

Weekly Overview



Year Group: Year 2 Week beginning: 06.01.25

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English	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To recognise the features of haikus.	LI: To identify syllables.	LI: TO design our own monster.	LI: To write a haiku about my monster.	LI: To edit and public a haiku.
Key vocabulary and key questions	<p>Key Vocabulary: haiku features lines syllables theme</p> <p>Key Questions: What is a Haiku? What is the theme of the haiku? What title could we give each of these haikus? What features do you notice about a haiku? Can you clap out the haikus?</p>	<p>Key Vocabulary: haiku features lines theme syllables</p> <p>Key Questions: What is a haiku? What is a syllable? Can you clap the syllables? How many syllables in this word? Can you sort the words into the correct syllable number?</p>	<p>Key Vocabulary: haiku features lines theme syllables design adjectives paragraph</p> <p>Key Questions: Can we describe these monsters? What will your monster look like, sound like, smell like, move? What adjectives will you use to describe your monster?</p>	<p>Key Vocabulary: haiku lines syllable pattern</p> <p>Key Questions: What is a haiku? What is a syllable? Does your haiku match your monster? Have you checked 3 lines? Does it follow the 5,7,5 syllable pattern?</p>	<p>Key Vocabulary: haiku lines syllable</p> <p>Key Questions: What is a haiku? What is a syllable? Have you checked 3 lines? Does it follow the 5,7,5 syllable pattern? Can you clap your haiku's syllables? What do we mean by 'publish' our work?</p>
Introduction	What is a haiku? Watch the video. Discuss. Read some haiku examples. Discuss their features.	What is a syllable? Discuss. Watch the video. Discuss. Sort words into number of syllables.	Describe the monsters on the board. If you were to design a monster - what would it look like, sound like, smell like, do? Describe your monster to your partner. Using monster pictures on board - write describing words and then use them to write a paragraph about the monster.	Recap on what a haiku is. Recap what is a syllable. Look back at your own monster design and description. Using our description of board monster from yesterday - let's write a haiku together about it.	Recap on what a haiku is. Recap what is a syllable. Look back at own monster design and description. Reread own haiku, checking number of lines, syllable count.
Activities	In tables, children to read a variety of haikus. Does they have 3 lines? do they have 5,7,5 syllables. Clap them out and decide.	Complete table of syllables in words - using a dictionary. Remember to clap the syllables.	Draw a picture of your monster and write adjectives around it. Using those adjectives, write a paragraph about your monster.	Write a haiku about your own monster. Check 3 lines, 5,7,5 syllables. Read it to your partner. Publish if time.	Children can make any changes to their haiku. Children t publish their haiku ready for display.

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Year 2, Weekly overview					
Maths	LI: To make equal groups by sharing (practical)	LI: To make equal groups by sharing (practical)	LI: To make equal groups by grouping.	LI: To make equal groups by grouping.	LI: To divide by 2.
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Equal groups Sharing Equally Divide Division Share</p> <p><u>Key Questions:</u> What is sharing? Can we use multiplication to help us share? What is dividing? What does equal groups mean?</p>	<p><u>Key Vocabulary:</u> Equal groups Sharing Equally Divide Division Share</p> <p><u>Key Questions:</u> What is sharing? Can we use multiplication to help us share? What is dividing? What does equal groups mean?</p>	<p><u>Key Vocabulary:</u> Equal groups Sharing Equally Divide Division Share</p> <p><u>Key Questions:</u> What is sharing? Can we use multiplication to help us share? What is dividing? What does equal groups mean?</p>	<p><u>Key Vocabulary:</u> Equal groups Sharing Equally Divide Division Share</p> <p><u>Key Questions:</u> What is sharing? Can we use multiplication to help us share? What is dividing? What does equal groups mean?</p>	<p><u>Key Vocabulary:</u> Equal groups Sharing Equally Divide Division Share</p> <p><u>Key Questions:</u> What is sharing? Can we use multiplication to help us share? What is dividing? What does equal groups mean?</p>
Introduction	Following the interactive whiteboard, the children will discuss equal groups and the different ways we can share objects equally.	Following the interactive whiteboard, the children will discuss equal groups and the different ways we can share objects equally.	The children will be introduced to division and learn how to make equal groups using division.	The children will be introduced to division and learn how to make equal groups using division.	The children will revise the 2 times table by playing 'fizz buzz'. The children will then divide objects into groups of two, progressing to sharing equal groups of five.
Activities	They will create equal groups with counters. Then writing sentences on their whiteboards to match.	Children will cut pictures into equal groups and then write sentences to match.	Using counters or blocks, the children are to answer the tasks cards on your white boards.	Children are to complete the differentiated tasks by sorting the objects into specific groups.	Children are to complete the division equations shown on the whiteboard. They are then to draw a picture to show your working out for each equation.

