



Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To research an important event.	LI: To create a newspaper introduction.	LI: To construct my opening paragraph.	LI: To conclude my newspaper paragraphs.	LI: To publish my newspaper.
Key vocabulary and key questions	<p>Key Vocabulary: who what why when where</p> <p>Key Questions: What do we know about the Great Fire of London? Who? What? Where? When? Why?</p>	<p>Key Vocabulary: who what why when where</p> <p>Key Questions: What is the job of an introduction? What is the job of a headline?</p>	<p>Key Vocabulary: opening paragraph</p> <p>Key Questions: What happened on the first day of the fire?</p>	<p>Key Vocabulary: events</p> <p>Key Questions: What happened on Day 2, 3 and 4 of the fire?</p>	<p>Key Vocabulary: quote captions topic sentence conjunctions headline</p> <p>Key Questions: How has London changed?</p>
Introduction	Watch and play Great Fire of London link. Who? What? Why? When? Where?	Order events of the Great Fire. What is the job of an introduction? Highlight who, what, where in known story. Who, where, what about the Great Fire of London.	Read Great Fire of London. What important things happened on Day one? Read through example paragraph.	Read Great Fire of London. Recap what happened on Day 2, 3 and 4. Read Great Fire of London extracts.	Read 'A City in Ruins'. Recap features of a newspaper report. Children to read their work and mark comments.
Activities	Children to write notes on The Great Fire of London - all that they know.	Children to write the introduction - who, what, when, where - not how. Then create a 5-word headline.	Children to write their opening paragraph.	Children to write about days 2, 3 and 4.	Children to write their newspaper report about the Great Fire of London.



