



Year 2	Monday	Tuesday	Wednesday	Thursday
English	LI: To box up our ideas for a story.	LI: To create a story map,	LI: To write our own version of a story.	LI: To use editing skills to improve our writing.
Key vocabulary and key questions	<p>Key Vocabulary: box up changes recap story</p> <p>Key Questions: What did the boy really enjoy doing in the story? What do you really enjoy doing and with who? What happened in the story to stop the boy painting?</p>	<p>Key Vocabulary: story map boxing up changes</p> <p>Key Questions: How has your story changed? What words will you use to describe the setting? What words will you include to describe the characters feelings? What are the characters doing? What key words are you going to include?</p>	<p>Key Vocabulary: story map features of good writing</p> <p>Key Questions: What do we need to remember when writing a story? What punctuation do we want to see? What conjunctions are you going to use? What strategy are you going to use for spelling unknown words?</p>	<p>Key Vocabulary: edit improve re-read sense punctuation spelling</p> <p>Key Questions: What does it mean 'to edit'? How can we check our spellings? What punctuation do we need to include? How can we check it makes sense? Have you included any WOW words?</p>
Introduction	Re-read the story to remind ourselves. Discuss what the boy really enjoyed doing and who with. Children discuss one thing they really like doing and who they do it with. Discuss what stopped the boy painting in the story. Thinking of what they really enjoy doing, what could happen to stop them doing it.	Children use their boxing up sheet, to tell their partner their story.	Children to use their story map to tell their partner their story. What do we need to remember when writing? Make a class list - punctuation, spelling, conjunctions, sense, adjectives, feelings, etc.	Discuss what it means to edit a piece of writing. Look at editing checklist.
Activities	Using the ideas they have come up with, complete the boxing up sheet.	Children to draw/write a story map of their story. What key words will you include?	Children to use their story map to write their story. Remind to reread for sense and cohesion.	Children to read their stories to themselves, slowly and carefully. Use the checklist to remind themselves of what to check. Read their story to their partner and to listen to their feedback. Make any final changes.

Year 2 Weekly overview				
Maths	LI: To identify time to O'clock	LI: To identify time to Half Past	LI: To identify time to o'clock and half past.	LI: To identify time to quarter to and quarter past.
Key vocabulary and key questions	<p>Key Vocabulary: hour minute hand clockface o'clock</p> <p>Key Questions: How can we tell the time? Which hand shows us which?</p>	<p>Key Vocabulary: hour minute hand clockface o'clock half past</p> <p>Key Questions: How can we tell the time? Which hand shows us which?</p>	<p>Key Vocabulary: hour minute hand clockface o'clock half past</p> <p>Key Questions: How can we tell the time? Which hand shows us which?</p>	<p>Key Vocabulary: hour minute hand clockface o'clock half past quarter to/ quarter past</p> <p>Key Questions: How can we tell the time? Which hand shows us which?</p>
Introduction	<p>Discuss with the class about what hand represents what on the clock face. Teacher demonstrates using the plastic clock - children copy and discuss what time is shown. Lots of discussion and different examples for the different o'clock times.</p>	<p>Discuss with the class about what hand represents what on the clock face. Teacher demonstrates using the plastic clock - children copy and discuss what time is shown. Lots of discussion and different examples for the different half past times.</p>	<p>Discuss with the class about what hand represents what on the clock face. Teacher demonstrates using the plastic clock - children copy and discuss what time is shown. Lots of discussion and different examples for the different o'clock and half past times.</p>	<p>Discuss with the class about what hand represents what on the clock face. Teacher demonstrates using the plastic clock - children copy and discuss what time is shown. Lots of discussion and different examples for the different quarter to and quarter past times.</p>
Activities	<p>Children will work their way through 3 different tasks: Task 1 - Children match the clocks to the correct times. Task 2 - Children complete the missing part of the time sentence. Task 3 - Children solve the time reasoning questions.</p>	<p>Children will work their way through 3 different tasks: Task 1 - Children match the clocks to the correct times. Task 2 - Children complete the missing part of the time sentence. Task 3 - Children solve the time reasoning questions.</p>	<p>Children will work their way through 3 different tasks: Task 1 - Children match the clocks to the correct times. Task 2 - Children complete the missing part of the time sentence. Task 3 - Children solve the time reasoning questions.</p>	<p>Children will work their way through 3 different tasks: Task 1 - Children match the clocks to the correct times. Task 2 - Children complete the missing part of the time sentence. Task 3 - Children solve the time reasoning questions.</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, 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> <p style="text-align: center;">This week's reading focus is:- 1 - Making Predictions</p>		
<p>LI: To identify key information in a text</p> <p>Task - Children will re-cap how we make predictions and consider what stories they have made predictions for in the past. Children will be introduced to the story The Unexpected Adventure. Using the title and pictures they will predict what the story will be about.</p>	<p>LI: To form predictions</p> <p>Task - Children will firstly predict who the main character is from the pictures and justify their answers. They will then begin reading the text and will answer a variety of prediction-based questions.</p>	<p>LI: To explain a prediction using evidence from the text.</p> <p>Task - Children will reflect on their predictions made in the previous lesson and will justify their answers by using evidence from the text and pictures. Through discussions they will compare predictions, ideas and reasoning.</p>
Science	PSHE	Geography
<p>LI: To inform people how to care for the Earth</p> <p>Introduction – Children are learning the different ways that our Earth is at risk of pollution and being damaged. The teacher leads students through a discussion on how we can help solve these problems.</p> <p>Task - Students create an informative poster addressing one the Earth's concerns on informing people on how they can help stop the issue.</p>	<p>LI: To identify what I can do to give my body energy.</p> <p>Introduction - Children will be learning the importance of looking after their bodies. They will explore the connection between what we put in our bodies and how we look after ourselves and how this can make us feel. They will identify ways in which we can support our health and happiness (nutrition, sleep, relaxation, exercise etc) and ways that might not be supportive for our overall health and wellbeing.</p> <p>Task - Children will be reviewing their learning from this topic and will create a one pager identifying how they can keep their brain and bodies healthy.</p>	<p>L.I. To be able to compare India to the United Kingdom.</p> <p>Introduction: This week, the children will identify similarities and differences in the human and physical features of India and the United Kingdom. They will consider why the two countries are so different, drawing on their understanding of the geography of each. They will consolidate their understanding of the features of India.</p> <p>Task: The children will answer the questions in the table given, to show the similarities and differences between the United Kingdom and India.</p>
Computing	Music	
<p>LI: To explain that we can present information using a computer.</p> <p>Introduction – Look at a tally chart and a pictogram. How else could we present data? Block diagrams.</p> <p>Task - Show children how to create a block diagram. They then create one. Discuss.</p> <p>Discuss safety of sharing information.</p>	<p>LI: To use our voices to make high/low pitches.</p> <p>Introduction – Sing 'Hello' song.</p> <p>Show what is meant by voice percussion.</p> <p>Task - Find a low and a high pitch sounding object in the room. Follow music for Cobbler Cobbler and Rain Rain Go Away - playing the objects at the correct time.</p>	



