



Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To make predictions.	LI: To act out a story.	LI: To map out a story.	LI: To describe settings.	LI: To use conjunctions.
Key vocabulary and key questions	<p>Key Vocabulary: prediction happen next reason justify because</p> <p>Key Questions: What is a prediction? What will happen next? Why? What can you use from the text to justify your answer?</p>	<p>Key Vocabulary: fairy tales once acting prior knowledge</p> <p>Key Questions: What did you predict the story was going to be about? What do you already know about the story? Why do you think this? What word do fairy tales start with? What other words sometimes follow this?</p>	<p>Key Vocabulary: story map key events key phrases characters feelings</p> <p>Key Questions: Who can remember the story from yesterday? Discuss the key events in order. How did the characters feel at this time? What phrase is repeated in the story?</p>	<p>Key Vocabulary: story map retell adjectives house beanstalk giant</p> <p>Key Questions: What are the 3 main settings in the story? What adjectives would you use to describe Jack's house? What adjectives would you use to describe the beanstalk? What adjectives would you use to describe the giant's house?</p>	<p>Key Vocabulary: conjunctions if then because</p> <p>Key Questions: What is a conjunction? When do we use conjunctions? Why is it important to use a variety of conjunctions?</p>
Introduction	What is a prediction? Discuss. Go through story pictures and children to predict what will happen next, giving reasons from clues in the picture as well as from own experiences or from prior knowledge or from other stories.	What do you already know about the story? How do you know this? What other fairy tales do you know? Make a list. What word do fairy tales start with? What other words sometimes follow this? Read the story to the children. Stopping to explain any new vocabulary.	Children to retell the story with their partner. Read the story again. Discuss the key events, phrases, how the characters felt at different times, why they did things at those times, etc.	Children use their story map to retell the story to their partner. What are the 3 main settings? Children add adjectives to the setting pictures.	Children retell the story to their partner. What is a conjunction? Discuss. List known conjunctions. Today I'm looking at 'if', 'then' and 'because'. Go through a few example sentences.
Activities	Children use picture of front cover of new story to write their predictions, giving reasons, using 'because'..	Children in groups of 4 to act out the story.	Children to draw a story map of the story. Encourage to add key words, phrases.	Children to use the adjectives they've listed to write a description about the settings.	Using pictures from the story, children write sentences using 'if', 'when', 'then' and 'because' to add description to the pictures.

Year 2					
Maths	LI: To partition two-digit numbers using bar models.	LI: To revise O'clock and ½ past times.	LI: To revise ¼ past and ¼ to.	LI: To identify time to the nearest 5 minutes.	LI: To identify time to the nearest 5 minutes.
Key vocabulary and key questions	<p>Key Vocabulary: bar model partition Tens and Ones whole number</p> <p>Key Questions: What does partition mean? What is a bar model? What does this bar model show?</p>	<p>Key Vocabulary: o'clock half past hour minute</p> <p>Key Questions: How can we tell the time? What do the hands mean? Where should the hands be facing for _____? What time am I showing? How do you know?</p>	<p>Key Vocabulary: hour minute ¼ past ¼ to</p> <p>Key Questions: How can we tell the time? What do the hands mean? Where should the hands be facing for _____? What time am I showing? How do you know?</p>	<p>Key Vocabulary: past to o'clock minute hour</p> <p>Key Questions: How can we tell the time? What do the hands mean? Where should the hands be facing for _____? What time am I showing? How do you know?</p>	<p>Key Vocabulary: past to o'clock minute hour</p> <p>Key Questions: How can we tell the time? What do the hands mean? Where should the hands be facing for _____? What time am I showing? How do you know?</p>
Introduction	<p>Introduce children to the concept of partitioning using the bar model. Display different bar models with whole numbers shown - children need to partition the numbers - challenge them to use different combinations of the numbers. Children repeat the process but the parts are missing the divisional line. Children to solve the reasoning problem focused on the bar model shown.</p>	<p>Recap using concrete resources how to find 7 o'clock - discuss as class where each hand should be pointing - teacher will go through more show me examples using plastic clocks. Repeat the process but looking at recapping ½ past times - teacher to emphasise the language. Children to discuss the true or false statement - statement is false because the hour hand is pointing at 7 when it should be half way past 7.</p>	<p>Recap using concrete resources how to find ¼ past 10 - discuss as class where each hand should be pointing - teacher will go through more show me examples using plastic clocks. Repeat the process but looking at recapping ¼ to times - teacher to emphasise the language. Children to discuss the true or false statement - statement is true because if you count in 5s from ¼ past till ¼ to it will be 30 minutes.</p>	<p>Recap counting in 5s with the children - discuss how this is very useful when telling the time on a clock. Children help complete the 5s on the clock face displayed - practice counting in 5s using the children's plastic clocks. Teacher will demonstrate multiple examples using resources for children to identify - repeat the process until the teacher feels confident to move on.</p>	<p>Recap counting in 5s with the children - discuss how this is very useful when telling the time on a clock. Children help complete the 5s on the clock face displayed - practice counting in 5s using the children's plastic clocks. Children discuss and answer the reasoning problem focused on telling time to the nearest 5 mins.</p>



