Critical Path: YEAR ½ - Starling Teacher: Mrs Thomas and Mrs Mitchell Term: Autumn 2

	1 2nd November	2 9th November	3 16h November	4 23rd November	5 30th November	6 7th December	7 14th December
English objectives **Ongoing skills** **National curriculum**	**Y1** **Handwriting** - 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 **Composition** - 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 **Transcription** - 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. **Reading** - 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 **Y2** **Handwriting** - 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 **Composition** - 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 **Transcription** - 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 **Reading** - 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. **Grammar and punctuation** Use and understand the grammatical terminology in English Appendix 2 in discussing their writing						
English novel	How to trap a dragon	Tidy		Albert Le Blanc		Christmas poems
Writing type/purpose	Instruction writing	Non Chronological report		Diary writing		Poetry
	WALT: Form letters correctly WALT: Find features of instructions	WALT: form letters correctly WALT: identify report features		WALT: form letters correctly WALT: identify features of a diary		WALT: form letters correctly

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	WALT: Identify and use imperative verbs WALT: Sequence instructions with time conjunctions WALT: Form letters correctly WALT: Form letters correctly WALT: Use expanded noun phrases WALT: Plan instructions WALT: Write and edit instructions WALT: Publish instructions – Handwriting	WALT: write factual sentences WALT: join ideas with conjunctions WALT: form letters correctly WALT: form letters correctly WALT: organise facts using headings WALT: plan a report WALT: write a report WALT: form letters correctly	WALT: write in the first person WALT: describe thoughts and emotions WALT: form letters correctly WALT: sequence events WALT: plan a diary entry WALT: Write and edit a diary entry WALT: publish diary – handwriting	WALT: identify features of poetry WALT: use descriptive language WALT: write a perform a poem WALT: form letters correctly
Continuous provision	Writing Area Dragon-themed instruction templates. Imperative verb word mats (build, place, tie, catch, wait). Labels and captions for trap designs. Construction Area Build dragon traps using blocks, recycled materials and loose parts. Test and adapt designs. Small World Area Dragons, castles and fantasy figures to inspire storytelling and instructional language. Creative Area Design and decorate traps. Create maps showing where a dragon might be caught. Reading Area Fiction and non-fiction books about dragons. Picture prompts to encourage discussion and writing.	Writing: Write labels, captions and simple facts. Reading: Explore non-fiction books. Small World: Discuss and describe animals, habitats or vehicles using factual language. Construction Area: Build and label models with simple facts. Creative Area: Draw, label and create information posters. Outdoor Learning: Hunt for minibeasts/plants and record findings with words or pictures.	Writing Area: Write postcards, notes, and diary entries as Albert Le Blanc. Role Play: Act out events from the story and retell them in role as the character. Small World: Sequence story events and discuss Albert's feelings. Creative Area: Draw key events and add captions or thought bubbles. Reading Area: Re-read the story and identify diary features. Construction Area: Build story settings and orally recount events. Outdoor Learning: Create a story trail and retell events in order.	Writing Area: Christmas word mats, picture prompts, and poetry templates. Cards, labels, and festive stationery for independent writing. Reading Area Christmas-themed poetry books and rhymes. Listening station with festive songs and poems. Creative Area Decorate poetry scrolls, cards, and posters. Create illustrations to accompany poems. Role Play Santa's workshop, post office, or winter wonderland for imaginative language development.
Grammar features	Imperative verbs Time conjunctions Expanded noun phrases	- Present tense - Conjunctions - Headings - Organisation	- First person - Past tense - Time adverbials - Feelings vocabulary	- Descriptive language - Repetition - Imagery

