



Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To apply full stops when writing sentences.	LI: To box up our ideas.	LI: To story map our own story.	LI: To develop vocabulary in our writing.	LI: To write a similar story to the 'Day the Crayons Quit'.
Key vocabulary and key questions	<p>Key Vocabulary: punctuation full stops</p> <p>Key Questions: Can you think of some different types of punctuation? When do we need to use full stops?</p>	<p>Key Vocabulary: story box it up characters setting beginning problem solution ending</p> <p>Key Questions: What story did we read last week? What does to 'box it up' mean?</p>	<p>Key Vocabulary: story map change characters setting problem ending</p> <p>Key Questions: What part of the story did you change yesterday? What is a story map?</p>	<p>Key Vocabulary: author vocabulary characters mean sense</p> <p>Key Questions: Why does an author use interesting words/vocabulary? What does this word mean?</p>	<p>Key Vocabulary: story map vocabulary box it up</p> <p>Key Questions: Can you tell your partner the part of the story that you changed? -(Use your box it up)</p>
Introduction	Can you think of some different types of punctuation? This week's focus is full stops. Discuss when we need to use full stops. The children are to play the 'full stop' game.	What story did we read last week? We are going to box it up today, what does that mean? Explain that when we box up the story, we are going to change one part of the story- Children are to complete a boxing up as a class.	Read 'The Day the Crayons Quit'. The children are to look at their boxing up from yesterday. What part of the story did you change yesterday? Discuss. What is a story map? Discuss.	Explain that when we read a book, the author includes lots of words - vocabulary. These make it more interesting, but we need to know what they mean so it makes sense. Look at some of the vocabulary used in the book? Discuss meanings. - stack, beige, outline, stubby. Discuss synonyms for said, tired, sad, happy.	Discuss the plot of the story and look back at their planning. Which part did you change? How do we begin a story? What do we need to do to entice our reader? Will we begin with description, action or dialogue? How did the original story start? teacher to model an opening by changing one part of the story.
Activities	The children are to read and rewrite passages, including full stops when needed.	Children to box up the story changing one part.	Children use their boxing up from yesterday to complete a story map.	Children add some key words to their story maps.	The children are to write their story, remembering to include full stops.

