



Year 2,	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To write the opening of a story.	LI: To design a monster.	LI: To describe a monster	LI: To write the ending of a story.	LI: To use editing skills.
Key vocabulary and key questions	<p>Key Vocabulary: recap adventure story map</p> <p>Key Questions: How does the story start? What happens next? What adjectives can we use? What adverbials of time can we use?</p>	<p>Key Vocabulary: adjectives expanded noun phrases monster</p> <p>Key Questions: What happened at the end of the story? What words can we use to describe the monster? Have you described what it looks like? What it sounds like? What it smells like? What it feels like? What it likes to eat?</p>	<p>Key Vocabulary: adjectives expanded noun phrases monster</p> <p>Key Questions: What words did you write yesterday to label your monster? How does your monster make the pirates feel? What did the monster do to the pirate ship? What will your monster do to the pirate ship?</p>	<p>Key Vocabulary: adjectives expanded noun phrases questions commands exclamations statements</p> <p>Key Questions: What happens at the end of the story? What do the pirates do? Will your monster finish the story differently?</p>	<p>Key Vocabulary: edit punctuation word groups spelling grammar</p> <p>Key Questions: Have you included.....? Does your writing make sense? Have you checked.....?</p>
Introduction	Recap the story. (Watch again if needed). Check pictures are correctly ordered. How does the story start? What happened next?	What happened at the end of the story? List words to describe the monster. Look at pictures of other sea monsters. What do they all have in common?	Discuss words/phrases they used yesterday to describe the monster they designed. Describe your monster to your partner - is it scary?	Recap the story. Put story pictures in the correct order. Share write the ending of the story using own designed monster.	Children to read through their story. Children to read their story to a partner.
Activities	Children to use their story maps to write the first half of the story - dreaming of monsters.	Children to design their own sea monster to eat the pirates and ship? Children to label their monster with expanded noun phrases.	Children to write a paragraph describing their monster, what it did to the pirates' ship and how it made the pirates feel.	Children to use their story map and their new monster description to write the end of the story. Reread your story all the way through, does it flow? Think ahead to editing it tomorrow - how could you improve it?	Children to use the editing checklist to make improvements to their story. Children to read their story to the class and take feedback.

Year 2, Weekly overview					
Maths	LI: To solve place value problems.	LI: To solve addition and subtraction word problems.	LI: To solve multiplication and division word problems.	LI: To solve fraction word problems.	LI: To solve calculations mentally
Key vocabulary and key questions	<p>Key Vocabulary: partition part-whole Ten Ones</p> <p>Key Questions: What coins are those? What does partition mean? What does this model represent?</p>	<p>Key Vocabulary: Adding Plus Subtracting Difference more/less than</p> <p>Key Questions: What are the steps for adding? What are the steps for subtraction? What does 'difference' mean?</p>	<p>Key Vocabulary: multiply divide share equal groups repeated addition</p> <p>Key Questions: What are the steps for multiplying? How can you represent repeated addition? What are the steps for dividing? Why do they need to be equal groups?</p>	<p>Key Vocabulary: fraction half quarter third equal groups share</p> <p>Key Questions: How are fractions and divisions the same? Why do we need equal groups? How should we find fractions of amounts?</p>	<p>Key Vocabulary: Adding Plus Subtracting Difference more/less than equal to greater than less than How many?</p>
Introduction	Teachers will present and discuss a range of place value word problems. They will be recapping the different skills taught in Year 2 for place value and partitioning numbers.	Teachers will present and discuss a range of addition and subtraction word problems. They will be recapping the different skills taught in Year 2 for adding and subtracting numbers.	Teachers will present and discuss a range of multiplying and dividing word problems. They will be recapping the different skills taught in Year 2 for multiplying and dividing numbers.	Teachers will present and discuss a range of fraction word problems. They will be recapping the different skills taught in Year 2 for fraction of numbers.	Teachers will present and discuss a range of calculations. They will be recapping the different skills taught in Year 2 on the methods and strategies the children can use to solve calculations mentally.
Activities	Children will solve a variety of place value word problems.	Children will solve a variety of addition and subtraction word problems.	Children will solve a variety of multiplying and dividing word problems.	Children will solve a variety of fraction word problems.	Children will solve a variety of calculations mentally, within a given time.

