

YEAR 2 LEARNING JOURNEY

THE PATHWAY DEVELOPMENT

As children travel along their Learning Journey, they follow **The Pathway** — our whole-school model for learning and personal growth. At the heart of The Pathway are five **Development Trails**, which run through everything we do: **Performance, Social, Community, Team and Communication**. Each Trail represents an essential area of development, helping children grow in confidence, character and real-world skills as they move through school.

PERFORMANCE	SOCIAL	COMMUNITY	TEAM	COMMUNICATION
				
Developing confidence in front of an audience through performances, singing, dancing, drama and public speaking.	Learning how to build and maintain positive relationships.	Understanding what it means to contribute to school, local and global communities.	Learning how to work together towards a common goal.	Building confidence in expressing ideas clearly and effectively.
Encouraging self-expression and creativity while overcoming nerves.	Developing kindness, empathy and respect for others.	Developing a sense of responsibility for others and the environment.	Developing leadership skills by taking on responsibilities within a group.	Learning how to listen actively and respond thoughtfully.
Learning to engage and inspire others through performance.	Understanding how to work with different personalities and navigate social situations.	Taking part in projects that benefit the wider world, fostering a sense of belonging.	Understanding different roles in a team and how to contribute effectively.	Developing skills in debating, presenting and storytelling.







BRIGHT BEGINNINGS

As part of The Pathway, children take part in Bright Beginnings - hands-on experiences that build life skills and support their personal development. Each activity links to one of the five Trails, and offers a fun, practical way to grow in confidence, independence and teamwork. Below are this year's Bright Beginnings moments for this year group.

PERFORMANCE	SOCIAL	COMMUNITY	TEAM	COMMUNICATION
Perform a joke or riddle to the class	Learn how to play board games with friends	Plant and care for wildflowers in a chosen area	Help friends to learn how to tie a tie and shoe laces	Write and post a letter with an addressed envelope to Father Christmas.

SUBJECT	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
ENGLISH CLASS TEXTS						
MATHS FOCUS	Place Value (4 wks) Addition & Subtraction (3 wks)	Addition & Subtraction cont (2 wks) Shape (3wks) Revision/assessment (2 wks)	Money (2wks) Multiplication & Division (5 wks)	Length & height (2 wks) Mass, capacity & temperature (3 wks)	Statistics (2 wks) Fractions (3 wks) Assessment (1 wk)	Position & Direction (1 wk) Position & Direction cont (1wk) Problem Solving (2 wks) Time (3 wks)
SCIENCE FOCUS	Animal needs for survival (3 week) Humans (2 weeks)	Materials (5 weeks) Plastic (1 week)	Plants light and dark (3 weeks) Living things and their habitats (3 weeks)	Living things and their habitats (3 week) Light and dark (1 week) Consolidation (1 week)	Plants bulbs and seeds (2 weeks) Growing up (4 weeks)	Bulbs and seeds (1 week) Growing up (1 week) Wildlife (2 weeks) Consolidation (2 weeks)
SCIENCE END POINTS	Children can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) and ask simple questions. Children can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene and ask simple questions.	Children can identify natural or man-made materials. They can explore a range of materials through investigations. They are encouraged to sort materials in more than one way. In the plastic topic, children can understand how plastic is helpful or harmful and how it can be recycled.	Children can find out and describe how plants need water, light and a suitable temperature to stay healthy. Children can ask simple questions and recognise they can be answered in different ways. Children can recognise the different habitats on planet Earth and identify some animals and plants that live in each habitat, comparing how these habitats provide for their individual needs.	Children can identify animals and plants in different habitats, understand diet and habitat and food chains. They can describe differences between living things, dead things and things that have never been alive. They can identify and classify information, gather and record data. Children observe changes from their previous light and dark investigation and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Children recognise the differences between bulbs and seeds and consider the best conditions for plant growth. They can describe how bulbs and seeds grow under different temperatures and perform simple tests to observe and describe results.	Children can observe and reflect on findings for the bulbs and seeds experiment. Children explore the life cycle of humans and mammals and recognise that animals, including humans have offspring that grow into adults. They can explain patterns between life cycles of different animals. They use their observations, ask simple questions and recognise that they can be answered in different ways. Children can explain how wildlife is beneficial for humans and how they can care for wildlife in their local area. They can use their observations and ideas to suggest answers to questions.
GEOGRAPHY FOCUS		UK Cities London		Seven Continents and Five Oceans		Africa/ Safari
GEOGRAPHY END POINTS		Children find out about London and plot a route around London on a bus, visiting tourist attractions. Children can explain about a compass rose and use this to give directions to a destination.		Children know the names of the seven continents and five oceans. They can plot around the world journey, visiting all the continents.		Children can find Africa and Tanzania on a map. They can describe the main features of Tanzania, e.g. weather, climate and land features. They can explain how the climate affects the people who live there.

