



Year 2	Tuesday	Wednesday	Thursday	Friday
English	LI: To innovate a story.	LI: To plan a sequel story.	LI: To story-map our sequel.	LI: To write the opening of a story.
Key vocabulary and key questions	<p>Key Vocabulary: innovate beginning adjectives personality</p> <p>Key Questions: Who were the main characters of Jim and the Beanstalk? How can we describe Jim? Who could we change Jim into? How could we describe our new character?</p>	<p>Key Vocabulary: sequel innovate</p> <p>Key Questions: What else could we change about the story? How did Jim help the Giant? How could Jess help the Giant further?</p>	<p>Key Vocabulary: adjectives adverbs character sequel</p> <p>Key Questions: What type of person is Jess? Where could Jess come from? What else have we changed about the story? How does Jess help the Giant? How does the story end?</p>	<p>Key Vocabulary: beginning adjectives adverbs fairytale</p> <p>Key Questions: What happens at the start of the story? How do we start fairytales? What is Jess like? Where does she come from?</p>
Introduction	<p>Discuss who the main characters are - remind children that main characters are the ones who appear most often in a story.</p> <p>Children work in pairs to create some descriptions of Jim - record on whiteboards.</p> <p>Explain how we will innovate (change) part of the story - we will be changing Jim into a different character.</p> <p>Introduce children to new characters - allow them with partners to describe the new character together.</p>	<p>Recap the new character for our story - children to discuss what other parts of the story we can change.</p> <p>Recap the different ways that Jim helped the Giant.</p> <p>Now discuss in pairs, how could Jess help the Giant further.</p> <p>Plan out the changes that can be made and the reasons behind them.</p>	<p>Recap the new character for our story. Children to discuss what other parts of the story we have changed.</p> <p>Recap the different ways that Jim helped the Giant and map out the new story.</p>	<p>Recap the beginning of Jim and the beanstalk and discuss the changes that have been made in the sequel story Jess and the beanstalk.</p> <p>Look at the story map from the previous lesson and plan out the beginning of the story as a class.</p>
Activities	<p>In books, children will be describing the new character.</p>	<p>Children will be using the planning sheet to plan out the changes they will be making to the story.</p>	<p>Children will draw out their created sequel story on the story map template. When finished - they can add some describing words.</p>	<p>Children will independently write the beginning of a sequel to Jim and the beanstalk.</p>

Year 2, Weekly overview				
Maths	LI: To measure mass in grams.	LI: To measure mass in Kilograms	LI: To measure capacity using ml and L.	LI: To measure temperature using C.
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> grams mass weight kilograms difference heavier</p> <p><u>Key Questions:</u> What do you think mass means? What is the mass of this pencil? How do you know? Which object is heavier? How do you know?</p>	<p><u>Key Vocabulary:</u> grams mass weight kilograms difference heavier</p> <p><u>Key Questions:</u> How many grams make a kilogram? Which is larger - g or kg?</p>	<p><u>Key Vocabulary:</u> capacity volume millilitres litres</p> <p><u>Key Questions:</u> What do you think capacity means? What type of things do we measure the capacity of?</p>	<p><u>Key Vocabulary:</u> Celsius Fahrenheit</p> <p><u>Key Questions:</u> What do you think Celsius means? When have you seen it being used?</p>
Introduction	<p>Introduce children to the key terminology - mass. Show them an object being weighed - they discuss what the weight is looking at the grams given.</p> <p>Children look at the scales being shown for 2 objects - they discuss what the mass is from the scales shown and then discuss how they know which object is heavier.</p> <p>Show children a different scale where it increases in increments of 10 - they need to figure out what the scale is showing.</p>	<p>Introduce children to the terminology of kilogram and get them to discuss how many grams they think make a kilogram - show them the answer.</p> <p>Display a weighing scale - children to solve what the mass of the object is.</p> <p>Children need to discuss how much heavier the mass of the dog got between January and June - explain how they can solve this.</p> <p>Children to explain the reasoning problem regarding the mass of three barrels.</p>	<p>Children to discuss what they think the key terminology of capacity means - explain the answer to them - use visuals if necessary.</p> <p>Show children a container that has been filled - they discuss what the capacity is and then show them another container measuring in Litres - discuss what container has more - difference between ml and L.</p> <p>Explain the reasoning problem involving measure and spoons - children discuss and write down what measurements the images are showing.</p>	<p>Explain to children about how we measure temperature using thermometers and Celsius - show them a weather map of the UK and they can identify different temperatures shown.</p> <p>Display a thermometer - children to write down what the temperature is.</p> <p>Show a different thermometer that increases in increments of 2. Children solve the temperature.</p> <p>Show a blank thermometer - children to discuss where the selected temperatures would go.</p>
Activities	<p>T1: Children write down what the mass of the objects shown are.</p> <p>T2: Children write down the mass</p>	<p>T1: Children write down what the mass of the objects shown are.</p>	<p>T1: Children identify the measurements on the jugs.</p>	<p>T1: Children to identify the temperatures shown on the thermometers.</p>

