



Year 2,	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	<b>LI: To apply capital letters when writing sentences.</b>	<b>LI: To make a prediction.</b>	<b>LI: To use drama to retell a story.</b>	<b>LI: To create a story map.</b>	<b>LI: To write the story of 'The Day the Crayons Quit'.</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> punctuation capital letters</p> <p><b>Key Questions:</b> Can you think of some different types of punctuation? When do we need to use capital letters?</p>	<p><b>Key Vocabulary:</b> prediction quit character front cover blurb back cover</p> <p><b>Key Questions:</b> What does the word 'quit' mean? Who do you think the main character is? Do you think this is going to be a true story? What do you think this book is going to be about? What might it look like inside?</p>	<p><b>Key Vocabulary:</b> drama retell story action remember</p> <p><b>Key Questions:</b> Can you retell the story to your partner? Can you remember all of the main parts? What action will help us to remember this part of the story?</p>	<p><b>Key Vocabulary:</b> story map actions main parts retell</p> <p><b>Key Questions:</b> Can you remember the actions created yesterday? Can we sequence the events of the story?</p>	<p><b>Key Vocabulary:</b> story map punctuation focus capital letters</p> <p><b>Key Questions:</b> What did we do yesterday - story map? Can you retell the story using your story map? What is this week's punctuation focus?</p>
<b>Introduction</b>	Can you think of some different types of punctuation? This week we are focussing on capital letters. When do we need to use capital letters? Discuss. Rewrite sentences to include capital letters.	Look at the front cover of 'The Day the Crayons Quit'. What does the word 'quit' mean? In pairs discuss the questions. Look at the back cover. Why are the crayons not happy? What do you think pink means - 'down with this sort of thing'? Read the blurb together and answer the questions.	Read 'The Day the Crayons Quit'. In pairs retell the story, can you remember all the main parts? Each pair to be given a page of the story and 5 minutes to come up with actions to go with that part of the story.	Read the story to the children again. In pairs retell the story, think back to the actions created yesterday. Make a list of the sequence of events in the story. Explain what a story map is - pictures to retell the story.	Remind the children that we completed a story map yesterday. Children to spend 5 minutes looking at their story maps.
<b>Activities</b>	Children to read and rewrite sentences using capital letters.	Children to write about what they think will happen in the story, thinking about who the story is about, what might happen, how it will end.	Read the story again and this time each pair stands and does their actions for that page.	Children to draw their own story map to retell the story	Children use their story maps to write the story in their own words, remembering to include capital letters.



Year 2, Weekly overview					
Maths	LI: To recognise numbers to 100.	LI: To draw numbers to 100.	LI: To recognise place value.	LI: To use the part-whole model.	LI: To use the part-whole model.
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> part-whole partition</p> <p><b>Key Questions:</b> How did you count the cars? What strategy did you use? What is one more or one less? How do we know these numbers go here?</p>	<p><b>Key Vocabulary:</b> part-whole partition</p> <p><b>Key Questions:</b> What does partition mean? Can you explain how I partitioned this number? Has this partitioning been completed correctly?</p>	<p><b>Key Vocabulary:</b> partitioning place value number Tens and Ones</p> <p><b>Key Questions:</b> What does partitioning mean? What is the number represented? How do you know? What is the total of the part-whole model? Can you explain this part-part whole model?</p>	<p><b>Key Vocabulary:</b> partitioning place value number Tens and Ones</p> <p><b>Key Questions:</b> What number have we created? How do you know? What is missing? What could the whole number be?</p>	<p><b>Key Vocabulary:</b> partitioning place value number Tens and Ones</p> <p><b>Key Questions:</b> Can we draw the Tens and Ones? What is the number represented? Can you complete the model? Can you explain the model?</p>
<b>Introduction</b>	<p>Display an image of a collection of cars - children need to count the total number - teacher to question counting method children used. Display a partially completed 100 square - children need to help the teacher add on the missing numbers - question how they know. Show children a display that shows the wrong number of resources - children need to explain why it is wrong and what the right answer is.</p>	<p>Teacher to show children a part-whole model and demonstrate partitioning the number without speaking - children to talk to partners about what the teacher did. Children's turn to partition a number using a whiteboard - teacher to assess children's understanding. Show children a part whole model where the tens and Ones have been mixed around. Children explain what is wrong.</p>	<p>Recap counting Tens and Ones with the children using the image of the sticks collected together. Explain what the part whole model is and get children to discuss the number that is represented. Solve the part of the whole model by counting the Tens first and then the Ones. Show another part-whole model - get the children to explain it.</p>	<p>Show the children the part-whole model and get them to explain what it is showing. Get children to complete the next one on whiteboards. Show the children the part-whole models with missing parts - children need to figure out what these parts should be. Give them a whole number on the model and get the children to partition the number into Tens and Ones.</p>	<p>Show the children the incomplete number sentence - they need to look at the part-whole model to complete it. Children are to complete the model by filling in the missing parts - they need to draw their Tens and Ones. Children read the statements provided about the models shown - they need to discuss which they think is correct and why.</p>
<b>Activities</b>	<p>T1: Children need to write the numerical form of the numbers shown. T2: Children fill in the missing numbers from the blank segments of a 100 square. T3: Children to complete and explain the pattern that is shown.</p>	<p>Children play a partitioning game - they roll a dice and use the numbers to create a 2-digit number - then draw this out onto a part-whole model.</p>	<p>Children will work their way through 3 different tasks: <i>Task 1 - Children have to draw the Tens and Ones for the numbers shown.</i> <i>Task 2 - Children draw in the Part whole models using Tens and Ones to complete the missing parts.</i> <i>Task 3 - Children explain the statement "In a part whole model you cannot use the same digit twice."</i></p>	<p>Children will work their way through 3 different tasks: <i>Task 1 - Children complete the part-whole models with the resources displayed.</i> <i>Task 2 - Children are going to draw the part-whole models completing the missing parts.</i> <i>Task 3 - Children read the instructions and complete the part-whole models based on what is being described.</i></p>	<p>Children will work their way through 3 different tasks: <i>Task 1 - Complete the missing whole numbers by using the parts provided.</i> <i>Task 2 - Children partition the numbers given into the Tens and Ones.</i> <i>Task 3 - Children need to explain the mistakes that they find in the part-whole models.</i></p>

