



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	A River	The Night Gardener	The Bog Baby	Grandad's Island	Jack and the Baked Bean Stalk	Rosie Revere Engineer
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		The UK		Our World		Living in Tanzania
GEOGRAPHY END POINTS		Children will understand the geography of the United Kingdom, including its four countries, capital cities and surrounding seas, how places such as London are shaped by human and physical features and how		Children will understand how continents, oceans and climates shape our world, how maps and globes help us explore places and journeys, and how people can protect environments and habitats through		Children will learn about Tanzania and the Lake District, understanding how weather and climate affect the land, plants and people, how places can be similar and different, and how people can help care for

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HISTORY FOCUS	Great Fire of London		Famous Explorers		Castles	
HISTORY END POINTS	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.		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.		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.	
ART & DESIGN FOCUS	Cityscapes 	3D Tudor Houses 	Artist Study- Matisse 			Self-portraits- Ink & Wax Painting in Ink & Tone 
ART & DESIGN END POINTS	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.	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.	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.			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.
DESIGN & TECHNOLOGY FOCUS		Cooking & Nutrition-making a healthy wrap	Baby bear’s chair		Moving Monster	
DESIGN & TECHNOLOGY END POINTS		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.	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.		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.	

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OUTDOOR PE FOCUS	Net & Wall Game Skills 2	Target Games 3	Invasion Game Skills 2	Tri Golf	Athletics 2	Striking & Field Game Skills 2
OUTDOOR PE END POINTS	To confidently demonstrate a ‘ready’ position, change body positions depending on the pace and flight of the ball/object and show control returning the ball/object	To confidently kick,punt and throw a ball towards a set target whilst selecting the correct technique and strike a stationary object	To send and receive a ball/object with control , move confidently and stop with control when dribbling a ball and link a series of actions.	To keep themselves and others safe when using a club, control the length of the back swing and the strength of a putt depending on whether it is uphill or downhill, and select the correct club whilst keeping the head still and eyes on the ball through the swing.	To demonstrate a good starting position ready to run, throw objects using the correct technique and begin to jump in a variety of ways displaying control of movements.	To strike a ball with control, aim and throw a ball in a desired direction and track a ball being hit and stop it
INDOOR PE FOCUS	Yoga	Dance – Fire of London	Gymnastics – Pathways: straight, zipzag & curving	Gymnastics – Stretching, curling & arching	Personal Challenges	OAA
INDOOR PE END POINTS	To be quiet and control breathing during activities, understand the importance of warm up and relaxation activities and confidently pose like a variety of jungle animals	To remember and perform a sequence, experiment confidently with travelling movements, travel safely and able to stop and balance	To confidently demonstrate basic agility, balance and coordination, show creativity in performing actions/sequences and have a variety of starting and finishing positions	To confidently demonstrate basic agility, balance and coordination, show creativity in performing actions/sequences and have a variety of starting and finishing positions	To retain focus and make a good start in a race, know the technique for different types of jump and how to land safely, and understand why core strength, stamina and stretching matter in training for sport.	To demonstrate improved teamwork, communicate and cooperate with others effectively and try a range of different solutions
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 though 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.

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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)