

Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	<b>LI: To identify and use adjectives.</b>	<b>LI: To identify features of a formal text.</b>	<b>LI: To plan a formal letter to planet Earth.</b>	<b>LI: To write a formal letter to planet Earth</b>	<b>LI: To publish a formal letter.</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> adjective noun</p> <p><b>Key Questions:</b> What is an adjective? When do we need to use an adjective?</p>	<p><b>Key Vocabulary:</b> adjectives formal letters plastic pollution introduction explanation acknowledge promise</p> <p><b>Key Questions:</b> What two types of letters have we written previously? Why do we love planet Earth?</p>	<p><b>Key Vocabulary:</b> adjectives formal letters plastic pollution introduction explanation acknowledge promise</p> <p><b>Key Questions:</b> Who are we going to be writing a formal letter to?</p>	<p><b>Key Vocabulary:</b> adjectives formal letter plastic pollution introduction explanation acknowledge promise</p> <p><b>Key Questions:</b> How many adjectives have you included in your letter?</p>	<p><b>Key Vocabulary:</b> adjectives publish formal letters plastic pollution introduction explanation acknowledge promise</p> <p><b>Key Questions:</b> What does publish mean?</p>
<b>Introduction</b>	<p>What is an adjective? When do we use adjectives? Give examples of adjectives. Watch video on when to use adjectives. Play adjective game. Find the noun and add an adjective to describe it,</p>	<p>Recap on the two types of letters we have previously written. This week we will be writing formal letters. This week our letters are being entered into a competition. We will be writing to planet Earth. Listen to Thank You, Earth. List reasons why we love planet Earth Why is planet Earth so sad? Read example letter to planet Earth.</p>	<p>Recap on the story heard yesterday. Who are we going to be writing a letter to? Brainstorm reasons why planet Earth might be upset about plastic pollution.</p>	<p>Look back over yesterday's letter plan. Look over word type of the week - adjectives. How many adjectives have you included in your letter? Read example letter to planet Earth and add in awesome adjectives.</p>	<p>10 minutes to finish and check your letter to planet Earth. Remind children of publishing rules - best handwriting, spacing, punctuation, spelling.</p>
<b>Activities</b>	<p>Children to think of an adjective to complete the sentences and write them in their books.</p>	<p>Write a letter to planet Earth as a class.</p>	<p>Children to plan letter to planet Earth.</p>	<p>Write letter to planet Earth.</p>	<p>Children to publish letter letters to planet Earth.</p>

**Year 2, Weekly overview**

Year 2, Weekly overview					
Maths	LI: To subtract from a Tens.	LI: To subtract across a Tens.	LI: To subtract a 1-digit from a 2-digit (bridging).	LI: To subtract a 2-digit from a 2-digit number.	LI: To subtract a 2-digit from a 2-digit number (bridging)
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> subtract take from less than Tens</p> <p><b>Key Questions:</b> 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><b>Key Vocabulary:</b> subtract take from less than Tens</p> <p><b>Key Questions:</b> 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><b>Key Vocabulary:</b> subtract take from less than Tens</p> <p><b>Key Questions:</b> 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><b>Key Vocabulary:</b> subtract take from less than Tens</p> <p><b>Key Questions:</b> 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><b>Key Vocabulary:</b> subtract take from less than Tens</p> <p><b>Key Questions:</b> 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>
<b>Introduction</b>	<p>Children will start the lesson completing the flashback four tasks. Demonstrate to the class how to solve a subtraction equation by regrouping - regrouping may need a physical demonstration. Again demonstrate - but this time children will attempt on whiteboards - identify and discuss any misconceptions. Children to read the reasoning question and explain the mistake made.</p>	<p>Children will start the lesson completing the flashback four tasks. Demonstrate regrouping to the class and how we need to include all the Tens and Ones. Again demonstrate - but this time children will attempt on whiteboards - identify and discuss any misconceptions. Children read the reasoning question and explain the mistake made.</p>	<p>Children will start the lesson completing the flashback four tasks. Demonstrate regrouping to the class and how we need to include all the Tens and Ones. Again demonstrate - but this time children will attempt on whiteboards - identify and discuss any misconceptions. Children read the reasoning question and explain the mistake made.</p>	<p>Children will start the lesson completing the flashback four tasks. Demonstrate regrouping to the class and how we need to include all the Tens and Ones. Again demonstrate - but this time children will attempt on whiteboards - identify and discuss any misconceptions. Show children a different representation for a subtraction (bar model) - explain how this is a diff way of laying out an equation.</p>	<p>Children will start the lesson completing the flashback four tasks. Demonstrate regrouping to the class and how we need to include all the Tens and Ones. Again demonstrate - but this time children will attempt on whiteboards - identify and discuss any misconceptions. Children read the reasoning question and explain the mistake made.</p>
<b>Activities</b>	<p><b>T1: Children subtract Ones from 60.</b> <b>T2: Children subtract from different Tens - explain what pattern they have noticed.</b> <b>T3: Children to solve word problems.</b></p>	<p><b>T1: Children subtract across Tens practising the problem.</b> <b>T2: Children solve the equations and explain what answer is biggest.</b> <b>T3: Children to solve word problems.</b></p>	<p><b>T1: Children subtract across Tens practising the problem.</b> <b>T2: Children solve the equations and explain what answer is biggest.</b> <b>T3: Children to solve word problems.</b></p>	<p><b>T1: Children to solve the different representations of subtraction.</b> <b>T2: Children solve a variety of equations.</b> <b>T3: Children answer the word problems provided.</b></p>	<p><b>T1: Children to solve the different representations of subtraction.</b> <b>T2: Children solve a variety of equations.</b> <b>T3: Children answer the word problems provided.</b></p>