	<p>of objects shown on larger increment scales. T3: Children solve the reasoning problems regarding Mass of objects.</p>	<p>T2: Children write down the mass of objects shown on larger increment scales. T3: Children solve the reasoning problems regarding Mass of objects.</p>	<p>T2: Children to solve and explain the reasoning problem involving capacity.</p>	<p>T2: Children must complete the thermometers shown. T3: Children are to solve reasoning problems involving thermometers.</p>
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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. 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="text-align: center;">This week's reading focus is:- 5 - Repairing a breakdown</p>		
<p>LI: To read ahead and behind to understand a word Task - Teacher will guide students through how to find meaning to a word through reading ahead and backwards. Students will look a variety of texts, identify the unknown word and uses the strategy to guess the meaning</p>	<p>LI: To use prior knowledge to find word meaning Task - Teacher guides students to use their prior knowledge to make connections with unknown words. The class teacher will guide students through a variety of texts and questions to determine the meaning of the word. Students will then go around the room with posters of words and add synonyms to them.</p>	<p>LI: To use strategies to find word meaning Task - Students read a text and answer questions based on finding word meaning in the text independently</p>
Science	PSHE	Geography
<p>LI: To find out why and how seeds are dispersed Introduction – Students are asked if all seeds are planted by people and why do fruits have so many seeds. Teacher guides students through how different ways seeds are dispersed by wind, animals, water and explosive. Task - Students describe each form of seed dispersal, providing examples of each and pictures.</p>	<p>LI: To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. Introduction - Children will think about what a secret is and what a good secret might be. They will be shown the example of a birthday present and how if this secret is kept it can be a nice surprise. Children will then explore what a 'worry secret' is and how this might differ in feelings from an exciting secret that makes us happy. Task - Children will discuss in pairs a series of dilemmas where secrets are being kept. They will provide suggestions on what can be done and will explore how trusted adults can support when feelings of worry occur.</p>	<p>LI: To describe how daily weather patterns change over time, and how weather may be different in inland/coastal areas. Introduction - Children will be learning how to look at and analyse simple pictograms of weather data and predict how weather data might vary at different times of year for different regions of the UK. They will learn some ways in which weather differs between inland and coastal areas. Task - Children will complete weather pictograms and then draw and describe weather conditions in one or more UK regions.</p>



RE	Art	PE
<p>LI: To understand why some people use special objects and clothing during prayer. Introduction - Children recall what they learnt in the last lesson. In 3s look at pictures of prayer objects ‘What Am I?’ Use key questions. Take feedback from each trio. Look at prayer images and discuss. Task - Watch ‘objects and clothing used during prayer’. Children in pairs to sort Muslim or Jewish objects. Then to explain how and why they might be used. Use high five to check what they have learnt.</p>	<p>LI: To identify and apply shape and form in art. Introduction - Children will re-cap the elements of art that have been learnt so far before learning about shape and form. They will explore geometric and organic shapes and compare these elements. They will look at artwork from artists that use shape and form. Task - Children will draw a series of shapes and shape forms. They will include value and tone using shading.</p>	<p>L.I. To develop racket skills and use them to return a ball. Introduction: This week, the children will be developing their racket skills by completing various skills and exercises that will show them how to correctly begin in the ready position to prepare for a ball coming towards you and how to hold the racket on the grip with a relaxed wrist.</p> <p>Reminder: Earrings and other forms of jewellery are not to be worn during PE lessons.</p>
Computing	Music	
<p>LI: To show how music is made from a series of notes. Introduction - Discuss how music can make us feel and think different things. Task - Chrome Music Lab - smiley face. Use to make music. Create pattern using three colours. Listen and edit, Vary the instruments used. Vary the tempo. Discuss their findings.</p>	<p>LI: To recognise, perform and compose music that has contrasts in articulation. Introduction - Sing ‘Hello, hello’. Discuss what is articulation? - how clear a sound is. Discuss legato (sounds merge) and staccato (notes individual). Listen and discuss which is legato and which is staccato - She sells seashells, peter piper picked. Task - Using blended articulation to sing Hot cross buns. The children are then to use another nursery rhyme to add their own articulation to it. Sing ‘Goodbye, goodbye’.</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 uploaded via google classroom. Complete the google slides and hand in.</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>