



Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To use the present tense.	LI: To use coordinating conjunctions.	LI: To make predictions about events	LI: To write questions.	LI: To use imperative verbs when writing commands.
Key vocabulary and key questions	<p>Key Vocabulary: past present future</p> <p>Key Questions: What do we mean by past tense? Do you recognise this place? What do we know about London? What words tell us we are talking about London? Can we name the buildings of London? What do you think London used to look like?</p>	<p>Key Vocabulary: past tense coordinating conjunctions and but</p> <p>Key Questions: What did London look like in 1666? Which description is about London now and which is about London in 1666?</p>	<p>Key Vocabulary: phrases predict conjunctions if because when</p> <p>Key Questions: What is the song about? What facts do we know about London in the summer of 1666?</p>	<p>Key Vocabulary: questions question mark</p> <p>Key Questions: Who do lots of people blame for the fire? What I found interesting is? What I found puzzling is? What I want to know more about is? What does a question sentence need at the end?</p>	<p>Key Vocabulary: imperative verbs commands</p> <p>Key Questions: What mistakes did Thomas Farriner make? What advice could we give Thomas Farriner? What imperative verbs did you use?</p>
Introduction	Discuss what we mean by the present and past tense. Look at images - do they recognise that it is London? Children to discuss what they know about London. Look at a descriptive sentence about London - look at words that tell us it is about London. Match names to buildings in London.	Read 'The City of London'. Look at time line to show how long ago 1666 was. Watch video on London past. Partner talk about what London was like. Write some descriptive sentences about London in 1666. Read London now and London 1666 descriptions and match to correct label.	Listen to song again and discuss what it is about. Read 'A Long Hot Summer'. What facts do we know about London in the summer of 1666? What are the important words or phrases in the text? Children to write prediction about what will happen next and why? Read Thomas Farriner's Bakery and Sunday 2nd September.	Read a Long, Hot Summer, Thomas Farriner's Bakery and Sunday 2nd September. Explain that Thomas Farriner is coming to visit us and we need to ask him questions about his actions. Discuss what was hard about being a baker in 1666.	Discuss what mistakes did Thomas Farriner make? In pairs - one pretend to be Thomas Farriner and the other will be giving him advice about fire safety. What advice did you give - let's write it down. What imperative verbs did you use?
Activities	Choose a photo, label it and then write a descriptive sentence about it.	In pairs children to describe the different images of London. Then children to join the sentences together using 'and' or 'but'. Listen to song and discuss what it is about.	Using 'if', 'because' and 'when' write warnings for the people living in the City of London.	Children to create questions to ask Thomas Farriner using the question hands.	Design a fire safety poster to make sure another fire doesn't happen- using imperative verbs.

