Alexandra Primary School
Aspire, Perform, Succeed

Weekly Overview

Year Group: Year 2 Week beginning: 05.10.26

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. Homework will be set on Tuesday and will be expected to be completed by the following week. Please email year2@alexandra.hounslow.sch.uk if you have any questions about the homework.

English	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To write a persuasive letter (Cold Write)	**LI: To identify features of a persuasive text**	**LI: To plan a persuasive letter**	**LI: To write a persuasive letter**	**LI: To publish a persuasive letter**
Key vocabulary and key questions	**Key Vocabulary:** Persuasive, Opinion, Time connectives, Conjunctions, Ordinal numbers, persuade **Key Questions:** What does persuade mean? How do we write a letter? What is the structure of a persuasive letter? What are the features of a persuasive letter?	**Key Vocabulary:** Persuasive, Opinion, Time connectives, Conjunctions, Ordinal numbers, Persuade, **Key Questions:** What does persuade mean? How do we write a letter? What is the structure of a persuasive letter? What are the features of a persuasive letter?	**Key Vocabulary:** Persuasive, Opinion, Time connectives, Conjunctions, Ordinal numbers, persuade **Key Questions:** What does persuade mean? How do we write a letter? What is the structure of a persuasive letter? What are the features of a persuasive letter?	**Key Vocabulary:** Persuasive, Opinion, Time connectives, Conjunctions, Ordinal numbers, persuade **Key Questions:** What does persuade mean? How do we write a letter? What is the structure of a persuasive letter? What are the features of a persuasive letter?	**Key Vocabulary:** Persuasive, Opinion, Time connectives, conjunctions, Ordinal numbers, Publish, Handwriting **Key Questions:** What do we need to include when publishing?
Introduction	The class will discuss what persuasion can mean and what a letter is. The children will use the writer's toolbox to practice simple sentences.	The class will discuss what a persuasive letter is. We will look at the different features of one and talk about the structure of one. They will then read the story "I wanna Iguana."	The class will then recap what the features and structure of a persuasive letter are. They will then discuss the reasons why the school should get a pet and what possible arguments there are for getting one.	The class will recap the features and structure of a persuasive letter. The teacher will model writing a persuasive letter to Mr Norton.	The children will discuss the important parts of editing and publishing. They will have some time to edit and reflect on the teachers marking.
Activities	The children will independently write a letter to persuade the school to add an item to the lunch menu.	Children will box up a persuasive letter based on the text "I Wanna Iguana."	Children will plan a persuasive letter to Mr Norton on why we should get a school pet.	Children will write a persuasive letter to Mr Norton on why we should get a school pet.	Children will publish a persuasive letter to Mr Norton on why we should get a school pet.

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, PiXL Unlock: continue logging in and completing your usual activities.

This week's reading focus is: **5 Notice a breakdown.**

LI: To notice a breakdown **Starter -** Linking the idea of a car breaking down, in reading we might need to 'fix' something if we don't understand a text. when something doesn't make sense or we can't read a word - we can have a breakdown in communication. Create a word bank of unfamiliar words that we can discuss together. **Task** - Read the text together and children write any words they are unsure of on their whiteboards.	**LI: To identify breakdowns** **Starter** - Re-cap the text from yesterday **Task -T**oday we are going to underline the words you cannot read in a purple pen. Underline the words you do not understand in blue pen.	**LI: To practise dictionary work to solve a breakdown** **Starter -** Watch how to use a dictionary. **Task** - Complete the dictionary task putting words into alphabetical order and finding the meaning of words in a dictionary.

