Alexandra Primary School
Aspire, Perform, Succeed

Weekly Overview

Year Group: Year 2 Week beginning: 28.09.26

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.

English	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To list what my favourite colour can do.	**LI: To write a draft opinion letter.**	**LI: To publish an opinion letter.**	**LI: To use exclamation marks correctly.**	**LI: To apply comprehension strategies.**
Key vocabulary and key questions	**Key Vocabulary:** Favourite, Colour, Reasons, Adjective, describe **Key Questions:** What is your favourite colour and why? What objects can your favourite colour be used to draw? What describing words can you use for your favourite colour?	**Key Vocabulary:** Opinion letter, Reasons, Example, Because, Letter, Formal, Greeting **Key Questions:** What reasons do you have for not wanting your crayon to quit?	**Key Vocabulary:** Publish, Opinion, Favourite, Publish, Edit, **Key Questions:** What does 'publish' mean? Can you add more detail to your letter? What do we need to remember when we publish our work?	**Key Vocabulary:** punctuation marks, exclamation mark, Exclamation **Key Questions:** Can you name different types of punctuation? When, why and where is an exclamation mark used? Which of these sentences require an exclamation mark?	**Key Vocabulary:** Comprehension, Skim and scan, Identify **Key Questions:** What does comprehension mean? What comprehension strategies do you use?
Introduction	The class will reread 'The Day the Crayons Quit'. Whilst listening, children will decide which colour crayon would be their favourite and why. The children will give their choice of favourite crayon and why.	Children will read the example letter to a crayon, which gives the reasons for not wanting them to quit. They will learn about what the features of a letter are and how to use them. They will practice identifying the features of a letter.	Children will read through their letters from the previous day. They will add some more detail to their letter, checking advice that the teacher had made in green pen. They will complete spelling corrections and punctuation corrections. We will then talk about what things are important when publishing.	The class will go through when and why an exclamation mark is used. They will watch a video about exclamation marks. Then they will practice using them as a whole class and on whiteboards.	The children will discuss what they think comprehension means. As a class we will practice reading some passages and using a range of comprehension strategies to answer questions.
Activities	The children will write down the name of their favourite colour and to list all the different things they could colour in with it.	Children will draft a letter to their crayon, giving reasons for not wanting them to quit.	The children will publish their letter for display in the classroom.	Children to read sentences and decide which ones need exclamation marks and where they should be put.	The children will read through a range of passages and practice using their comprehension skills to answer questions.

Alexandra Primary School
Aspire, Perform, Succeed

Weekly Overview

Year Group: Year 2 Week beginning: 28.09.26

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.

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, PiXL Unlock: continue logging in and completing your usual activities. This week's reading focus is:**- 4: Retrieve information from a text.**			
LI: To identify unfamiliar words Children learn how to use context clues to help them understand unfamiliar words within a text through reading the sentences and familiar words **Task -** As a class, students will identify the unfamiliar words and use the context clues to select the correct word on their whiteboards	**LI: To identify words and phrases** Students learn to identify key words and phrases within a text to answer comprehension questions **Task -** As a class, we will read a text and record key words and phrases on whiteboards. We will then use these to answer comprehension questions	**LI: To identify words and phrases to complete character descriptions** Students look at our class novel, George's Marvellous Medicine and identify key words and phrases that describe George **Task** - Once identified, the class will complete a character description on George including personality, appearance and what actions George does to help us better understand his character	**LI: To identify unfamiliar words** Children learn how to use context clues to help them understand unfamiliar words within a text through reading the sentences and familiar words **Task -** As a class, students will identify the unfamiliar words and use the context clues to select the correct word on their whiteboards

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**
'ie' sound alternative pronunciation.	'ea' sound alternative pronunciation.	'u-e' sound alternative pronunciation.	'yoo' sound alternative pronunciation	'oo' sound alternative pronunciation.

Alexandra Primary School
Aspire, Perform, Succeed

Weekly Overview

Year Group: Year 2 Week beginning: 28.09.26

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.

Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	To represent and estimate numbers using a number line.	**To recognise commutativity in addition.**	**To add 3 single digits together.**	**To add single digits to 2-digit numbers**	**To count on and back in steps of 5.**
Key vocabulary and key questions	**Key Vocabulary:** Place value Number line Estimate Locate **Key Questions:** What number do we have? What multiples of ten are either side? Where would we place a number that ends in 5? Why?	**Key Vocabulary:** adding addition Equals Order Commutative Addend Equals sum **Key Questions:** What equation can we make from this? Does it matter what order we use? What happens if we add this first? Is subtraction commutative as well?	**Key Vocabulary:** adding addition equation altogether bonds **Key Questions:** What equation can we make from this? What does altogether mean? What order do I add in? Does it matter?	**Key Vocabulary:** partition tens ones part-whole equation addition **Key Questions:** What is partitioning? Can you partition this number in different ways? What does the + mean? Which digit will change?	**Key Vocabulary:** Ascending Descending Fives Even/Odd Increase Decrease Add subtract **Key Questions:** How can we use skip counting to count in 5s? What pattern do you notice when counting in 5s? Is the pattern ascending or descending?
Introduction	Children label a number line with gaps, where they can see marked numbers on the line. They explain how they knew what number should be placed there. Model how to estimate the location of a number on unmarked number lines. How do we know? Think about the starting number and end number. Decide half-way. Model how to explain the placement of each number.	Ask children to investigate the statement: I have to start with the first addend when adding. Always, Sometimes, Never. They investigate (with Base 10 if required) and then feedback to the class their findings.	Show children an image of some children holding marbles - ask them to identify the numbers - complete the stem sentences. Display the same marbles but discuss how this visual can be added to a Ten frame to help us with our adding. Show children the same visuals - discuss how we can use these visuals to help us complete the part-whole model and the abstract equation.	Look at the model - children draw the Tens and Ones for the numbers and count them altogether to find the total. Children repeat the process but will do it all independently. Children will see a model where only the Tens and Ones have been drawn onto the model - children need to fill in the numbers but also count the Tens and Ones.	The class recap their 5s 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 locate missing numbers on a number line.* ***Task 2 -*** *Children are to estimate the location of numbers on an unmarked number line.* ***Task 3 –*** *Children solve a reasoning scenario and explain their thoughts.*	*Children will work their way through 3 different tasks:* ***Task 1 -*** *Children investigate adding in a different order and record the outcome.* ***Task 2 -*** *Children complete a reasoning statement regarding their outcomes from their investigation.* ***Task 3 –*** *True or false problem.*	*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 sugar paper.*	*Children will work their way through 3 different tasks:* ***Task 1 -*** *Children use the part-whole models to partition and create some additional equations.* ***Task 2 -*** *Children are to draw the part whole models to complete the addition equations.* ***Task 3 –*** *Apply to a worded problem.*	*Children will work their way through 3 different tasks:* ***Task 1 -*** *Children count on and back in 5s on a sequence.* ***Task 2 -*** *Children identify the missing numbers using their knowledge of 5s.* ***Task 3 –*** *Apply to a problem e.g. incomplete 100 square.*

Alexandra Primary School
Aspire, Perform, Succeed

Weekly Overview

Year Group: Year 2 Week beginning: 28.09.26

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.

Geography

LI: To use compass points and positional direction to navigate between London Landmarks.

Introduction - The class teacher will tell the children that today they will be London detectives! They will be shown a variety of photos, and they will need to decide if it is a photo of London or not. Stick the Yes Card and the No Card on either side of the classroom.

• Show children the photos on the slide. For each one, they go and stand next to the Yes Card or No
Card to show whether they think the photo shows London or not. Before revealing the answer,
encourage children to discuss their reasoning. What clues are there? What does this tell you? How did
you use what you already know about London to decide?

• Repeat this for all the photos on the slides.

• Show children the vocabulary on the slides. Can you read each of these words? What are they? Give
children some time to discuss with a partner, then ask them to decide whether or not they would find
each of these in London. Go through the explanations for each on the slides.

Task - The children will be provided with the Picture Cards and two or three of the What can you see? Cards. Children are to choose one picture at a time to describe on the card. They can use the Word Mat to help them. Once they have done a few, they can give their card to a partner. Can they identify which picture was being described?

Music

Musical Me

LI: To read and understand the notation for the song 'Once a Man Fell in a Well'.

This half term we will be using untuned percussion instruments to play the pulse and rhythm.

Warm Up – Expand and add detail, children will be asked to expand the statement by adding their own knowledge from their memory.
'A melody is part of music'

What can you remember about melody?

On the IWB the notes A, B, C, D, E, F, G, they will be asked to make different melodies using these notes. In this lesson the children will be asked to create their own music using letter notation. They will be encouraged to:

- Make the music first,
- Then write the music down
- Then try the music using their instruments
- Once they have settled on a melody they like, they are to write it note in letter-name notation.

In pairs, take it in turns to play your tune using the notation.

Did you get each other's tune right?

Did you play in time?

Science

LI: To describe the importance of exercise.

Introduction - Children will learn about what exercise does to their body and look more closely at their heartbeat and pulse.

Task - Children will work in groups to find out which form of exercise raises their heartbeat the most.

PSHE

LI: I can tell you what the word perseverance means.

Introduction - As a class, the children will recap the story of mistakes. The teacher will introduce the concept of resilience and discuss what it is.

Task - The class will come up with a perseverance acrostic poem. The children will then set themselves challenges for things they cannot do yet and talk about how they are going to achieve their goals.

Art

LI: To create an artwork in the style of Wassily Kandinksy

Introduction – This week we will carry on looking at Wassily Kandinsky. We will be looking at his artwork called: Squares with Concentric Circles.

Task - Pupils will create their own different coloured circles followed by a Kandinsky inspired artwork using watercolours and pastels.

RE and World Religion

L.I: To Identify Some of the Ways and Reasons That Hindus and Christians Show Gratitude to God.

