

Year 2,	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To identify key features of biographies.	LI: To identify the language used in biographies.	LI: To find out who was Ada Lovelace.	LI: To plan a biography about Ada Lovelace.	LI: To write a biography about Ada Lovelace.
Key vocabulary and key questions	<p><b>Key Vocabulary:</b> key features biography title sub headings facts dates</p> <p><b>Key Questions:</b> What is a biography? Why are they written? What are the key features of a biography? Where would we find the title? Why are subheadings used? Why are dates included?</p>	<p><b>Key Vocabulary:</b> biography facts language famous past tense time connectives conjunctions</p> <p><b>Key Questions:</b> What do we mean by tense? Why include a question sentence? Why include an exclamatory sentence? What is an expanded noun phrase? What is an example of an adverbial of time? What examples of conjunctions can you find?</p>	<p><b>Key Vocabulary:</b> biography facts information important organise order reasons</p> <p><b>Key Questions:</b> What is a biography? What features can you remember? Who is Ada Lovelace? Why has a biography been written about her?</p>	<p><b>Key Vocabulary:</b> facts biography Ada Lovelace facts headings plan notes</p> <p><b>Key Questions:</b> What is a biography? What do we need to include in a biography? What do you know already (remember) about Ada Lovelace?</p>	<p><b>Key Vocabulary:</b> Openers Conjunctions Tense Expanded Noun Phrases Sub headings Title Punctuation Sense Facts</p> <p><b>Key Questions:</b> What is a biography? What is included in a biography? What features are important? What language choices are important? How is a biography usually presented - layout?</p>
Introduction	Discuss what a biography is. Why are they written? Discuss the key features of a biography. Where would we find the title? Why are subheadings used? Why are dates included?	Look at an example of a biography. Identify highlighted features - word choices. Sentence types.	Read various pieces of information about Ada Lovelace. Discuss anything the children are unsure of.	What is a biography? What do you remember about Ada Lovelace? What do we need to include in a biography? Look at the biography planning sheet. Discuss the possible headings for the sections and add these on.	Look at plan for biography written yesterday, read through. Discuss features of biographies - time order, subheadings, past tense, conjunctions, openers, expanded noun phrases, etc.
Activities	Children to highlight the key features of biographies on the table. Discuss their findings.	Children to highlight the key language features of biographies on the table. Discuss their findings. Discuss what else they notice about biographies - time order, subheadings, pictures, etc.	Discuss what they have learnt about Ada Lovelace. Can they tell their partner 5 facts they have learnt about Ada Lovelace? Swap partners and repeat. Make a list of information they have remembered. What key information do we need to have to write a biography?	As the information is read to the children - stop to allow them time to add the information they want to include in their biography. Children to read through their plan and make sure they have all the information they want to include.	Children to use their notes to write their biography about Ada Lovelace. When finished read carefully to check.

Year 2, Weekly overview					
Maths	LI: To identify lines of symmetry.	LI: To solve a variety of arithmetic questions.	LI: To solve a variety of reasoning problems.	LI: To solve a variety of arithmetic questions.	LI: To solve a variety of reasoning problems.
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> symmetry names of 2D shapes sides vertices</p> <p><b>Key Questions:</b> What is a 2D shape? What does symmetry mean? What are vertices?</p>	<p><b>Key Vocabulary:</b> Addition subtraction altogether bridging</p> <p><b>Key Questions:</b> What are the steps for adding equations? What are the steps for subtraction equations?</p>	<p><b>Key Vocabulary:</b> Addition subtraction altogether bridging</p> <p><b>Key Questions:</b> What are the steps for adding equations? What are the steps for subtraction equations?</p>	<p><b>Key Vocabulary:</b> Addition subtraction altogether bridging</p> <p><b>Key Questions:</b> What are the steps for adding equations? What are the steps for subtraction equations?</p>	<p><b>Key Vocabulary:</b> Addition subtraction altogether bridging</p> <p><b>Key Questions:</b> What are the steps for adding equations? What are the steps for subtraction equations?</p>
<b>Introduction</b>	<p>Recap with class what the term symmetry means (that if a shape is split in half, both sides would be equal). Watch the BBC clip - <a href="https://www.bbc.co.uk/bitesize/topics/zrhp34j/articles/z8t72p3">https://www.bbc.co.uk/bitesize/topics/zrhp34j/articles/z8t72p3</a> Show children some non-standard shapes and ask if they are symmetrical. Repeat process with standard shapes - lots of discussion with children.</p>	<p>Children will be using their knowledge of addition and subtraction to solve a wide variety of equations, including missing number equations.</p>	<p>Children will be using their knowledge of addition and subtraction to solve a wide variety of reasoning and problem solving questions including multi-step equations.</p>	<p>Children will be using their knowledge of addition and subtraction to solve a wide variety of equations, including missing number equations.</p>	<p>Children will be using their knowledge of addition and subtraction to solve a wide variety of reasoning and problem solving questions including multi-step equations.</p>
<b>Activities</b>	<p><b>T1: Children use mirrors to find which shapes have lines of symmetry.</b> <b>T2: Children will spot and explain the mistakes that they find.</b></p>	<p>Children complete a variety of arithmetic questions from SATs past papers.</p>	<p>Children complete a variety of reasoning questions from SATs past papers.</p>	<p>Children complete a variety of arithmetic questions from SATs past papers.</p>	<p>Children complete a variety of reasoning questions from SATs past papers.</p>

