



Year 2, Weekly overview	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	<b>LI: To learn a poem and include actions.</b>	<b>LI: To think of alternative objects for each colour of the rainbow.</b>	<b>LI: To write a poem.</b>	<b>LI: To perform a poem.</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> poem actions perform</p> <p><b>Key Questions:</b> What actions could we use whilst reading the poem?</p>	<p><b>Key Vocabulary:</b> colour object adjective</p> <p><b>Key Questions:</b> What objects can you think of that are red, orange, yellow, green, blue and purple? Can you include an adjective to describe each object?</p>	<p><b>Key Vocabulary:</b> poem adjective object</p> <p><b>Key Questions:</b> What object are you choosing for each colour? What adjective are you using to describe each object?</p>	<p><b>Key Vocabulary:</b> poem actions perform</p> <p><b>Key Questions:</b> When performing what do we need to remember? What actions go with your poem&gt;</p>
<b>Introduction</b>	Read through Rainbow poem. Check understanding of words. What actions could we use whilst reading? With a partner practice reading and using actions.	What objects can you think of that are red, orange, yellow, green, blue and purple? Can you include an adjective to describe each object?	What object are you choosing for each colour? What adjective are you using to describe each object?	Discuss what is needed when we perform. Read through the poem that you wrote yesterday. Think of actions to go with your poem. Practice performing your poem.
<b>Activities</b>	Children to perform poem, including their actions.	Children to go around the room, adding objects to the coloured paper with an adjective if possible.	Children to write their poem.	Children to perform their poem to the class.

**Year 2, Weekly overview**

Maths	LI: To learn about numbers.	LI: To learn about numbers. cont'd	LI: To recognise numbers to 20.	LI: To recognise numbers to 50.	LI: To compare numbers to 50.
<p><b>Key vocabulary and key questions</b></p> <p><b>Key Vocabulary:</b> number place value counting 2-digit</p> <p><b>Key Questions:</b> What number is this? How did you count the images given? Which number is bigger? How do you know? What is a 2-digit number?</p>	<p><b>Key Vocabulary:</b> number place value counting 2-digit</p> <p><b>Key Questions:</b> What number is this? How did you count the images given? Which number is bigger? How do you know? What is a 2-digit number?</p>	<p><b>Key Vocabulary:</b> number bonds number tens ones part-whole model</p> <p><b>Key Questions:</b> What is a Ten Frame? What equations can we create? How did you count this amount?</p>	<p><b>Key Vocabulary:</b> number bonds number tens ones part-whole model</p> <p><b>Key Questions:</b> What is a Ten Frame? What equations can we create? How did you count this amount? How can we use the part-whole model?</p>	<p><b>Key Vocabulary:</b> bigger/smaller than more/less than</p> <p><b>Key Questions:</b> What is a Ten Frame? What equations can we create? How did you count this amount? How can we use the part-whole model?</p>	
<p><b>Introduction</b></p> <p>Children start the lesson with the Supermovers movement exercise. Display a number of apples - get children to count the number and discuss methods in which they did so.</p> <p>Repeat the image but with a change - children to discuss what has changed and explain it using mathematical terminology.</p> <p>Display an image of two people's collection of stickers - children count them altogether and then discuss which is bigger and how do they know.</p> <p>Show children a set of number cards - they need to investigate by finding different combinations of 2-digit numbers.</p>	<p>Children start the lesson with the Supermovers movement exercise. Display a number of apples - get children to count the number and discuss methods in which they did so.</p> <p>Repeat the image but with a change - children to discuss what has changed and explain it using mathematical terminology.</p> <p>Display an image of two people's collection of apples - children count them altogether and then discuss which is bigger and how do they know.</p> <p>Show children a set of number cards - they need to investigate by finding different combinations of 2-digit numbers.</p>	<p>Children start the lesson with the Supermovers movement exercise. Display a Ten Frame - ask children to count the counters and quiz how they counted them - this will help identify chosen methods for counting.</p> <p>Show children a number line where numbers are missing - the class needs to help complete the number line.</p> <p>Show children a part whole model - see if they can complete the stem sentences for the model.</p> <p>Work as a class to split the part-whole model into Tens and Ones.</p>	<p>Children start the lesson with the Supermovers movement exercise Display a Ten Frame - ask children to count the counters and quiz how they counted them - this will help identify chosen methods for counting.</p> <p>Show children a visual representation for counting to 35 - ask children to check if the answer is correct.</p> <p>Show children a part whole model - see if they can complete the stem sentences for the model.</p> <p>Work as a class to split the part-whole model into Tens and Ones.</p>	<p>Children start the lesson with the Supermovers movement exercise Introduce children to the concept of comparing objects and numbers - introduce them to the mathematical symbols used.</p> <p>Display part-whole models and ask children to compare the numbers and explain how they know if they're correct.</p>	
<p><b>Activities</b></p> <p>T1: Children count the visual representations of the numbers. T2: Children to describe which representation is the odd one out and why.</p>	<p>T1: Children count the visual representations of the numbers. T2: Children to describe which representation is the odd one out and why.</p>	<p>T1: Children to complete the missing numbers from the number lines. T2: Children to complete the Part-Whole models displayed. T3: Children solve reasoning</p>	<p>T1: Children need to identify the numbers using the Tens Frames. T2: Children use part-whole models to represent numbers. T3: Children to explain if the part</p>	<p>T1: Children to complete part-whole models and make comparisons between them. T2: Children fill in the blanks for the sentences provided.</p>	

