



Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To follow instructions to make a pirate hat.	LI: To write a set of instructions for making a pirate hat. (Cold task)	LI: To identify what makes a good set of instructions.	LI: To identify features of a good set of instructions.	LI: To order a set of instructions.
Key vocabulary and key questions	<p>Key Vocabulary: materials steps order demonstrate wording</p> <p>Key Questions: What materials did I use? What was my first step? What did I do next?</p>	<p>Key Vocabulary: instructions order</p> <p>Key Questions: What do another class need to know in order to make a pirate hat? Is there an order in which to follow?</p>	<p>Key Vocabulary: instructions good/bad reasons</p> <p>Key Questions: Is this a good or bad set of instructions? Why? What makes a good set of instructions? What makes a bad set of instructions? What always needs to be included?</p>	<p>Key Vocabulary: features instructions label good bad</p> <p>Key Questions: What are the features of a good set of instructions? Refer to poster.</p>	<p>Key Vocabulary: features order</p> <p>Key Questions: What are the features of instructions? Is there a correct order for a set of instructions?</p>
Introduction	Children to watch as teacher makes a pirate hat out of paper. Explain that they are going to make one afterwards. Think about what the teacher is saying as the hat is made.	Think back to yesterday and how you made a pirate hat. What words are important to use? Is there an order needed?	Children look at the different sets of instructions and to TPS whether they are a good or bad set of instructions.	Discuss the features of a good set of instructions. Identify the features of instructions as a class.	Recap the features of instructions. Is there a correct order to a set of instructions?
Activities	Children to make own pirate hat, following the instructions given and decorate.	Children to write a set of instructions for another class to be able to make a pirate hat like theirs. Read instructions through to partner and WOW/NOW them.	Go through the different instruction examples discussion good/bad points. Children to highlight and write why each set of instructions are good or bad. Children to be ready to feed back to class discussion. Make a definitive list of what makes a good set of instructions for display.	Children to identify and label the features of instructions.	Children can cut and stick into the correct order a set of instructions. EXT: What could you add to this set of instructions to make them even better?

Year 2, Weekly overview					
Maths	LI: To find a fraction of an amount.	LI: To make equal groups.	LI: To divide by 2.	LI: To compare shapes.	LI: To construct fact families.
Key vocabulary and key questions	<p>Key Vocabulary: fraction numerator denominator vinculum</p> <p>Key Questions: Which of these is a fraction? How do you know? How can we find a fraction of an amount?</p>	<p>Key Vocabulary: fraction numerator denominator vinculum equal</p> <p>Key Questions: How many equal groups of ____ can we make? What does equal groups mean?</p>	<p>Key Vocabulary: sharing equal groups divide division</p> <p>Key Questions: What are the steps for division? What does equal groups mean?</p>	<p>Key Vocabulary: sharing equal groups divide division</p> <p>Key Questions: What are the steps for division? What does equal groups mean?</p>	<p>Key Vocabulary: sharing equal groups divide division</p> <p>Key Questions: What are the steps for division? What does equal groups mean?</p>
Introduction	<p>Recap what a fraction is using the correct terminology - An EQUAL PART OF A WHOLE. Children discuss what picture shows the correct fraction. Discuss how to find a fraction of an amount - demonstrate as a class - then children attempt independently. Discuss the reasoning problem - children prove their answers using whiteboards.</p>	<p>Show children a visual image - they discuss how to make equal groups using the specified amounts. Children attempt the next problem independently. Repeat the process - teacher to identify the misconceptions.</p>	<p>Display a word problem focused on dividing by 2 - children to solve on their whiteboards. Repeat the processes and teacher to identify and address misconceptions spotted.</p>	<p>Home Learning - The children are to watch the PowerPoint video to see the introduction of the lesson. They will</p>	<p>Display a word problem focused on dividing by 10 - children to solve on their whiteboards. Repeat the processes and teacher to identify and address misconceptions spotted.</p>
Activities	<p>Children complete the varied problems regarding finding a fraction of an amount.</p>	<p>T1: Children use the visuals to complete the stem sentences. T2: Children draw the visuals into the correct equal groups. T3: Children solve reasoning problems.</p>	<p>Children solve a variety of problems focused on the skill of dividing by 2.</p>	<p>Children solve a variety of problems focused on the skill of dividing by 5.</p>	<p>Children solve a variety of problems focused on the skill of dividing by 10.</p>

Please continue logging into Doodle Maths and keep up with your Times Table Rockstars regularly.