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To add single digits to 2-digit numbers (exchanging)	**LI: To make equal values using Tens and Ones.**	**L.I: To add 2-digit numbers**	**LI: To make equal values bridging tens**	**To count on and back in steps of 10.**
Key vocabulary and key questions	**Key Vocabulary:** partition tens ones part-whole equation addition exchange **Key Questions:** What is partitioning? Can you partition this number in different ways? What does the + mean? Which digit will change?	**Key Vocabulary:** partition tens ones part-whole equation addition **Key Questions:** What is partitioning? Can you partition this number in different ways? What does the + mean?	**Key Vocabulary:** digit adding addition altogether equation total partition **Key Questions:** How many Tens and Ones do we have? How many altogether? What is the commutative equation?	**Key Vocabulary:** partition tens ones part-whole equation addition bridging exchanging **Key Questions:** What is partitioning? Can you partition this number in different ways? What do we do when the ones add up to more than 9?	**Key Vocabulary:** Ascending Descending Fives Even/Odd Increase Decrease Add subtract **Key Questions:** How can we use skip counting to count in 10s? What pattern do you notice when counting in 10s? Is the pattern ascending or descending?
Introduction	Look at the model - children draw the Tens and Ones for the numbers and count them altogether to find the total. Children repeat the process but will do it all independently. What do we do when we go past 10? Children exchange using Base 10 and bridge by using a number line.	The class teacher will show the children an addition equation with Tens and Ones adding just Ones. Children need to draw the Tens and Ones before counting them altogether to find the total.	Recap the process of addition using base 10 and part-whole models. Make connections to adding 2 and 1 digit numbers. Children attempt the next problem independently - address any misconceptions. Children follow the steps for adding to solve the 2-digit add 2-digit number - address any misconceptions. Add the ones then the 10s	The class teacher will show the children an addition equation with Tens and Ones adding just Ones. Children use resources to solve this before moving onto illustrations. Children need to draw the Tens and Ones before counting them altogether to find the total.	The class recap their 5s by skip-counting using Super Movers. They then practise ascending and descending. Then the children fill in the blanks whilst counting and in sequences. They then locate missing numbers on a 100 square.
Activities	Children will work their way through 3 different tasks: ***Task 1*** **-** Children use the part-whole models to partition and create some additional equations. ***Task 2*** **-** Children are to draw the part whole models to complete the addition equations. ***Task 3*** - Children need to spot the mistake and make a correction whilst explaining what the mistake is.	Children will work their way through 3 different tasks: ***Task 1*** **-** *Children are adding Ones onto the 2-digit number shown.* ***Task 2*** **-** *Children are adding Tens onto the 2-digit number shown.* ***Task 3*** **-** Children are adding both Tens and Ones onto the 2-digit number shown.	Children will work their way through 3 different tasks: ***Task 1 - Children add together the single digits that bridge Tens.*** ***Task 2 - Children add together the 2-digit and single digit numbers that bridge Ten.*** ***Task 3 -Children repeat task 2 but with more difficult arrangements of numbers.***	Children will work their way through 3 different tasks: ***Task 1*** **-** *Children are adding Ones onto the 2-digit number shown crossing 10s- using resources.* ***Task 2*** **-** *Children are adding Ones onto the 2-digit number shown crossing 10s- using illustrations.* ***Task 3*** – Apply to a problem.	*Children will work their way through 3 different tasks:* ***Task 1*** **-** *Children count on and back in 10s on a sequence.* ***Task 2*** **-** *Children identify the missing numbers using their knowledge of 10s.* ***Task 3 –*** *Apply to a problem.*

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Science

LI: To understand the importance of a balanced diet.

Introduction – Children will be learning about the nutrition of animals and humans. They will learn that adults and children need energy to help them keep moving and keep bodies healthy. We will discuss foods that are healthy and unhealthy. They will learn about protein, fats, carbohydrates and fats.

Task - Children will draw their balanced and favourite meal. Can you explain how your meal is healthy?

Computing

Computer Systems and Networks 1: What is a computer?

LI: To create a design for an invention.

Recap and Recall – **Gimme five!** Think of five pieces of technology you spotted on your safari during the last lesson. Tell your partner and give them a high five!

