



Year 2	Monday	Tuesday	Wednesday	Polling Day	Friday
English	LI: To discuss thoughts and feelings.	LI: To create a story map.	LI: To complete and add key vocabulary to the story map.	LI: To rewrite a known story.	LI: To make comparisons about stories.
Key vocabulary and key questions	<p>Key Vocabulary: thoughts feelings summarise oculist cobbler</p> <p>Key Questions: What are the 3 main parts of the story? What are thoughts? What are feelings? How might you be feeling at this point of the story?</p>	<p>Key Vocabulary: story map problem - solution beginning - ending adjectives adverbs oculist</p> <p>Key Questions: Can we remember the main parts of the story? What were the 3 main parts of the story? How did Jim help the Giant?</p>	<p>ey Vocabulary: story map problem - solution beginning - ending adjectives adverbs oculist vocabulary key</p> <p>Key Questions: Can we remember the main parts of the story? What were the 3 main parts of the story? How did Jim help the Giant? What key vocabulary do we need to include for the retelling?</p>	<p>Key Vocabulary: beginning - ending adjectives adverbs oculist</p> <p>Key Questions: Can we remember the main parts of the story? How did Jim help the Giant?</p>	<p>Key Vocabulary: compare adjectives same</p> <p>Key Questions: What were the main parts of Jack and the beanstalk? What were the main parts of Jim and the beanstalk? What is the same about both stories? What differences are there?</p>
Introduction	<p>Recap the story so far - Read through the next passage of the story. Discuss any vocabulary that children may be unfamiliar with. Children discuss and summarise what the 3 most important parts of the story are. Discuss how we can act out different parts of the story and freeze frames. Explain how we can then identify thoughts and feelings of characters when we freeze frames.</p>	<p>Recap the story with the class - show them the video clip of the story being read aloud. Children to discuss what the 3 main parts of the story are. Discuss the different ways that Jim helped the Giant.</p>	<p>Recap the story with the class - show them the video clip of the story being read aloud - children to use whiteboards to write down key vocabulary that they want to use in their retelling. Children to discuss what the 3 main parts of the story are. Discuss the different ways that Jim helped the Giant.</p>	<p>With partners - children retell the story using the story maps they created from before. Discuss how Jim helped the Giant and reasons behind his actions - try to use the word because as an example. Children discuss what writing features they think are the most important - organise these as a class. Model writing the opening of the story to the class - model the main features you wish to include - model choosing specific vocabulary.</p>	<p>Recap with children what the main parts of Jack and the Beanstalk are - discuss as class. Recap with children what the main parts of Jim and the beanstalk are - discuss as a class. Discuss what things are the same about both stories - record these on separate whiteboards. Repeat the process but discuss the differences.</p>
Activities	<p>Children will act out parts of the story - when the teacher stops them - they will need to identify some thoughts and feelings of the characters they are playing.</p>	<p>Children will draw out the story on the story map template. When finished.</p>	<p>Children will complete the story map template. When finished - they can add some describing words and key words.</p>	<p>Children will independently rewrite the story - once complete they will use purple pens to edit.</p>	<p>Children will be using Venn diagrams to make comparisons between the different stories.</p>

Year 2					
Maths	LI: LI: To solve measure equations.	I: To solve measure problems.	LI: To make equals by bridging.	LI: To identify different units of weights	LI: To identify different units of weight
Key vocabulary and key questions	<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? How much longer is the first creature?</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? How much longer is the first creature?</p>	<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: grams (g) Kilograms (Kg) weight ruler metric measure</p> <p>Key Questions: How do we measure mass (weight)? How many grams make a kilogram? What could we use to measure mass?</p>	<p>Key Vocabulary: litres millilitres capacity total measure</p> <p>Key Questions: How do we measure capacity? How many millilitres make a litre? What could we use to measure capacity?</p>
Introduction	<p>Display a chocolate bar being measured - introduce the issue of the bar extending. Display 2 different creatures with their measurements - children must solve the question of how much longer the first dinosaur is. Children are shown a new word problem - they discuss the equation it would need.</p>	<p>Using Super movers video - recap the length and height topic. Display a snake that has been measured - discuss the word problem and what the equation may look like for solving it. Repeat process - identify key parts of word problem - discuss how it can be solved - address misconceptions. Children to discuss the reasoning problem - feedback as a class - address any misconceptions.</p>	<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>Home learning - The children are to watch the video explaining how we measure weight in grams and kilograms. Following PowerPoint, the children will complete tasks involving weight.</p>	<p>Recap steps for finding weight with the children - go through how we can use different measuring tools to help us. Introduce capacity and what tools we would use to measure capacity. Children have their own attempt at weighing liquids independently - spot any misconceptions and address them as class. Repeat the process</p>
Activities	<p>T1 - Children solve basic word problems involving measure and addition. T2 - Children solve the comparison equations. T3 - Children solve the word problems involving measurements.</p>	<p>Children will solve a range of word problems - focus on different measurements.</p>	<p>T1: Children solve 2 digit + 1 digit equations. T2: Children solve 2 digit + 2-digit equations. T3: Children solve the word problems involving adding</p>	<p>Using the sheet provided, the children are to look around their home and write down as many different weights they can find.</p> <p>Challenge: Children solve word problem involving weight.</p>	<p>Using the sheet provided, the children are to measure and write down different amounts of capacity.</p> <p>Challenge: Children solve word problems involving capacity.</p>

