



Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To act out a poem.	LI: To create a story map for a poem.	LI: To compose our own ideas.	LI: To innovate a verse for a poem.	LI: To publish a poem.
Key vocabulary and key questions	<p>Key Vocabulary: expression actions retelling</p> <p>Key Questions: How can we work out what a new word means? How do the actions help us with the poem? How do we keep our audience interested when reading the poem?</p>	<p>Key Vocabulary: Landmarks of London story map order</p> <p>Key Questions: In what order did the events happen? What key vocabulary do you think we need to include?</p>	<p>Key Vocabulary: adjectives landmarks St Paul's Cathedral</p> <p>Key Questions: What London landmarks did the bus go past? What landmark have we heard about recently?</p>	<p>Key Vocabulary: features London landmarks adjectives</p> <p>Key Questions: What London landmark are we writing about? What can we change from the original poem to create our own verse?</p>	<p>Key Vocabulary: publish handwriting punctuation spelling layout</p> <p>Key Questions: What do we need to think of when publishing our work?</p>
Introduction	Read 'The Magic London Bus'. Discuss the new vocabulary. Read it again and this time encourage children to add actions.	Retell the poem to your partner and use actions to help. Order the events of the story. Model how to retell a poem as a story map.	Read the poem, children to include their actions. Highlight landmarks that the bus went past. What other London landmarks do we know of? - St Paul's Cathedral. Watch a virtual tour of St Paul's Cathedral. Children are to describe St Paul's Cathedral to their partner.	Read through the poem. Children read through their descriptive writing from yesterday. Highlight the part they would like to include in their poem	Children are to read though their verse from yesterday, taking note of teacher's comments.
Activities	In pairs read the poem, including actions. Children to perform.	Children are to create a story map using a mixture of pictures and key vocabulary. Can they retell the poem from their story map? What details have they included? Were there any important parts they missed?	Children are to write a description of St Paul's Cathedral – use the senses.	Children are to write their own verse.	Children are to publish their poem. Draw a picture to go with it. Can they think of actions to go with it?



