALT: investigate maps as a journey.	Abstract Maps How can you create an abstract piece of art based on your map? WALT: experiment with a craft technique to develop an idea.	Print Possibilities How can you develop your ideas using printmaking? WALT: develop ideas and apply craft skills when printmaking.	Gallery Experience: How will you present your work so it is ready for a gallery exhibition? WALT: present artwork and evaluate it against a design brief.	
Design and Technology Making a Moving Monster	How can we make 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:	Can you use your design to make your monster? Making my monster: WALT: make a moving monster. Evaluate my monster and suggest next steps.			

			WALT: explore different design options.				
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Critical Pathway – Other Coast to Coast! Taught through the value of Responsibility YEAR 2 Term: Summer Term 1 2024

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Maths	<p>Division: WALT: divide by 5. Mass: WALT: compare mass. measure in grams. measure in kilograms.</p>	<p>Capacity and Temperature: WALT: compare volume and capacity. measure in millimetres. measure in litres. measure temperature using a thermometer. read thermometers.</p>	<p>Fractions: WALT: identify parts and wholes. equal and unequal parts. recognise a half. find a half. recognise a quarter. find a quarter.</p>	<p>Fractions: WALT: recognise and identify thirds. find the whole. identify unit and non-unit fractions. recognise the equivalence of a half and two quarters. recognise three quarters.</p>	<p>Fractions: WALT: count in fractions up to a whole. Time: WALT: read the time using o' clock and half past. read the time using quarter to and quarter past. tell the time to 5 minutes. minutes in an hour.</p>	<p>Time: WALT: identify the number of hours in a day Problem solving and efficient methods: WALT: solve word problems using my way and your way! use number facts. use a 100 square.</p>	<p>Problem solving and efficient methods: WALT: identify missing numbers. use mental addition and subtraction. use efficient subtraction. solve problems using addition and subtraction.</p>
Music	As part of a group, can you compose and then perform a call and response song based on animals?						
	<p>Going on a safari How can we create short sequences of sound? WALT: create short sequences of sound.</p>	<p>Rhythmic Safari How can we copy a short rhythm and recognise the notation? WALT: copy a short rhythm and recognise simple notation.</p>	<p>Call and response Can you learn and then sing a traditional song from Ghana? WALT: learn a traditional song from Ghana.</p>	<p>Rhythmic response What is a 'call and response' rhythm and can you create one? WALT: create rhythms based on 'call and response'</p>	<p>The Safari Event How can you add dynamics (volume) to a structure of rhythms? WALT: add dynamics (volume) to a structure of rhythms</p>		
PE (PPA) Athletics	What are athletic events?						
	<p>Can I use the push technique to send objects? WALT: run in a coordinated & fluent way over obstacles. develop awareness of distance & weight.</p>	<p>Can I use other throwing techniques to throw for distance? WALT: throw a range of different throwing implements. developing awareness of distance & height.</p>	<p>Can a strike a ball from a tee? WALT: hit a ball off a tee. run in a coordinated & fluent way over obstacles.</p>	<p>Can I develop accuracy as well as distance when throwing? WALT: develop an awareness of distance & weight. throw a range of different throwing implements.</p>	<p>Can I throw in an upward direction to maximize distance? WALT: develop an awareness of distance & height hit a ball off a tee.</p>	<p>Can I throw and strike in competitive games? WALT: run in a coordinated & fluent way over obstacles. develop an awareness of distance & weight. throw a range of</p>	<p>Can I throw and strike in competitive games? WALT: run in a coordinated & fluent way over obstacles. develop an awareness of distance & weight. throw a range of</p>

