

Year 2 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	<b>LI: To write a story</b>	<b>LI: To write a diary entry.</b>	<b>LI: To design a persuasive poster.</b>	<b>LI: To create advice.</b>	<b>LI: To use expanded noun phrases.</b>
<b>Key vocabulary and key questions</b>	<p><b><u>Key Vocabulary:</u></b> adjectives adverbs questions opening conjunctions</p> <p><b><u>Key Questions:</u></b> Can you reorder the story? What happens next? What makes a great writer?</p>	<p><b><u>Key Vocabulary:</u></b> adjectives adverbs questions opening conjunctions</p> <p><b><u>Key Questions:</u></b> Would you want to live here? How would it make you feel living here? What could you do to make it better? What adjectives did the Old Man use? How do you think he feels?</p>	<p><b><u>Key Vocabulary:</u></b> recycling</p> <p><b><u>Key Questions:</u></b> How does it feel living here? What does the Old Man do with the garbage? What was the Old Man's next plan? What is it called when you take rubbish and turn it into something useful?</p>	<p><b><u>Key Vocabulary:</u></b> advice imperative (bossy) verbs commands</p> <p><b><u>Key Questions:</u></b> What advice could the Old Man give people? What is advice?</p>	<p><b><u>Key Vocabulary:</u></b> expanded noun phrases. adjectives adverbs questions opening conjunctions</p> <p><b><u>Key Questions:</u></b> Which description is better?</p>
<b>Introduction</b>	<p>Recap the order of the story - test whether children can reorder the images and ask them to explain what the next part will be. Explain how we will be making the story better when we write it. Share write the opening - add in adjectives and conjunctions (challenge with a ? sentence). Share and write the next part. Discuss what features make a great writer.</p>	<p>Show children the image of a landfill site - would they want to live there? Why? Discuss the next question. Ask them to discuss how they could make it a better place to live. Share the diary written by the old man - identify the key parts of the diary (the adjectives, ?, list and !) Discuss the next questions.</p>	<p>Discuss and recap previous work from yesterday - how does it feel? Recap the part of the story where the Old Man works. Present the next recap question. Introduce recycling to the children. Share pictures of upcycled items. Share and discuss pictures of recycling posters.</p>	<p>Recap why the Old Man's home is a horrid place to live. Discuss what advice means and what type he could give people. Share the 'bossy' verbs with the children - discuss what sentence type uses them? Discuss what advice is. Discuss what advice the Old Man could give people in his village.</p>	<p>Look at the images and how the old man transformed his life and area. Describe the image of the rainforest and write these down - praise use of double adjectives to describe. Repeat with an image of exotic flowers. Describe the image of the toucans - encourage whole sentences. Discuss which description is better - the one with smartly chosen adjectives.</p>
<b>Activities</b>	To write the Tin Forest story using story maps created on Friday.	Write a diary entry pretending to be the old man - encourage feeling description and explain why he feels that.	Children will create a poster all about recycling - encourage them to give reasons why people should do it.	Children are going to write some pieces of advice using bossy verbs.	Children are to describe the different images using whole sentences.