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: - 2. Making predictions</p>		
<p><b>LI: To make predictions</b>  <b>Introduction</b> – Children look at a variety of pictures and discuss what is happening in the picture and what they think will happen next through using clues from picture  <b>Task:</b> Children will be predicting from pictures and from written text</p>	<p><b>LI: To apply context clues to predict the events of a narrative</b>  <b>Introduction</b> – Children revise how to predict. Children start predicting what will happen next in the story using clues from the text  <b>Task</b> - Students read an extract from a narrative and draw what they think will happen next</p>	<p><b>LI: To make predictions before and during reading</b>  <b>introduction</b> - Students use either knowledge from the week to revise making predictions before and during a book.  <b>Task</b> - Students watch a video, they predict what the mini movie will be about. Teacher will pause the video half way through and students discuss what will happen next.</p>
Science	PSHE	Geography
<p><b>LI: To understand that animals have offspring.</b>  <b>Introduction</b> – Children will be learning about different animal groups and the different offspring that they have. They will learn about how fish and amphibians have different offspring compared to other animal groups.  <b>Task - Children will be matching and naming the different animals and their offspring.</b></p>	<p><b>LI: To understand our rights in class and in school</b>  <b>Introduction:</b> In this lesson, children will reflect on their rights in school and in class. They will develop this learning by exploring the importance of respecting the rules and routines in school. As part of this lesson they will have the opportunity to engage in 'Calm Me time' - An opportunity for stillness and reflection.  <b>Task</b> - Children will develop a class charter that explores their rights in school</p>	<p><b>LI: Finding out where London is on a map and describing its location.</b>  <b>Introduction</b> - In this lesson, the class teacher will introduce the lesson by displaying clues as to which location the children are learning about. Following the IWB, the children will learn about London, where it is located on maps and that other countries have a place also called London.  <b>Task</b> - The children are to use the fact cards and maps to help them answer the questions given on their activity sheet.</p>
RE	Art	PE
<p><b>LI: To understand that symbols can have meanings.</b>            Introduction: Look through a variety of signs and symbols, discussing what they mean.            Explain that groups often have symbols that represent their group - scouts, brownies, football teams, etc. Some families have 'Coats of Arms' to represent their family.            Task: Children design a sign to represent our class.</p>	<p><b>LI: To learn about the life of Pablo Picasso</b>  <b>Introduction</b> - This lesson will focus on the life of Pablo Picasso. Children will learn about key events and will explore a range of his work.  <b>Task</b> - In today's Art lesson students will be creating a timeline of Pablo Picasso's life. They will be thinking about key events in his life and ordering them in chronological order.</p>	<p><b>Skills being focused - L.I To develop changing direction and dodging.</b>  <b>Introduction:</b> The class will discuss the importance of playing to the rules and how it makes people feel when this does and does not happen.  <i>Q: How do I feel? How does your body feel before you have done any exercise? What is your breathing like? Do you feel hot or cold? Do your muscles feel ready to play games or not yet?</i>  <i>Q: Can you remember why we warm up? To make our heart beat faster, to move blood around the body. To breathe faster, this means you are taking in more oxygen. This helps to keep us safe from injury.</i>  <b>Task:</b> Whilst playing a game of Domes and dishes, the children will</p>



		<p>practise the skills of: Pushing off quickly to move to a new direction. Bending down low to turn the cones. Being honest and playing fairly e.g., do not turn any cones after 'stop' has been called.  <b>Reminder: Due to health and safety, Earrings and other jewellery are not to be worn during PE lessons.</b></p>
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## 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:** Homework will be posted on google classroom. Fill in the google slides and hand in via google classroom.

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**

1. Put these things in the correct place in **the table**.

**laptop giraffe sausages**  
**cat roast chicken paintbrush**

living	dead	never alive

2. What does it mean if something **is dead**?

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3. Think about the **seven life processes** (MRS GREN). Name **two things** that all living things do.

1. \_\_\_\_\_

2. \_\_\_\_\_

4. A camel has **big wide feet**. Explain how this helps camels **in the desert**.

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5. A **polar bear** has a **thick layer of fat and fur**. Explain how this helps polar bears in the Arctic (polar region).

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6. What does **microhabitat** mean? Give an example.

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7. **Match up the animal** to the correct **habitat**.

giraffe

polar bear

camel

shark

polar regions

sea

desert

savannah

8. What is wrong **with this food chain**?



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Explain what these **words mean**.

**herbivore**

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**carnivore**

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**omnivore**

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10. Match the **animal** to the **correct group**.



**herbivore**

**carnivore**

**omnivore**