Attention Grabber – **Invention** ***What is an invention? What questions can you think of to ask about this invention? What is the purpose of a screen/mouse/keyboard? Does a computer still work without a screen/keyboard/mouse? How are screens, keyboard and mouse similar and different?*** In pairs and give them time to formulate questions about the image. For example:

- ***How does it work?***
- ***Is it safe?***
- ***How do you control it?***
- ***Can it only go up?***
- ***Do you need a special suit to use it?***

Children will have time to think of some questions and ask some of the children to pose their questions to the rest of the class. Children will be encouraged to recognise that technology follows instructions and is designed by humans.

Main Task – Today, you will be inventors. You will be creating your own inventions using all the knowledge you have learnt about computers. Your invention should have a computer inside, but what does is entirely up to you. We will recall what inputs and outputs are. We will create a class invention before the children create their own. They will need to draw, annotate and explain their inventions.

Wrapping Up – Self-asses your inventions based on the following criteria:

- I have an input.
- I have an output.
- I have a clear drawing.
- I have annotated my drawing.
- I have explained how it works.

PSHE

LI: I can tell you what helps me to persevere.

Introduction - Children will recap the story and what perseverance means. They will do a settle down activity.

Task - First the class will decide on a positive mantra. Then they will create a perseverance path, they will look at possible obstacles to their goals and talk about what to do to overcome them.

Art

LI: To create an artwork in the style of Wassily Kandinksy

Introduction – This week we will carry on looking at Wassily Kandinsky. We will be looking at his artwork called: Squares with Concentric Circles.

Task - Pupils will create their own different coloured circles followed by a Kandinsky inspired artwork using watercolours and pastels.

Geography

LI: To explore seasonal weather patterns in London.

Introduction - *What is the weather like today?* The class teacher will show children the vocabulary on the slides and ask them to describe the weather. *What is a season?* Children are to think, pair, share their ideas, then go through the information on the IWB about the four seasons and how the weather changes in each one. *What might London be like in summer? What different activities might people do in London in summer?* Again, the children are to think, pair, share their ideas, then go through the information on the IWB.

The class teacher will repeat this for each of the other seasons. *Which season do you think would be best for visiting London? Why?* The class teacher will invite children to share their responses.

Task - The children are to complete the sentences to show what they can see, feel, hear, touch and smell in London in each of the four seasons, using the Picture Cards as a stimulus to help them.

RE and World Religions

LI: To describe how and why some Hindus use puja to express gratitude to God.

Introduction: We will recap the Hindu worldview. Then we will discuss what puja is and how it shows gratitude to God. We will watch a video on Puja. Then the children will use the five senses they see in the video.

Follow Up: The children will complete a worksheet with some questions on Puja.

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Music

Musical Me

LI: To use a tuned percussion instrument to play a song.

This half term we will be using untuned percussion instruments to play the pulse and rhythm.

What is it called when we change the volume?

What is it called when we change the sound?

Warm Up – Agree or Disagree

'Playing a drum loudly would be the best timbre and dynamics to tell the story of the man who fell in a well.'

Do you agree or disagree and why?

Which instrument would be best to tell the story of the man who fell in the well?

As a class, we will listen to the song again to remind ourselves of the song this half term. The children will be asked to demonstrate their knowledge and understanding by filling in the gaps.

Main Task - In groups of 5, you will work together to compose a piece of music that uses different:
- dynamics - timbres

By the end of the lesson your group needs to complete a series of composing challenges.

1. Choose a leader to show the start and stop
2. Select instruments so each person is playing an instrument with a different timbre
3. Decide what emotion the group's piece of music will have, for example, scary, spooky, sleepy, happy, sad
4.. Play the instruments to match the emotions
5. Decide how the piece will start and end and what will happen in the middle. ***Will everyone play together all the time, or will there sometimes only be one or two playing?***
6. Rehearse ready for your performance.

PE

Fundamental Skills

Skills being focused – This half term the children will be learning about and developing the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. The children will develop balance, agility and coordination, and begin to apply these in a range of activities.

LI: To develop coordination and combining jumps.

