



Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To identify the features and structure of explanation texts.	LI: To research a topic.	LI: To box up information for an explanation text.	LI: To write an explanation text.	LI:
Key vocabulary and key questions	<p>Key Vocabulary: explanation text features structure information explains identify title introduction closing steps conjunctions diagram/picture tense - verbs technical vocabulary</p> <p>Key Questions: What Is an explanation text? What is this feature of an explanation text called? Can we identify the tense the text is written in? Can we find time connectives? Can we highlight any technical vocabulary?</p>	<p>Key Vocabulary: explanation text features structure information explains identify title introduction closing steps conjunctions diagram/picture tense - verbs technical vocabulary</p> <p>Key Questions: What topic shall we write an explanation text about? What do we already know about this topic? What else do we want to know? How can we find out?</p>	<p>Key Vocabulary: explanation text features structure information explains identify title introduction closing steps conjunctions diagram/picture tense - verbs technical vocabulary boxing up</p> <p>Key Questions: What text type are we writing this week? What structural features does it have? What language features does it have? How can we organise the information we collected yesterday? What could our title be</p>	<p>Key Vocabulary: explanation text features structure information explains identify title introduction closing steps conjunctions diagram/picture tense - verbs technical vocabulary</p> <p>Key Questions: What is the title of your explanation text? How will you introduce your text? What technical vocabulary will you use? What diagram or picture will you draw?</p>	<p>Key Vocabulary: explanation text features structure information explains identify title introduction closing steps conjunctions diagram/picture tense - verbs technical vocabulary edit</p> <p>Key Questions: What features did you include in your explanation text? Have you used the present tense? What technical vocabulary did you include?</p>



Introduction	<p>What Is an explanation text? TPS</p> <p>What is this feature of an explanation text called? Go through an explanation text identifying the different structural features. Now we need to look at the language used. Can we identify the tense the text is written in? - verbs</p> <p>Another feature of the writing is time connectives. What time connectives can we find in the text? Now can we find any technical vocabulary?</p>	<p>What shall we write an explanation text about? What have we been learning about in Science? What do we already know? What else do we want to know? How can we find out?</p>	<p>Children to look at the information they gathered yesterday.</p> <p>How can we organise the information we collected yesterday?</p>	<p>Children to tell their partner the title, introduction, technical vocabulary, diagram and ending of their text.</p>	<p>Children to read their explanation text to their partner and to give each other a WOW and a wish.</p>
Activities	<p>In pairs children label the different structural features. Take feedback from the class. Children to then find and highlight time connectives in the text. Now highlight any technical vocabulary you can find.</p>	<p>Children to use books, internet to find out the information and make notes.</p>	<p>Children to complete boxing up sheet with information gathered yesterday.</p>	<p>Children to write their explanation text using their boxing up sheet and notes gathered.</p>	<p>Children to make any changes they need - punctuation, spelling, grammar, additions, etc.</p>

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 regroup 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 regroup 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 regroup 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 Ten - 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 digits + 1-digit equations. T2: Children solve 2 digits + 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: The 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.</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>LI: To make connections to another text Task - Students revise making connections within a text to another text. Teachers read two fairytales: Goldilocks and the Three Bears and Little Red Riding Hood. Students make connections between the two texts by identifying similarities and differences within characters, settings and plot.</p>	<p>LI: To make connections to the world Task - Students revise making connections to the wider world. Students listen to the story 'Those Shoes' and make connections to events in the world. Students are then asked to think deeper about social issues within our world that connect to the story.</p>	<p>LI: To make connections to self Task - Students revise making connections to themselves. As a class students read a poem and annotate the poem making connections. Students then will independently read a text and make connections with the text through various questions.</p>
Science	PSHE	Geography
<p>LI: To observe and describe how a plant changes as it matures Introduction – As a class, students will look at the plants we have grown and write down some observations. We then will put these in order. Task - Students choose a plant that they have grown. Students describe and draw the stages of the plant maturing. Students then fill in the L column in their KWL chart with what they have learnt.</p>	<p>LI: To discuss healthy and unhealthy relationships. Introductions: Thinking back to previous lessons - Who do we live with at home? Who are our friends? Who do we trust? Are there people we can trust outside of our family and friends? What qualities make us trust someone? Is it OK to keep secrets? Task: Children to create a poster to help others understand what trust looks like and how it is created. Children to present their posters, explaining what they have included.</p>	<p>LI: To begin to find out about ways in which the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom. Introduction - Children will study images and descriptions of an equatorial and a polar region and compare them to UK weather. They will learn basic differences between the UK, polar and equatorial climates. Task – The children are to draw and describe weather in different, given locations and talk to an adult about weather in another part of the world.</p>
RE	Art	PE
<p>LI: TO explore where some prayers come from. Introduction - In pairs children complete Hindu prayer fact tennis. Take feedback and discuss. Children to close their eyes whilst the 'Lord's Prayer is recited. Children to think about what the words mean. Discuss. Explain that prayers are taken from their worldviews, sacred texts or scriptures. Task - Look at 'Where do prayers come from?' Complete 'Thinking about prayer' as a class. Look at 'Making Connections'. In groups what connections can you see</p>	<p>LI: To develop observational drawing skills by drawing Van Gogh's Sunflowers Introduction - Children will recap the elements of art and will consider which elements were used in Van Gogh's Sunflower painting. Children will explore shape and form and will consider which shapes appear in Van Gogh's artwork. Task - Children will create their own observational drawing of Van Gogh's Sunflowers applying all of the elements of art learnt so far.</p>	<p>L.I. To play against an opponent using a racket. This week, the children will be applying all the skills that they have learnt this half term, to play a game of tennis, with a partner. They will focus on skills such as: Making contact with the ball when their racket is facing their target. Moving quickly from the ready position to meet the ball and sending the ball into spaces away from your opponents. Reminder: Earrings and other form of jewellery are not to be worn during PE lessons.</p>



<p>between the images. Children to use coloured markers and a key. What is prayer? Why do people pray? What might you pray about? Children to look back at Knowledge Catcher and add in a new colour.</p>		
<p align="center">Computing</p>	<p align="center">Music</p>	
<p>LI: To review and refine our computer work. Introduction - What does creating music on a computer let you do? What can you change? How is it different from using instruments? Task - Children to improve their music for animal from last week. Again, listen and try to identify the animal they have chosen.</p>	<p>LI: To recognise, perform and compose music that has contrasts in its timbre. Introduction - Sing 'Hello Everybody'. Discuss what is timbre? - the quality of sound that an instrument makes. Listen to 2 pieces of music and use key words to describe the timbre. Use own bodies to create different sounds with contrasting timbres. Task - Watch 'Body Percussion'. Children to then compose own contrasting timbre body percussion. Perform to each other. Sing 'Goodbye Everybody'.</p>	
<p>Homework</p>		
<p align="center"><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 for the half term holidays. 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>