



Year 2, Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To act out a poem.	LI: To identify rhyming words.	LI: To write our own poem.	LI: To perform our own poem verse.	LI: To publish our own poem.
Key vocabulary and key questions	<p>Key Vocabulary: poem features perform</p> <p>Key Questions: How can we help to learn this poem? What features of poetry can you identify?</p>	<p>Key Vocabulary: rhyming poem</p> <p>Key Questions: What does rhyming mean? Can you think of words that rhyme with the different numbers?</p>	<p>Key Vocabulary: rhyming poem</p> <p>Key Questions: What does rhyming mean? What rhyming words can we think of?</p>	<p>Key Vocabulary: poem performing</p> <p>Key Questions: What do we need to remember when performing? What do we need to remember when we are an audience?</p>	<p>Key Vocabulary: poem publish</p> <p>Key Questions: What do we mean by publish? What do we mean by layout?</p>
Introduction	Read the poem and discuss. How can we help ourselves to learn this poem? actions?	Read poem to remind. What does rhyme mean? Find the rhyming words in the poem?	Remind ourselves of the poem. Make a list of words that rhyme with the numbers. Write a verse or two of the poem using class ideas.	Children practise reading and performing their poem.	Children to read through their own poem. Edit their poem - use checklist.
Activities	Children practise in groups reciting the poem. Groups to perform the poem. WOW/NOW	Children to go around the room and write rhyming words for the different numbers from the poem.	Children to write their own verses of the poem using own rhyming words and ideas.	Children to perform their poem to the class.	Children to publish their poem for display.

Year 2, Weekly overview					
Maths	LI:	LI: To Compare numbers	LI: To solve word problems	LI: To recall number bonds to 10 and 20.	LI: To recall known number bonds.
Key vocabulary and key questions	Year 2 Trip - Kew Gardens	<p>Key Vocabulary: partition Tens Ones more than/less than greater/lesser than bigger/smaller than</p> <p>Key Questions: Can you identify the mathematical symbols shown? Can you explain why you chose that symbol?</p>	<p>Key Vocabulary: addition subtraction multiplication division multiple step</p> <p>Key Questions: Which person has the most? Which operation? How do you know? Has this been done correctly? How do you know?</p>	<p>Key Vocabulary: number bonds calculation wall</p> <p>Key Questions: How do you think this calculation wall works? Can you explain its method? How can we find the missing number?</p>	<p>Key Vocabulary: number bonds calculation wall bar model</p> <p>Key Questions: How do you think this calculation wall works? Can you explain its method? What is the bar model telling you?</p>
Introduction		<p>Recap the symbols used in maths for comparing. ($>$ $=$ $<$) The children are to use the stem sentences provided to complete the comparison equation - question them to explain how they know the answers. Move onto linking the Maths symbols to complete the comparison equations. Repeat process - focus on children's explanations.</p>	<p>Display the first word problem - discuss how this has two parts to it and children need to solve each part. Discuss method required. Repeat the process with the next question - however, the teacher steps back and gets children to solve more independently. Repeat the process and address any misconceptions that arise.</p>	<p>Show children a calculation wall displaying a number bond to 10 - The children are to discuss how they can use this wall to find a missing number - can they also create the matching equation. Repeat the process but children attempt the question independently. Show children a calculation wall that totals up to 20 - discuss and solve this wall.</p>	<p>Recap learning from previous lessons - children solve a calculation wall that is displayed - this is to address further misconceptions. Show children a bar model - ask them what info it tells them - then explain how we can use info about bonds to 10 to create bonds to 100. Repeat the process - children to complete independently - address misconceptions.</p>
Activities		<p>T1: Children will write in the words to compare the different numbers. T2: Children will use the symbols to make comparisons - they will then pick 3 of these equations and explain how they know. T3: Children to complete the equations to make the comparisons correct.</p>	<p>T1: Children solve some SATs style word problems. T2: Children to solve multiple step word problems</p>	<p>T1: Children solve calculation walls to 10. T2: Children solve calculation walls to 20. T3: Children solve more complex calculation walls. EXT: Children create their own calculation walls.</p>	<p>T1: Children draw bar models to show number bonds to 10. T2: Children use their bar models to 10 to create bar models for 100.</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: - 2 - Predictions</p>		
<p>LI: To identify key information in a text Task - Students revise how to make a prediction. Students look at a picture and answer several questions about the characters in the picture using predictions</p>	<p>LI: To form predictions Task - Students are provided with a text. Teacher reads the text out to the students. As a class, students will answer predictions questions based on before reading, during reading and after reading.</p>	<p>LI: To explain a prediction using evidence from a text Task - Students independently make a prediction based on a book cover. Teacher begins to read a text and stops at a point, students then predict what will happen next. Students then predict the ending.</p>
Science	PSHE	History
<p>LI: To activate prior knowledge Introduction – Children are introduced to the new topic of materials. Teacher will explore what is meant by materials to help retrieve information from past lessons. Task - Students complete a KWL completing what they already know and what they would like to learn.</p>	<p>LI: To recognise cycles of life in nature. Introduction - Children will consider changes that happen in nature. They will explore the seasons and will look at different insects and animals that change as they grow older. They will consider how humans change as they get older and will understand that this is normal and natural. Task - Children will draw, label and write about the life cycle of a tree, an animal and a human.</p>	<p>LI: To review prior learning. Introduction - For this lesson, the children will first recap all that they learnt last term. They will then be introduced to the new topic for this term, which is 'Pirates'. During the lesson, they will be describing the different areas of the new history topic and will discuss what they would wish to learn about throughout the topic. Task - Children will complete the KWL grid from last term, by writing in their KWL grid, what they learnt and now know. Task 2 - The children are to then complete the KWL for this term, for the new history topic.</p>



RE	D&T	PE
<p>LI: To explore how Muslims pray both individually and in a mosque. Introduction -Look at images of people praying. Discuss. Look at 'Alone or Together'. Discuss. Children to complete Knowledge Catcher. Task -Watch 'Mosques'. What did we learn? Discuss. Look at 'Features of a Mosque.' Name the features and describe their importance. Look at and discuss 'Places for Praying'.</p>	<p>LI: To practise sewing a running stitch Introduction - Children will be introduced to their focus for this term - Textiles. They will learn what textiles are and explore how sewing is used to connect fabric together. They will learn how to thread a needle and will be introduced to a simple running stitch. Task - Children will practise threading a needle and completing a simple running stitch on fabric.</p>	<p>L.I. To develop the sprinting action. Skills being focused - Athletics Throughout this term, the children will develop skills required in athletic activities such as running at different speeds, jumping, and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p>
Computing	Music	<p>Reminder: Earrings and other form of jewellery are not to be worn during PE lessons.</p>
<p>LI: To explain that a sequence of commands has a start. Introduction: Recap how to add a sprite, change the background, get to the homepage, grow and shrink, how to move and how to get a full screen. Task: Go through sequences for daily activities - teeth, etc. Scratch starts at go and works in order till stop. Look at the Scratch program and discuss. Children can make their own program using 6 blocks. Troubleshoot why the example program won't run.</p>	<p>LI: To recognise, perform and compose a conjunct melody. Introduction: Sing 'Hello' song. Explain what a conjunct melody is and when it is used. Task: Listen and decide if it is a conjunct melody, repeat. Sing a downward and upward conjunct melody. Children to draw a sketch of what happens in the next part of the story. Create a conjunct melody to go with it. Children to perform to the class.</p>	
Homework		
<p>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.</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. Complete the slides and hand in via google classroom.</p>	<p>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</p>