

Critical Pathway: YEAR 1/2 Teacher: Mrs Thomas and Mrs Madurasinghe Term: Summer 2

| | 1 1.6.26 | 2 8.6.26 | 3 15.6.26 | 4 22.6.26 | 5 29.6.26 | 6 6.7.26 | 7 13.7.26 |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|-----------------------|-------------------------------------------------------|---------------------|----------------|
| English objectives Ongoing skills National curriculum | <p>Y1</p> <p>Handwriting</p> <ul style="list-style-type: none"> - Sit correctly at a table, holding a pencil comfortably and correctly - Identify which letters belong to 'handwriting families' - Begin to correctly form lower-case letters in the correct direction, starting and finishing in the right place - Form capital letters <p>Composition</p> <ul style="list-style-type: none"> - Write sentences by saying out loud what they are going to write about - Use the appropriate terminology when discussing their work - Discuss what they have written with the teacher or other pupils - Check their writing makes sense by re-reading what they have written <p>Transcription</p> <ul style="list-style-type: none"> - Spell words using set 2 and 3 RWI sounds, - Write from memory sentences dictated by a teacher using the GPC's and common exception words learnt so far. - Spell year 1 common exception words from memory. <p>Reading</p> <ul style="list-style-type: none"> - Develop pleasure in reading and motivation to read by listening to and discussing a wide range of poems, stories and non-fiction texts. - Make links between what they read or hear read and their own experiences - Explain clearly their understanding of what is read to them and take part in discussions listening to others ideas. - Demonstrate an understanding of texts by using vocabulary learned - Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words <p>Y2</p> <p>Handwriting</p> <ul style="list-style-type: none"> - Form lower-case letters of the correct size relative to one another - Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - Use spacing between words that reflects the size of the letters <p>Composition</p> <ul style="list-style-type: none"> - Develop positive attitudes towards and stamina for writing by: writing for different purposes - Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils - Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about - Read aloud their writing with intonation to make the meaning - Proofread to check for errors in spelling, grammar and punctuation <p>Transcription</p> <ul style="list-style-type: none"> - Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - Spell by: learning to spell common exception word. Contracted forms and homophones. - Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far <p>Reading</p> <ul style="list-style-type: none"> - Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves and through group and class discussions. <p>Grammar and punctuation Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p> | | | | | | |
| | English Novel | Recount | Egg Box Dragon | | | Proudest Blue | |
| Writing type/purpose | Diary writing | Letter Writing | Instructions | Character description | Recount - Retell the story from Asiya's point of view | Descriptive writing | Letter writing |

Critical Pathway: YEAR 1/2 Teacher: Mrs Thomas and Mrs Madurasinghe Term: Summer 2

| | | | | | | | |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Writing sequences | WALT: plan recount WALT: draft a recount WALT: edit a recount WALT: publish a recount | WALT: form letters correctly WALT: plan letter WALT: draft letter WALT: draft and edit letter WALT: publish letter | WALT: plan instructions WALT: draft instructions WALT: edit instructions WALT: publish instructions WALT: form letters correctly | Move along days Move along days WALT: plan a character description WALT: draft a character description WALT: publish character description | WALT: plan recount WALT: draft recount WALT: draft and edit recount WALT: publish recount WALT: form letters correctly | WALT: design a hijab WALT: write a description WALT: edit a description WALT: publish a description WALT: form letters correctly | WALT: draft letter WALT: edit letter WALT: publish letter |
| Spelling | WALT: Spell the l sound spelt el at the end of words. Squirrel angel Parcel label Towel tunnel Camel tinsel | WALT: Use the suffixes 'ment' and 'ness' Fairness happiness Willingness Tidiness Enjoyment Statement Document Amazement | WALT: Spell the 'ir' sound spelt 'or' after w. Word work Worm world Worth worse Worst worship | WALT: Spell words containing the 'l' sound spelt 'al' at the end of words. Metal pedal Animal petal Hospital capital Medical magical | WALT: Spell words containing the 'u' sound spelt 'o'. Other brother Mother nothing Monday none Some | WALT: Spell words containing the 'l' sound spelt 'il' Fossil pencil Nostril devil Pupil stencil Tonsil civil | WALT: Revisit the common exception words learnt this year. |
| Mathematics | | | | | | | |
| Year 1 | WALT Double numbers to at least 10 WALT Halve numbers to at least 20 WALT Count in equal steps of 2 WALT Count in equal steps of 5 | WALT Count in equal steps of 10 WALT Use equal groups for multiplication WALT Use arrays for multiplication WALT Use grouping for division WALT Use sharing for division | WALT Decide whether to multiply or divide to represent problems WALT know and use the days of the week. WALT know and use the months of the year. WALT recognise and use language relating to dates. WALT tell the time to an hour. | WALT draw hands on a clock face to show the time to an hour. WALT tell the time to half past an hour. WALT draw hands on a clock face to show the time to half past an hour. WALT sequence events in chronological order within the same day. WALT sequence events in chronological order within the same week. | WALT measure time WALT compare times. WALT recognise and know the value of a 1p and 2p coin WALT Recognise and know the value of a 5p and 10p coin WALT Recognise and know the value of a 20p | WALT Recognise and know the value of a 50p WALT Recognise and know the value of a £1 coin WALT Recognise and know the value of a £2 coin WALT Recognise and know the value of a £5 note WALT Recognise and know the value of a £10 note | WALT Recognise and know the value of a £20 note WALT Problem solving WALT Compare capacities of containers. WALT order capacities. WALT Measure capacities using non-standard units. WALT Measure capacities using standard units |
| Year 2 | 1.Measure capacity using litres 2. Measure capacity using millilitres 3.Estimate capacity using litres 4. Estimate capacity using millilitres 5. Compare capacity, > and < | SATS week 1.Order capacities 2. Measure temperature | 1. Use column addition 2. Use column addition 3. Use column subtraction 4. Use column subtraction 5. Problem solve using column method | 1.Read, write, compare and order 2-digit numbers 2. Find 10 more or less than a 2-digit number 3. Recall and use addition and subtraction facts to 10 and know that addition is commutative 4. Add two 2-digit numbers 5. Identify and describe the properties of 2-D and 3-D shapes | 1. Subtract two 2-digit numbers 2. Understand how multiplication and division can be represented 3.Know and use multiplication and division facts for 2, 5 and 10 multiplication tables 4. Read scales in divisions of 1, 2, 5 and 10 5. Recognise and find one half, one third and one quarter | 1.Tell the time to quarter to/past and 5 minute intervals 2.Calculate change and combine coins to make amounts 3. Problem Solving – multiplication 4.Problem Solving – division 5. Problem Solving – Fractions | 1. Problem Solving – multiplication and division 2. Problem Solving – addition and subtraction 3. Problem Solving – addition and subtraction |
| Science | | | | | | | |
| Year 1 | This term, children will be learning about the world around them, including where our food comes from and how it is grown or produced. They will explore the ingredients in everyday foods and begin to understand how these connect to plants and animals. The children will also learn about seasonal changes, focusing on what happens in summer and how the weather, plants and animals change during this time. They will take part in simple activities to collect and record information, helping them to notice patterns and changes. As the term progresses, they will look at all four seasons and learn to identify what makes each one different. We will also discuss ways we can all help care for our planet, such as looking after nature and reducing waste. | | | | | | |

