



Year 2, Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To describe how to banish our fantasy monster’.	LI: To box up ideas for a new fantasy story.	LI: To write the opening for our story.	LI: To write the middle and ending of their story.	LI: To write a fantasy story.
Key vocabulary and key questions	<p><b>Key Vocabulary:</b> noun phrases adjectives monster banish traits paragraph</p> <p><b>Key Questions:</b> What do we mean by a fantasy? Who was the monster in ‘The Minpins’? Traits? How did Billy defeat it? What is your monster called? Traits? How will Billy defeat it?</p>	<p><b>Key Vocabulary:</b> box up ideas fantasy story</p> <p><b>Key Questions:</b> Who are the characters? Where is the story set? What happens in the beginning of the story? How are the characters feeling? Where does the character go? Why? What problem does the character encounter? How does the character feel? How is the problem resolved? How does the story end? How does the character feel?</p>	<p><b>Key Vocabulary:</b> imaginary setting character problem opening fantasy feelings</p> <p><b>Key Questions:</b> Where is our fantasy story set? How does Billy get there? What is the problem there? What does Billy hear, see, smell and feel? Can we find the key aspects in the example?</p>	<p><b>Key Vocabulary:</b> possess apostrophe possessive apostrophe someone item/object</p> <p><b>Key Questions:</b> What has happened so far in our story? What fantasy creatures does Billy meet next? What does Billy see, hear, do with these beings? How is the problem resolved? What does Billy do once the monster is defeated? Where does he go?</p>	<p><b>Key Vocabulary:</b> conjunction sentences appropriate suitable join detail</p> <p><b>Key Questions:</b> What is a fantasy story? Who are our characters? Where is the story set? What happens in the beginning? What happens next? What is the problem? How is the problem resolved? How does the story end?</p>
Introduction	<p>What was the name of the monster in ‘The Minpins’? What traits did he have? How did Billy banish it? What is the name of your monster? What traits does your monster have? How are you going to banish your monster? Gather ideas together. Use one of the ideas to demonstrate how to write a paragraph to show how the monster is defeated.</p>	<p>Show children the boxing up sheet. Discuss: Who are the characters? Where is the story set? What happens in the beginning of the story? How are the characters feeling? Where does the character go? Why? What problem does the character encounter? How does the character feel? How is the problem resolved? How does the story end? How does the character feel?</p>	<p>Where is our fantasy story set? How does Billy get there? What is the problem there? What does Billy hear, see, smell and feel? Look at an example of a good story opening. Discuss the key aspects. Together write an example opening.</p>	<p>Children to read what they wrote yesterday, as well as the teacher’s comments and make any changes necessary. Look at examples for the next part of the story and discuss. Remind themselves of the monster they created and how it was defeated. Children to write the next part of the story. Remembering the key features.</p>	<p>Children to read what they have written over the last week and make any revisions they think are needed.</p>
Activities	Children to write a paragraph to show how their monster is defeated by Billy.	Children to complete the boxing up sheet with their own ideas for the problem - monster and how resolved - their way of defeating the monster. When complete use it to retell the story to their partner.	Children to write the opening of the story, referring to their story map and boxing up sheet.	Discuss how the story has a problem and ends by resolving the problem - what does Billy do once the monster is defeated? Children to write the ending of their story.	Children to write their whole fantasy story.