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Spelling	1 Review Y1 common exception words 2 Review single-syllable words ending with consonant digraphs 3 Review the /tʃ/ sound spelt tch at the end of words or syllables 4 Review adding -ing with no change to the root word 5 Review adding -ed with no change to the root word 6 Review adding -ed and -ing with no change to the root word		3 7 Review the /dʒ/ sound spelt j or g 8 Teach the /dʒ/ sound spelt -dge at the end of words or syllables 9 Teach the /dʒ/ sound spelt -ge at the end of words or syllables 4 10 Review of plurals adding -s or -es with no changes to the root word 11 Teach the /s/ sound spelt c before e, i and y 12 Teach Y2 common exception words		5 13 Review the /eɪ/ sound spelt ai or ay 14 Review the /eɪ/ sound spelt a-e 15 Review the sound /eɪ/ spelt a 6 16 Review adding -ed or -ing to words containing ai or ay 17 Review the /iː/ sound spelt ee or ea 18 Review the /iː/ sound spelt y		7 19 Review adding the suffix -y where there is no change to the root word 20 Review the /iː/ sound spelt e-e or ie
Mathematics							
Year 1	WALT: partition 7 WALT: know addition facts of 7 WALT: know subtraction facts of 7 WALT: partition 8 WALT: know addition facts of 8	WALT: know subtraction facts of 8 7WALT: partition 9 WALT: know addition facts of 9 WALT: know subtraction facts of 9 WALT: partition 10	WALT: know addition facts of 10 WALT: know subtraction facts of 10 WALT: number bonds WALT: number bonds Recap/consolidate	WALT: Recap/consolidate WALT: Recap/consolidate WALT: know 3d shapes WALT: know cuboids WALT: know cubes 5.	WALT: know pyramids WALT: Recap/consolidate WALT: Recap/consolidate WALT: recap number bonds to 10 WALT: recap number bonds to WALT: partition 11	WALT: know addition facts of 11 WALT: know subtraction facts of 11 WALT: partition 12	WALT: know addition facts of 12 WALT: know subtraction facts of 12
Year 2	WALT: know single digit doubles. WALT: Use addition facts to derive 100. WALT: Add ones to a single digit number WALT: Add ones to 2-digit numbers WALT: Add ones by rounding to 10 and compensating	WALT: Add multiples of 10 WALT: Add by counting on in tens then ones. WALT: Add 2-digit numbers (no regrouping) WALT: Add 2-digit numbers (regrouping) WALT: Add 2-digit numbers by rounding	WALT: Add 2-digit numbers using effective strategy. WALT: Add 3 single digit numbers. WALT:-Understand subtraction is not commutative. WALT: Recall subtraction facts WALT: Recall subtraction facts	WALT: Subtract a single digit WALT: Subtract a single digit bridging WALT: Subtract multiples of ten from 100 WALT: subtract ones from 2-digit numbers WALT: Subtract ones from 2-digit numbers (bridging)	WALT: Subtract ones by rounding WALT: Subtract multiples of ten WALT: Subtract two 2-digit numbers WALT: Subtract two 2-digit numbers by rounding WALT: Subtract by finding the difference	WALT: Use inverse operations. WALT: know properties of cylinders and cones WALT: know 2D shapes on the surface of 3D shapes	WALT: Compare and sort 3-d shapes and explain how they are similar or different. WALT: Compare and sort 2d shapes and explain how they are the same or different.

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Science: Materials

This term in Science, we will be exploring the materials that make up the world around us and investigating what makes them suitable for different uses.

The children will explore materials such as metal and fabric, discovering their properties and how they are used in everyday objects. They will also investigate how materials can be changed by bending, twisting, stretching and squashing.

As young scientists, the children will learn how to plan and carry out an investigation, make observations, and present their findings clearly. They will develop their skills in asking questions, making predictions and explaining their results.

Towards the end of the unit, we will learn about recycling, finding out what happens to materials after we throw them away and why recycling is important for protecting our environment.

Geography: What is it like here?

This term in Geography, the children will be learning about the area around their school. They will develop their mapping skills by exploring aerial photographs, creating simple maps and identifying important features within the school grounds. The children will also think like geographers by observing their environment, sharing their opinions and suggesting improvements to make the playground an even better place to learn and play.

Through practical activities and first-hand exploration, children will learn how maps help us understand places and how people can influence and improve their local environment.

Computing : Digital Painting

This term, children will explore how to create artwork using a computer. They will learn how to use different digital painting tools, make creative choices, and compare creating art on a computer with traditional painting on paper. Through a range of practical activities, children will develop their confidence in using technology for a creative purpose.

Design and Technology: Windmills

This term, children will explore how structures are designed and built. They will investigate what makes a structure strong and stable, learn how to use simple tools and equipment safely, and practise joining materials together. Children will then evaluate their finished structures and think about how they could improve them. The unit will conclude with a range of festive Christmas craft activities where children can apply their creative and making skills.

PSHE: Growing and Changing Y1

This term, children will learn about how people grow and change throughout their lives. They will explore healthy lifestyles, relationships, caring for babies, feelings and emotions, staying safe, and identifying trusted adults who can help them. Lessons will be taught in an age-appropriate, sensitive and inclusive way, helping children to develop confidence, self-awareness and an understanding of how to keep themselves safe.

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PSHE: Growing and Changing Y2

This term, Year 2 children will continue learning about growth, relationships, feelings, safety and respect. They will explore how people change throughout their lives, how to manage feelings linked to change and loss, and how to build positive relationships with others. The children will also learn about personal boundaries, privacy, consent and identifying trusted adults who can help keep them safe.

Lessons will be delivered in an age-appropriate, sensitive and inclusive way, helping children develop the knowledge and confidence to stay safe, healthy and respectful towards themselves and others.

PE: Sending and Receiving and Dodgeball

This term in PE, the children will develop their teamwork and ball skills through a range of fun games and challenges. They will practise throwing, catching, kicking, aiming and receiving, while learning how to work cooperatively with others.

As their confidence grows, the children will focus on improving their accuracy, control and decision-making when playing games. They will also learn the importance of communication, teamwork and fair play, using these skills to solve problems and be successful in team activities.

Music: Snail and Mouse Tempo

This term, children will explore **tempo** in music by learning the difference between **fast and slow beats**. Through singing, movement, stories and playing instruments, children will develop their listening skills and learn how music can change to create different moods and effects. The unit will finish with children performing songs as part of their Christmas celebrations and play.

RE: Why does Christmas matter to Christians?

This term, the children will explore why Christmas is an important celebration for Christians. They will learn about the events leading up to Christmas, discover why Christians believe Jesus was special, and develop their understanding of churches as places of worship.

Through stories, discussion, role-play and creative activities, the children will learn about the Christmas story and the meaning behind Christian celebrations.