SUBJECT	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
HISTORY FOCUS	Great Fire of London		Famous Explorers		Castles	
HISTORY END POINTS	<p>C</p> <p>Children can investigate the Great Fire of London, when it occurred, how it started, how we know about it and how London is different today because of it.</p>		<p>Children develop a knowledge of significant explorers throughout history, learning of the time they lived in, their achievements and discoveries and how these shaped future generations to the present day.</p>		<p>Children develop a knowledge of castles, what they are and why they were built; identifying those in the surrounding area alongside details of their history, construction, and significance.</p>	
ART & DESIGN FOCUS	<p>Cityscapes</p> 	<p>3D Tudor Houses</p> 	<p>Artist Study- Matisse</p> 			<p>Self-portraits- Ink & Wax Painting/Line & Tone</p> 
ART & DESIGN END POINTS	<p>Children can experiment with drawing and colour in their sketch books. Children can use different materials to draw, e.g. charcoal and chalk. They can show different tones and add texture. They know that Lowry created cityscapes using charcoal.</p>	<p>Children can experiment with drawing and colour in their sketch books, developing their ideas with some support. Children can replicate patterns by using a combination of shapes. They can add interesting details by adding materials.</p>	<p>Children can experiment with drawing and colour in their sketch books, developing their ideas with some support. Children can use objects to create their own prints (to embellish patterns on paper) and cut, join and position materials to create an interesting effect.</p>			<p>Children can experiment with drawing and colour in their sketch books, developing their ideas with some support. Children can draw confidently and experiment with line and tone. They can refine their work by using a pencil back and forth to improve and refine pencil marks, lines, curves and outlines. They can use lighter and darker tones for effect.</p>
DESIGN & TECHNOLOGY FOCUS		Cooking & Nutrition- making a healthy wrap	Baby bear’s chair		Moving Monster	
DESIGN & TECHNOLOGY END POINTS		<p>Children can name the main food groups and identify foods that belong to each group. They can describe the taste, texture and smell of a given food. Children can think of four different wrap ideas, considering flavour combinations. Children can make a wrap and evaluate the design.</p>	<p>Children can identify stable and unstable structures. They can identify which features make a chair stable. They can work to make a stable structure that will support a teddy, using appropriate materials and construction techniques. Children can explain how they made their model strong and stable.</p>		<p>Children can identify levers, linkages and pivots. They can create functional linkages that produce the desired input and output motions. Children design a monster and assemble materials together with linkages.</p>	

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Outdoor PE Focus	Multi-skills: Throwing & Catching	Invasion Games	Attacking & Defending	Multi-skills: Target Games	Animal Olympics	Multi-skills: Bat & Ball
Outdoor PE End Points	Children can throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	Children can understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully. Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Children can begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Children know how to pass the ball in different ways. Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Children can run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances. Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action. Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	Children can strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.
Indoor PE Focus	Gymnastics (Cityscapes)	Dance (The Gunpowder Plot)	Circuit training	Dance (Toys)	Gymnastics (Under the Sea)	Dance (Plants)
Indoor PE End Points	Children can copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.	Children can copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Children can use a pivot movement to change direction, perform different types of jumps with control, show control and accuracy when rolling a ball and aiming for a target, combine skills within an activity, identify ways they or a partner can improve their movements.	Children can copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Children can copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.	Children can copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.
Music Focus	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds Composer- Gustav Holst Focus piece- The Planets	Exploring Improvisation	Our Big Concert
Music End Points	Children can recognise the pulse of music, long and short, and high and low sounds. They can identify these and understand how they are used within music through listening, playing along to and singing to jazz, soul and pop styles.	Children understand that playing together is an important part of learning music through listening and responding to, playing instruments with and singing to jazz, pop and 20 th and 21 st century orchestral music.	Children understand how music can help to tell a story and express feelings. They can recognise that music can be loud or soft, fast or slow, smooth and connected or short and detached and how different instruments can communicate different stories and emotions through listening to, playing instruments and singing with pop and kwela styles.	Children understand that when voices or instruments work together to play different pitches it creates harmony. They identify how and when harmony takes places through listening to, playing instruments and singing pop, marching band and gospel styles.	Children can Improvise with up to 5 notes, keeping a steady beat and creating long and short sounds. Listen to, play instruments to and sing rock, jazz and calypso styles.	Children can use their singing, dancing and playing together skills to further their performance skills through listening to and performing songs in the styles of pop, calypso and reggae.

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Computing Focus	What is a computer?	Word Processing	Internet Safety Day	Algorithms and debugging		International Space Station
Computing End Points	Children can name some computer peripherals and their function and that technology follows instructions. Children understand the role of computers in the world around them.	Children can explain which are the home row keys and how to find them when typing. They can use the spacebar and backspace correctly. Children can modify text in a document and use copy and paste.	Children can explain what information is safe to be shared online and why we need strong passwords. They understand they need to ask permission before sharing information online. They know who to go to for help with online worries.	Children can decompose a game to predict the algorithms. They can give a definition for ‘decomposition’ and create algorithms to solve problems.		Children can identify and digitally draw items which astronauts need aboard the ISS. They can design a display showing everything that needs to be monitored by sensors.
PSHE Focus	Being Me in My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
PSHE End Points	Children can talk about what to do when they’re worried and who can help them. They talk about their rights and responsibilities and how to work collaboratively. Children can talk about choices and the consequences of different choices.	Children understand gender stereotypes and that boys and girls can have similarities and differences and that’s ok. They talk about feelings associated with being bullied and how and where to get help.	Children can talk about things they find difficult and what they’re good at. They can talk about working in a group and know who they work well with.	Children can talk about healthy food choices and can make a healthy snack. They know what makes them feel relaxed or stressed. They know how to use medicines safely.	Children learn about family relationships including roles and responsibilities. Children understand how trust is developed in a relationship and why worry secrets should always be shared with a trusted adult.	Children learn about life cycles in nature, including humans. Children are taught the correct words for private parts of the body that are kept private by underwear. They understand no-one has the right to hurt these parts of the body, including inappropriate touch and assertiveness.
Religious Education Focus	Authority	God, the World and Self	Belonging	Personal Belief	Religious/Non-Religious Viewpoint	Marking Life’s Journey
Religious Education End Points	Is it possible to be kind to everyone all of the time?	Why do Christians believe God gave Jesus to the world?	Judaism Enquiry 3 Does visiting the synagogue help Jewish children feel closer to God?	How important is it to Christians that Jesus came back to life after his crucifixion?	Humanism Enquiry	Hindu Dharma Enquiry 1 Who is God to Sanatanis? (free choice)