



Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	<b>LI: To predict what might happen next in a story.</b>	<b>LI: To summarise a story.</b>	<b>LI: To use inference skills to identify the story setting.</b>	<b>LI: To use the suffix 'ing'.</b>	<b>LI: To use question marks correctly.</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> predict reasons front cover story</p> <p><b>Key Questions:</b> What do you think the story will be about? Why? What do you think will happen next? Why?</p>	<p><b>Key Vocabulary:</b> summary summarise who, what, where, when, why, how? short to the point notes</p> <p><b>Key Questions:</b> What does to summarise mean? Who are the characters in the story? What happened in the story? Where is the story set? When does the story take place? Why do certain things happen? How do people react? Why?</p>	<p><b>Key Vocabulary:</b> inference setting front cover pictures clues setting</p> <p><b>Key Questions:</b> What does inference mean? What can you infer from the front cover? Why? What can you infer from the other pages about the setting for the story? Why?</p>	<p><b>Key Vocabulary:</b> suffix root word characters verbs</p> <p><b>Key Questions:</b> What were some of the things the characters in the story were doing? How do we know this?</p>	<p><b>Key Vocabulary:</b> questions question marks</p> <p><b>Key Questions:</b> When do we need to use a question mark? Who were the characters in the story? What were the characters doing? What questions would you like to ask them? Why?</p>
<b>Introduction</b>	Look at front cover of 'Monsoon Afternoon' - what do you think the story will be about? Why? Read the start of the story.	Listen to the whole story. What does to summarise mean? Discuss and explain.	Discuss what inference means. What can the children infer from the front cover of the book? Why? Look at other pages from the book and discuss what we can infer as to where the story is set.	Discuss what were some of the things the characters in the story were doing? Create sentences using these words.	Discuss when we need to use a question mark. Think back to the story - what questions would you like to ask the characters? Pool their questions.
<b>Activities</b>	Children to write what they think will happen next in the story and give reasons for this.	Children to write notes on who, what, where, when, why and how about the story. Using their notes, summarise the story for their partner in as few words as possible.	Children to write about where they think the story is set using their inference from the pictures.	Children to write sentences about what the characters were doing - adding the suffix 'ing' to the root verb.	Children write five questions to ask Dadaji, the boy and the other characters in the story.