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**Year 2, Weekly overview**

<b>Maths</b>	<b>LI: To solve word problems.</b>	<b>LI: To recognise 2D and 3D shapes.</b>	<b>LI: To identify features of 2D shapes.</b>	<b>LI: To identify and draw lines of symmetry.</b>	<b>LI: To describe the properties of 3D shapes.</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> key words addition subtraction difference more than/ less than</p> <p><b>Key Questions:</b> What are the steps for solving a word problem? What does the difference mean? What operation does 'more than' involve? What is the key information in the question?</p>	<p><b>Key Vocabulary:</b> 2D and 3D side face vertices corner</p> <p><b>Key Questions:</b> What are 2D shapes? What are 3D shapes? What does side/vertices mean? What does face mean?</p>	<p><b>Key Vocabulary:</b> 2D sides vertices Various shape names.</p> <p><b>Key Questions:</b> What are 2D shapes? What is a side? What are vertices?</p>	<p><b>Key Vocabulary:</b> 2D shapes symmetry symmetrical</p> <p><b>Key Questions:</b> What does symmetry mean? Do these shapes have lines of symmetry? How do you know?</p>	<p><b>Key Vocabulary:</b> 3D shapes faces edges vertices/corners</p> <p><b>Key Questions:</b> What 3D shapes do you know? What is a shapes face? Can it be flat or curved? What is an edge? What is a vertice (vertex)?</p>
<b>Introduction</b>	<p>Introduce the first word problem to class - explain the steps for solving these and demonstrate highlighting the key information and removing the unimportant information. Allow children to independently solve the next word problem - highlight key info as a class and discuss what the equation would be focused on. Repeat the process but discuss the term 'difference'. Repeat again but discuss the term 'more than'.</p>	<p>Introduce shapes to the children and discuss what the 2D and 3D shapes are that children know. Watch the short videos regarding the shapes and their properties. Teacher will go through each shape using plastic shapes and describe them in detail before playing a guessing game with the shapes given.</p>	<p>Children will be taught about the terms vertices and sides and what they are in a 2D shape. Then the teacher will go through the 2D shapes children need to learn in KS1 and identify the sides and vertices of each - they can also discuss the etymology of the shape names.</p>	<p>Show children a picture of a shape - Get children to discuss what they think symmetry is before showing and explaining them. Watch the bitesize video describing lines of symmetry. Show children - some shapes with lines of symmetry - they discuss if these are symmetrical. Repeat the process - and discuss how they can tell if something is symmetrical.</p>	<p>Discuss what 3D shapes the children can already explain and identify. Show them the bitesize video about 3D shapes. Discuss the questions regarding the features of a 3D shape. Teacher will show some 3D shapes - children will investigate and discuss the features that they can identify.</p>
<b>Activities</b>	<p>Children will be solving a variety of different word problems - explain how the red questions are extra challenging ones.</p>	<p>Children will work in pairs to do a shape hunt around the school playground.</p>	<p>Children will complete the shape information pages before then attempting the shape reasoning questions.</p>	<p>Children will be cutting out different 2D shapes - They will then be folding them in different ways and identify the lines of symmetry.</p>	<p>Children will complete the fact sheet about the different features of a 3D shape.</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. 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 style="text-align: center;"><b>This week's reading focus is:- 4 - Identify words and phrases</b></p>		
<b>LI: Identify important words and phrases.</b>	<b>LI: To recognise inconsistencies within a text</b>	<b>LI: To form questions about a text</b>
<p><b>Task -</b> This week, the children will be focusing on reading strategy 4 - identify words and phrases. The children will complete activities that involve them using the skills of skimming and scanning a text, retrieving information from a text and summarising a text.</p>		
Science	PSHE	History
<p><b>LI: To identify animal adaptations.</b> <b>Introduction</b> – Following the PowerPoint, the children will investigate how and why animals may change in order to adapt to their living conditions in order to survive. Teacher will guide students through how to write a non-chronological report. <b>Task</b> - Children will select an animal out of the following examples. Children will then write a non-chronological report of that animal's habitat, diet and their adaptations.</p>	<p><b>LI: To create a garden using our imagination</b> <b>Introduction</b> - Children will be exploring a Garden of Dreams and Goals in their imagination. They will discuss with the peers what goals they have and how it makes them feel. They will explore different garden designs before considering what their Garden of Goals and Dreams will have in it. <b>Task - Children will begin designing their Garden of Dreams and Goals.</b></p>	<p><b>LI: LI: To explain the coronation ceremony of QEII and KCIII.</b> <b>Introduction</b> - For this lesson, the children will explore what is a coronation and what it entails. They will compare the coronation of King Charles III and Queen Elizabeth II. <b>Task</b> - Children will be asked to imagine they have been asked to create a set of instructions / list for King Charles' III coronation. What would they have done differently?</p>
RE	D&T	PE
<p><b>LI: How important is it for Jewish people to do what God asks them to do?</b> <b>Introduction</b> - In what ways do Jews do as God asks? Look through videos and recap. <b>Task</b> - <b>Look at the various pictures of the special events/occasions/foods/places and put into order of what you think is the most important to Jews and why.</b></p>	<p><b>LI: To evaluate a design.</b> <b>Introduction</b> - Children will be reflecting on their moving monster toy design and considering how to evaluate a product. <b>Task - Evaluate their moving monster toy designs considering aspects that they like and areas that they could improve on.</b></p>	<p><b>Skills being focused</b> - The children will be having their final session with Miss Alice for this term. They will be continuing to focus on sequencing, rhythm and mirroring actions in dance and then will perform their sequence to the rest of their peers..</p>



		<p>The children will also continue to have their weekly PE lesson, with their class teacher. This week's focus will be on how to develop throwing and catching a ball.</p> <p><b><i>Reminder: Due to Health and Safety - Earrings or other forms of jewellery are not to be worn during PE lessons.</i></b></p>
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Computing	Music	
<p><b>LI: To design an algorithm.</b>  <b>Introduction</b> – Look back at mats made in the previous lesson. Plan a route for your robot. Draw an algorithm that will make the robot complete your planned route.  <b>Task - Use the robot to check your algorithm works. Repeat.</b>  <b>Explain debugging- problem in a program that needs fixing.</b></p>	<p><b>LI: To recognise musical symbols.</b>  <b>Introduction</b> – Recap difference between pulse and rhythm. Recap rhythm symbols - ta, ti ti, shh. Play ‘Don’t clap this one back’.  Identify which rhythm is written correctly and why.  <b>Task - Guess the songs from the symbol rhythms. Learn ‘Yes we can’ chant.</b>  <b>Explain ta = 1 beat, ti ti = 1 beat and shh = 1 beat.</b>  <b>Guess the rhythm from the clapping. Perform different patterns together.</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 posted on google classroom as google slides. Students complete slides and hand in via google classroom or a printed copy to the teacher.</p>	<p>Reading - Log onto Bug Club using the logins in your planners. Read 3 different types of story and write about your favourite.  <b>School Code: HH9G</b></p>