Year 2 Weekly overview					
Maths	LI: To subtract from a Tens (Practical)	LI: To subtract from a Tens.	LI: To subtract across a Tens.	LI: To revise addition.	LI: To solve addition problems.
Key vocabulary and key questions	<p>Key Vocabulary: subtract take from less than Tens regrouping</p> <p>Key Questions: How can I get some Ones? Do I have enough Ones to cross out? Have I made a mistake? How can we fix this?</p>	<p>Key Vocabulary: subtract take from less than Tens regrouping</p> <p>Key Questions: How can I get some Ones? Do I have enough Ones to cross out? Have I made a mistake? How can we fix this?</p>	<p>Key Vocabulary: subtract take from less than Tens regrouping</p> <p>Key Questions: How can I get some Ones? Do I have enough Ones to cross out? Have I made a mistake? How can we fix this?</p>	<p>Key Vocabulary: addition add altogether sum equation commutative</p> <p>Key Questions: What are the steps for adding equations? What could the mistake be? How could we solve this? Are there more solutions to this problem?</p>	<p>Key Vocabulary: addition add altogether sum equation commutative</p> <p>Key Questions: What are the steps for adding equations? What could the mistake be? How could we solve this?</p>
Introduction	<p>Teachers will demonstrate how to effectively use the Dienes resources to show children how to regroup a Tens into Ones when subtracting from a Tens number. Children will attempt the next question in their pairs. Attempt another example if required based on assessment during input.</p>	<p>Recap yesterday's learning - identify children whom may need additional support. Either demonstrate or allow children to attempt the next question on whiteboards - identify misconceptions. Discuss as a class about what mistake has been made - the child did not cross out the Tens being subtracted.</p>	<p>Demonstrate to the class how to draw out the subtraction method, be careful demonstrating regrouping skills. Either demonstrate or allow children to attempt the next question on whiteboards - identify misconceptions. Repeat process - highlight that this time it is 2 Tens that need subtracting. Children to discuss what mistake has been made - not enough tens crossed off.</p>	<p>Recap the steps used to solve an addition equation - get the children to think, pair, share what these are. Show children a solved equation - they need to spot the mistake and discuss what it could be. Children discuss the reasoning problem and come up with multiple solutions.</p>	<p>Display a simple addition equation - children solve on whiteboards and then discuss misconceptions. Discuss and solve the word problem - highlight focus on numbers and final question sentence - address misconceptions. Discuss the always, sometimes, never reasoning problem - build on children's explanations.</p>
Activities	<p>Children will be working in pairs using dienes resources to solve different subtractions where a 2-digit number is subtracted from a Tens multiple.</p>	<p>T1: Children to practice the fluency of the method taught - opportunity for challenge when children need to explain patterns found. T2: Children Solve SAT style subtraction problems.</p>	<p>T1: Children practice some fluency style questions for subtracting across a Tens. T2: Children solve some multiple step SATs questions based on subtraction.</p>	<p>Task 1 - Children solve the additional equations. Task 2 - Children solve the missing number equations. Task 3 - Children solve the reasoning problem.</p>	<p>Children solve a variety of word problems - including some two-step problems.</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. 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: - 8: Summarising</p>		
<p>LI: To summarise a text Task - Teacher guides students through how to summarise a text. As a class, students will be present with a text and have to choose the best summary to go with it.</p>	<p>LI: To write a summary Task - As a class, students read a text and make a summary all together following the 5-finger summarising technique</p>	<p>LI: To independently write a summary Task - Students are presented with a text and independently write a summary.</p>
Science	PSHE	History
<p>LI: To describe the importance of self-care. Introduction – Children will learn all about what to do when they are feeling unwell and about the safety and precautions around the use of medicines. Task - Children will be creating information posters containing everything they've learnt about keeping themselves healthy.</p>	<p>LI: To understand that sometimes people make assumptions about boys and girls. Introduction - In this lesson children will be learning about the similarities between genders and identifying possible stereotypes. Task - Children will be exploring their identity and the things they enjoy and looking for similarities with pupils of a different gender.</p>	<p>LI: To review prior knowledge Introduction - The children will be introduced to this term's new topic - 'The Great Fire of London'. The class will briefly discuss the half term homework, which was to research facts about the new topic. The children will then examine the different pictures shown on the IWB and discuss as a class what they see and predict is happening. Task - Children are to review their prior knowledge by completing the KWL Grid.</p>
RE	Art	Indoor PE
<p>LI: To compare ideas about the meaning of candles. Children will complete a KWL to access their prior knowledge on candles and religion. Children will then discuss the differences between types of candles and what candles mean to people and worldviews. Children will then watch a video on candles. Task: Draw six pictures on how candles can be used and the different meanings they have.</p>	<p>LI: To create a collage of The Great Fire of London Introduction - Children will be expanding their knowledge of The Great Fire of London and exploring how they can capture the event in an artwork. Task - Pupils will create a collage of The Great Fire London using black paper for the silhouette of the buildings and warm colours for the background representing the fire.</p>	<p>Skills being focused - This half term, for one of the two weekly PE lessons, the children will be focusing on Dance. They will explore space and how their body can move to express an idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. The children will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology. THEME: Secret Garden L.I - To remember, repeat and link actions to tell the story of my dance. For this lesson, the children will complete a set of different activities, focusing on the skills of being able to use counts of 8 to help you stay in time and to use different levels and shapes.</p>



		<p style="text-align: center;">Outdoor PE</p> <p>This half term, the children will be developing the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping.</p> <p>L.I. To explore how the body moves when running at different speeds.</p> <p>For this lesson, the children will explore a series of strategies that will help them run faster and with more stability. They will focus on strategies such as; running on the balls of their feet and not on their tip-toes and using their arms to help them to move forward.</p> <p><i>Reminder: Due to Health and Safety - Earrings and other jewellery are not to be worn during PE lessons.</i></p>										
Homework												
<p><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>												
<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 on google classroom on Tuesday. Complete the slides and hand in through google classroom.</p> <p>Spelling:</p> <table border="1" data-bbox="772 909 1377 1165"> <tr> <td>behind</td> <td>great</td> </tr> <tr> <td>even</td> <td>fire</td> </tr> <tr> <td>hour</td> <td>summarise</td> </tr> <tr> <td>parents</td> <td>summary</td> </tr> <tr> <td>told</td> <td>habitat</td> </tr> </table>	behind	great	even	fire	hour	summarise	parents	summary	told	habitat	<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>School Code: HH9G</p>
behind	great											
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hour	summarise											
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