



Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To retell a story from a character's point of view.	LI: To know that suffixes change the meaning of words.	LI: To write a diary recount.	LI: To write statements using known facts.	LI: To show understanding of a text.
Key vocabulary and key questions	<p>Key Vocabulary: point of view adjectives hot seat</p> <p>Key Questions: What do you know about Samuel Pepys? Who is telling the story? What do you think the cat saw during the fire? What did the cat do next? How did the cat survive? How did the cat describe the fire?</p>	<p>Key Vocabulary: suffixes adjectives</p> <p>Key Questions: What is an adjective? Where does a suffix go on a word?</p>	<p>Key Vocabulary: past tense sequence noun phrases</p> <p>Key Questions: What are the features of a diary? What is an adjective, question, exclamation, suffix? What could the cat do next? What happened to the cat after the fire was put out?</p>	<p>Key Vocabulary: fact opinion statements</p> <p>Key Questions: What is a fact? What is an opinion? What do we know about the Great Fire of London?</p>	<p>Key Vocabulary: comprehension reread sound it out</p> <p>Key Questions: What strategies can you use when unsure of what you have read? What are the key words/phrases?</p>
Introduction	Read 'Pepys' Diary. What do you know about Samuel Pepys? Watch the video 'During the fire'. Discuss key questions. Read the cat's description of the fire and highlight key adjectives.	Read 'Monday 3rd September', 'Tuesday 4th September', 'Wednesday 5th September' from the text about the Great Fire of London. Match the descriptions to the pictures. Discuss where a suffix goes on a word - look at the rules. Which of these words sound correct - bigly, bigy, biggest, bigger?	We are going to pretend that we are Pepys' cat when writing our diary. What are the features of a diary? Look at a diary example and find - a question, an exclamation, adjectives and suffixes. Read the next extract and then discuss what the cat could do next? What do cats like to do?	Read 'Wednesday 5th September', 'A City in Ruins', 'Changes to Firefighting', 'In Memory', 'People', 'Places'. What is a fact? What is an opinion?	Read through the text together. Demonstrate how to answer comprehension questions - finding the answer using key words/phrases.
Activities	Look at the pictures from the cat's story. Children pretend they are the cat and tell their story - hot seat.	Using the new suffix words describe the pictures of the Great Fire.	Share write the next section of the diary.	Children write down facts they know about the Great Fire of London. After that, they write down their opinions of the Great Fire of London.	Children to read and answer the questions about the Great Fire of London.

