

Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To identify features of a good set of instructions.	LI: To follow instructions to make a pirate boat.	LI: To write a set of instructions for finding pirate treasure.	LI: To edit our instructions for finding pirate treasure.	LI: To complete a reading comprehension.
Key vocabulary and key questions	<p>Key Vocabulary: features instructions label</p> <p>Key Questions: What features do we see in a good set of instructions? Can you label the features of instructions?</p>	<p>Key Vocabulary: follow instructions order</p> <p>Key Questions: Can you follow picture instructions? Can you make your own boat? Can you remember the order in which to do things? What did you do if you didn't understand?</p>	<p>Key Vocabulary: instructions follow order vocabulary punctuation features layout</p> <p>Key Questions: Is there an order to instructions? How will you set out your instructions? What features do we need to include?</p>	<p>Key Vocabulary: edit instructions layout vocabulary punctuation</p> <p>Key Questions: What does edit mean? Is your set of instructions laid out like the ones we have looked at?</p>	<p>Key Vocabulary: comprehension key vocabulary questions</p> <p>Key Questions: What are the steps for completing a reading comprehension? What is meant by key words?</p>
Introduction	Can we name the features that are included in a good set of instructions? Identify the good features together with an example on the board.	<p>The teacher and TA model how to give instructions of putting a jumper on from pictures on the whiteboard. discuss the difficulties you may encounter (and ensure you model the difficulties). one to ask for clarification if they didn't understand an instruction and the other person to give vague instructions.</p> <p>Put children into pairs. Child A looks at the picture instructions and tells their partner the instructions as clearly as they can and B tries to make it. Swap roles so that they both have the opportunity to try both roles. If they encounter any problems, what do they have to do? Go back a step, think about what the pictures are telling them. children to note these strategies down as they arise.</p>	<p>Think back to the pirate boat you made yesterday. When giving instructions, what do we need to consider? (Clarity and patience etc) What do we have to do when following instructions? (Listen, ask for clarification etc)</p> <p>Today you will be writing a set of instructions for an adult to follow to find the pirate's treasure from Year 2 to another place in the school. Think about where it is hidden and how they can navigate their way to the place through instructions. (e.g. is it hidden in the staff room? Mr Norton's office?) Think carefully about what they need to know and do to be successful. Recap the features needed, layout, vocabulary, etc. begin a shared write and show them an introduction. How can it be improved further?</p>	What does edit mean? Discuss. Look at your instructions - is it set out like the ones we have looked at? Read your instructions - does it include the key language features? Will someone be able to follow them? Imagine you are following your partner's instructions. Would you reach the Pirate treasure?	What are the steps for completing a reading comprehension? Discuss. What do we mean by key words? Discuss.
Activities	Children to label the important features of instructions on the examples on their tables.	Children evaluate how they both followed instructions and how they gave instructions. What went well and even better if for when they write instructions tomorrow.	Children write their instructions for finding the pirate's treasure.	.Children to check layout, language features, spelling, punctuation, vocabulary, sense and edit in purple pen.	Children to complete the reading comprehension independently. GO through answers, discussing how the answers are located within the text.