Please continue logging into Doodle Maths and keep up with your Times Table Rockstars regularly

Reading		
<p><b>Children read for 20 minutes each day. Read different text genres:</b> 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><b>This week's reading focus is:- 6 - Inference</b></p>		
<p><b>LI: To clarify meaning by reading ahead and back</b></p> <p><b>Task</b> - Children will read a non-chronological report about sea animals. They will explore any words from the text that they do not know the meaning of and will discuss different strategies they have or could use to help them understand the unfamiliar word.</p>	<p><b>LI: To use details within a text to define a word</b></p> <p><b>Task</b> - Children will look at a section of the report in detail. They will independently answer vocabulary questions and use the details from the text to define and explore specific words and phrases.</p>	<p><b>LI: To use facts, I already know to infer</b></p> <p><b>Task</b> - Children will complete the reading comprehension by reading through the different sections of the report in detail. Then they will answer the inference questions before discussing answers as a class.</p>
Science	PSHE	Geography
<p><b>LI: To explore different Indian habitats</b></p> <p><b>Introduction</b> – Children will explore the different Indian habitats. Teachers will guide students through the many different types of habitats and what animals live there. Students will learn what the weather is like and how the animals adapt.</p> <p><b>Task</b> - Children will create a concept map of Indian habitats with key words</p>	<p><b>LI: To explore what makes me relaxed and what can make me stressed.</b></p> <p><b>Introduction</b> - Through discussion, children will be exploring what we mean by relaxation. They will discuss why we need to spend time relaxing and how it can support our overall mental and physical health.</p> <p><b>Task</b> - Children will be looking at pictures and ranking them in order of how relaxed or stressed they think the people are in the pictures. As a whole class they will provide their reasons before defining what makes them feel relaxed.</p>	<p><b>LI: To explore the mountain ranges found in India.</b></p> <p><b>Introduction</b> - For this lesson, the children will explore how mountains are formed. The class teacher will explain to the class how the Earth's surface is made up of large rock slabs and when they collide, mountains can form.</p> <p>The class will look at in more depth the five different ways mountains can be formed.</p> <p>The children will look at how many mountain ranges are in India and discuss six of the mountain ranges found in India and how they were formed.</p> <p><b>Task</b> - The children are to read the words at the bottom of the activity sheet and decide which mountain range they match to. The children will be encouraged to use the words to write a sentence about each mountain.</p>
Computing	Music	
<p><b>LI: To recognise that objects can be represented by pictures.</b></p> <p><b>Introduction:</b> What is a pictogram?</p> <p>Children to create a pictogram to show groups favourite colour.</p> <p>Why do we collect data?</p> <p><b>Task:</b> Show children how to enter data on a program.</p> <p>Children to have a go at creating a pictogram.</p> <p>Discuss how computers help us with data.</p>	<p><b>LI: To know which instruments make high pitch sounds.</b></p> <p><b>Introduction:</b> Sing 'Hello' song.</p> <p>Play 'What can you hear?' - guess instrument.</p> <p><b>Task:</b> Go on a listening walk around the school - high pitch sounds.</p> <p>Sing 'Old Macdonald' - only high pitch animals.</p> <p>Play 'Don't Sing This One Back' - not low.</p>	



RE	Art	PE
<p><b>LI: To investigate stories about people's responses to the role of a prophet.</b></p> <p>Introduction - Recap what a prophet is. Read Jonah and the Whale. How did the people of Ninevah respond? Sort Jonah's reactions to becoming a prophet.</p> <p>Task - Read the Story of Muhammad. Discuss his reactions and similarities with Jonah's.</p> <p>Discuss whether it is easy to be a prophet. Why/why not?</p>	<p><b>LI: To experiment with painting techniques and textures.</b></p> <p><b>Introduction</b> - Children will reflect on the artists they explored last week before investigating the work of Elizabeth St. Hilaire. They will watch a video of an artist creating a textured artwork.</p> <p>Task - Children will complete their abstract textured painting by adding the primary colours and using different tools to paint with.</p>	<p>Skills being focused - To understand that scoring goals is an attacking skill and to explore ways to do this.</p> <p><b>Reminder: Earrings are not to be worn during PE lessons.</b></p>
Homework		
<p><b>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.</b></p>		
<p><b>Reading:</b> 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><b>Homework:</b> Homework will be posted on google classroom. Fill in the google slides to reinforce this week's learning. Hand in via google classroom.</p>	<p><b>Reading</b> - Log onto Bug Club using the logins in your planners. Read 3 different types of story and write about your favourite.</p> <p><b>School Code: HH9G</b></p>