**Year 2 Weekly overview**

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Maths	LI: To find a quarter	LI: To recognise a third	LI: To find a third	LI: To recognise unit fractions
<p><b>Key vocabulary and key questions</b></p> <p><b>Key Vocabulary:</b> Fraction, quarter, equal, whole, numerator, denominator, divide</p> <p><b>Key Questions:</b> What is the whole? What is a half? What is a quarter? How do you know you have found <math>\frac{1}{4}</math>? What do you notice about half of 12 and one quarter of 12? If a quarter is ___ then the whole is ___</p>	<p><b>Key Vocabulary:</b> Fraction, third, equal, whole, numerator, denominator, divide</p> <p><b>Key Questions:</b> How many equal parts have you split the whole into if you have split it into thirds? In <math>\frac{1}{3}</math> what does the digit 1 represent? What does the digit 3 represent? Can you shade <math>\frac{1}{3}</math> in a different way? How do you know that you have shaded <math>\frac{1}{3}</math>? How many thirds make a whole?</p>	<p><b>Key Vocabulary:</b> Fraction, third, equal, whole, numerator, denominator, divide</p> <p><b>Key Questions:</b> How many objects make the whole? Can we split the whole amount into three equal groups? What is a third of ___ ? How does changing the whole amount change the answer? Is the answer still worth a third? Explain why?</p>	<p><b>Key Vocabulary:</b> Fraction, numerator, denominator, unit fraction, divide, half, third, quarter, whole, split</p> <p><b>Key Questions:</b> 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 <math>\frac{1}{2}</math>. <math>\frac{1}{3}</math> <math>\frac{1}{4}</math> of the model/counters etc. What is the same? What is different?</p>	
<b>Introduction</b>	Children will recap their knowledge of fractions from the previous week, looking at the meaning of <i>fractions</i> , <i>denominator</i> and <i>numerator</i> . They will revise their knowledge of quarters, as a whole that has been split into 4 equal parts. Children will be introduced to finding a quarter of a number, by dividing by 4. They will work through a number of activities, finding a quarter of a variety of numbers and amounts. Children will use a bar model to represent a quarter of a number. They will look at the connection between finding half and finding a quarter	Children will start with a quick Maths video, recapping their knowledge of halves and quarters, whilst introducing thirds. They will then be introduced to the fraction, thirds. Children will learn that one third is when you split a whole into 3 equal parts. Children will learn about representing a third as a word and as a fraction. They will then look at various shapes and amounts, recognising thirds. Children will look at the different ways you can represent a third of a shape, by shading..	Children will recap their knowledge of thirds, as a whole that has been split into 3 equal parts. They will play a warm up activity where they will identify halves, quarters and thirds of amounts and matching them to their fraction. Children will be introduced to finding a third of a number, by dividing by 3. They will work through a number of activities, finding a third of a variety of numbers and amounts. Children will use a bar model to represent a third of a number.	Children will play a warm up game, match different shaded shapes to their fractions. They will be introduced to the concept of a 'unit fraction', where the numerator is 1 (representing one equal part of a whole) and the denominator is a whole. Children will work through a series of different activities, identify $\frac{1}{2}$ , $\frac{1}{4}$ and $\frac{1}{3}$ of shapes and amounts. They will have the opportunity to practise identifying and writing fraction.
<b>Activities</b>	Children will work their way through 3 different tasks:  <b>Task 1</b> - Look at the picture and finish the sentence: 'The whole is _____. A quarter of _____ is _____.' <b>Task 2</b> - Find half and a quarter of different numbers <b>Task 3</b> - Problem Solving	Children will work their way through 3 different tasks:  <b>Task 1</b> - Colour thirds of different shapes <b>Task 2</b> - Identify images showing thirds <b>Task 3</b> - Problem Solving	Children will work their way through 3 different tasks:  <b>Task 1</b> - Identify $\frac{1}{3}$ of different shapes and amounts <b>Task 2</b> - Find a third of different numbers <b>Task 3</b> - Problem Solving	Children will work their way through 3 different tasks:  <b>Task 1</b> - Colour the given unit fraction for each shape <b>Task 2</b> - Write the unit fraction of each shape <b>Task 3</b> - Match the picture to the unit fraction <b>Challenge:</b> Problem Solving

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

Reading		
<p><b>Children read for 20 minutes each day. Read different text genres:</b> 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>		
Science	History	PSHE
<p><b>LI: To explore Australian animal adaptations.</b>  <b>Introduction</b> – A presentation of three Australian habitats and three animals that live within them, paying close attention to the behavioural or physical characteristics of these animals that allows them to survive in their environment.  <b>Task</b> - Using the information children have learnt, they will select <u>one animal</u> and complete an information report explaining what the animal looks like, stating and describing the habitat they live in, list what the animal eats, include a 'Did you know?' fact about how they adapt to suit their habitat and draw a picture of their chosen animal.</p>	<p><b>LI: To order the life of an important individual (James Cook)</b>  <b>Introduction</b> – A presentation all about the different stages of the life and death of Captain James Cook. Children will be learning about the key events of this man's life and will learn about the key places that he visited and why he is remembered in history.  <b>Task</b> – Children will cut out and reorder the key events of James Cook's life.</p>	<p><b>LI: To understand that there are different types of families.</b>  <b>Introduction</b> – Children will discuss the different types of families within society, including families that have Mums or Dads and children who may live with their Grandparents.  <b>Task</b> – Children are instructed to think of their family garden and to draw a picture that best represents their family. However, instead of drawing people, they will draw flowers in a garden thinking about the colour and size of each flower and what best represents their family members.</p>
RE	Art	Music
<p><b>LI: To understand the importance of Good Friday (to Christians).</b>  <b>Introduction</b> – This lesson gives children the opportunity to watch a short video to about Good Friday. Children will revisit the story in detail thinking about the events that occurred and why Good Friday is in fact a day in which Christians remember a sad, but great sacrifice that was made.  <b>Task</b> – Children will create a piece of art using the symbol of the cross.</p>	<p><b>LI: To identify and create key features of a landscape drawing.</b>  <b>Introduction</b> – Children will revisit the Uluru image they drew the previous week.  <b>Task</b> – Children will use a range of warm and cool watercolours to complete their Uluru landscape painting.</p>	<p><b>L.I. To learn some simple songs, indigenous to Australia</b>  <b>Introduction</b> – Children will begin by listening to a variety of different songs and music by the indigenous people of Australia, the Aboriginal people.  <b>Task</b> – Children will learn, sing and perform the song 'Inanay'. They will have the opportunity to play along with some traditional Australian instruments, the clapping sticks.</p>
Homework		
<p><b>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.</b></p>		
Reading:	Maths:	Topic (Science):
<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>Why not read a book from Collins E-Books?</p>	<p>Complete the following assigned activities on Mathletics from our current Maths topic, Fractions:</p> <ul style="list-style-type: none"> <li>- Divide into equal groups</li> <li>- Halves and Quarters.</li> </ul>	<p>This term in Science we have been looking at plants and animals from Australia and New Zealand. Choose your favourite New Zealand or Australian animal and investigate its habitat. On a map of the country colour in the parts where you can find this habitat. Then answer the questions: <b>What other animals live in its habitat? What other plants live in this habitat?</b></p>