Alexandra Primary School
Aspire, Perform, Succeed

Weekly Overview

Year Group: Year 2 Week beginning: 21.09.26

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 box up our ideas.	**LI: To story map our own story.**	**LI: To develop vocabulary in our writing.**	**LI: To write a similar story to the 'Day the Crayons Quit'.**	**LI: To apply full stops when writing sentences.**
Key vocabulary and key questions	**Key Vocabulary:** story, box it up, characters, setting, beginning, problem, solution, ending **Key Questions:** What story did we read last week? What does to 'box it up' mean?	**Key Vocabulary:** story map, change, characters, setting, problem, ending **Key Questions:** What part of the story did you change yesterday? What is a story map?	**Key Vocabulary:** author, vocabulary, interesting, mean, sense, adjective, visualisation, stack, beige, stubby, outline, **Key Questions:** Why does an author use interesting words/vocabulary? What does this word mean?	**Key Vocabulary:** story map, vocabulary, box it up, beginning, middle, ending, solution, punctuation **Key Questions:** Can you tell your partner the part of the story that you changed? -(Use your box it up)	**Key Vocabulary:** punctuation, full stops, grammar, sentence, **Key Questions:** Can you think of some different types of punctuation? When do we need to use full stops?
Introduction	The children will remind themselves of The Day the Crayons Quit. They will go through and box up the story, changing the crayons to a different type of stationary, changing the character from Duncan and changing the problems.	The children are to look at their boxing up from yesterday. They will remind themselves of what they have changed. Then we will go over what a story map is again.	The teacher will explain that when we read a book, the author includes lots of words - vocabulary. These make it more interesting, but we need to know what they mean so it makes sense. We will look at some of the vocabulary used in the book and discuss meanings. - stack, beige, outline, stubby. We will look at some synonyms for said, tired, sad, happy.	The class will discuss the plot of the story and look back at their planning. They will identify what they have changed. The teacher will go through these questions: How do we begin a story? What do we need to do to entice our reader? Will we begin with description, action or dialogue? How did the original story start? The teacher will model an opening by changing one part of the story.	The class will go over different types of punctuation. The teacher will introduce that this week's focus is full stops. The class will discuss when we need to use full stops. The children will play the 'full stop' game.
Activities	Children box up the story changing one part.	Children use their boxing up from yesterday to complete a story map with key vocab.	Children add some key words to their story maps.	The children are to write their story, remembering to include full stops.	The children are to read and rewrite passages, including full stops when needed.

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

This week's reading focus is: **- 4: Visualisation**

LI: To visualise whilst reading a text **Introduction:** Children will practise listening to a text and visualising the image in their minds Task: Listen to the text, as a class we will draw a picture of what we visualised whilst listening	**LI: To visualise whilst reading a text** **Introduction:** Children will practise listening to a text and visualising the image in their minds Task: Listen to the text, as a class we will draw a picture of what we visualised whilst listening	**LI: To visualise whilst reading a text** **Introduction:** Children will practise listening to a text and visualising the image in their minds Task: Listen to the text, as a class we will draw a picture of what we visualised whilst listening

Phonics/Spelling

Every day the children will focus on learning a new phonological pattern. They will practice saying, reading and spelling this sound in different words.

Monday	Tuesday	Wednesday	Thursday	Friday
Ow sound alternative pronunciation: low, slow, grow	Grapheme ou (ow): out, about cloud	Grapheme ou (oo): toucan, soup	Grapheme ou: should, could	Revision of weekly sounds and tricky words.

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	To partition numbers in a variety of ways.	**To apply partitioning to solve problems.**	**To compare numbers up to 100.**	**To order numbers up to 100.**	**To count on and back in steps of 2.**
Key vocabulary and key questions	**Key Vocabulary:** partition, tens, ones, part-whole, commutative, variety **Key Questions:** What is partitioning? Can you partition this number in different ways? How many ways can you partition this number? Does it matter which order?	**Key Vocabulary:** partition, tens, ones, part-whole, commutative, variety **Key Questions:** What information do we have? How can we apply our partitioning skills? How can you explain your reasoning and solutions?	**Key Vocabulary:** compare, greater than, less than, hundreds, tens, ones, equal **Key Questions:** Which digit do we look at first when we compare 2 or more numbers? What are the symbols we use to compare? How can we check which is greater or lesser?	**Key Vocabulary:** compare, greater than, less than, hundreds, tens, ones, equal, order, ascending, descending **Key Questions:** Which digit do we look at first when we compare 2 or more numbers? What are the symbols we use to compare? How can we use our comparing to order numbers in ascending/ descending order?	**Key Vocabulary:** ascending, descending, twos, even, increase, decrease, add, subtract **Key Questions:** How can we use skip counting to count in 2s? What pattern do you notice when counting in 2s? Is the pattern ascending or descending?
Introduction	The class teacher will recap partitioning with pictorial and abstract ((number) representations. The children will explore the different combinations of Tens and Ones that can be used in the Part-Whole Model to create a given total.	Show children an image of a part-whole model. Solve a problem as a class and focus on the explanation and representation of the partitioned solution.	Show children a matching game to combine numbers and their worded representatives. Rehearse counting on and back within 100. Revise the symbols for comparisons and practise these – using concrete and pictorial representation for adaptive teaching.	Show children a matching game to combine numbers and their worded representatives. Rehearse counting on and back within 100. Revise how to compare and how this is useful n real-life i.e. ordering. Model this and allow children to try as well. Use abstract, pictorial and concrete methods as applicable.	The class recap their 2s 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 partition using pictorial representations in a variety of ways.* ***Task 2*** **-** *Children partition using abstract (numerical) representations in a variety of ways.* ***Task 3*** **-** Children solve an open-ended investigation regarding partitioning in a variety of ways.	Children use dice to select the numbers for their part-whole models - they can then draw this and complete the equation before repeating - recorded on paper in pairs. They have to explain how they partitioned as if showing a Youtube Channel – using concrete, pictorial and abstract representations.	***Task 1*** **-** Children add the symbol into the number sentence to ensure it makes sense. ***Task 2*** **-** Children roll dice or take number cards to create numbers that they will compare. ***Task 3*** **-** Children apply their comparing skills to solve a problem.	Children will work their way through 3 different tasks: ***Task 1*** **-** Order 3 numbers in ascending order. ***Task 2*** **-** Order 3 numbers in descending order. ***Task 3*** – Children apply to a real-life situation from provided data.	Children will work their way through 3 different tasks: ***Task 1*** **-** *Children count on and back in 2s on a sequence.* ***Task 2*** **-** *Children identify the missing numbers using their knowledge of 2s.* ***Task 3*** **–** Apply to a problem e.g. incomplete 100 square.

