

Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To learn strategies to answer comprehension questions.	LI: To use strategies learnt to answer questions about a text.	LI: To learn strategies to answer comprehension questions.	LI: To use strategies learnt to answer questions about a text.	LI: To use spelling patterns to spell words and to use grammar knowledge.
Key vocabulary and key questions	<p>Key Vocabulary: prediction, empathy, setting, inference</p> <p>Key Questions: What do you think will happen next? Why does the character feel like this? Where was the story set? Why do you think this happened?</p>	<p>Key Questions: What are the steps to answering the questions?</p>	<p>Key Vocabulary: prediction, empathy, setting, inference</p> <p>Key Questions: What do you think will happen next? Why does the character feel like this? Where was the story set? Why do you think this happened?</p>	<p>Key Questions: What are the steps to answering the questions?</p>	<p>Key Questions: What is a full stop, exclamation mark, question mark, capital letter? What is a verb, noun, adjective, adverb? What is a question, statement, command?</p>
Introduction	What do we need to do? Read the text. Read the questions, highlighting the key words. Locate the key words in the text.	Children will be using their reading skills to answer questions relating to the text.	What do we need to do? Read the text. Read the questions, highlighting the key words. Locate the key words in the text.	Children will be using their reading skills to answer questions relating to the text.	Recap punctuation, word types, sentence types. Give examples of each.
Activities	Answer the questions - discussing how to locate the information and what type of answer is needed.	Answer the questions.	Answer the questions - discussing how to locate the information and what type of answer is needed.	Answer the questions.	Answer the questions.

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Maths	LI: To solve missing number problems	LI: To solve arithmetic problems	LI: To subtract 2-digit numbers crossing tens.	LI: To solve reasoning problems	LI: To describe movement.
Key vocabulary and key questions	<p>Key Vocabulary: missing number algebra bar model Balanced equation</p> <p>Key Questions: How can we solve this bar model? How can we balance this equation out?</p>	<p>Key Vocabulary: addition subtraction division multiplication total equal calculate</p>	<p>Key Vocabulary: subtraction less than regrouping</p> <p>Key Questions: What are the steps for subtraction? Can you describe the step of regrouping? How can we use subtraction with these bar models?</p>	<p>Key Vocabulary: addition subtraction division multiplication total equal calculate more than less than</p>	<p>Key Vocabulary: above below left of right of middle forwards backwards</p> <p>Key Questions: Do you know what _____ means? How has _____ moved? What words would you use to describe it?</p>
Introduction	<p>Show children a bar model with a missing part - discuss how we can use our operational knowledge to solve this missing number. Display another comparative bar model - discuss how this bar is showing that 2 equations are the same - explain through solving the missing number for this equation. Repeat the process - children to complete independently - address misconceptions.</p>	<p>Today, the children will be completing arithmetic questions independently. They will be expected to use and apply skills taught during lessons to solve arithmetic calculations.</p>	<p>Children to discuss what the subtraction method steps are and solve on whiteboards- teacher to identify and address misconceptions. Children apply subtraction skills to solve the missing number bar models. Children discuss the language of the word problem and solve the equation.</p>	<p>Today, the children will be working independently. They will be expected to use and apply skills taught during lessons to solve reasoning problem questions.</p>	<p>Display the super movers video about position and direction: https://www.bbc.co.uk/teach/supermovers/ks1-maths-position-&-direction/zhh9scw As a class - play a blindfold instruction game using key vocabulary - children give instructions to guide another around the room. Display some true or false statements about objects movements - children discuss the examples. Display a grid where objects have moved - children discuss how to complete the STEM sentences.</p>
Activities	<p>T1: Children solve simple balanced equation bar models. T2: Children solve more complex balanced equation models.</p>	<p>Answer the questions</p>	<p>T1: Children to solve the bar models. T2: Children to solve the subtraction equations. T3: Children solve word problems.</p>	<p>Answer the questions</p>	<p>Children need to complete the STEM sentences regarding the position of objects in images.</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: - 3: Visualisations</p>		
<p>LI: To use visualisations to retell a story Task - Students are provided with several images to sequence a famous fairytale. Students put the images in order and retell the story to another group</p>	<p>LI: To use prior knowledge to visualise Task - Students are guided through using their prior knowledge and experiences to visualise a character or setting. Students practise this skill by playing a game of what am I? with several settings, animals and characters.</p>	<p>LI: To use visualisations to describe a picture Task - Students are guided through how they visualise they senses when reading a story by placing themselves in the picture. Students begin by acting out a text showing all their senses and expressions. Students second task is to look at a image and write down all their senses associated with the image</p>
Science	PSHE	History
<p>LI: To distinguish between an object and the material it is made from Introduction – Teacher guides students through different materials and what they are used for. Students will learn the reasons for different materials and why we use them for different purposes. Task - Material sort activity. Children will have a range of objects they need to sort into different materials.</p>	<p>LI: To recognise that changes when humans get older. Introduction - Children will explore the visible changes that happen as humans get older as a class. They will learn that it is normal and natural for these changes to happen. Task - Children will think about someone they know who is older than them. They will consider what makes this person special.</p>	<p>LI: To learn about a famous person. Introduction - Children will learn about the ‘child-friendly’ information about Blackbeard, including the tricks he used to pull and the key facts that made him so famous - they will then learn about the specific design behind his iconic pirate flag. Task - Children will design their own pirate flag, labelling the specific elements with explanations behind their choices.</p>
RE	D&T	PE
<p>LI: To describe and explain the features of an Orthodox Christian Church. Introduction - Recap features of a mosque and how they help some Muslim’s pray. Look at St Andrew’s Greek Orthodox Cathedral - any similarities to a mosque? Discuss. Discuss key questions. Task - In groups discuss questions relating to images from the Greek Orthodox Church. Children to choose key words that represent that image. Children to then choose the image they think best represents it. How is a mosque similar or different to it? Discuss.</p>	<p>LI: To practise sewing a running stitch. Introduction - Children will recap what textiles are and will think about where they see textiles being used in their surroundings. They will be introduced to the final product which will be made after a series of lessons - a small fabric purse/pouch. Task - Children will practise threading a needle and completing a simple running stitch on fabric. They will prepare their pouches by connecting two bits of fabric together using pins.</p>	<p>L.I. To develop jumping for distance. Introduction: This week, the children will be learning, practising and completing activities that demonstrate how to jump for distance. The children will be practising skills such as:</p> <ul style="list-style-type: none"> ★ Bending their knees help them push off ★ Looking forward at take-off and landing ★ Having soft bent knees when landing ★ Swinging their arms up at take off <p>Reminder: Earrings and other form of jewellery are not to be worn during PE lessons.</p>



Music	Computing	
<p>LI: To recognise, perform and compose a disjunct melody.</p> <p>Introduction: Sing 'Hello' song. Recap conjunct melody. Explain what a disjunct melody is and when they are used. Listen to music and identify the disjunct melody.</p> <p>Task: Use picture to compose a pattern using voices to make a disjunct melody. Practise disjunct melodies. Sing 'Goodbye' song.</p>	<p>LI: To explain that a sequence of commands has an outcome.</p> <p>Introduction: clap hands -noise, kick ball-ball moves. Give examples of sequences and children to say what the outcome will be.</p> <p>Task: Show Scratch sequence and discuss the outcome. Explain the sequence can vary but the outcome can be the same. Children to match outcomes. Children input sequences and discuss outcomes. Discuss which sequence is better.</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: 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>