

Year 2 Weekly overview	Monday	Tuesday	Wednesday/ Thursday	Friday
English	LI: To gather research.	LI: To write an introduction.	LI: To begin making our leaflet.	LI: To edit our leaflet.
Key vocabulary and key questions	<p>Key Vocabulary: recycle reduce reuse pollution</p> <p>Key Questions: How can we change this place? How can we stop this from happening to our planet? What is recycling? What does reduce mean? What does reuse mean? Why should we recycle, reduce and reuse? What happens to our rubbish?</p>	<p>Key Vocabulary: leaflet introduction</p> <p>Key Questions: What does an introduction do? How can we encourage people to read on past our introduction? What do I need to remember for my introduction?</p>	<p>Key Vocabulary: leaflet recycle reduce reuse pollution</p> <p>Key Questions: What should you remember when writing? How can I attract my reader? What MUST I include in my writing? How can I use my research in my leaflet without copying it? What does summarise mean?</p>	<p>Key Vocabulary:</p> <p>Key Questions: What does edit mean? Are there even better word choices I can make when reading it again? How can I improve my work?</p>
Introduction	<p>Show the landfill sites again - discuss how we can change these types of places. Watch the video about plastic pollution. Discuss how we can stop this and introduce the 3 R's of waste management. Discuss what recycling means then look at the information - point out the use of a 'did you know' question. Repeat the process for reduce and reuse. Discuss why we should do these things. Watch the video about what happens to our rubbish.</p>	<p>Recap the information that children recorded on the previous day. Show them an example of what their leaflet could look like. Discuss what introductions do - then go through the key points. Discuss an introduction together ensuring that the key points are made clear at each stage.</p>	<p>Demonstrate to the children how they need to fold their leaflets. - This may take some time for them to get it correct. Explain how they will take their gathered research and introduction from previous lessons and begin writing out one page of the leaflet. When finished they can add in a relevant picture. Recap what children MUST include in their writing (capitals, full stops, adjectives and questions).</p>	<p>Recap with children about what they think 'edit' means. Display a piece of text with several errors in - these include spellings, missing punctuation and a chance to pick better word choices. Explain what things the children should look out for.</p>
Activities	Use the template to write under the different headings.	Children will write the introduction for their leaflets.	Children write out the introduction, what does recycle mean and what does reduce mean sections.	Children will read through leaflets and edit them using purple pens - this will get them ready for next week.

Year 2 Weekly overview				
Maths	LI: To find half, quarters, thirds	LI: To recognise non-unit fractions	LI: To understand the equivalence of one half and two quarters	LI: To find three quarters
Key vocabulary and key questions	<p>Key Vocabulary: Fraction, half, quarter, third, equal, whole, numerator, denominator, divide</p> <p>Key Questions: How many objects make the whole? Can we split the whole amount into two, three, four equal parts? What is a half, third, quarter of ____? How does changing the whole amount change the answer? Is the answer still worth a half, third, quarter? Explain why?</p>	<p>Key Vocabulary: Fraction, whole, numerator, denominator, non-unit fraction, divide, half, third, quarter, whole, split</p> <p>Key Questions: How can we represent these unit fractions in different ways? Why do we call them a unit fraction? Where can we see the unit? Show me $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ of the model/counters etc. What is the same? What is different? Which unit fraction is bigger/smaller if the whole is the same?</p>	<p>Key Vocabulary: Fraction, whole, numerator, denominator, non-unit fraction, unit, fraction, divide, half, quarter, whole, split</p> <p>Key Questions: What does equivalent mean? What symbol do we use? Are these two fractions equal? (half and two quarters) Are the numerators the same? Are the denominators the same? How many quarters are equivalent to a half?</p>	<p>Key Vocabulary: Fraction, quarter, three-quarters, equal, whole, numerator, denominator, divide</p> <p>Key Questions: How many quarters make a whole? Can you represent this in a bar model? How many equal parts is $\frac{3}{4}$? Can you spot any patterns? What has stayed the same? What has changed? What do you notice?</p>
Introduction	Children will recap their knowledge of fractions from the previous week, looking at <i>unit fractions</i> and the meaning of <i>fractions</i> , <i>denominator</i> and <i>numerator</i> . They will revise their knowledge of halves, thirds and quarters. Children will practise sharing between 2's, 3's and 4's. They will work their way through a variety of activities, identifying halves, thirds and quarters of both shapes and amounts.	Children will recap their knowledge of <i>unit fractions</i> and be introduced to <i>non-unit fractions</i> . Non-unit fractions have a numerator bigger than 1. Just like a unit fraction, a non-unit fraction's denominator is a whole. They will recap their knowledge of both <i>numerator</i> and <i>denominator</i> . Children will work their way through a variety of activities, shading and identifying different non-unit fractions.	Children will recap their knowledge of <i>unit fractions</i> and <i>non-unit fractions</i> . They will be introduced to the non-unit fraction $\frac{2}{4}$ and make the connection between $\frac{1}{2}$ and $\frac{2}{4}$. Children will be presented with a variety of shapes and amounts representing $\frac{1}{2}$ and $\frac{2}{4}$. They will work their way through a variety of activities, making the connection between the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$.	Children will recap their knowledge of quarters, as a whole that has been split into 4 equal parts. They will then be introduced to the non-unit fraction, $\frac{3}{4}$. Children will be introduced to finding $\frac{3}{4}$ of a shape and $\frac{3}{4}$ of a number, by dividing by 4. They will work through a number of activities, finding $\frac{3}{4}$ of a variety of numbers and amounts. Children will use a bar model to represent $\frac{3}{4}$ of a number.
Activities	Children will work their way through 3 different tasks: Task 1 - Colour the half, third, quarter of different shapes Task 2 - Look at the picture and finish the sentence: 'The whole is _____. A half/third/quarter of _____ is _____. Task 3 - Find a half/third/quarter of different numbers	Children will work their way through 3 different tasks: Task 1 - Colour the non-unit fractions Task 2 - Look at the picture of the non-unit fractions and label the fraction Task 3 - Problem Solving	Children will work their way through 3 different tasks: Task 1 - Circle $\frac{1}{2}$ and $\frac{2}{4}$ of the amounts (pictures) Task 2 - Match the shapes to their equivalent fractions Task 3 - Find $\frac{1}{2}$ and $\frac{2}{4}$ of the numbers Challenge: Problem Solving	Children will work their way through 3 different tasks: Task 1 - Colour $\frac{3}{4}$ of the shapes Task 2 - Use the bar models to find $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$ Task 3 - Find $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$ of numbers Challenge: Problem Solving