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Science	PSHE	Geography
LI: To gather and record data. **Introduction –** Children will learn about the different sections of a human life cycle and then learn about how humans change and grow. **Task - Children will be measuring children's hand size and comparing against children's ages.**	**LI: I can tell you how I have learned from my mistakes.** **Introduction -** The class will reread The Girl Who Never Made Mistakes. They will talk about what Beatrice is feeling at different parts of the story. They will talk about the different mistakes they have made throughout the week. **Task -** The class will discuss different mistakes they have made throughout the week and what they have learnt from them.	**LI: To be able to identify and describe geographical features in London.** **Introduction -** *When you think of London, what things come to your mind?* The children are to think, pair, share their ideas. The class teacher will then explain that London is one of the most famous cities in the world and that there are lots of landmarks and geographical features that people all around the world recognise as being located in London. *KQ's - Have you ever been to any of these landmarks? What did you think of them? Why? There are lots and lots of other famous London landmarks. Can you name any of them?* The class teacher will then introduce the words: valley, river, mountain, forest, lake, sea, beach, park, cliffs. **Task -** The children will write a picture of London, where they will have say which geographical feature it is and describe it.
Music	**Art**	**RE and World Religion**
Musical Me **LI: To sing and draw pitch patterns** This half term we will be using untuned percussion instruments to play the pulse and rhythm. **Warm Up –** Guess the timbre. Children will choose one of the timbres listed on the board to sing 'Once a man fell in a well' (happy, sad or angry voice). ***How could you learn a song without anyone teaching you?*** The children will have the opportunity to look at letter notation. They will learn 7 notes (C, D, E, F, G, A, B) and using this knowledge they will be asked to play the not A and C on their instruments. During the lesson, the children to practise playing the song using the letter notation.	**LI: To explore the work of Wassily Kandinsky** **To identify and use warm and cool colours** **Introduction -** Children will explore the work of Wassily Kandinsky. We will focus on his use of colour and explore warm and cold colour tones. **Task -** Children will create their own colour wheel, separating colours into warm and cold. They will then complete a colouring in the style of Kandinsky using those colours.	**LI: To appreciate why harvest is an important time to express gratitude.** **Introduction:** The class will discuss what the word harvest means. They will then learn about different harvest festivals throughout the world. They will then discuss the questions of why people might feel thankful at harvest time and how they show their thanks. **Task:** The children will organise different pictures into different groups depending on how they think thanks is being shown.

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Computing	PE
Computer Systems and Networks 1: What is a computer? **LI: To recognise how technology is controlled** **Recap and Recall** – Brain dump – Tell your partner everything you learnt in the last lesson about a mouse, screen and keyboard. **Attention Grabber** – Children will have a collection of pictures showing different devices, ***what happens when you press the button on these devices?*** We will discuss that; all of the devices have a computer inside them and that they know what to does because we input information by pressing the button. **Main Task** – Today, the children will be looking at the input and output functions of a robot. We will start with aa program where the input produces an output. ***What happens when the blue/red/green button is pushed?*** Children will be asked to suggestion other operations the buttons could control. Children will be asked to label the robot and explain how it works. They will need buttons to control it (inputs) and lights, sounds or a screen (output) to see what it is doing. **Wrapping Up** – Children will have time to feedback to the class. ***What do you like about the design? How do you give the robot instructions? How could the robot be even better?*** They will then view the other designs in the class through a tabletop gallery and then asked to answer the following questions: ***What instructions will the robot need to follow?*** ***How will the robot know when to carry out these instructions?***	**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 balance, stability and landing safely** For this lesson, the children will build upon their jumping and landing techniques. focusing on the skills of: Holding their arms out and focusing on something still to help you balance. Looking ahead and landing with their bent knees. **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 create a plan with a group solve the challenges.** **Task:** Children play games such as 'Captain's On Deck, Pass the ship, Cross the sea and Cross the sea, collect the treasure making suggestions on how they might solve the different problems they face. They unpick the importance of planning and good communication. ***Reminder: Earrings and other jewellery are not to be worn during PE lessons.***

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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.

School Code: HH9G

Bug Club

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

Common exception words and numbers	
portrait	**London**
life cycle	**continent**
offspring	**Capital City**
grateful	**country**
England	**Europe**

Try and practise these spellings **by writing them** ***using the Rainbow Method - writing the words in different colours above each other.***

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

Times Table Rockstars

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

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