

Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To write the middle of a story.	LI: To write the end of a story	LI: To write the end of a story	LI: To use editing skills to improve our writing.	LI: To perform our own story.
Key vocabulary and key questions	<p>Key Vocabulary: middle sequel problem solution adjectives adverbs character</p> <p>Key Questions: What changes have you made to the story? Who are the main characters? What objects have changed in our sequel story? What events do you need to include in the middle of the story? What problems occur? What are the solutions?</p>	<p>Key Vocabulary: middle sequel adjectives adverbs character</p> <p>Key Questions: What happens in the middle of the story?? How do the characters feel? What words can we use to describe the middle? How can we make the middle interesting and exciting?</p>	<p>Key Vocabulary: end sequel adjectives adverbs character</p> <p>Key Questions: How do fairy-tale stories end? How do the characters feel? What words can we use to describe the ending? How can we make the end interesting and exciting?</p>	<p>Key Vocabulary: edit improve re-read</p> <p>Key Questions: What does it mean 'to edit'? What punctuation do we need to use? What types of words should we use in our writing? How can we check our writing makes sense?</p>	<p>Key Vocabulary: Perform WOW Next step</p> <p>Key Questions: What is something you think is amazing about their story? How could they improve their story?</p>
Introduction	Children will re-cap the beginning of their sequel to Jim and the Beanstalk. They will consider the changes that they need to make to the middle of their story, reflecting on their plans from last week. They will explore which problems occur in their new story and how these problems are solved.	Children will revisit their story maps, reminding themselves how their sequel story continued. They will discuss how fairy tale stories develop and what makes a good middle.	Children will revisit their story maps, reminding themselves how their sequel story ended. They will discuss how fairy tale stories end and what makes a good ending.	Discuss what it means to edit a piece of writing. Look at the editing checklist.	Children read their stories - ready to read it to the class. Audience to think of WOW and NOW.
Activities	Children will write the middle of their sequel to Jim and the Beanstalk. They will stop before the ending - when the giant uses the last object.	Children will write the middle of their sequel story.	Children will write the ending to their sequel story.	Children read their stories to themselves, slowly and carefully. Use the checklist to remind themselves of what to check. Read their story to their partner and listen to their feedback. Make any final changes.	Children read their stories to the class – WOW and next step.