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

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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; text-align: center;">This week's reading focus is: - 1 - Making Connections</p>		
<p>LI: L.I. To activate prior knowledge about text (reading strategy 1) Task - During their next library visit or when they choose a new book, the children are to complete the 'activate prior learning' worksheet, by making connections to text to text, text to self and text to world.</p>	<p>LI: To appraise/ review a text Task - In pairs, the children are to write a review of the text given, using their connections and the sentence stems to scaffold their opinions.</p>	<p>LI: To compare and evaluate texts Task - On their whiteboards, the children are to compare similarities and differences between two different versions of the story Goldilocks and the Three Bears.</p>
Science	PSHE	History
<p>LI: To activate prior knowledge LI: To identify when something is living, dead or never alive. Introduction – Following the IWB, the children will first complete the KWL grid by activating their prior knowledge and writing down what they already know and would like to find out about our new science topic. The children will then go on to learn about what components a thing needs to have in order for it to be classified as a living thing. Task - The children are to draw one thing that is living and explain why they know it is living - by referring to 'MRS NERD' learnt during the lesson and then to do the same with something that is non-living.</p>	<p>LI: To understand what a goal is and how it can be achieved. Introduction - Children will explore what a goal is and consider how we can work towards goals in our everyday lives. They will identify how successfully achieving a goal can make us feel and will decide on a 2-week whole class goal that they can work towards. Task - Children will reflect on a goal that they have previously achieved. They will write about this goal and how it made them feel.</p>	<p>LI: To activate prior knowledge LI: To know what a monarch is. Introduction - During this lesson, the children will learn about: <i>What is a Monarch? What does a Monarch do? and Who becomes the next Monarch?</i> Task - The class teacher will ask the children. <i>What rules would you create if you were king or queen?</i> They will then ask the children to decide which rules on the Lesson Presentation they would choose, and give their reasons why and reasons why they would not choose others. In talk partners, the children will discuss some other rules they would create, in preparation for feedback to the class.</p>
RE	D&T	PE
<p>LI: How can we tell Jesus is special to some people. Introduction -The class will do a KWL to see any prior knowledge they have on how we know some people have a special connection to God. We will then recap who Jesus is and the Christian worldview. Children will then watch and discuss a presentation on the Christmas story. Task – KWL on the special connection people have to their Gods.</p>	<p>LI: To investigate objects and how they move Introduction - Children will explore moving mechanisms and will identify which mechanisms use a lever and which use a linkage system. They will be introduced to the design brief for the half term - To make a paper moving monster toy using a linkage system. Task - Children will create their own design brief for their moving monster toy.</p>	<p>Indoor PE - This half term the children have been given the opportunity to work alongside Miss Alice from Dance Energy. During this half term, the children will be taught new skills in dance / gymnastics, as well as practice skills they already know, such as; balance, team work, sequencing and movement. Outdoor PE - The children will also continue to have their weekly PE lesson, with their class teacher. This term, the focus will be on ball skills. This week's focus will be on how to develop rolling a ball to hit a target. Reminder: Due to Health and Safety - Earrings or other form of jewellery are not to be worn during PE lessons.</p>

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Computing	Music
<p>LI: To describe a series of instructions as a sequence.</p> <p>Introduction - The class will discuss how we get computers to do what we want. Give children instructions to draw something on their whiteboard.</p> <p>Task - Children in pairs - one as a robot and the other giving an instruction to follow. First 1 instruction, then 2 and then 3 - using GO to start the sequence. Explain that this is the same for computers.</p>	<p>LI: To learn about pulse.</p> <p>Introduction -The children will learn about pulse by singing the call and response song 'Kye Kye Kule'. Then tap the pulse whilst singing. Discuss the meaning of pulse - heartbeat.</p> <p>Task - Listen to 2 pieces of music, whilst tapping the pulse and discuss if they are the same tempo (speed). Then look at symbols for pulse and compose their own. Finally sing Kye Kye Kule at the same time keeping the pulse.</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>Spelling:</p> <table border="1" style="width: 100%;"> <tbody> <tr> <td>climb</td> <td>monsters</td> </tr> <tr> <td>gold</td> <td>adventure</td> </tr> <tr> <td>move</td> <td>king</td> </tr> <tr> <td>prove</td> <td>grouping</td> </tr> <tr> <td>any</td> <td>location</td> </tr> </tbody> </table>	climb	monsters	gold	adventure	move	king	prove	grouping	any	location	<p>Reading - Log onto Bug Club using the logins in your planners. School Code: HH9G</p> <p>Read 3 different types of story and write about your favourite.</p>
climb	monsters											
gold	adventure											
move	king											
prove	grouping											
any	location											