



Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Key vocabulary and key questions</b>	<p><b>Reading Assessment</b></p> <p>Children will use the 8 reading strategies to help them understand a text and answer a range of comprehension questions</p>	<p><b>Key Vocabulary:</b> Biography Autobiography tense features language</p> <p><b>Key Questions:</b> What is a biography? What do you think an autobiography is? What information is needed in an autobiography? What form of language is used in a autobiography? How is an autobiography presented?</p>	<p><b>Reading Assessment</b></p> <p>Children will use the 8 reading strategies to help them understand a text and answer a range of comprehension questions</p>	<p><b>Key Vocabulary:</b> Biography Autobiography features Tense language</p> <p><b>Key Questions:</b> What is an autobiography? How is it different from a biography? What are the features of a biography? What features can we keep the same in an autobiography?</p>	<p><b>Grammar and Punctuation assessment</b></p> <p>Children will apply their knowledge of Grammar, Punctuation and Spelling to a range of questions. This will help us to see what the children know and can do well, and what they need to learn/practise over the coming term.</p>
<b>Introduction</b>		<p>What is an autobiography? Who did we write about last week? What important things did we include? If you wrote about yourself, it would be an autobiography. TPS what is to be included in a autobiography about them. Birth Firsts - walk, tooth, school, friend Family and friends</p>		<p>What is an autobiography? How is it different from a biography? Reread your notes from previous lesson. Can you add any other details? What interesting fact could you include?</p>	
<b>Activities</b>		<p>Children to make notes of all the things to be included in their biography. Read their notes to their learning partner.</p>	<p>Children to write their own biography, using the notes made in the previous lesson.</p>		

Year 2, Weekly overview					
Maths	LI:	LI:	LI: To construct equal parts (Practical)	LI: To recognise $\frac{1}{2}$ .	LI: To find $\frac{1}{2}$
<b>Key vocabulary and key questions</b>	Assessment - Arithmetic  Children will be given a variety of reasoning questions that focus on the skills of problem solving and reasoning.	Assessment - Reasoning  Children will be given a variety of reasoning questions that focus on the skills of problem solving and reasoning.	<b>Key Vocabulary:</b> equal parts fractions half/halve <b>Key Questions:</b> What is a fraction? What does it show? Do they need to be equal?	<b>Key Vocabulary:</b> equal parts fractions half/halve numerator, denominator, vinculum <b>Key Questions:</b> What is half? Can you name the different parts of a fraction?	<b>Key Vocabulary:</b> equal parts fractions half/halve numerator, denominator, vinculum <b>Key Questions:</b> Can you label the parts of a fraction? How can we find half? How many groups will we need? Why?
<b>Introduction</b>			Play the video that gives an introduction into fractions and finding equal and unequal parts. Discuss what a fraction is (displays an equal part of a whole thing). Display several images as wholes and then split into parts. Show how the parts of a fraction must be equal.	Discuss what a half is - children may already be able to explain this. Discuss and display the different parts of a fraction. Ask children to come to the whiteboard and represent half of the shapes that are being shown. Discuss the shape that has been split into quarters. Discuss the true or false question - false because the two halves are not equal.	Recap what the names of the fractions are. Demonstrate to the class how we can split a group of objects into halves. Children can solve the next problem on their whiteboards - share as a class and discuss misconceptions. Show children an equation - can they solve the equation using the method shown.
<b>Activities</b>			Children practise making equal groups with a variety of objects in the classroom.	Children will work their way through 3 different tasks: <b>Task 1 - Children will colour in half of the shapes shown.</b> <b>Task 2 - Children will circle the <math>\frac{1}{2}</math> and explain how they know.</b> <b>Task 3 - Children will explain the reasoning problem.</b>	Children will work their way through 3 different tasks: <b>Task 1 - Children will show the half of the images shown.</b> <b>Task 2 - Children will solve the fraction equations.</b> <b>Task 3 - Children will solve the reasoning questions about <math>\frac{1}{2}</math>.</b>