Please continue logging into Doodle Maths, 'My Maths', Mathletics 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. 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>		
Science	History	PSHE
<p>LI: To understand and follow the Scientific Method. Introduction - Year 2 will have the opportunity to review the elements of the Scientific Method via a cress seed experiment. Task - During this lesson children are encouraged to come up with a scientific question for their cress experiment. They will write up and conduct their experiment using a step by step formula and monitor their groups' cress seeds throughout the week.</p>	<p>LI: To learn about aboriginal history and culture (Australia) Introduction - Children will learn about the different key parts of aboriginal culture. They will look at the importance of Aboriginal dance, art and the history of the Aboriginal flag. Task - Children will complete the word search using the key words about Aboriginal culture.</p>	<p>LI: To discuss difficult choices (moving away). Introduction - During this lesson students will listen to a story about two friends whose lives go in different directions. Children will discuss the events that take place in the story and the relationship between the main characters. Year 2 will have the opportunity to reflect on their own lives and how they would feel if someone they cared about moved away. Task - Children are to colour and complete their resources with annotations stating the things they could do if someone they cared for moved away.</p>
RE	Art	Music
<p>LI: To learn about Easter Sunday. Introduction - Children will watch an animated adaptation of the Easter story. Year 2 will learn about when and why Easter Sunday takes place and why it is acknowledged by Christians. Task - Students will complete a matching activity where they will cut, stick and match sections of sentences together with reference to the Easter Sunday narrative.</p>	<p>LI: To produce an Australian landmark drawing inspired by the artist Ken Done. Introduction - Year 2 will learn about the artist Ken Done and discuss his landmark artwork. They will revisit some facts about Sydney Harbour and watch a clip demonstrating a Ken Done inspired, landmark drawing. Task - Using a picture of Sydney Harbour as a guide, children will produce their own Ken Done inspired landmark drawing.</p>	<p>To learn some simple songs, indigenous to Australia Introduction –Children will begin by listening to a variety of different songs and music by the indigenous people of Australia, the Aboriginal people. Task – Children will learn, sing and perform the song ‘Pitjantjatjara.’ They will learn to count to 3 in a dialect language of the Western Desert Language, the largest language group of Aboriginal Australia.</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>		
Reading:	Maths:	Topic (RE):
<p>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 style="text-align: center;">Why not read a book from Collins E-Books?</p>	<p>Complete the following assigned activities on DoodleMaths from our current Maths topic, Fractions:</p> <ul style="list-style-type: none"> Recognise, find and write fractions for $\frac{1}{3}$ or $\frac{2}{3}$ of a length, shape or quantity Recognise, find and write fractions for $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape or quantity Write and calculate simple fraction statements 	<p>This term in RE we have been looking at the Easter Story. On a timeline, order the events of the Easter story to include:</p> <ul style="list-style-type: none"> Palm Sunday The Last Supper Good Friday Easter Sunday