Reading		
<p>Children read for 20 minutes each day. Read different text genres: a biography, classic novel, adventure story, poems, newspaper, cultural story.</p> <p>Complete the tasks set for you on Bug Club, Collins E-Books, Reading Plus, Doodle English, PiXL Unlock: continue logging in and completing your usual activities.</p> <p style="text-align: center;">This week's reading focus is:- 6 - Repairing a breakdown</p>		
<p>LI: To learn strategies to repair a breakdown Task - Students receive a digging dip worksheet where the class will read an extract from a text and find the words they don't understand. They go through the steps of discovering an unknown word.</p>	<p>LI: To learn strategies to repair a breakdown Task - Students continue the digging dip worksheet and read another extract from a text and find the words they don't understand. They go through the steps of discovering an unknown word.</p>	<p>LI: To learn strategies to repair a breakdown Task - Students repeat the digging dip worksheet and read another extract from a text and find the words they don't understand. They go through the steps of discovering an unknown word.</p>
Science	PSHE	History
<p>LI: To learn about the process of recycling. Introduction – Children will be learning about the process for recycling plastics. They will learn about the different ways that the material can be manipulated in order to recycle it. Task - Children will order and describe the process of recycling plastics.</p>	<p>LI: To recognise that there are different types of touch and to tell you which ones we like and don't like Introduction - Children will explore different objects in a feely bag and will use adjectives to describe what they feel. They will describe what they like the feel of and what they don't like the feel of. Task - As a class, children will compare types of touch they do like (i.e hugs, hand holding) and types of touch that they don't like (i.e pushing, pinching)</p>	<p>LI: To design a treasure map. Introduction - Children will be taught about the history of Pirate treasure maps and the different symbols used. They will be taught how to use a 'key' when using a map. Task - Children will design their own treasure map, including the use of a 'key'.</p>
RE	D&T	PE
<p>LI: To discuss why a gurdwara is a special place for some Sikh people. Introduction - Recap features of a synagogue. Explain meaning of gurdwara- gateway teacher. What might a gurdwara look like? What might you see in a gurdwara? Watch 'Gurdwara' and discuss key questions. Explain and name the features of the gurdwara. Task - In pairs use two different colours to identify community and closeness to God. Discuss key questions. Look at 'Places of worship' and discuss key questions.</p>	<p>LI: To decorate a fabric pouch Introduction - Children will review their pouch designs from the previous week. They will decide on their final design and choose decorations and materials to use. They will consider what makes a good design. Task - Children will complete their final product by adding decorative elements to the fabric pouch.</p>	<p>L.I. To develop throwing for accuracy. Introduction - For this lesson, the children will learn and develop skills needed to throw a ball accurately. They will complete a series of activities that will focus on skills such as: Keeping their eyes looking at the target they are aiming for. Pointing their hand at their target after they have thrown. Throwing from a balanced starting position.</p> <p style="text-align: center;">Reminder: Earrings and other forms of jewellery are not to be worn during PE lessons.</p>



Computing	Music	
<p>LI: To create a program using own design. Introduction: Recap last lesson. Decide on Quiz question. Go through possible choices. Use design sheet to record choices made. Task: Children to create algorithm for their quiz program. Explain next week they will be evaluating their design. Show how to save their quiz.</p>	<p>LI: To recognise, perform and compose musical riffs. Introduction: Sing 'Hello' song. Explain what a musical riff is. Listen to example music and highlight the riffs. listen to other examples and children to count the riffs. Perform 'I woke up this morning'. Task: Children to compose own words to go with musical riff - da-dum-da-dum-da-dum-da-dum-da-dum-da-dum. Sing 'Goodbye' song.</p>	
Homework		
<i>Homework is set on a Monday and uploaded to Google Classroom and is expected to be returned by the following Monday. Please upload completed homework tasks to your Google classroom where possible (unless it is Doodle or online packages.) This can be submitted once completed over the week. Please complete it before the following Monday when the next homework will be set.</i>		
<p>Reading: Please read every day for 20 minutes. Make sure you follow the 8 reading strategies that you have learnt at school to help your understanding of what you read.</p>	<p>Homework: Homework will be posted via google classroom. Complete the slides and hand in via google classroom. Your teacher will receive your copy.</p>	<p>Reading - Log onto Bug Club using the logins in your planners. Read 3 different types of stories and write about your favourite. School Code: HH9G</p>