

Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To predict the ending of a story.	LI: To act out a story.	LI: To design a story map.	LI: To describe a character.	LI: To use different sentence types.
Key vocabulary and key questions	<p>Key Vocabulary: predict adventure story happen front cover</p> <p>Key Questions: What do you think this story will be about? Why? What do you think will happen next? Why? Does this remind you of any other stories you have read? How?</p>	<p>Key Vocabulary: recap predictions order ending events</p> <p>Key Questions: What has happened so far in the story? What do you think will happen next? Was the ending anything like what you thought it would be?</p>	<p>Key Vocabulary: story map adjectives fronted adverbials adverbs key words</p> <p>Key Questions: Can we retell the story? Can we order these events of the story correctly? What comes next in the story? What keywords would be useful to include on our story map?</p>	<p>Key Vocabulary: adjective description character main</p> <p>Key Questions: What word type do we use to describe? What can we describe about the two characters? How they look, what they are like as characters.</p>	<p>Key Vocabulary: command question exclamation statement sentence types</p> <p>Key Questions: What are the four sentence types? What is a statement? What is a command? What is a question? What is an exclamation?</p>
Introduction	Look at the front cover of the book and discuss. Watch the reading of the story till 5.58, then children to TPS what they think will happen and why. Does this remind you of any other stories you have read?	Recap the story so far and their predictions. Finish watching the whole story Order the events of the story, using numbers. Discuss how it was similar/different to their predictions.	Recap the story, watch again to refresh. Order pictures correctly. Discuss key events. List characters, events, settings, words.	Who are the two main characters in the story? What word type do we use to describe? Share describe the fiddler. Share describe Captain Purplebeard.	What are the four sentence types? Discuss What is a statement? TPS examples. What is a command? TPS examples. What is a question? TPS examples. What is an exclamation? TPS examples.
Activities	Children to write what they predict will happen at the end of the story and to include why they think this... 'because'.	In small groups, children to act out the story. Perform to the class. Give each group WOW and NOW.	Children to story map the story. Adding key phrases, WOW vocabulary.	Children to use the pictures of the two main characters and write a description about both.	Children to write 5 sentences of each type about the monster and/or Captain Purplebeard.

Year 2, Weekly overview					
Maths	LI: To compare volume and capacity	LI: To solve reasoning problems	LI: To measure in Millilitres	LI: To measure in Litres	LI: To use four operations with volume and capacity
Key vocabulary and key questions	<p>Key Vocabulary: volume capacity full half full empty greater than less than equal to</p> <p>Key Questions: What is volume/capacity? What is the difference between volume and capacity? Which container has the greater/smaller capacity? How do you know? Which container is holding the greater/smaller volume? Which symbol should you use, <, > or =? How do you know?</p>	<p>Key Vocabulary: addition subtraction division multiplication total equal calculate more than less than</p>	<p>Key Vocabulary: volume capacity full half full empty greater than less than equal to</p> <p>Key Questions: What is capacity? What is volume? How can you measure the volume of water in this container? How does the scale on the container help? How can you accurately draw the volume on this container? How could you find the capacity of this container? What mistakes do you think people may make when reading this scale? If the water level is between these two marks, what would be a sensible estimate for the volume?</p>	<p>Key Vocabulary: volume capacity full half full empty greater than less than equal to</p> <p>Key Questions: How can you measure the volume of this container? How are litres and millilitres different? How much water do you estimate is in this container? What strategy did you use to read the scale? Is there a more efficient way? Where do you need to draw a line on the scale? How do you know? Would you measure the capacity of this container in litres or millilitres?</p>	<p>Key Vocabulary: volume capacity full half full empty greater than less than equal to</p> <p>Key Questions: Which operation should you use for this question? How could you write this as a number sentence? How could you represent this using a bar model? Is there more than one way to work this out? What mistake do you think some people may make? What did the question ask you to find? How do you know you have found it? What do you need to do first? How do you know?</p>
Introduction	In this lesson, the children will learn the difference between capacity and volume; discussion of the other uses of the word “capacity” in everyday life, such as a sports stadium, to support this.	Today, the children will be working independently. They will be expected to use and apply skills taught during lessons to solve reasoning problem questions.	The children will learn about millilitres and how to measure everyday items using this unit of measure.	The children will learn about litres and how to measure everyday items using this unit of measure. They will also compare litres to millilitres and its relationship.	Children complete a range of one-step problems, identifying the operation needed to complete the calculation. They could do this by recognising key words, writing a number sentence or using a bar model.
