



Year 2, Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To box up our ideas.	LI: To describe actions.	LI: To write a story.	LI: To make predictions.	LI: To use conjunctions.
Key vocabulary and key questions	<p>Key Vocabulary: box up characters personalities settings beginning important phrases</p> <p>Key Questions: How does the story start? Who are the main characters? What are they like? How would you describe the settings?</p>	<p>Key Vocabulary: adverb actions reader</p> <p>Key Questions: What is an adverb? How does an adverb help the reader? What other adverbs can you think of? What are they acting out? What gave it away?</p>	<p>Key Vocabulary: key features opening phrase punctuation spelling grammar adjectives adverbs</p> <p>Key Questions: How does the story start? Who is in the story? Where is the story set? What happens in the story?</p>	<p>Key Vocabulary: prediction sequel summarise model</p> <p>Key Questions: What were the main parts of Jack and the Beanstalk? Do you know what a sequel is? What do you think will happen in the sequel?</p>	<p>Key Vocabulary: conjunctions coordinating subordinating words, phrases, clauses</p> <p>Key Questions: What does conjunction mean? What conjunctions do you know? How can we use a conjunction with this sentence? Would any other conjunction make sense?</p>
Introduction	Recap the story. Then listen to the story. Discuss how the story starts. What happens next? How does the story end? Together write what the characters are like - Jack, Jack's mum, giant. What are the settings like- Jack's house, beanstalk, giant's house?	What is an adverb? Discuss. Make a list of adverbs. Class gives adverbs to act out - make a list. In pairs children create adverb actions. Each pair to act out their adverb action and the class to guess what they were acting.	What happens in the story? Recap. What writing lessons will help us with our writing? Order the main features of writing in order of importance. Discuss what key words we need to use at the start of a fairy tale. Write the beginning of the story together.	Recap the original story of Jack and the Beanstalk - focus on the main parts of the story - focus on summarising. Discuss what the term sequel means before introducing the new story. Read the beginning part of the new story - Jim and the Beanstalk. Model writing the prediction.	Recap what conjunction means and see if children can name some of the main ones taught in Year 2. Display the different conjunctions and see if children can think of any more to add. Watch the BBC videos about the use of conjunctions.
Activities	Children to complete boxing up ideas for the story.	Children to write sentences that include an adverb to describe an action from the story, e.g. the giant angrily stomped along the path.	Children to write the story, using their story maps, boxing up work, setting and character descriptions.	Children will write down their predictions based on what has happened in the opening of the story. Listen to the rest of the story.	Children will be adding conjunctions into the sentences given about the story. Children will then be writing their own ending to some sentences using conjunctions to link their ideas.