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

Reading		
<p><b>Children read for 20 minutes each day. Read different text genres:</b> 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: - 7 Inferences</p>		
<p><b>LI: To make inferences on pictures</b></p> <p><b>Task</b> - Students learn how to make inferences within a picture. Teacher will guide students through a number of images accompanied by questions. Students and teachers will go through questions making inferences.</p>	<p><b>LI: To make inferences on texts</b></p> <p><b>Task</b> - Students learn how to make inferences within a text. Teacher will guide students through a number of texts accompanied with questions to make inferences. Students and teachers will go through questions making inferences.</p>	<p><b>LI: To make inferences on texts</b></p> <p><b>Task</b> - Teacher will read students the story The Tindims. Students use their knowledge of making inferences to complete the task of the inference backpack. Where students inference what the character would have in her backpack.</p>
Science	PSHE	Geography
<p><b>LI: To describe what good hygiene is.</b></p> <p><b>Introduction</b> – Children will be learning all about good hygiene and good habits so we can make sure that we keep good levels of hygiene.</p> <p><b>Task - Children will be designing posters about how we can stop the spread of germs.</b></p>	<p><b>LI: To recognise what makes us happy and how we can create a positive mindset</b></p> <p><b>Introduction</b> - Children will be re-capping their learning on growth mindsets before considering how they can create a positive mindset. Through class discussion they will be identifying things that they enjoy and things that make them happy.</p> <p><b>Task - Children will be drawing and writing about 6 things that make them happy.</b></p>	<p><b>LI: To be able to plan a trip to London.</b></p> <p><b>Introduction</b> - The class teacher will tell the class that they are going to plan an imaginary trip to London. The children will be shown the map of the UK on the IWB. <b>Q. Where are we on this map? How do you think we could get into the centre of London to see all the sights?</b> The class is to establish where we are on the map and discuss methods of getting to London, e.g. by train, car, plane, etc. depending on our location. The teacher will go through the questions on the slides and discuss as a class: <b>What three things would you most like to do in London? What kind of clothes will you need to wear for the season we are in? What do you think you might see in London? What activities can we do in London?</b></p> <p><b>Task</b> - On their worksheet, the children are to answer the questions to plan their trip to London. They are to then draw three pictures of themselves on their trip, explaining for each what they saw, using the Sightseeing Word Bank to support them.</p>



RE	Art	PE
<p><b>LI: To understand what it means to be kind.</b>  <b>Introduction</b> - Discuss what it means to be kind? How can you be a better friend? Read the Kindness Songs and poems.  <b>Task -Children to write a poem about kindness.</b></p>	<p><b>LI: To create a sculpture in the style of Henri Matisse</b>  <b>Introduction</b> - Children will continue to learn about the work of Henri Matisse. They will explore his sculpture work before creating their own model inspired by Henri Matisse.  <b>Task - In today's Art lesson students will use clay to create a sculpture of a head/body in the style of Henri Matisse.</b></p>	<p><b>Skills being focused - This week's focus will be:</b>  <b>LI: To develop combination jumping and skipping in an individual rope</b>  <b>Introduction</b> - The children will be reminded and practise their jumping techniques by playing a game of 'Foxes and Rabbits'. They are to remember to bend their knees when jumping and keep their feet together to help them keep their balance.  <b>Skills Development</b> - Each child will be given a skipping rope and asked to place it out straight in a space on the floor. The children are to practise the following:</p> <ul style="list-style-type: none"> <li>• A single bounce jump: jump continuously forwards and backwards over their rope using two feet and a single bounce.</li> </ul> <p>Rhythm is jump, jump, jump, jump. Practise small springy jumps on the balls of your feet. Look forwards and not down to help you to balance.</p> <ul style="list-style-type: none"> <li>• Double bounce jump: jump and bend on each side of the rope. Keep your feet together.</li> </ul> <p>Rhythm is jump, bend, jump, bend. Jump and land with two feet.</p> <ul style="list-style-type: none"> <li>• Hop: side to side over their rope. Change feet.</li> </ul> <p>Bend your knees for a soft controlled landing.</p> <p><b>Reminder: Due to Health and Safety Earrings and other Jewellery are not to be worn during PE lessons.</b></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.

**Spellings:**

<b>21.10.24</b>	
because	Earth
door	equals
hold	inference
only	collage
sure	plastic

**Homework:**  
Next term, our theme is “The Great Fire of London”. In preparation for this, the homework and holiday task is based on The Great Fire of London. Please refer to the google slides that will be uploaded on google classroom on Tuesday 17th October. This will be due on the first week back on Tuesday 31st October.

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**