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, 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.</p> <p style="background-color: yellow; display: inline-block; padding: 2px;">This week's reading focus is: - 7 - Inference</p>		
<p><b>LI: To identify context clues within a text.</b> <b>Task</b> - Children will reflect on what inference means and what kind of questions might be asked when focusing on inference skills. They will explore how they can find clues within a text to answer the varied questions.</p>	<p><b>LI: To activate my prior knowledge about a topic.</b> <b>Task</b> - Children will read an extract from Mabel Blake. In pairs they will answer a series of inference questions about the text before discussing answers and methods to get to the answer as a class.</p>	<p><b>LI: To identify relevant information within a text.</b> <b>Task</b> - Children will read an extract from Uncle Toby's House. They will independently answer a series of inference questions on the text.</p>
Science	PSHE	Geography
<p><b>LI: To identify the features of a rainforest.</b> <b>Introduction</b> - Children will be learning all about the different layers of a rainforest and the specific information that accompanies the different layers. <b>Task</b> - Children will be creating an information page about the different layers that can be found in a rainforest.</p>	<p><b>LI: To understand how medicines work in my body and how important it is to use them safely</b> <b>Introduction</b> - Children will be exploring what they can do when they don't feel well. They will be exploring different ways they can make themselves feel better (like drinking water, getting fresh air, telling an adult etc.) before exploring what medicine is. As a class they will learn about medicine safety. <b>Task</b> - Children will work as a class to explore different scenarios. They will consider medicine safety and advise different characters on how they should best tackle their situation.</p>	<p><b>LI: To explore some of the major rivers in India</b> <b>Introduction</b> - Following the teaching slides, the children will understand the journey of a river from source to mouth. They will identify some of the major rivers in India and explore their uses and features. <b>Task</b> - In groups of 4, the children will read the Maharashtra flood story and look at the images and see if they can answer the questions on the question wheel.</p>
Computing	Music	
<p><b>LI: To create a pictogram using a computer program.</b> <b>Introduction</b> – Discuss how we could find out the class's favourite fruit. <b>Task</b> - Look at the minibeasts found this morning and the relevant tally chart. The children are to use this data to create a pictogram on the computer. Thumbs up/down to check the reading of the pictogram.</p>	<p><b>LI: To know which instruments make low pitch sounds.</b> <b>Introduction</b> – Sing 'hello' song. Play 'What can you hear?' - guess instruments. <b>Task</b> - Go on a listening walk around school - low pitch sounds. Sing 'Old Macdonald' - only low pitch animals. Play 'Don't sing this one back' - not high</p>	



RE	Art	PE
<p><b>LI: To explore the promises made to some prophets in stories and scriptures.</b> Introduction - Recap facts, characteristics learnt about Muhammad. Children ask a question, where Muhammad is the answer. Discuss whether they have ever had to deliver a message and how they did it. Discuss if they have ever made a promise and how important it was to them. Task -Some people believe God made a promise to Abraham. What might it have been? What might Abraham have promised God in return? Read Abraham’s story and discuss the promise made. Repeat for Moses. Children circle the similar names from Jewish and Christian beliefs.</p>	<p><b>LI: To explore the work of Henri Rousseau.</b> <b>L.I: To create an artwork inspired by his work.</b> <b>Introduction</b> - Children will be introduced to the work of Henri Rousseau and will learn about his life and artistic style. They will consider what common theme is in his artwork. <b>Task</b> - Children will draw jungle leaves using wax crayon. They will then paint the leaves and background using watercolours to create a jungle themed artwork.</p>	<p><b>L.I. To understand that stopping goals is a defending skill and explore ways to do this</b>  <b>Task:</b> For this lesson, the children will be taught strategies to help them develop the skills of: Being ready and able to react quickly when someone is about to shoot and how to keep their eye on the ball.  The children will also continue to have their hourly, weekly gymnastics session with Miss Alice. This week, they will continue to work on the skills of balance and movement.  <b>Reminder: Earrings and other form of jewellery are not to be worn during PE lessons.</b></p>
<b>Homework</b>		
<b><i>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.</i></b>		
<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 uploaded to google classroom. Students complete google slides and hand in via google classroom.</p>	<p>Reading - Log onto Bug Club using the logins in your planners. Read 3 different types of stories and write about your favourite. <b>School Code: HH9G</b></p>