Activities	<p>T1: Children draw the bar models into the books - solving the bar models with given divisions.</p> <p>T2: Children solve bar models without given divisions.</p> <p>T3: Children to solve the bar models where the whole number is missing</p>	<p>T1: Children identify the o'clock times.</p> <p>T2: Children identify the ½ past times.</p> <p>T3: Children must complete the missing parts of the clock faces - emphasis on correct hand length.</p>	<p>T1: Children identify ¼ past times.</p> <p>T2: Children identify ¼ to times.</p> <p>T3: Children solve reasoning problems relating to ¼ past and ¼ to times.</p>	<p>T1: Children complete the past times displayed.</p> <p>T2: Children complete the to times displayed.</p> <p>T3: Children identify the different times shown on the clock faces.</p>	<p>T1: Children need to identify and match the times on the clock faces.</p> <p>T2: Children will identify how much time has passed using their knowledge of 5-minute intervals.</p> <p>T3: Children to try and answer the problem-solving task.</p>
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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: - 3: Visualisation

<p>LI: To put events in order</p> <p>Task - Teacher guides students through sequencing and putting events in order. Students practise with the teacher putting every day events in order and explaining what is happening using time language such as next, first, and finally.</p>	<p>LI: To put events in order in a text</p> <p>Task - Teacher uses yesterday's examples of putting every day events in order to put events in from a text in order. The teacher reads a text to the class, jumbles up the text and together they will put it back in order.</p>	<p>LI: To answer events in order using visualisation</p> <p>Task - Teacher guides students through sequencing questions that require them to use visualisation to order them. Students complete several questions based on a text read together.</p>
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Science	PSHE	Geography
<p>LI: To identify prior knowledge about plants Introduction – Teacher guides students through the new science topic of plants. Students brainstorm what they already know about plants, seeds, bulbs and life cycles. Together, the class will brainstorm some questions they have about this topic. Task - Students complete a KWL, only filling in what they know and what they would like to know.</p>	<p>LI: To identify the different members of my family and to understand my relationship to them Introduction - Children will be exploring relationships within families. They will identify who is in their family and how families can be made up of different people. They will also explore what marriage means. Task - Children will create a ‘happy family’ recipe as a class and will consider the different aspects that make up positive relationships</p>	<p>LI: To identify features of the seasons. Introduction - Following the IWB, the children will learn about the characteristics of the different seasons as they are in the UK’s climate - discussions will be had about how these seasons can change depending on the climates around the world. Task - The children are to draw images of the different seasons and then use adjectives to label these images.</p>
RE	Art	PE
<p>LI: To consider why some people might choose to talk to God. Introduction: Discuss what some people say about God. What names is God known by? Discuss ways God is represented. Children complete Knowledge Catcher - what is prayer, how do people pray? Discuss who do they talk to when things go wrong? Why? Explain that some people talk to God for many different reasons. Task: Read ‘Nathan and his dad’. In pairs children discuss what Nathan and his dad might say to God if they talked to him. Recap what is praying and why some people may do it.</p>	<p>LI: To develop observational drawing skills by exploring value and tone. Introduction - Children will first explore what is meant by observational drawing before identifying the key elements of drawing (texture, space, value, line, colour, form and shape). Children will explore value and tone and how they can create a drawing with these elements using pencil. Task - Children will complete a tonal shading chart using both pencil and colouring pencil.</p>	<p>Skills being focused - This half term the children will be learning about Net and wall games. These are games where either a net separates the players or a wall is used. Examples include tennis, badminton, volleyball, squash. This term, the children will develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. L.I. To use the ready position to defend space on court. <p style="text-align: center;">Reminder: Earrings and other form of jewellery are not to be worn during PE lessons.</p> </p>
Computing	Music	
<p>LI: To say how music can make us feel. Introduction: Listen to 2 pieces of music and in pairs discuss. Explain about Gustav Holst - The Planets. Can they decide which piece of music was Mars and which was Venus? Task: Using key words and pictures of each planet, cut to match. Listen to Jupiter. Children to complete which they liked most and why.</p>	<p>LI: - I can recognise different rhythmic contrasts and compose. Introduction: - Sing ‘Hello, hello’. Discuss what is rhythmic contrast - musical pattern has differences. Listen to two contrasting rhythmic patterns. Play ‘Don’t clap this one back’. Look at how to perform different rhythmic patterns - ta and ti-ti. Perform using notations. Task: - Children are to compose their own rhythmic pattern using ta, ti-ti and sh. Perform and discuss. Sing ‘Goodbye, goodbye’.</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.

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.

Homework: Homework will be posted on google classroom. Complete slides and hand in via google classroom.

Reading - Log onto Bug Club using the logins in your planners. Read 3 different types of stories and write about your favourite.
School Code: HH9G