

Critical Path Theme: Changes in Living Memory Year C

Class: 2 Pupil Year Group/s: 1 and 2 Term/Year: Autumn 1 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
MATHS	Core skills/ resources	Place Value (within 20)	Place Value (within 20)	Place Value (within 20)	Addition and Subtraction (within 20)	Addition and Subtraction (within 20)	Addition and Subtraction (within 20)	Review/ assessment
ENGLISH	Core skills/ resources	List poem	List poem	Small writes	Non- chronological report	Non- chronological report	Non- chronological report Fri 17 th Oct – Literature Festival Trip	The Lion Inside – work inspired by our trip to the Literature Festival
SCIENCE SH Uses of everyday materials	KWL – What do we already know about the uses of everyday materials? Describe materials using their senses.	Explore how the shapes of solid objects can be changed - (squashing, bending, twisting, stretching).	Explain how solid shapes can be changed by squashing, bending, twisting and stretching.	Explain how materials are changed by bending, twisting and stretching.	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses.	Working scientifically – planning and carrying out investigations. <u>Observing and recording</u> Respond to questions asked by the teacher. Ask questions collect and record data (supported by the teacher). Suggest how they could collect data to answer questions. Begin to equipment from a limited range. <u>Planning communication and sources</u> Describe their observations using some scientific vocabulary. Use a range of simple texts to find information. Suggest how to find things out. Identify key features ask questions. <u>Enquiring and Testing and Obtaining and Presenting Evidence:</u> Use simple equipment provided to aid observation. Compare objects, living things or events. Make observations relevant to their task.		
COMPUTING MR	Understand that you can share digital content online.		Understand what personal information is and the need to keep it.		Know who to tell if concerned about content or contact.		Can identify rules to add to an acceptable use policy for the class.	

RE SH What do Christians believe God is like?	KWL – What do we already know about what Christians believe God is like?	To be able to explain what many Christians believe about God and how the Bible shows God as creator, understanding the importance of God in the Christian ‘Big Story’.	To be able to retell the story of the Lost Son and understand why it is important to Christians, including the plot and its role in Christian teaching.	To be able to interpret the Lost Son parable and describe how it shows Christians that God is loving and forgiving, using traditional Christian interpretations.	To be able to compare the parables of the Lost Son and the Lost Sheep and explain what they teach Christians about God, identifying similarities in their messages.	To be able to describe how many Christians pray and communicate with God, including reasons for prayer and where prayer takes place.	To be able to reflect on how Christian beliefs about God’s nature influence the way Christians treat others, and compare these ideas with their own experiences.	KWL – What have we learnt about what Christians believe God is like?
PSHE SH Me and My Relationships	School Values	5 Ways of Wellbeing	Our ideal classroom (1)	Our ideal classroom (2)	How are you feeling today?	Let's all be happy!	Being a good friend	Types of bullying
P.E. MR – Fundamentals		Can pass a ball accurately to a partner over a variety of distances	Can perform a range of rolling skills, with control	Can perform a range of throwing skills, with control	Can perform a range of striking skills, with control	Can perform a range of kicking skills, with control	Can perform a range of catching skills, with control	Set myself targets to improve my performance