T3: Children use number cards to create different combinations of 2-digit numbers.	T3: Children use number cards to create different combinations of 2-digit numbers.	problems regarding numbers to 20.	whole models have been completed correctly.	T3: Children read the reasoning statements and find multiple solutions to the problems.
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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: - 1 - Making Connections</p>		
<p><b>LI: To use prior knowledge to make connections</b>  <b>Task</b> - Following the IWB, the children will begin by recapping the three strategies that help us to activate our prior knowledge. <i>Text to Self, Text to World and Text to Text.</i>            The children will watch the class teacher demonstrate how to use these strategies when reading. The children will then practise using these strategies, whilst reading a piece of text.</p>	<p><b>LI: To make links between events in a text and events in real life.</b>  <b>Task</b> - The children will read a piece of text and will then have to make links between the events in the text and events in real life by completing a T-chart.  <i>Key questions: How do you know? What words in the text can you relate to?</i></p>	<p><b>LI: To review a text</b>  <b>Task</b> - The children are to write one question they would like to ask about a book. <i>e.g. Who is the author? What is the main storyline?</i>            Taking turns, one child will stand up with the book they have read, while the rest of the class takes it in turns to ask them their questions.</p>
Science	PSHE	Geography
<p><b>LI: To describe the differences in basic needs of animals.</b>  <b>Introduction</b> – Children will be discussing the basic needs of living things and what they need to survive. Children will discuss how to identify the similarities and differences between living and non-living things.  <b>Task</b> - Children pick an animal and compare it to a robot using terminology learnt throughout the lesson.</p>	<p><b>LI: To identify my hopes and dreams</b>  <b>Introduction</b> - Children will be introduced to the Jigsaw class charter. They will identify the importance of being respectful during PSHE lessons to ensure everyone has a safe place to learn. They will consider what a worry is and how they can help themselves to feel better when they have a worry.  <b>Task</b> - Children will identify their hopes and fears for Year 2. They will complete a worry monster worksheet which identifies both aspects.</p>	<p><b>This term the children will be exploring the geographical elements of the City of London. They will look at maps of London past and present, London landmarks and Infrastructure (transport).</b></p> <p><b>LI: To use prior knowledge to list facts about London</b>  <b>Introduction</b> - For this lesson the children will use their prior knowledge to discuss the city of London.  <b>Task</b> - The children are to then create a one-page spread, using facts, pictures and questions on things they would like to know.</p>



Computing	Art	PE
<p><b>Online Safety - Computing systems and networks 1:</b> <b>L.I. What is a computer?</b> <b>Introduction</b> - For this lesson, the children will explore what a computer is by identifying and learning how inputs and outputs work and understanding how computers are used in the wider world. <b>Task</b> - The children are to design their own computerised invention.</p>	<p><b>L.I: To draw a self-portrait</b> <b>Introduction</b> - Children will be introduced to self-portraits created by various artists including Henri Matisse and Gustav Klimt. They will explore different styles and methods and consider how we can create a self-portrait with accuracy using a mirror and face template. <b>Task</b> - Children will draw a self-portrait.</p>	<p><b>Skills being focused</b> - This half term the children will be learning about and developing the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. The children will develop balance, agility and coordination, and begin to apply these in a range of activities. <b>L.I. To explore how the body moves when running at different speeds.</b> <b>Task:</b> Pupils move around the area responding to the following commands: gear 1: walk gear 2: jog gear 3: sprint (Take big steps.) speed camera: freeze (Put weight into the balls of your feet to stop with control) speed bumps: jump up and down on the spot reverse: walk backwards (Look over your shoulder so that you don't bump into anyone.) <i>Q: How did your body move differently when you were in gear 1 to gear 3? What was different about your arms? What was different about your legs? When running faster, what changes happen to your body? E.g. more out of breath, heart beats faster. Why does this happen?</i> <b>Reminder: 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.

**Homework:**

Children can write down or draw pictures of their favourite part of the summer holidays.

This can be in story form, diary entry, drawing or painting.

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**