Children will watch a short set of film-clips about children from Hindu and Christian faiths worshipping and thanking God. They will discuss and compare this to their own faiths and everyday life situations.

Task: The children will have different cartoon scenarios, demonstrating the religious methods of showing gratitude, and add thought and speech bubbles to them. In these bubbles will be the reasons for gratitude to their God.

Alexandra Primary School
Aspire, Perform, Succeed

Weekly Overview

Year Group: Year 2 Week beginning: 28.09.26

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.

Computing

Computer Systems and Networks 1: What is a computer?

LI: To recognise technology.

Recap and Recall – Explain the answer – ***"A keyboard is an input device for a computer." Why?***

We use it to give instructions to a computer to tell it what to do.
When you press the buttons, it sends information to the computer.
Input is to put something in. When we type on the keyboard, we put words or numbers into the computer.
You can use it to play games and tell the character how to move.

Attention Grabber – We will recap that some computers have a keyboard, screen and mouse whereas other computers have buttons to make them do things (like a remote control). We will discuss that all computers need power. They get this from electricity or batteries. Displayed on the IWB will be 6 different item sand children will discuss the following question, ***which item might have a computer inside it?***

Main Task – Today, we will be looking around the school. We will be looking for different examples of technology. Two pairs will be grouped together. One pair will have the recording sheet and a pencil. The other pair will have an ipad. We will recap on how to take a 'good' picture. Swap roles when you find an item of technology. Remember to complete the recording sheet when you find one.

What would we see if an object contains a computer?
Can you see any technology here?
What do you think it does?

Wrapping Up – After we have returned to class, we will share what we have discovered.

How many items of technology did you find?
How do you know what you found contains a computer?
Was there anything that only one group found?

PE Indoor

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 explore and develop jumping, hopping and skipping actions.

Pupils stand in a space. Pupils begin jogging around, moving in and out of each other. Change the movement they are doing e.g. skipping, jumping and side-stepping or others suggested by the pupils. Add in direction instructions to the movement e.g. forwards, backwards, sideways. Look for space away from others.
In groups of four with four base stations. Children place a starting base station on the floor, then set up three distance markers. Each with one small step gap.

Children take turns to stand on the start marker and jump onto the first marker. Complete three times, then attempt the second marker and complete three times etc. They may choose their action for each marker to get the correct distance.

Land with soft bent knees, look forwards on landing and swing your arms to help you to travel further.

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 communicate effectively and develop trust.

Task: Children will use clear, short instructions to guide their partner through various games such as: 'Where to?' Collect the cones and complete an obstacle course.
Children will talk about whether they trusted their partner and what made the instructions easy to follow and 'Even better ifs' for next time.

Reminder: Earrings and other jewellery are not to be worn during PE lessons.

Alexandra Primary School
Aspire, Perform, Succeed

Weekly Overview

Year Group: Year 2 Week beginning: 28.09.26

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.

SEND Personalised Curriculum Planning:				
English	**English**	**Maths**	**Maths**	**Individual Learning**
L.I: To identify emotions Using the text The Day the Crayons Quit. Sorting and matching emotions with pictures. Use prompts and puppets/drama to support this.	**L.I: To identify emotions** Recap and then link prior learning of emotions to the Year Group Text – 'The Day the Crayons Quit'. Children identify how the characters feel from images of them in the book – using human pictures, imprint and class text images to match against.	**L.I: To sort using a part-whole model** Children have several 2 or 3 colours as a whole that they separate into parts. To prepare them for the part-whole model with amounts of objects.	**L.I: To use a part-whole model** Recap sorting part-whole model from last lesson with colours and then move to quantities of objects e.g. bears. Children have several objects, and they sort them in the part sections so that it matches the whole. Practical.	**Lessons adapted to meet their PSP Targets.**
Other learning linked to the subject driver of London where able e.g. buildings, transport etc.				

Alexandra Primary School
Aspire, Perform, Succeed

Weekly Overview

Year Group: Year 2 Week beginning: 28.09.26

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.

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.

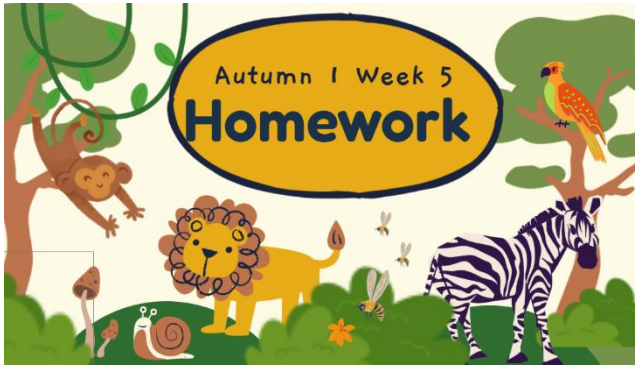
Bug Club

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

any	letter
clothes	dear
grass	human
Mr	wheel
should	London

Try and practise these spellings **by *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.