Critical Pathway: YEAR 1/2 Teacher: Mrs Thomas and Mrs Madurasinghe Term: Summer 2

| | |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 2 | This half term, Year 2 children will be learning about life cycles in science. They will explore how humans grow and change, as well as learning about the life cycles of different mammals, amphibians and butterflies. As part of this topic, the children will have the exciting opportunity to observe butterflies hatching in class and see the changes that take place firsthand. They will build on this learning by comparing the life cycles of different animals, noticing similarities and differences in how they grow and develop. |
| Geography: What is it like to live by the coast? | |
| | This half term in geography, the children will be learning about the coast and our local area. They will begin by locating the seas and oceans surrounding the UK before developing an understanding of what a coast is. The children will explore the physical features of the coastline, such as cliffs, beaches and rock pools, as well as identifying human features including piers, harbours and seaside towns. They will also investigate how people use their local area, thinking about leisure, work and everyday life. To finish the unit, children will present their findings, sharing what they have learnt about how people use the local environment. |
| Computing: Programming Quizzes | |
| | This half term in computing, the children will be developing their understanding of programming through creating quizzes. They will learn that programs follow a sequence of commands, with a clear start and that these commands lead to an outcome. The children will begin by creating programs from a given design, before learning how to adapt and change designs to improve them. As their confidence grows, they will create their own quiz programs using their own ideas and designs. They will also reflect on their work, thinking about how their projects could be improved and made even better. |
| Design and Technology: Making a Moving Monster | |
| | This half term, the children will be exploring design and technology alongside creative writing. They will begin by looking at everyday objects and investigating how they move, helping them to understand simple mechanisms. The children will then explore different design ideas before creating their own moving monster using these skills. Alongside this, they will develop their writing by creating an imaginative "I am" poem, allowing them to express their ideas and creativity. |
| Music: Musical Storytelling | |
| | This half term in music, the children will be exploring how music can be used to tell a story. They will listen to and analyse pieces of music, thinking about how sounds link to characters and events. The children will experiment with creating sound effects and choosing appropriate sounds to match different parts of a story, including feelings and actions. As their skills develop, they will suggest and create their own musical ideas, working collaboratively to build a composition. They will finish by performing their own pieces, demonstrating changes in tempo and dynamics to bring their chosen story to life. |
| RE: How should we care for others and for the world and why does it matter? | |
| | This half term in RE, Year 2 children will be learning about the importance of caring for others and the world around us through different religious perspectives. They will explore what Jesus taught about the value of children and how everyone is unique, as well as what Christians believe about showing care and kindness. The children will also learn about what other religions teach about caring for people and look at real-life examples of individuals who have shown compassion. In addition, they will develop an understanding of what Christians and Jewish people believe about the world and how it should be looked after, encouraging them to reflect on how they can care for others and the environment in their own lives. |
| PSHE: Rights and Responsibilities | |
| | This half term in PSHE, the children will be focusing on developing their personal and social skills. They will learn strategies to help them get on well with others so that they can do their best in school. The children will explore ways to manage their feelings, including what they can do when they feel angry, and will learn about who and what helps them feel safe, as well as how to ask for help when needed. They will also think about how they can care for the environment and understand how money works, including saving and making choices about spending on essential and non-essential items. Towards the end of the term, children will reflect on their feelings about moving to a new class and discuss ways to manage any worries or excitement. |
| PE: Striking and Fielding and Athletics | |

Critical Pathway: YEAR 1/2 Teacher: Mrs Thomas and Mrs Madurasinghe Term: Summer 2

This half term in PE, the children will be developing a range of physical skills through games and activities that focus on teamwork and coordination. They will work collaboratively with partners, learning to communicate, listen and observe effectively. The children will practise using a variety of small equipment to improve their control and accuracy when throwing and catching. They will also develop striking skills and learn how to move safely with increasing spatial awareness. In addition, pupils will build their running and jumping techniques, including using the “hip to lip” action for running and aiming for good height in their jumps. Throughout the unit, children will be encouraged to work hard to improve their personal best and develop confidence in their physical abilities.