Please continue logging into Doodle Maths and keep up with your Times Table Rockstars regularly.



Reading

Children read for 20 minutes each day. Read different text genres: a biography, classic novel, adventure story, poems, newspaper, cultural story.

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.

This week's reading focus is:- 5: Noticing a breakdown

LI: To form questions about a text

Task - Students are guided through what a breakdown in understanding is whilst reading. Teacher explains to students that a way to develop our understanding when we notice breakdown, is to form questions about the text. Teacher shows students the nursery rhyme 'Hey Diddle Diddle' and poses questions to students. Students then come up with their own questions for the author.

LI: To identify a breakdown

Task - Students are provided with a key to annotate a nonsense poem called 'Octopus'. Students use the key to identify which lines of the poem make sense, lines they don't understand and lines they think are important parts of the text. Students then can form questions about the text based on what they do not understand.

Science

LI: Finding out if plants can grow from bulbs

Introduction – Students are questioned on if all plants come from a seed. Teacher guides students through what a bulb is and how a bulb grows. Students identify how this is different to a seed.

Task 1 - Students will conduct an experiment with a bulb in a plastic cup and pebbles. Throughout the term. Students will observe the roots growing into the cup.

Task 2 - Students will receive pictures of bulbs. They need to put the pictures in order and explain what is happening

PSHE

LI: To identify some of the things that cause conflict with my friends.

Introduction - Children will explore disagreements that can happen between friends. They will understand that disagreements can happen between even the closest of friends. They will explore a friendship traffic light chart that can be used to resolve friendship disagreements.

Task - Children will use the traffic light friendship chart to resolve a pretend disagreement scenario between two friends.

Geography

LI: To identify differences between seasonal and daily weather patterns, and observe and describe daily weather patterns.

Introduction - Following the IWB, the children will consider differences between seasonal weather and daily weather in the UK.

Task -The children will plan for recording daily weather using a diary. They will collect and sort words to describe typical UK weather during a given month.



RE	Art	PE
<p>LI: To recognise how different people use their bodies to pray. Introduction: Discuss what they know about prayer. Share characters' responses and discuss who they think is right. Do you agree with any of the characters and why? Look at 'Tea with a King' - how would you prepare? Explain praying is people talking to someone special. Watch 'Wudu'. Ask key questions. Task: Look at 'Talking to Allah' images and discuss what they notice. What does this tell you? Children respond to question cards in small groups. Explain that some Muslims use their whole body to show love and respect to Allah during Salah. Watch prayer in Islam and discuss what we have learnt about how some Muslims talk to Allah.</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 a partner. Task -This week, the children will be focusing on how to move quickly from the ready position to meet the ball and how to watch the ball carefully as it comes towards them. Social: To be respectful of others when playing games. Emotional: To be honest in the games I play. Thinking: To recognise where the space is and send the ball away from my opponent.</p> <p><i>Reminder: Earrings are not to be worn during PE lessons.</i></p>



Computing	Music	
<p>LI: To describe how music can be used in different ways.</p> <p>Introduction: Listen to Neptune, children to draw as they listen. Look at the work created and discuss why they have drawn what they have.</p> <p>Task: Chrome Music Lab - drawing tab. Children to experiment. Then to create a sound that reminds them of an animal. Listen to each other's and work out which animal.</p>	<p>LI: To recognise, perform and compose music using contrasting dynamics.</p> <p>Introduction - Sing 'Hello, hello'. Discuss what is dynamics? - loud/quiet. Look at objects and decide loud/quiet. Show symbols f = loud and p = soft. Listen to piece of music and notice dynamic changes.</p> <p>Task - Sing 'Twinkle, twinkle, little star', using dynamic changes. Children to then compose their own dynamics for aboom-chicka, boom. Sing 'Goodbye, goodbye'.</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: Homework will be posted on google classroom. 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 stories and write about your favourite.</p> <p style="text-align: center;">School Code: HH9G</p>