Introduction - Finding a space away from others. The children are to begin jogging around, moving in and out of each other. The class teacher will change the movement they are doing e.g. skipping, jumping and side-stepping or take suggestions from the children. The class teacher will then add in direction instructions to the movement e.g. forwards, backwards, sideways.

Skills Development - In small groups, the children are to create a jumping pattern that links three jumps together. *Q: How will you come to an agreement on the jumping pattern? Why is it important that everyone gets the chance to have an input into the decision?*

The class teacher will remind the children to use the rhythm, jump, bend, jump, bend rhythm and encourage them to help each other to remember the pattern.

Challenge - Can you make this harder by adding turns into the sequence?

2nd Session: Team Building

Skills being focused -This half term the children will be learning about and developing their ability of working well with others to achieve the same goals. They will develop communication skills such as listening to others and sharing their own ideas. They will increase in confidence during this unit and learn to share responsibilities.

L.I: To use teamwork skills to work as a group to solve problems.

Task: Children will focus on their team plan and use positive language when communicating during 'Elephant walk, Hoop race, Scoop the hoop' games.

They unpick the success of the skills their team used and think about which team skills could they have used more of.

Reminder: Earrings and other jewellery are not to be worn during PE lessons.

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SEND Personalised Curriculum Planning:				
English	**English**	**Maths**	**Maths**	**Individual Learning**
L.I: To listen and engage with a story Children listen to 'I Wanna Iguana' and act out/ use manipulatives to bring the story to life. It is about persuading Mum to get a pet.	**L.I: To listen and engage with a story** Children have a role play session where they make a pet shop and make links to the class text.	**L.I: To add two 1-digit numbers together** Children have numbers represented with numicon/compare bears which they add together to get a sum.	**L.I: To add two 1-digit numbers together** Children have numbers represented with numicon/compare bears which they add together to get a sum. Children move onto pictorial representations that they count.	Lessons adapted to meet their PSP Targets.
Other learning linked to the subject driver of London where able e.g. buildings, transport etc. Children participate in the 'Historyman' visit - The Great Fire of London. Art – Kandinsky emotion circles (different colours mean different emotions). RE – Harvest (use of pumpkins). Science – Balanced diets – creating an eat-well plate with real food.				

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Homework

Homework is set on a Tuesday and uploaded to Google Classroom and is expected to be returned by the following week. Please upload completed homework tasks to your Google classroom where possible (unless it is a practical project/piece or online packages.) This can be submitted once completed over the week.

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.

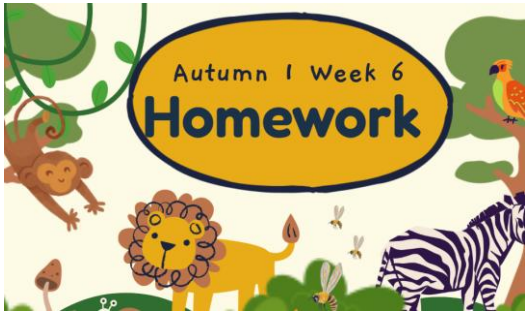
Record the reading in your Pupil Planners and have a parent/guardian signing it when done.

Reading - Log onto Bug Club using the logins in your planners. Read 1 of the stories/texts on there and answer the questions that the 'Bug' asks you.

Bug Club

School Code: HH9G

Look at the Google Slides for work on Maths, English and other subjects- the instructions are on Google Classroom.



The Homework this week will be completed on Google Slides.

Times Table Rockstars

Log onto Times Table Rockstar and practise your multiplication and division fluency! Logins are in your planners.

TIMES TABLES ROCK STARS

Spelling homework: Spelling words for this week. Please see below for homework tasks.

because	**friend**
please	**children**
would	**should**
could	**colour**
difference	**persuade**

Try and practice these spellings **by writing them** ***using the Flower Method:***

Write each letter in a petal of the flower. Each word makes 1 flower.

Or another way you find engaging.
Can you think of some sentences that use your spellings for this week?