Year 2, Weekly overview					
Maths	LI: To make equals by bridging.	LI: To subtract by bridging.	LI: To subtract by bridging.	LI: To solve subtraction word problems	LI: To solve calculations mentally
Key vocabulary and key questions	<p>Key Vocabulary: adding addition addend total altogether</p> <p>Key Questions: What are the steps to solve an additional equation? What has gone wrong here? Can you explain the misconception?</p>	<p>Key Vocabulary: subtract subtraction less than difference</p> <p>Key Questions: What are the steps for solving subtraction equations? What does regrouping mean? What mistake can you spot? How can we solve it?</p>	<p>Key Vocabulary: subtract subtraction less than difference</p> <p>Key Questions: What are the steps for solving subtraction equations? What does regrouping mean? What mistake can you spot? How can we solve it?</p>	<p>Key Vocabulary: subtract subtraction less than difference</p> <p>Key Questions: What are the steps for solving subtraction equations? What does regrouping mean? What mistake can you spot? How can we solve it?</p>	<p>Key Vocabulary: addition total equal to less than more than greater than subtract subtraction less than difference</p> <p>Key Questions: What strategies could we use to solve calculations mentally?</p>
Introduction	<p>Recap steps for adding with the children - go through how we can use regrouping to help us. Children have their own attempt to solve an equation independently - spot any misconceptions and address them as class. Repeat the process.</p>	<p>Recap with the class what the steps for subtraction are - discuss what regrouping is and how to complete this action. Display a mistake that children make - they discuss the error and how to fix it. Children attempt to solve independently - identify and address any misconceptions. Repeat the process.</p>	<p>Recap the process of subtracting through a Tens - identify misconceptions and address as a class. Repeat the process - however, discuss how to subtract when the subtrahend has no Ones. Children attempt to solve independently - identify and address any misconceptions.</p>	<p>Children will be presented with a word problem - this will be solved together as a class with lots of discussion about the process. Children attempt to solve independently - identify and address any misconceptions. Repeat the process. Children will be presented with a 2-step problem - they will discuss and solve together as a class.</p>	<p>Children will share ideas and strategies on how to solve calculations mentally. Children will be presented with a question on the IWB - this will be solved together as a class with lots of discussion about the process.</p>
Activities	<p>T1: Children solve 2 digit + 1 digit equations. T2: Children solve 2 digit + 2 digit equations. T3: Children solve the word problems involving adding.</p>	<p>T1:T2: Children solve a variety of subtraction equations. T3: Children solve some reasoning problems related to subtraction.</p>	<p>T1: Children solve 2 digit - 2-digit equations. T2: Children subtract from a 2 digit with no Ones. T3: Children solve some reasoning problems related to subtraction.</p>	<p>T: Children will solve a variety of subtraction-based word problems.</p>	<p>T: class teacher will read out a question. Children will be given a certain amount of time to solve the calculation mentally.</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 understand inference</p> <p>Task -Class to revisit what it means to inference. Teacher guides students through several images and discusses the questions with them. Students then independently answer other questions on their whiteboards based on images.</p>	<p>LI: To inference a text</p> <p>Task - Class will be given a range of texts. Teacher will guide pupils through the different types of inferencing questions and how to answer them. Teacher and students will then answer the questions together.</p>	<p>LI: To answer inference questions</p> <p>Task Pupils will be given several questions based on a text and based on an image. Students will use their knowledge from the past week to independently answer these questions.</p>
Science	PSHE	Geography
<p>LI: To plan and carry out an investigation into the conditions that affect germination</p> <p>Introduction – Students are introduced to the term germination. Students then brainstorm ways that could affect a seed from germinating. Teacher describes what a fair test is and that students are only going to change one thing - heat, light and water.</p> <p>Task - Students choose an experiment they would like to carry out. Choosing between heat, light and water. Students fill in their experiment sheet with a prediction. Students then carry out the experiment, planting the seeds.</p>	<p>LI: To recognise and appreciate people who can help me in my family, my school and my community</p> <p>Introduction - Children will explore the meaning of trust. They will discuss how trust can be broken and how it might be fixed. They will be introduced to the concept of a trust circle and how we can consider who we trust within our communities.</p> <p>Task - Children will sort different people in our community into people we can trust and people who we need to think carefully about before trusting. Examples given include teachers, police officers and strangers.</p>	<p>LI: To identify ways in which we learn about the weather, then make predictions about the weather which are helpful.</p> <p>Introduction - For this lesson, the children will consider ways in which weather affects the clothes we wear and the things we do. They will also think about how weather forecasts help us.</p> <p>Task - The children are to add weather symbols to a map and prepare and perform a weather forecast.</p>
RE	Art	PE
<p>LI: To explore Hindu prayer practices and the significance of special objects.</p> <p>Introduction - Show 'Cops and Robbers', children are to recall items of clothing used in prayer from the last lesson. Show slide 2 and ask children to name them and explain how they are used. Children are to draw an object that is very special to them (does not have to be religious). Go round and look at everyone's. Discuss what they chose and why.</p> <p>Task: - Remind 'Who do you talk to?' We all choose differently. Explain that in the Hindu worldview they pray to different deities for different reasons. Watch 'Hindu Worship'. Discuss. Watch 'What is Hinduism?' Give each group a set of True/False cards for them to discuss. Go through answers.</p>	<p>LI: To develop observational drawing skills</p> <p>Introduction - Children will reflect on the elements of art that have been learnt so far. They will explore the meaning of 'still life drawing' and will look at work by other pupils.</p> <p>Task - Children will complete their own still life observational drawing using pencil. They will use some of the key elements in art including shape, form, value, tone and expressive line. They will self-evaluate their own work.</p>	<p>L.I: To develop returning a ball using a racket.</p> <p>Introduction: This week, the children will be focusing on skills such as; beginning in the ready position and watching the ball as it comes towards them and how to make contact with the ball when their racket is facing your target. In order for them to return a ball using a racket correctly.</p> <p>Reminder: Earrings and other forms of jewellery are not to be worn during PE lessons.</p>



Computing	Music	
<p>LI: To create music for a purpose. Introduction - Look at Chrome Music Lab - smiley face. How do we add and delete notes? How do we change instruments and tempo? Task - Children choose an animal to make music for. Think of a rhythm for that animal. Listen to everyone's music and guess the animal.</p>	<p>LI: To recognise, perform and compose music that has melodic contrasts. Introduction - Sing 'Hello, hello'. Discuss what are melodic contrasts? - different tunes in a piece of music. Listen to There's a hole in the middle of the sea - identify the different melodies. Task - Sing Three Blind Mice altogether and identify the melodic contrasts. Then children compose their own contrasting melody for 'Telephone is ringing.' Sing 'Goodbye, goodbye'.</p>	
Homework		
<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>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 on google classroom. 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>