Year 2, Weekly overview					
Maths	LI: To find the difference in amounts.	LI: To find change.	LI: To find change.	LI: To solve word problems (money).	LI: To solve multi-word problems.
Key vocabulary and key questions	<p>Key Vocabulary: names of coins silver bronze gold heptagon dodecagon</p> <p>Key Questions: What coins are these? What is the total of the purses? How can we find the difference?</p>	<p>Key Vocabulary: names of coins silver bronze gold heptagon dodecagon</p> <p>Key Questions: What coins are these? How do we find the change?</p>	<p>Key Vocabulary: names of coins silver bronze gold heptagon dodecagon</p> <p>Key Questions: What coins are these? How do we find the change?</p>	<p>Key Vocabulary: names of coins silver bronze gold heptagon dodecagon</p> <p>Key Questions: What coins are these? How do we find the change? How can we find the difference?</p>	<p>Key Vocabulary: names of coins silver bronze gold heptagon dodecagon</p> <p>Key Questions: What coins are these? How do we find the change? How can we find the difference?</p>
Introduction	<p>Recap different coins by playing a guess who game. Children add the coins together to find the total in the purses - Then children need to turn these numbers into a subtraction equation to find the difference. Repeat and address misconceptions. Read the word problem as a class and discuss what it is asking children to do.</p>	<p>Reveal to children that we will pretend to go shopping. Children identify the coin presented and then discuss how we can find the change by subtracting. Repeat the process and identify and address misconceptions. When displaying a £1 - explain how this is the same as 100p or 10 x 10.</p>	<p>Recap the skills learnt from previous lesson - address any issues with subtraction and regrouping. Repeat the process and identify and address misconceptions. Provide children with the idea of a school tuck shop and using £1 to buy some fruit.</p>	<p>Display the word problem to children and identify what coins are being used. Then count the coins together to find the total. Read the next problem together and discuss what the question is asking you to complete. Repeat the process and identify misconceptions.</p>	<p>Due to challenge level - teacher will work through the multiple step word problems together as a class. Discussion with children is necessary to help them understand how to solve the different problems and how to approach them.</p>
Activities	<p>T1: Children to find the difference from amounts given. T2: Children select which amount is the correct difference. T3: Children to solve the word problem about finding differences.</p>	<p>T1: Children find change from a 10p coin. T2: Children solve simple word problems involving change. T3: Children to answer the multiple answer problem.</p>	<p>T1: Children find the change from 50p for each of the given amounts. T2: Children find change from £1 using given amounts. T3: Children use the concept of the tuck shop to find change using items given.</p>	<p>Children are to solve a variety of money related word 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.</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: - 1 - Predictions</p>		
<p>LI: To make predictions within a text Task - Students are revising making predictions. Teacher guides students through a number of images and discusses the questions and answers.</p>	<p>LI: To make predict what characters are saying and thinking Task - Students watch Luna, a short film that has no sound. Teacher pauses the video throughout and students write down what they predict the characters are saying.</p>	<p>LI: To make connections within a text Task - Students practice making predictions before reading, during reading and after reading on the text Enemy Pie.</p>
Science	PSHE	History
<p>LI: To identify different types of plants. Introduction – Children will be learning about identifying plants through the bark and through the types of leaves they have. They will look at some leaf shapes. Task - Children will be going outside to hunt out the different types of leaves we have in our school.</p>	<p>LI: To understand that bullying is sometimes about difference Introduction - Children will explore what bullying is and isn't. They will discuss what they can do about a situation where they feel they are being bullied or where someone they know is being bullied. Task - Children will explore different scenarios that support them in understanding what bullying is and how it must feel to be bullied.</p>	<p>LI: To understand the events of the Great Fire of London Introduction - The class teacher will explain that at the time of the Great Fire, the Great Plague had swept through London, killing nearly a quarter of all the people in London. The children will also go through the story of the Great Fire of London on the slides, where the teacher will be explaining where and when it started and introducing Samuel Pepys. The children will then be shown the map demonstrating how much of London was affected by the Great Fire. <i>How do you think you would have felt if you were living in London at the time of the Great Fire?</i> Task - The children will be given a set of story cards. their challenge is to sort the cards into the correct order and then draw a picture for each section of the story. Children will then staple/tape the cards together to create a mini storybook showing the events of the Great Fire of London.</p>
D&T	Outdoor PE	
<p>LI: To select appropriate materials Introduction - Children will be exploring different materials that may be suitable for their Ferris wheel design. They will decide on which materials to use for their frame, axle and wheel. Task - Children will need to select appropriate materials for their wheel and justify their choices. They will begin making their frame for their Ferris wheel in groups.</p>	<p>L.I. – To develop dribbling a ball with our feet For this lesson, the children will be focusing on skills such as: Keeping the ball close to their feet, using only soft touches. Using parts of their foot in order to control the ball and using soft touches with their feet in order to keep good control.</p>	
RE	Indoor PE	
<p>LI: To retell the story of Jesus' arrival on Earth. Introduction - Retell the Christmas story to your partner. How was Jesus going to save the world? What other stories have we heard that show how Jesus taught love and kindness? Task -In groups children to act out the story of Christmas.</p>	<p>THEME: Secret Garden L.I - To use counts of 8 to help you stay in time with the music. For this lesson, the children will be mirroring the movement/s of their partner as if they were a mirror image. They will also be practising matching the same movement at the same time. <i>Reminder: Due to Health and Safety - Earrings and other jewellery are 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.

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.

Homework: Homework will be posted on google classroom on Tuesday 19th November at 8:00 am. Complete the slides and hand in through google classroom. Due Tuesday 26th November.

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