Year 2, Weekly overview					
Maths	LI: To use the part-whole model.	LI: To use the part-whole model.	LI: To partition numbers.	LI: To add 2-digit numbers together.	LI: To add 2-digit numbers together.
Key vocabulary and key questions	<p>Key Vocabulary: part-whole partition Tens and Ones</p> <p>Key Questions: Can you spot the mistake in this model? Can you explain how we can fix the mistake? What has happened between these models? What's the same/different about them?</p>	<p>Key Vocabulary: part-whole partition Tens and Ones</p> <p>Key Questions: Can you spot the mistake in this model? Can you explain how we can fix the mistake? What has happened between these models? What's the same/different about them?</p>	<p>Key Vocabulary: part-whole partition Tens and Ones</p> <p>Key Questions: Can you spot the mistake in this model? Can you explain how we can fix the mistake? What has happened between these models? What's the same/different about them?</p>	<p>Key Vocabulary: part-whole partition addition add/plus/increase/more than</p> <p>Key Questions: How many words can you think of for the + symbol? What additional equation can you create using this model?</p>	<p>Key Vocabulary: part-whole partition addition add/plus/increase/more than</p> <p>Key Questions: Can you spot the mistake in this model? Can you explain how we can fix the mistake? What has happened between these models? What's the same/different about them?</p>
Introduction	<p>Display a part whole model - children need to identify and discuss what the mistake is and how we can fix this. Show children 3 models - each one has represented 45 in a different combination of tens and Ones - ask children to discuss what has happened and whether or not this is acceptable. Show another model - this time with 40 and 16 as parts - children discuss if this model can be used to show 56.</p>	<p>Practical Lesson Children will be working in pairs to roll a dice and construct a number. They will then represent the number they rolled in three different combinations of Tens and Ones.</p>	<p>Show children a part whole model - on whiteboards they can show the Tens and Ones partition and then show a different combination of Tens and Ones for the same number - teachers can use this to assess children's levels of understanding. Repeat the process. Repeat process but introduce an additional equation - show children how this can be created from the part-whole model.</p>	<p>Show children a part whole model and demonstrate how we can use this to create a number equation - show how we can still draw Tens and Ones for these questions. Show a part of the whole model - children to discuss what is the mistake and how it can be fixed (the child mixed up their Tens and Ones). Show another model with a suggested addition equation - children to discuss which equation is correct and how they know.</p>	<p>Show children a part whole model and demonstrate how we can use this to create a number equation - show how we can still draw Tens and Ones for these questions. Show a part of the whole model - children to discuss what is the mistake and how it can be fixed (the child mixed up their Tens and Ones). Show another model with a suggested addition equation - children to discuss which equation is correct and how they know.</p>
Activities	<p>T1: Children complete the missing parts of the models shown. T2: Children use the models to identify what the whole number would be. T3: Children use the whole to help them identify the missing parts.</p>		<p>T1: Children need to partition a number using the part-whole model. T2: Children partition the numbers in 2 different methods. T3: Children use the digit cards to create part-whole models to partition.</p>	<p>T1: Children solve the missing whole number from the model shown. T2: Children solve the additional equations by drawing their Tens and Ones. T3: Children to check for mistakes in the models being shown.</p>	<p>Children are to write the equation and draw the part-whole model to solve the equation. The class teacher will check to ensure that the children are drawing tens and ones correctly.</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: - 3: Visualisation</p>		
<p>LI: To visualise whilst reading a text</p> <p>Introduction: Children will practise listening to a text and visualising the image in their minds</p> <p>Task: Listen to the text, as a class we will draw a picture of what we visualised whilst listening</p>	<p>LI: To use our senses for visualisation</p> <p>Introduction: Children will learn about the 5 senses and how to use these to describe a setting or character</p> <p>Task: As a class, the teacher will show a picture of a setting and students will brainstorm the 5 senses they visualise</p>	<p>LI: To visualise a character</p> <p>Introduction: Students will practise their visualisation skills by visualising a character</p> <p>Task - The students will read a character description and draw the character they visualise.</p>
Science	PSHE	Geography
<p>LI: To understand a lifecycle.</p> <p>Introduction – Children will learn about the different stages of a human's life cycle and how humans change as they get older.</p> <p>Task - Children will arrange images of the lifecycle and write a short description about how humans change at each stage.</p>	<p>LI: To understand what rewards and consequences we have in school and why we have them</p> <p>Introduction - Children will explore the difference between rewards and consequences. Through discussion they will explore the different types of rewards we have in school and why we have them in place. We will discuss how rewards can be achieved.</p> <p>Task - Children will work in groups to explore and sort examples of good and bad behaviour.</p>	<p>LI: To be able to identify and describe landmarks of London.</p> <p>Introduction - <i>When you think of London, what things come to your mind?</i> The children are to think, pair, share their ideas. The class teacher will then explain that London is one of the most famous cities in the world and that there are lots of landmarks and features that people all around the world recognise as being located in London. The class teacher will then hide-and-reveal pictures on the slides showing some different London landmarks. Children to see if they can identify the landmark from the part of the picture they can see.</p> <p><i>KQ's - Have you ever been to any of these landmarks? What did you think of them? Why? There are lots and lots of other famous London landmarks. Can you name any of them?</i></p> <p>Task - The children are to walk around the classroom, looking at the London Landmark Cards to help them answer the questions on their sheet.</p>



RE	Art	PE
<p>LI: To think of ways I show kindness.</p> <p>Introduction: What does it mean to be kind? Who are you kind to? Do you think you are a kind person? Read through scenarios and discuss options.</p> <p>Task: Children are to write a list of things where they show kindness - family, friends, animals, nature, etc.</p>	<p>LI: To create a portrait in the style of Pablo Picasso</p> <p>Introduction - Children will continue learning about the life of Pablo Picasso and explore his work in further detail. They will also explore his portraits and compare these with other Artists.</p> <p>Task - Children will create their own portrait in the style of Pablo Picasso.</p>	<p>Skills being focused - To develop balance, stability and landing safely For this lesson, the children will build upon their jumping and landing techniques. focusing on the skills of: Holding their arms out and focusing on something still to help you balance. Looking ahead and landing with their bent knees. Reminder: For Health and Safety reasons, Earrings and jewellery are not to be worn during PE lessons.</p>

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.

<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>Spelling homework: Spelling words for this week. Please see below for homework tasks. Homework is due on Monday 30th Sept.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Week beg 23.09.24</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">again</td> <td style="text-align: center;">sentence</td> </tr> <tr> <td style="text-align: center;">climb</td> <td style="text-align: center;">shouted</td> </tr> <tr> <td style="text-align: center;">gold</td> <td style="text-align: center;">lifecycle</td> </tr> <tr> <td style="text-align: center;">move</td> <td style="text-align: center;">kindness</td> </tr> <tr> <td style="text-align: center;">prove</td> <td style="text-align: center;">reward</td> </tr> </tbody> </table>	Week beg 23.09.24		again	sentence	climb	shouted	gold	lifecycle	move	kindness	prove	reward	<p>Reading - Log onto Bug Club using the logins in your planners. Read 3 different types of stories and write about your favourite one.</p> <p style="text-align: center;">School Code: HH9G</p>
Week beg 23.09.24														
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Alexandra

Primary School

Aspire, Perform, Succeed

Year Group: Year 2

Week beginning: 23.09.24 **Weekly Overview**