RE	Art	PE
<p>LI: To explain the importance of Guru Nanak for some Sikhs by looking at key events and teachings.</p> <p>Introduction -Recap Jesus. Look at various images that relate to previous weeks stories - can children recall? Show new items - what do the children think they mean?</p> <p>Watch 'The First Guru' and discuss. Match Guru Nanak's messages - what do they tell us about him? Why are they important to some Sikhs? What does Guru mean? How similar is a Guru to a prophet?</p> <p>Task -Write 5 questions you'd like to ask a wise Sikh teacher.</p> <p>In 20 words define a prophet. Add to knowledge catcher from week 1.</p>	<p>LI: To create an artwork inspired by Henri Rousseau</p> <p>Introduction: Children will reflect on their learning about Henri Rousseau including his work and his life. They will be introduced to his painting titled 'toucan' and will consider their opinions of his work.</p> <p>Task: Children will create an artwork featuring a toucan in a jungle inspired by Henri Rousseau's artwork.</p>	<p>Skills being focused - To apply simple tactics for attacking and defending.</p> <p>This week, during their PE session with their class teacher, the children will be putting all the skills they have learnt this term together to play a team game. With the focus this week being; Applying skills learned in the game situations and being able to communicate with your teammates. during a team game.</p> <p>Gymnastics - The children will have their last lesson with Miss Alice. This week, they will be completing and showcasing a series of sequences that they have learnt and practised, during their term.</p> <p>Remember: Earrings and other forms of jewellery are not to be worn for PE.</p>

Homework

Dear Parents and Carers, please note many of the activities below require research. As some of the links are online, please remind your child to practise online safety and work alongside your child to complete their homework when online where possible. We are asking for the children to complete the activities to the best of their ability. Please upload homework to Google Classroom as you complete it or by Tuesday 16th April 2024. **For the Summer Term, our topic is PIRATES!**

Reading

Please read with your child every day for 20 minutes. Please take time to read for pleasure. Reading is a relaxing activity to do and reading helps so much with all subjects. Encourage your child to read books – both fiction and non-fiction, magazines, comics and poetry. Bug Club: Log onto Bug Club using the logins in your planners. **School Code: HH9G**



Mathematics – TT Rockstar

Log onto TT Rockstar Maths and practise your times tables.

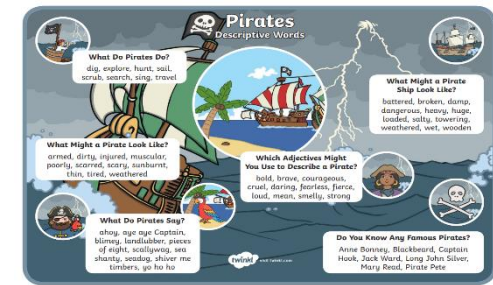


Pirate Research!

What and who were pirates?

Click the link to find information on some pirates from the past.

<https://www.youtube.com/watch?v=b7ji3kGYOU8>
<https://kids.britannica.com/kids/article/pirate/353633>



Pirates Today!

Did you know pirates still exist today?

Across history, Africa and Asia have been among the most pirated seas in the world! How many other facts can you find out about pirates? Check out the links to find out more interesting facts!

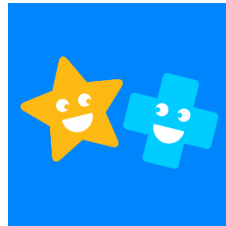
<https://kidskonnnect.com/social-studies/pirate/>
<https://www.youtube.com/watch?v=b7ji3kGYOU8>
<https://kids.britannica.com/kids/article/pirate/353633>

Create some fun fact cards for your pirate information!

Doodle

Doodle English:

Work hard each day to turn your tracker green. Log onto to Doodle and complete the English and spelling tasks.



Choose a challenge to complete:

Red Challenge - On a piece of paper draw what you think a pirate from the past would look like. Use adjectives to describe your picture

Green Challenge - Create a character description of your pirate including appearance and personality

Blue Challenge - Create a job description for a pirate!