

Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	<b>LI: To become familiar with a story.</b>	<b>LI: To create a story map.</b>	<b>LI: To use adverbs in our writing.</b>	<b>LI: To write a passage of the story.</b>	<b>LI: To box up our ideas.</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> key events antique St Paul's Cathedral Whispering Gallery</p> <p><b>Key Questions:</b> Was it a good idea to give Paddington a whistle? Why? Do you think Paddington enjoyed the day trip? What were the most important parts of the story?</p>	<p><b>Key Vocabulary:</b> story map key events antique St Paul's Cathedral Whispering Gallery adjectives conjunctions</p> <p><b>Key Questions:</b> What exciting words can you think of to add to this story map? What conjunctions could we use? What are adjectives?</p>	<p><b>Key Vocabulary:</b> verb adverb adjectives conjunctions suffixes</p> <p><b>Key Questions:</b> What is an adverb? How can we tell that some words are adverbs? What do adverbs do? What does an adverb do to the verb?</p>	<p><b>Key Vocabulary:</b> story map verb adverb adjectives conjunctions suffixes</p> <p><b>Key Questions:</b> What part of the story has been lost from the story map? What adverbs/adjectives have we used?</p>	<p><b>Key Vocabulary:</b> box up characters setting beginning problem solution ending</p> <p><b>Key Questions:</b> What does 'box up' mean? What happened at the beginning? What problems does Paddington face? How does he fix them? How does the story end?</p>
<b>Introduction</b>	<p>Children listen to Paddington at St Paul's. Discuss new vocabulary. Ask children to have a guess using the context of the sentence first. What were the most important parts of the story? Children to discuss them and then the teacher will narrow them down to specific key parts.</p>	<p>Children to listen to the story again. Look at the picture map of the story. Children to discuss and re-enact the story to ensure they remember the important parts. Use this to retell the story. Get children to discuss how we can improve the story (using adjectives) Children to think of exciting words to add to the map. Encourage children to think about conjunctions they can use to link the different pictures of the story map.</p>	<p>What is an adverb? Discuss what an adverb does, what suffix it can use and how to identify them. Show children a sentence and have them discuss which word they think the adverb is - ensure they know that it describes a doing word. Show children a sentence with the adverb missing - they need to read the suggestions and choose which adverb would help make the sentence make sense. Choose a verb to act and use an adverb to identify how. Play 'Simon says'.</p>	<p>Explain to the children that the computer broke over the night and some of the story map has gone missing - ask children to discuss which parts have vanished. Children complete the part of the story map that has disappeared as a class. Looking at the images now in order - the teacher will use children's suggestions to share and write the beginning of the story - include learnt conjunctions and adverbs.</p>	<p>Discuss what the term boxing up means and how we can use it to help us map out a story that we have been learning. Go through the different sections with the children - discuss each part and when and how we could change different parts of the story - (change St Paul's to another London Landmark).</p>
<b>Activities</b>	Children in pairs to act out the story.	Children can draw and write their own story map. Including exciting words and conjunctions.	Children use picture prompts to write sentences containing adverbs and adjectives.	Children will use the story maps to write the beginning of the Paddington story - emphasis the use of adverbs and conjunctions.	Children will complete the boxing up sheet and change the setting of their story to another well-known landmark.