Year 2 Maths

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Maths	LI: To solve problems using known number facts.	LI: To explore measurement.	LI: To measure using CM.	LI: To measure using M.	LI: To compare lengths and heights.
Key vocabulary and key questions	<p>Key Vocabulary: addition subtraction inverse equation missing number</p> <p>Key Questions: What does inverse mean? What is the opposite operation of adding/subtracting?</p>	<p>Key Vocabulary: ruler centimetres measure length height</p> <p>Key Questions: What do we use rulers for? What does CM mean? What is the length of _____?</p>	<p>Key Vocabulary: ruler centimetres measure length height</p> <p>Key Questions: What do we use rulers for? What does CM mean? What is the length of _____?</p>	<p>Key Vocabulary: ruler centimetres metre measure length height</p> <p>Key Questions: What do we use rulers for? What does CM mean? What is the length of _____? Which is longer, a cm or a m?</p>	<p>Key Vocabulary: length height difference cm longer/shorter taller/smaller</p> <p>Key Questions: What facts do you know looking at these pencils? What comparison language can we use?</p>
Introduction	<p>The class teacher will talk to the children about missing number equations and how we can use the inverse operation to find these missing numbers. Children will attempt to solve the missing numbers on whiteboards - feedback as class and discuss misconceptions. Repeat the process - emphasise on how the inverse can be arranged in the opposite order. Children need to solve the word problem using inverse operations.</p>	<p>Introduce children to the rulers and ensure that they understand how they work (putting the 0 on the point you wish to start measuring from). Display an object next to a ruler - children need to use the scale to identify the length of this object. Repeat the process but using height instead - discuss the differences between length and height. Children need to discuss the comparison of measurements - they explain which is taller and how they know.</p>	<p>Display an object next to a ruler - children need to use the scale to identify the length of this object. Children are shown a misconception - they need to discuss the answers with their partners and find the correct answer. Show children a wiggly line - discuss if they can use a ruler to measure this and explain why they can/can't.</p>	<p>Show children an object being measured - ask them what is the length and how do they know. Add another object - these add to 100cm - explain how 100cm are equal to 1 m in length. Demonstrate to children how we can use M rulers to measure larger objects and ask if they are longer or shorter than 1m.</p>	<p>Display some pencils being measured - children to discuss facts that they can tell from the images. - Teacher to introduce language that children can use. Children look at the dinosaurs being measured - they can create facts about what they notice. Children to discuss the True or False question - feedback as a class.</p>
Activities	<p>T1 - Children solve missing number equations where addend is missing. T2 - Children solve missing number equations where missing numbers are mixed. T3 - Children solve word problems using inverse operations.</p>	<p>Working in pairs - children will find objects around the room and measure them - recording these on their whiteboards. Teachers will move around between groups and spot any misconceptions.</p>	<p>T1 - Children measure the objects provided for them. T2 - Children use their rulers to draw different length lines. T3 - Children answer and explain the true or false statement.</p>	<p>In pairs, children will go round and explore which objects are longer or shorter than 1m. They need to record these on whiteboards. Teacher to prompt discussions with children.</p>	<p>T1 - Children use the correct comparison language to compare different objects. T2 - Children need to fill in the missing numbers to make the comparisons correct. T3 - Children solve the reasoning problem based on measurement.</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: Identifying important words and phrases</p>		
<p>LI: To identify important words and phrases</p> <p>Task - Teacher guides students through locating important information within a text about dinosaurs. Students use a key to find the correct information including name of dinosaur, what they eat and where they live</p>	<p>LI: To identify organisational devices in a text</p> <p>Task - Students learn about different organisational features of a text including subheadings, headings, bullet points and numbered lists. Students then look at a number of texts and identify the features. As a class, we look at a jumbled up text and organise it with correct subheadings.</p>	<p>LI: To retrieve information from a text</p> <p>Task - Teacher and students work through how to retrieve information from a text to answer vocabulary questions. Students then independently read a text and answer the questions.</p>
Science	PSHE	Geography
<p>LI: To find out that different seeds grow</p> <p>Introduction – Students look at different seeds and guess what they will grow into. We then repeat the activity with seed packets. Teacher guides students through a seed packet and discuss how different plants need different care.</p> <p>Task - Students are provided with information about a certain plant and they have to create a seed packet with all the information correctly labelled.</p>	<p>LI: To explore physical contact within families and what is appropriate.</p> <p>Introduction - Children will be exploring different types of physical contact/touch for example a hug, handshake, or a tickle. They will identify forms of touch that they like and forms of touch they don't like for example a punch or pinch. They will learn that they can always ask for something to stop if they do not like it or feel uncomfortable.</p> <p>Task - Children will identify forms of touch they do and don't like, drawing and noting this on a trace of their hands.</p>	<p>LI: To identify extreme weather in the UK.</p> <p>Introduction - The children will be shown and asked to discuss various examples of extreme weather conditions from around the world. After, they will be shown specific extreme weather conditions to the UK. They will then discuss how people stay safe from these weather conditions by constructing shelters.</p> <p>Task - Children will work in small groups, using bamboo canes, they will construct shelters with a purpose.</p>



RE	Art	PE
<p>LI: To investigate ways some people pray. Introduction: Children to recap 5 reasons why some people may pray. Watch 'Prayer' and discuss what is happening and how they're feeling. In pairs look at images and discuss questions. Feedback to class. Task: Why do some people pray? Is it all the same? Can you tell what people are saying when they pray? Think about what prayer means. Each to write a sentence explaining 'prayer' - out together to form a class poem.</p>	<p>LI: To develop an understanding of how to use cross-hatching when drawing. Introduction - Children will learn about expressive line drawings including continuous line drawings and cross hatching. They will explore the work of Vincent Van Gogh and how he uses expressive line and mark making in his paintings. Task - Children will create their own drawing using cross hatching and a series of continuous line drawings.</p>	<p>L.I. To play against an opponent and keep the score. This week, the children will be focusing on skills such as: Standing in a balanced position with knees bent. Finishing with their hand pointing to where they want the ball to go. Bending their knees when jumping and landing and looking ahead as they land. <i>Reminder: Earrings and other forms of jewellery are not to be worn during PE lessons.</i></p>
Computing	Music	
<p>LI: To identify that there are patterns in music. Introduction: Recap Holst's The Planets. Explain pulse and rhythm. In pairs create 2 colour patterns using 10 counters. Play pattern using instruments. Try another pattern. Task: Show children Chrome Music Lab - monkey. Children to explore pulse and rhythm. Discuss which was easier to use instruments or computer program.</p>	<p>LI: To recognise, perform and compose music that has contrasts in pitch. Introduction - Sing 'Hello, hello'. Discuss what is pitch? - high or low a sound is. Play 'Bumble Bee'. Play guess the pitch? Perform using different pitches - do-re-mi. Perform 'Hot Cross Buns' using do-re-mi. Task - The children are to compose their own do-re-mi pitch piece. Listen to each and discuss. Sing 'Goodbye, goodbye'.</p>	
Homework		
<p>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.</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 and google classroom as google slides. 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 story and write about your favourite. School Code: HH9G</p>