Activities	<p>T1: Children solve simple balanced equations on volume & capacity.</p> <p>T2: Children solve more complex balanced equations on volume & capacity.</p> <p>T3: Children solve worded problems on volume and capacity</p>	<p>Children are to independently complete a series of reasoning problem solving questions, related to everything they have been taught this year.</p>	<p>T1: Children solve simple balanced equations involving millilitres.</p> <p>T2: Children solve more complex balanced equations involving millilitres.</p> <p>T3: Children solve worded problems involving millilitres.</p>	<p>T1: Children solve simple balanced equations involving litres.</p> <p>T2: Children solve more complex balanced equations involving litres.</p> <p>T3: Children solve worded problems involving litres.</p>	<p>T1: Children are to use the four operations to solve simple balanced equations on volume & capacity.</p> <p>T2: Children are to use the four operations to solve more complex balanced equations on volume & capacity.</p> <p>T3: Children are to use the four operations to solve worded problems on volume and capacity</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:- 4 - VIP words and phrases</p>		
<p>LI: To summarise a text Task - Students revise how to summarise a text by determining the main points. Students use SUM to help them write a summary. Teacher will guide students through some texts and choose the best summary for each text. Then students will write one of their own.</p>	<p>LI: To summarise a story Task - Students learn how to write a summary based on a story. Students use a summary hand to help them. Students will listen to the story of The Night Pirates, and use their summary hand to summarise the story.</p>	<p>LI: To answer summary questions Task - Students use their summary skills to answer summary comprehension questions. Practising their summary skills.</p>
Science	PSHE	History
<p>LI: To investigate the properties of materials Introduction – Students explore properties of materials. Students explore if materials can keep them dry, bend and flexible, can be teared. Task - Students are tasked with making a house for the Three Little Pigs that can handle all weather types and the Big Bad Wolf. Students label a diagram and explain why they chose certain materials.</p>	<p>LI: To recognise how the human body changes as we get older. Introduction - Children will be considering how we change as we get older. They will discuss what things they could do as a baby, what they can do as a child and what they will be able to do when they are a teenager or adult. Task - Children will create a timeline from toddler to adulthood. They will consider what things they can do at each stage of a human life.</p>	<p>LI: To understand what pirates were Introduction - Children will learn about different facts about the different parts of a pirate's life, including pirate codes, what they preferred stealing and other key facts. Task - Children will answer questions about different elements of a pirate's life before designing themselves as a pirate</p>
RE	D&T	PE
<p>LI: To compare different Christian places of worship. Introduction - Recall learning from last week. Discuss what 'tri' means. Look at 'Trinity'- father, son and holy spirit. Task - Watch 'Christian places of worship'. Why are they so different from each other? Name and explain the features seen in Christian places of worship. Discuss key questions. Around image children to name features, adjectives and why people attend these places. Match statements to the correct image.</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 height. Introduction: This week, the children will be learning/developing, practising and completing activities that demonstrate how to jump for height. The children will be practising skills such as, how to:</p> <ul style="list-style-type: none"> ★ Drive their arms upwards to help them jump higher. ★ Jump from a balanced starting position. ★ Look forward at take-off and landing. ★ Use different techniques to tackle different obstacles. <p style="text-align: center;">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 using imitation. Introduction. Sing 'Hello' song. Explain what musical imitation is. Listen to a piece of music and identify the imitation. Repeat. Use imitation to retell Baa Baa Black Sheep. Repeat for Twinkle Twinkle Little Star. Task: In pairs use imitation to retell a nursery rhyme of their choice. Perform to the class and discuss.</p>	<p>LI: To create a program using a given design. Introduction: Recap blocks already used. Show children - speech and change background blocks. Task: Show seasons backgrounds, create animation about seasons, children to use design sheet. Next lesson 'Water world' animation.</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: Students complete google 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>