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="background-color: yellow; display: inline-block; padding: 2px;">This week's reading focus is:- 5: Notice a breakdown</p>		
<p>LI: To explore formal language</p> <p>Task - Children will be recapping how we can use our skimming and scanning skills to answer questions about a text. As a class, children will read a factual text on Natural Disasters and will explore words that they have not heard or do not understand the meaning of.</p>	<p>LI: To explore organisational features of a text</p> <p>Task - Using the factual text on Natural Disasters, children will review the organisational features of the text which can support them in answering questions. They will consider things like the pictures, subheadings, and key words.</p>	<p>LI: To retrieve information from a text</p> <p>Task - Children will read a factual text on 'How volcanoes are formed' independently. They will retrieve and answer vocabulary-based questions, working with their skills taught to successfully retrieve the answers.</p>
Science	PSHE	History
<p>LI: To investigate the properties of different materials.</p> <p>Introduction – Children will be recapping different materials and their properties. They will sort some materials based on their properties.</p> <p>Task - Working in groups, children will investigate how water proof, windproof and strong different materials are.</p>	<p>LI: To recognise the physical differences between girls and boys.</p> <p>Introduction - Children will play a game of Simon Says and will consider the different body parts that humans have. They will explore names associated with private body parts before being introduced to the scientific terminology for a male and female private part.</p> <p>Task - As a class children will label the body parts of a human and will identify the physical differences between girls and boys.</p>	<p>LI: To create a pirate code.</p> <p>Introduction - Children will learn all about some of the actual rules that pirates had back in history. As a class, we will discuss some important rules of our own and record these on a whiteboard.</p> <p>Task - Children will be creating their own pirate rules using the conjunction <i>because</i> to explain why they are important.</p>
RE	D&T	PE
<p>LI: To explore the importance of the synagogue to some Jewish people</p> <p>Introduction - Recall 3 things they learnt last week about Christian places of worship. Watch 'Synagogue, discuss key questions. Watch 'Ark and the Torah', discuss key questions.</p> <p>Task - Name and explain the features of the synagogue. match inside pictures to the place in the synagogue. Use reflect statements for each child to answer.</p>	<p>LI: To sew a running stitch. To design a textile product.</p> <p>Introduction - Children will recap the meaning of a textile and will complete their running stitch on their pouch to connect the two bits of fabric together. They will consider what will make a good design for the cover of their pouch.</p> <p>Task - Children will finish stitching their fabric together using a running stitch to complete their pouch. They will then create two designs for the cover of their pouch.</p>	<p>L.I. To develop throwing at a distance</p> <p>Introduction - This week, the children will be learning and developing the skills needed to be able to throw at a distance. They will look at skills such as:</p> <ul style="list-style-type: none"> •Placing their opposite leg to their throwing arm forward. •Standing sideways on to the direction of the throw. •Throwing from a balanced starting position. <p>Reminder: Earrings and other forms of jewellery are not to be worn during PE lessons.</p>



Music	Computing	
<p>LI: To recognise, perform and compose musical sequences.</p> <p>Introduction: Sing 'Hello' song. Explain what a musical sequence is. Listen to examples and discuss. Listen to more examples and children to identify the sequence. Children to perform 'Captain go side-track your train.'</p> <p>Task: Children to think of a nursery rhyme and compose a musical sequence to accompany it. Perform to the class and discuss.</p> <p>Sing 'Goodbye' song.</p>	<p>LI: To change a given design.</p> <p>Introduction: Explain that we're going to create an interactive quiz using Scratch Jnr - 'Who Lives Here?' Show design sheet and explain.</p> <p>Task: Children to choose their two backgrounds, record on design sheet and explain their choices. Children then choose a character for each background, record and explain. Demo how to program multiple sprites.</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:</p> <p>Homework will be on google slides. Complete the slides and hand in via google classroom</p>	<p>Reading - Log onto Bug Club using the logins in your planners. Read 3 different types of stories and write about your favourite.</p> <p style="text-align: center;">School Code: HH9G</p>