Year 2, Weekly overview					
Maths	LI: To identify the value of different coins.	LI: To add amounts of money (pence).	LI: To add an amount of money (pounds).	LI: To make the same amount of money using different coins.	LI: To make the same amount of money using different coins.
Key vocabulary and key questions	<p>Key Vocabulary: pound pence coin round heptagon dodecagon bronze silver gold</p> <p>Key Questions: How could we describe this coin? What coins have _____ as their colour?</p>	<p>Key Vocabulary: pound coin round heptagon dodecagon bronze silver gold</p> <p>Key Questions: How could we describe this coin? What coins have _____ as their colour?</p>	<p>Key Vocabulary: pound pence coin round heptagon dodecagon bronze silver gold</p> <p>Key Questions: How could we describe this coin? What coins have _____ as their colour? What coin do I have? How do you know?</p>	<p>Key Vocabulary: pound pence coin round heptagon dodecagon bronze silver gold</p> <p>Key Questions: How could we describe this coin? What coins have _____ as their colour? What coin do I have? How do you know?</p>	<p>Key Vocabulary: pound pence coin round heptagon dodecagon bronze silver gold</p> <p>Key Questions: How could we describe this coin? What coins have _____ as their colour? What coin do I have? How do you know?</p>
Introduction	<p>Teacher will use large visual aids to describe each of the coins. They will describe the shape, colour, material and value of each coin. After running through all of the coins - children can then play a matching game with the coins and values. Explain how many pennies make £1 or £2.</p>	<p>Children play a matching game by matching the coins to their values - teacher to focus on describing features of the coins if necessary. Display a purse with Pence coins in - children need to count the coins and add the value together. Repeat with 10p coins - children to skip count in tens. Repeat but with 2p coins. Show two different amounts - children to add coins and then compare the amounts.</p>	<p>Recap key fact about £1 and £2 coins. Recap the previous lessons skill by adding amounts of coins together. Repeat process but introduce the £1 - explain how we would count in £ and p. Use stem sentence I have £___ and ___p. Show two different amounts - children to add coins and then compare the amounts</p>	<p>Children to perform the supermover song: https://www.bbc.co.uk/teach/supermovers/ks1-maths-money/zht4nrd Play a guessing game with the children by describing the different coins. Show children that we need to make 20p - show them 2 different ways of making 20p and ask if they can create a third - identify misconceptions of using coins that do not exist. Repeat for a few more examples - guide with a mixture of independent and teacher led.</p>	<p>Recap the matching activity of the coins and their values - if needed recap the descriptions of coins. Ask children to use the coins to make 2 different versions of 10p. Repeat the process for 30p - identify and address misconception of having a 30p coin. Ask children to tick the coins that make 50p in value - write down the adding equation for these.</p>
Activities	<p>Children will create coin passports to stick into books identifying value, size, shape and colour.</p>	<p>T1: Children add basic amounts of coins together. T2: Children add a mixture of coins together. T3: Children add coins and compare amounts.</p>	<p>T1: Children add amounts of pence coins together (mixture). T2: Children add p and £ coins together. T3: Children compare the amounts of coins provided.</p>	<p>Children practise the skill of making amounts in different ways.</p>	<p>T1: Children make the same amount in 3 different ways. T2: Children make the £ and p amounts in 2 different ways. T3: Children to answer the SATs style question.</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, and cultural story.</p> <p>Complete the tasks set for you on Bug Club, Collins E-Books, Reading Plus, Doodle English, and 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:- 1 - Making Connections</p>		
<p>LI: To make connections in a text</p> <p>Task - Students are revising strategy one: Making connections. Teacher will read a diary entry from the Great Fire of London. Teachers will guide students through making connections with self, other texts and the wider world.</p>	<p>LI: To make connections within a text</p> <p>Task - Students read an extract from Dr Seuss. They have 3 different colour strips of paper. On one colour, they make a connection to themselves, on another colour they make a connection with another text, on the last colour they make a connection to the world. These will make a chain.</p>	<p>LI: To make a connection</p> <p>Task - Teacher will read the text to students. Students will independently complete the make connections worksheet</p>
Science	PSHE	History
<p>LI: To identify suitable habitats and describe properties of materials.</p> <p>Introduction – Children will learn about birds and where birds live (nests). They will think about what materials birds use to build and their nests and the reasons behind these.</p> <p>Task - Children will be working in groups to build nests in the outdoor areas of school.</p>	<p>LI: To understand that bullying is sometimes about difference</p> <p>Introduction - Children will explore what bullying is and isn't. They will discuss what they can do about a situation where they feel they are being bullied or where someone they know is being bullied.</p> <p>Task - Children will explore different scenarios that support them in understanding what bullying is and how it must feel to be bullied.</p>	<p>LI: To understand where and when the Great Fire of London started.</p> <p>Introduction - The class teacher will explain that in London in the 17th century in London there was a Great Fire that destroyed much of the City. The children will be shown a map of the UK and be invited to come up and point to where they think London is then check on the next slide.</p> <p>They will be shown the map of London today and the teacher will point out that the rectangle in the middle is the size of the next map. The map of 17th century London shows how small it was, and that it was surrounded by fields.</p> <p>The children will be shown a timeline on the slides showing when the Great Fire happened and explain the exact dates. What do you think London would have been like in 1666? The children are to think, pair, and share their ideas.</p> <p>Task - Studying the Picture Cards provided, the children are to decide which show old London and which show modern London. Children then colour in the sentences in the speech bubbles on worksheet to show which were true in 1666 then draw and label a picture.</p>



RE	D&T	PE
<p>LI: To know the story of Jesus' arrival on Earth Introduction - Discuss what do Christians believe Jesus was sent to do? Do you think it needs to be saved? Look at various problems. Who has caused these problems? Why do Christians celebrate Christmas? When is Christmas? When do Christians prepare for Christmas? Watch/listen to the story of Christmas. Task -Children to retell the story of Christmas to their partner.</p>	<p>LI: To explore mechanisms and design a wheel Introduction - Children will be exploring wheels and how an axle works. They will identify different wheels used for different purposes and will receive their brief - To design a Ferris wheel. Task - Children will design a Ferris wheel. They will need to include a frame, an axle and pods for passengers.</p>	<p>THEME: Secret Garden L.I - To develop an understanding of dynamics and how they can show an idea. For this lesson, the children will complete a set of different activities, focusing on the skills of being able to use counts of 8 to help you stay in time and to assess 'how' we perform our actions (dynamics) to help the audience to understand the story, character or emotion we are trying to show. Reminder: Due to Health and Safety - Earrings and other 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>Homework: Homework will be posted on google classroom on 7th Tuesday 8:00 am. Complete the slides and hand in through google classroom. Due Tuesday 14th November.</p>	<p>Reading - Log onto Bug Club using the logins in your planners. Read 3 different types of story and write about your favourite. School Code: HH9G</p>
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1. Put these things in the correct place in **the table**.

laptop giraffe sausages
cat roast chicken paintbrush

living	dead	never alive

2. What does it mean if something **is dead**?

3. Think about the **seven life processes** (MRS GREN). Name **two things** that all living things do.

1. _____

2. _____

4. A camel has **big wide feet**. Explain how this helps camels **in the desert**.

5. A **polar bear** has a **thick layer of fat and fur**. Explain how this helps polar bears in the Arctic (polar region).

6. What does **microhabitat** mean? Give an example.

7. **Match up the animal** to the correct **habitat**.

giraffe

polar bear

camel

shark

polar regions

sea

desert

savannah

8. What is wrong **with this food chain**?





Explain what these **words mean**.

herbivore

carnivore

omnivore

10. Match the **animal** to the **correct group**.



herbivore

carnivore

omnivore