

**Critical Path Theme: Significant people and places locally Year A**  
**Class: 2    Pupil Year Group/s: 1 and 2    Term/Year: Summer 2 2025**

	Week 1	Week 2	Week 3 ASSESSMENT WEEK	Week 4	Week 5	Week 6	Week 7
<b>MATHS</b>	Time	Time	Assessment	Mass, capacity and temperature	Mass, capacity and temperature	Geometry: position and direction	Statistics
<b>ENGLISH</b>	Fiction: beating the monster tale	Fiction: beating the monster tale	Assessment	Fiction: beating the monster tale	Non-fiction: Recounts	Non-fiction: Recounts	Non-fiction: Recounts
<b>SCIENCE</b> SH  <u>Animals including humans</u>	Identify and name a variety of common animals - (birds, fish, amphibians, reptiles, mammals, invertebrates).	Name the parts of an animal's body.	Point out some of the differences between different animals.	Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  Classify animals by what they eat - (carnivore, herbivore, omnivore).	Describe how an animal is suited to its environment.	Sort photographs of living things and non-living things.	KWL– what have I learnt about animals, including humans?  Children to make a min-encyclopaedia of animals, including human.
<b>COMPUTING</b> MR	On the move: Transport on the go - To use code to make objects move when they are clicked on.	On the move: Another planet - To use code to write a computer program where objects in a space scene move when they are clicked on.	Buttons and instructions: Fly a helicopter - To write code where buttons can be used to make an object move around the screen.	Buttons and instructions: Slug hunt - To write the code for a simple game where buttons are used to move an object around.	Buttons and instructions: Find my cat! - To write the code for a simple game where buttons are used to move an object around and cast a	Buttons and instructions: Hungry Migbod - To write code where buttons are used to move a monster around and eat (hide) fruit.	

					magic 'disappearing spell'.		
<b>HISTORY</b> MR							
<b>GEOGRAPHY</b> MR	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], of features and routes on a map describe the location of features and routes on a map	Use aerial photographs and plan perspective to recognise landmarks and basic human and physical features;	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	Devise a simple map and use and construct basic symbols in a key	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
<b>MUSIC</b> SH <u>Friendship Song</u>	<b>Play instrumental parts:</b> Create a simple short repeating musical idea. .	<b>Play instrumental parts:</b> Choose suitable instruments to represent objects /moods/feelings	<b>Play instrumental parts:</b> Create a simple rhythmic part with others playing (e.g. ostinato, drone).	<b>Perform and share:</b> Perform a song. Listen back and explain how they felt during the performance.	<b>Perform and share:</b> Perform a song. Listen back and explain how they felt during the performance.		

ART MR	TBAT: Mix colours to get shades and tints.	TBAT: Mix colours, using my knowledge, to match colours, shades and tints of artefacts, objects and images.	TBAT: Select and use a range of brushes and explain their choice.	TBAT: Use ready mixed paint and watercolours.	TBAT: Work and create pictures/paintings on different scales.	TBAT: Use different textures through rubbing and copying.	TBAT: Use tone drawing light/dark lines, light/dark patterns and light/dark shapes.
D.T. SH	TBAT: Group foods into the five groups in The Eatwell Plate.	TBAT: Cut, grate or peel ingredients safely. TBAT: Prepare simple dishes-safely and hygienically-without using a heat source. TBAT: Measure or weigh using cups or electronic scales.	TBAT: Understand and use the term fabric, textile and material correctly when describing and designing products (textile rather than material when using fabric)	TBAT: Understand how simple 3-D textile products are made, using a template to create two identical shapes.	TBAT: Understand how to join fabrics using different techniques e.g. running stitch, glue., over stitch, stapling	TBAT: Discuss and identify what gives a product a good quality finish.	
PSHE SH  <u>Zones of Regulation</u>	TBAT use sensory support tools to regulate zones Understand sensory tools can make them feel alert or calm down TBAT learn and try out calming techniques Understand how these regulate zones	TBAT give examples of big medium and small problems Decide how big a problem is Understand size of reaction is related to size of problem	TBAT give examples of positive and negative examples of self-talk Understand when they are using negative self-talk Make positive self-talk statements	TBAT know what the yellow zone looks like for me Recognise when I need to regulate and the tool I need Know that I am more successful when I regulate .	TBAT recognise opportunities to use zone tools Select appropriate tools based on zones TBAT use tools more often to self-regulate Apply tools to different situation	TBAT increase problem solving ability Decrease impulsive behaviour Work as a team Improve self-regulation	TBAT celebrate how you have self-regulated Use tools across environments

	Reflect on which techniques help you regulate		TBAT identify the difference between rigid and flexible thinking Identify a time you have experienced both Understand changing thinking pattern can regulate zone				
<b>P.E.</b> Athletics x 1 session per week (Atlas)  MR – Fundamentals	TBAT: Find space, run at speed and show agility	TBAT: Change direction at speed and avoid bumping into others	TBAT: Throw accurately at static and moving objects	TBAT: Catch objects of different shapes and sizes over varying areas	TBAT: Jump, land and balance with control	TBAT: Apply skills in game situations.	TBAT: Apply skills in game situations.