Year 2					
Maths	LI: To divide by 5.	LI: To divide by 10.	LI: To partition two-digit numbers using bar models.	LI: To use a number line for addition.	LI: To solve addition and subtraction word problems.
Key vocabulary and key questions	<p>Key Vocabulary: sharing equal groups divide division</p> <p>Key Questions: What are the steps for division? What does equal groups mean?</p>	<p>Key Vocabulary: sharing equal groups divide division</p> <p>Key Questions: What are the steps for division? What does equal groups mean?</p>	<p>Key Vocabulary: bar model partition Tens and Ones whole number</p> <p>Key Questions: What does partition mean? What is a bar model? What does this bar model show?</p>	<p>Key Vocabulary: addition add altogether number line</p> <p>Key Questions: What is a number line? What has happened with this model?</p>	<p>Key Vocabulary: addition subtraction altogether different more than/less than</p> <p>Key Questions: What words mean _____? What do we need to do here?</p>
Introduction	<p>Display a word problem focused on dividing by 5 - children to solve on their whiteboards. Repeat the processes and teacher to identify and address misconceptions spotted.</p>	<p>Display a word problem focused on dividing by 10 - children to solve on their whiteboards. Repeat the processes and teacher to identify and address misconceptions spotted.</p>	<p>Introduce children to the concept of partitioning using the bar model. Display different bar models with whole numbers shown - children need to partition the numbers - challenge them to use different combinations of the numbers. Children repeat the process but the parts are missing the divisional line. Children to solve the reasoning problem focused on the bar model shown.</p>	<p>Show children a completed number line used for an additional equation - children to explain what they can see has happened. Show children an incomplete number line - ask children to attempt to use it to solve the equation. Children can solve the equation independently using a number line.</p>	<p>Show children a word problem - read through the problem together as a class and discuss the language used to create an equation. Children solve together as a class. Read the next problem together as a class - demonstrate how to pick out key information. Children solve and feedback together as a class. Display a multi-step problem - discuss solving as a class and then they attempt independently.</p>
Activities	<p>Children solve a variety of problems focused on the skill of dividing by 5.</p>	<p>Children solve a variety of problems focused on the skill of dividing by 10.</p>	<p>T1: Children draw the bar models into the books - solving the bar models with given divisions. T2: Children solve bar models without given divisions. T3: Children to solve the bar models where the whole number is missing.</p>	<p>T1: Children use the given number line to solve the equations. T2: Children draw their own number lines to solve the equations. T3: Children to complete the different pictorial representations for the equations.</p>	<p>T1: Children to solve a mixture of addition and subtraction word problems. T2: Children solve multi-step 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. 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 - Inference</p>		
<p>LI: To make inferences on pictures Task - 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>LI: To make inferences on texts Task - 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>LI: To make inferences on texts Task - Teacher will read students the story The Tindims. Students use their knowledge of making inferences to complete the task of the inference backpack where pupils infer what the character would have in her backpack.</p>
Science	PSHE	History
<p>LI: To recap what we have learned Introduction – Children are reminded of what a double page spread is. Designing their page to write everything they have learned. Task - Students complete a double page spread on materials and their uses</p>	<p>LI: To identify what I am looking forward to when I move to Year 3 Introduction - Children will consider what they have enjoyed in Year 2. They will explore what they are looking forward to about Year 3 and consider what goals they have for the year. Task - Children will complete a reflection and forward-thinking worksheet. They will consider what they've enjoyed about Year 2 and set targets for the following year.</p>	<p>LI: To design a treasure map. Introduction - Children will be taught about the history of Pirate treasure maps and the different symbols used. They will be taught how to use a 'key' when using a map. Task - Children will design their own treasure map, including the use of a 'key'.</p>
RE	D&T	PE
<p>LI: To find out why different places are important to people because of their beliefs. Introduction - In pairs, using the knowledge organiser - children to ask 2 questions about the unit so far. Look at 'Odd one out' and in pairs discuss key questions. Task - Explain Pagan worldview- special power or spirit but not God, no religious place but home or nature. Explain Alevi worldview. Look at 'Cemevi'- 3 things you can see and 3 questions they have. Explain images and use key questions. Use word bank to describe the value of Cemevi to Alevi people in the inner ring and words that describe other places of worship in the outer ring. Pairs to share their rings and explain their choices.</p>	<p>LI: To evaluate a design. Introduction - Children will re-cap the meaning of 'evaluation' and how we can best reflect on our work. Children will consider their final product. They will reflect on what went well and what areas they could improve on. Task - Children will complete an evaluation sheet. They will write about what materials they used, what went well and what they would change if they were to create the pouch again next time.</p>	<p>LI: To select and apply knowledge and technique in an athletics carousel. Introduction - For this lesson, the children will be using all the skills they have learnt this half term and applying them in order to complete a series of activities. They will focus especially on using the following techniques: Keeping soft knees when linking running and jumping movements. Looking forward at take-off and landing. Throwing from a balanced starting position. Trying their best at each station and encouraging each other to work for the whole time. LI: To develop travelling actions and balances using apparatus. Introduction - In this lesson, the children will be focusing on using different parts of their body to travel across different types of equipment. Reminder: Earrings and other forms of jewellery are not to be worn during PE lessons.</p>



Music	Computing	
<p>LI: TO recognise, perform and compose musical drone. Introduction: Sing 'Hello' song. Explain what a musical drone is. Listen to example music and identify the drone. How does it make the listener feel? Task: Children are to compose a musical drone to go with the short story. Perform to the class and evaluate. Sing 'Goodbye' song.</p>	<p>LI: To decide how my project can be improved. Introduction: Does the design match my project? Can you think of how to improve it? Check your design sheet - all key areas. Task: Work with a partner to evaluate and make necessary changes to improve their project. Show hop and sound blocks. Can children add these blocks to their work? Show codes that need debugging - can the children identify and alter the errors.</p>	
Homework		
<p><i>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.</i></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: Complete the google slides via google classroom. Hand in via google classroom and your teacher will receive a copy.</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>