Year 2, Weekly overview					
Maths	LI: To make multiplication equations from pictures.	LI: To use arrays to understand commutativity.	LI: To create multiplication equations.	LI: To make doubles.	LI: To solve multiplication facts for 2.
Key vocabulary and key questions	<p>Key Vocabulary: multiplication multiply lots of groups of repeated addition</p> <p>Key Questions: What equations can you make from this image? How many equal groups? How many in each group? How many altogether?</p>	<p>Key Vocabulary: multiplication multiply lots of groups of repeated addition</p> <p>Key Questions: What equations can you make from this image? How many equal groups? How many in each group? How many altogether?</p>	<p>Key Vocabulary: multiplication multiply lots of groups of repeated addition</p> <p>Key Questions: What equations can you make from this image? How many equal groups? How many in each group? How many altogether?</p>	<p>Key Vocabulary: multiplication multiply lots of groups of repeated addition</p> <p>Key Questions: What equations can you make from this image? How many equal groups? How many in each group? How many altogether?</p>	<p>Key Vocabulary: multiplication multiply lots of groups of repeated addition</p> <p>Key Questions: What equations can you make from this image? How many equal groups? How many in each group? How many altogether?</p>
Introduction	<p>Show children a visual of groups of something - the children to create repeated addition and multiplication sentences for the image. Repeat the process and identify misconceptions. Display a multiplication word problem - children to discuss how to solve this problem type.</p>	<p>Recap with children what an array is and how we use them for multiplications. Show children another array and allow them time to complete the repeated addition and multiplication equations for the image. Repeat the process and identify misconceptions. Show children two arrays displaying commutativity and get children to discuss what they notice.</p>	<p>Children to mind map as many words that they can think of for the multiplication equation. Show children a visual for groups of - children create repeated addition and multiplication equations for this. Children complete one independently on whiteboards - identify and address misconceptions.</p>	<p>Discuss with children what the term doubles and show them some examples (can use children as examples). Show children the visuals and get them to complete stem sentences. Repeat the process and show how this can be presented in repeated addition. Ask children to critique the visuals seen - how do they know they are doubles.</p>	<p>Highlight throughout the lesson how this is similar to doubling. Go through the chant for the 2 times tables - ask children to identify any patterns they can spot in these multiplications. Children watch videos helping them count in 2's in an active way.</p>
Activities	<p>T1: Children write repeated additions for the images. T2: Children complete the multiplication stem sentences. T3: Children to answer the reasoning problems.</p>	<p>T1: Children match the equation with the array being shown. T2: Children create the equations for the arrays shown. T3: Children create the arrays for the equations shown.</p>	<p>T1: Children complete the repeated addition and multiplication equations for the 2 times tables. T2: Children complete the repeated addition and multiplication equations for the 5 times tables. T3: Children solve reasoning problems.</p>	<p>T1: Children complete the table to show different examples of doubles of numbers. T2: Children to answer the reasoning problem about doubles of numbers.</p>	<p>Children solve a range of questions around multiplying by 2's.</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: - 4 - VIP words and phrases</p>		
<p>LI: To find the purpose of a text</p> <p>Task - Teacher guides students in discussing the author's purpose of a text. Teacher and students look at examples of different types of texts. Together they assign texts into the purposes</p>	<p>LI: To skim and scan a text</p> <p>Task - Teacher guides students through the reading technique of skimming and scanning a text. Students then use this technique to answer comprehension questions</p>	<p>LI: To retrieve information from a text</p> <p>Task - Students use the technique of skimming and scanning and retrieval practice to retrieve information from a text to answer comprehension questions.</p>
Science	PSHE	History
<p>LI: To describe how seeds will grow into mature plants.</p> <p>Introduction – Children will recap learning about plant life cycles before setting up an experiment where they will discuss what plants need to survive and grow.</p> <p>Task - ½ class will set up seeds in shade, the other half will set up seeds in light.</p>	<p>LI: To understand that we can be different from our friends.</p> <p>Understanding these differences make us unique.</p> <p>Introduction - Children will be continuing their topic on celebrating differences. They will explore and discuss characteristic and personality differences between themselves and their friends/peers.</p> <p>Task - Children will complete a comparison activity. They will consider what similarities they have to a friend. They will then consider what differences they have. They will consider how it feels to have a friend and reflect on how they might stand up for a peer or friend if they were being bullied.</p>	<p>LI: To find out about Samuel Pepys and his diary.</p> <p>Introduction - The class teacher will remind the children about Samuel Pepys and give a little more information about him. <i>How do you think we know so much about Pepys and his experience in the Great Fire?</i></p> <p>The children will learn that he wrote a diary and recorded the events of the Great Fire. As he worked for the government, he was quite involved in fighting the fire. He tells us a lot about decisions made by the Mayor and the king. He also tells us about things he did, like burying his cheese in his garden! <i>We know a lot of information about the fire from Pepys' diary but what other sources of information can we use to find out about the fires?</i> Children to think, pair, share their ideas then go through the information on the slides about pictures from the time and archaeologists digging up objects that give us information</p> <p>Task - Using the Picture Cards and worksheet. The children are to write the names of each of the sources in the correct column - writing, picture or object. When finished, the children are to write information they can find out from each type of source.</p>



RE	D&T	PE
<p>LI: To understand why candles are used in Hannukah. Introduction: The children will look at different hanukkah. We will then discuss how and why they are used for Hannukah celebrations. We will watch a video on the story behind Hannukah and how a Jewish family celebrates. Task: Write different words and phrases</p>	<p>LI: To construct structure with a rotating wheel Introduction - Children will be continuing to strengthen their Ferris wheel models in groups. They will consider how to construct pods to add to their models. Task - In groups, children will use everyday materials to add pods to their model Ferris wheels. They will consider what has worked well and how they could improve their models.</p>	<p>L.I. To explore exercises to develop strength. Introduction - This week, the children will be learning how to exercise correctly in order to develop their strength. <i>Q: Why is it important to be strong?</i> We use strength all of the time in our everyday lives; carrying heavy school bags, walking, running, climbing and to help us have good posture. It also helps us to have strong muscles and joints so we are less likely to hurt ourselves. Task - Through a variety of activities, such as, tuck jumps, sit ups, hops and star jumps, the children will practise developing their strength.</p> <p style="text-align: center;">Outdoor PE</p> <p>L.I. To explore dribbling a ball with your feet For this lesson, the children will be practising and developing the following skills, such as: keeping the ball close to their body, using both feet to control the ball, keeping their head up and using different parts of their foot (inside, sole, toe, heel and outside), in order to dribble a ball accurately with their feet.</p> <p><i>Reminder: Earrings and other jewellery not to be worn during PE lessons.</i></p>
Homework		
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.		
<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: Complete google 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. School Code: HH9G</p>