**Year 2 Maths**

Maths	LI: To match arrays with multiplications.	LI: To create arrays for multiplications.	LI: To make multiplication equations.	LI: To solve multiplication facts for 5.	LI: To solve multiplication facts for 10.
<p><b>Key vocabulary and key questions</b></p> <p><b>Key Vocabulary:</b> multiply multiplication repeated addition equation groups of arrays commutativity</p> <p><b>Key Questions:</b> What is an array? How do we create an array? When and why do we use arrays?</p>	<p><b>Key Vocabulary:</b> multiply multiplication repeated addition equation groups of arrays commutativity</p> <p><b>Key Questions:</b> What is an array? How do we create an array? When and why do we use arrays?</p>	<p><b>Key Vocabulary:</b> multiply multiplication repeated addition equation groups of arrays commutativity</p> <p><b>Key Questions:</b> What is an array? How do we create an array? When and why do we use arrays?</p>	<p><b>Key Vocabulary:</b> multiply multiplication repeated addition equation groups of arrays commutativity</p> <p><b>Key Questions:</b> What is an array? How do we create an array? When and why do we use arrays?</p>	<p><b>Key Vocabulary:</b> multiply multiplication repeated addition equation groups of arrays commutativity</p> <p><b>Key Questions:</b> How do we create an array? Can we use skip counting? Can we count in fives? What pattern do you notice?</p>	<p><b>Key Vocabulary:</b> multiply multiplication repeated addition equation groups of arrays commutativity</p> <p><b>Key Questions:</b> How do we create an array? Can we use skip counting? Can we count in Tens? What pattern do you notice?</p>
<p><b>Introduction</b></p> <p>Recap how we use arrays to visually represent a multiplication equation. Ask children to decipher the array shown and write the equation for it. Children look at the different arrays being shown and have to select which one they believe to be the correct one to match the equation. Repeat but reversed - children explain which is correct and how they know - I know this because_____</p>	<p>Display the array being made using real-life objects - discuss how it can be used to create the multiplication equation to find out how many doughnuts we have in total. Show children more arrays - ask for volunteers to complete the STEM sentences provided. Repeat the process but also include a multiplication equation. Then get the children to look at an equation and create their own array for this. Repeat and address misconceptions (children may not count the top row when drawing the columns).</p>	<p>Recap repeated addition by getting children to match the equation with the visual. Recap the terminology for multiplication and get children to solve the missing number equations for the visual. Repeat the process - challenge children by asking them for the commutative equation for the ones shown. Get children to visually represent a multiplication word problem.</p>	<p>Provide children with a quick recap for the 2 times tables. Display the completed 5 times tables - ask children to discuss what pattern they notice (the answers end with 5 for odd multipliers and 0 for even multipliers). Watch the video for counting in fives - get the children to join in. Display a visual representation - get the children to fill in the stem sentences and the equation. Get children to create the array for the equation displayed. Show children bar model representations and discuss how they are constructed.</p>	<p>Provide children with a quick recap for the 5 times tables. Display the completed 10 times tables - ask children to discuss what pattern they notice (all the answers will end in 0). Watch the video for counting in tens - get the children to join in. Display a visual representation - get the children to fill in the stem sentences and the equation. Get children to create the array for the equation displayed. Children solve the reasoning problem regarding different ways of representing calculations.</p>	
<p><b>Activities</b></p> <p>Children will work in pairs to match the visual array with the correct multiplication equation - the teacher will rotate around the room and question the decisions made.</p>	<p>Children will roll a dice to create a multiplication equation - they must then record this before drawing the adjoining array.</p>	<p>Children will work their way through 3 different tasks: <b>Task 1 - Children create repeated addition and multiplication equations using the visuals.</b> <b>Task 2 - Children turn the visuals into arrays.</b> <b>Task 3 - Children solve the word problems by creating equations and arrays.</b></p>	<p>Children will work their way through 3 different tasks: <b>Task 1 - Children use the groups of images to write equations.</b> <b>Task 2 - Children use their knowledge of the multiplication facts for 5 to solve the missing number equations.</b> <b>Task 3 - Children solve the reasoning problems involving bar models.</b></p>	<p>Children will work their way through 3 different tasks: <b>Task 1 - Children use the groups of images to write equations.</b> <b>Task 2 - Children use their knowledge of the multiplication facts for 5 to solve the missing number equations.</b> <b>Task 3 - Children solve the more than/less than images with the correct calculations.</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. 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: - 5 - Identify a breakdown</p>		
<p><b>LI: To identify unfamiliar words</b> <b>Task</b> - Students learn strategies on identifying unfamiliar words. Students will choose their favourite way of identifying unfamiliar words and practice using this whilst reading a text.</p>	<p><b>LI: To recognise when a text doesn't make sense</b> <b>Task</b> - Students are presented with a number of sentences that do not make any sense. With guidance from the teacher, students write the sentence in order to make sense.</p>	<p><b>LI: To identify breakdowns in a text</b> <b>Task</b> - Students look at grammar mistakes within a text and how this can impact our writing. With teacher, students edit the grammar within a text. Then they try independently, editing the correct grammar in a text</p>
Science	PSHE	History
<p><b>LI: To describe how seeds grow into mature plants.</b> <b>Introduction</b> - Children will be conducting their experiment with the cress seeds. They will use observational skills to describe what has happened to each plant and offer a hypothesis to explain what has happened. <b>Task</b> - Children will write a conclusion for their cress experiment.</p>	<p><b>LI: To understand what cyberbullying is and that it is not okay.</b> <b>Introduction</b> - Children will continue their learning on bullying by exploring what cyberbullying is and how they can get help if a problem arises. <b>Task</b> - Children will write down what cyberbullying is and how they or a friend can get help if an issue around cyberbullying arises.</p>	<p><b>LI: To recap what we have found out about the Great Fire of London.</b> <b>Introduction</b> - What have we found out about the Great Fire of London? Children are to think, pair, share their ideas. <i>The class teacher will go through the questions on the slides as a class: When did the Great Fire start? Where did the Great Fire start and why? Why did it spread so quickly? How do we know about the Great Fire?</i> <b>Task</b> - For each question, the children are to discuss their ideas and then go through the answers on the slides.</p>
RE	D&T	PE
<p><b>LI: To understand why God sent Jesus to Earth.</b> <b>Introduction</b> - Recap the beliefs that Christians have for Jesus being sent to Earth. Discuss how we can show love to the world. <b>Task</b> - Children to draw and explain the Christians belief for Jesus arriving on Earth.</p>	<p><b>LI: To evaluate a product</b> <b>Introduction</b> - Children will discuss their final Ferris wheels in groups. They will consider what has gone well and what could be improved next time. <b>Task</b> - Children will evaluate their moving wheels. They will outline what materials they have used and review their successes and improvements for next time.</p>	<p><b>L.I. To develop agility, balance and coordination.</b> <b>Introduction</b> - This week, the children will be learning how to develop their agility, balance and coordination, through a series of different activities. Q: Why is it important to have good balance? We use balance all of the time in our everyday lives; walking, running, cycling and climbing to help us have good posture.</p>
		Outdoor PE
		<p><b>L.I. To develop dribbling a ball with your hands.</b> For this lesson, the children will be developing and practising skills which will enable them to dribble and control a ball accurately. They will practise; pushing the ball back down on the magic moment and spreading their fingers wide and pushing the ball with their fingertips.</p> <p><b>Reminder: Earrings 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. However, 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:** Complete google slides and hand in via google classroom.

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**