						different throwing implements. Develop an awareness of distance & height. hit a ball off a tee.	different throwing implements. Develop an awareness of distance & height. hit a ball off a tee.
PE (PPA) Striking for accuracy (Net Games) AC CPD Tag Rugby	Can I strike a ball with accuracy and power in a range of sports?						
	How can I use a tennis racket to strike a ball? WALT: aim, strike & follow through towards a target. hit an object with varying power using a racket.	Can I strike a shuttlecock towards a target? WALT: hit a ball or object towards a partner. explore a badminton racket and shuttlecock.	Can I aim with my weaker hand? WALT: attempt a 'forearm' or 'bump' pass (Volleyball). aim, strike & follow through towards a target.	How does power and direction affect the outcome of my hit? WALT: hit an object with varying power using a racket. hit a ball or object towards a partner.	How can I accurately serve a variety of distances? WALT: explore a badminton racket and shuttlecock. attempt a 'forearm' or 'bump' pass (Volleyball).	Can I display control and accuracy when serving in a variety of net games? WALT: aim, strike & follow through towards a target. hit an object with varying power using a racket. hit a ball or object towards a partner. explore a badminton racket and shuttlecock. attempt a 'forearm' or 'bump' pass (Volleyball).	Can I display control and accuracy when serving in a variety of net games? WALT: aim, strike & follow through towards a target. hit an object with varying power using a racket. hit a ball or object towards a partner. explore a badminton racket and shuttlecock. attempt a 'forearm' or 'bump' pass (Volleyball).
PSHE Being my Best	How can I look after myself to be the best I can be?						
	What are each of the stages of the learning line? You can do it! WALT: Explain the stages of the learning line showing an understanding of the learning process; Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning	What does choice mean? My Day! WALT: Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy	How can we keep ourselves clean and healthy? Harold's Postcard - helping us to keep clean and healthy WALT; explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses.	Why is dental hygiene important? Harold's Bathroom WALT: Explain the importance of good dental hygiene; Describe simple dental hygiene routines. My Body needs... Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health	What does my body do? WALT: Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood.	Basic First Aid: First Aid Champions	

	line in a given activity and apply its positive mindset strategies to their own learning.	and can make a difference to their own health.					
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<p style="text-align: center;">RE</p> <p>1.6: Who is Muslim and how do they live? (Part Two)</p>	Who is Muslim and how do they live?						
	<p>What do Muslims think about God? WALT: recognise that names can describe what people are like and what they do. -explain that Muslims use 99 names from the Qur'an to help them understand what God is like. -to give simple descriptions of what the names mean. -find some ways of expressing the meaning of the names through art/calligraphy. -express ideas about what impact believing that God is (e.g. kind, judge, forgiving) might have on Muslims.</p>	<p>Who was the Prophet Muhammad and why is he important to Muslims? WALT: connect the words of the Shahadah with Muslim belief in the Prophet Muhammad as God's messenger. - retell some stories about the Prophet Muhammad Some examples of ways that stories of Muhammad guide Muslims in how to live. - say why Muslims have great respect for Muhammad and try to follow him. - make connections between the stories and examples for Muslims and good ideas for living for their own lives.</p>	<p>What is the Qur'an? How, where, when and why do Muslims read the Qur'an? WALT: find out about the message given to Muhammad by exploring the story of the first revelation he received of the Holy Qur'an on the 'Night of Power'. - find out about how, where, when and why Muslims read the Qur'an. - explain why Muslims treat it as they do (wrapped up, put on a stand etc).</p>	<p>What can people learn from Muslim holy words? WALT: -recall the Shahadah and the role of Muhammad as God's messenger in Islam. -retell the story of the revelation of the Qur'an to the Prophet Muhammad. -think about how Muslims would treat their holy book. -identify and name ways in which Muslims show their respect for the Holy Qur'an Say why Muslims have great respect or the Qur'an and try to obey it. -make connections between the example of Muslim treatment of the Qur'an and good ideas for living for their own lives.</p>	<p>What difference does worshipping God make to Muslims? WALT: identify the five pillars of Islam, recognising Shahadah, and talking about how the pillars are ways in which Muslims worship God. -describe simply how, when and why Muslims pray. - reflect on how praying might help Muslims in their daily life. -make connections between the example of Muslim ways of living and some good ideas for living for their own lives.</p>		