Year 2, Weekly overview					
Maths	LI: To recognise a quarter.	LI: To find quarters.	LI: To identify equivalent fractions.	LI: To recognise equivalent fractions.	LI: To solve word problems.
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> quarter equal parts fractions whole numerator/denominator</p> <p><b>Key Questions:</b> What do you think a quarter is? Can we identify the parts of the fraction? Can you identify the <math>\frac{1}{4}</math> of these different shapes? Can you explain if these are quarters?</p>	<p><b>Key Vocabulary:</b> quarter equal parts fractions whole numerator/denominator</p> <p><b>Key Questions:</b> Can you remember and explain what a quarter is? How can we find <math>\frac{1}{4}</math>?</p>	<p><b>Key Vocabulary:</b> equal parts fractions whole numerator/denominator equivalent</p> <p><b>Key Questions:</b> What do you think equivalent means? What do you notice about <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math>? Are these equivalents? How do you know?</p>	<p><b>Key Vocabulary:</b> equal parts fractions whole numerator/denominator equivalent</p> <p><b>Key Questions:</b> What do you think equivalent means? What do you notice about <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math>? Are these equivalents? How do you know?</p>	<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>
<b>Introduction</b>	<p>Discuss with the class what they think a quarter is and how it relates to fractions. Emphasise on the language - 1 whole split into 4 equal parts. Watch the video to provide more info about quarters - <a href="https://www.youtube.com/watch?v=3SdRStOBYPo">https://www.youtube.com/watch?v=3SdRStOBYPo</a> View the different shapes on the board - can children come and create <math>\frac{1}{4}</math> on the shapes. Look at the different shapes showing <math>\frac{1}{4}</math> - children discuss which ones are correct and how they know - emphasise on the use of terminology.</p>	<p>Recap with the video regarding quarters - <a href="https://www.youtube.com/watch?v=3SdRStOBYPo">https://www.youtube.com/watch?v=3SdRStOBYPo</a> Show the number of cats - children discuss how to find <math>\frac{1}{4}</math> by creating 4 equal groups and sharing the cats out. Get children to solve the next problem independently - identify and address misconceptions - help children to complete the STEM sentence. Repeat the process. Show children the bar models for the different fractions - get them to discuss what they've noticed about them.</p>	<p>Recap by getting children to create <math>\frac{1}{4}</math> and <math>\frac{1}{2}</math> - to identify their understanding of creating fractions. Discuss and show children what <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math> will look like visually - discuss that when 2 fractions show the same amount that they are equivalent to each other. Children come and demonstrate on the board - discuss findings with a class emphasising use of language. Discuss with children how equivalent fractions to <math>\frac{1}{2}</math> have a numeral numerator and this is doubled into the denominator.</p>	<p>Recap what the term equivalent means - explain how we know if something is equivalent. Display a set of shapes - children identify the equivalents in them. Children will use the objects to find <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math> of the amounts given - displaying how these are equal. Repeat the process - identify misconceptions.</p>	<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>
<b>Activities</b>	<p>Children will work their way through 3 different tasks: <b>Task 1 - Children will colour <math>\frac{1}{4}</math> onto these different shapes.</b> <b>Task 2 - Children will identify which shapes show <math>\frac{1}{4}</math> and explain how they know.</b> <b>Task 3 - Children solve the problem-solving question about <math>\frac{1}{4}</math> - they need to use the correct vocabulary.</b></p>	<p>Children will work their way through 3 different tasks: <b>Task 1 - Children need to split the different images into <math>\frac{1}{4}</math> and fill in the stem sentence.</b> <b>Task 2 - Children need to solve the fraction equations - they need to show that they can draw 4 equal groups.</b> <b>Task 3 - Children need to explain if the concepts are correct.</b></p>	<p>Children will work their way through 3 different tasks: <b>Task 1 - Children identify <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math> of shapes and explain how they know they are equivalent.</b> <b>Task 2 - Children match the shapes with the correct equivalents.</b> <b>Task 3 - Children explain if the equivalent has been found correctly - emphasis on correct use of language.</b></p>	<p>Children will work their way through 3 different tasks: <b>Task 1 - Children will find <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math> of different amounts of objects.</b> <b>Task 2 - Children will find <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math> of different amounts (numerical)</b> <b>Task 3 - Children will find the equivalent amounts and explain how they know.</b></p>	<p><b>Children will be solving a variety of different word problems - explain how the red questions are extra challenging ones.</b></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, 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: - 8 - Put it all together</p>		
<p><b>LI: To select information to answer a question</b> <b>Task</b> - Children will read an extract from The Great Food Bank Heist by Onjali Rauf. They will work in groups to answer a series of inference and retrieval questions about the text.</p>	<p><b>LI: To use organisational features to find information in a text.</b> <b>Task</b> - Children will answer a series of retrieval and inference questions about the extract read in the previous lesson. They will then explore the order of the story and consider the important parts of the story.</p>	<p><b>LI: To summarise a text</b> <b>Task</b> - Children will summarise the text by illustrating what part of the story is the most important and what other parts of the story are relevant when summarising the text.</p>
Science	PSHE	Geography
<p><b>LI: To explain what deforestation means.</b> <b>Introduction:</b> Children will be shown a variety of media information sources to help explain the process of deforestation -they will look at reasons behind it and discuss what impact this has on wildlife. <b>Task:</b> Children will be writing persuasive letters to try to stop deforestation.</p>	<p><b>LI</b> - To understand what my body needs every day to keep me healthy <b>Introduction</b> - Children will be exploring different food groups and identifying what a balanced diet looks like. They will explore what we need in terms of food groups to keep ourselves healthy and happy. <b>Task</b> - Children will create their own balanced pack lunch box using pictures. They will justify their choices and explain what food groups they have in their box.</p>	<p><b>LI: To explore the human and physical features of cities in India.</b> <b>Introduction</b> - Children will identify and locate some of India's major cities. They will recap the difference between human and physical features before identifying different geographical features in different Indian cities. They will describe and compare these features. <b>Task</b> - The children are to choose a city from the three they have looked at during the lesson. They can then use the iPad and books to find out more facts about that city. Children are to use the list on the worksheet to guide their information.</p>
Computing	Music	
<p><b>LI: To understand and use attributes to make comparisons.</b> <b>Introduction</b> – Look at grouped objects - how grouped is an attribute. <b>Task</b> - Children to be shown objects of various colours to make a tally chart and then to create a pictogram. Answer questions to check understanding.</p>	<p><b>LI: To learn how to follow pitch using hands.</b> Introduction – Sing 'Hello' song. Play 'Do Re Mi'. <b>Task</b> - Follow pitch of songs with hands from a piece of music - Cobbler, Cobbler; Hot Cross Buns and Mary Had a Little Lamb.</p>	



RE	Art	PE
<p><b>LI: To investigate how the role of Muhammad is important to some Muslims using stories and scripture.</b></p> <p><b>Introduction</b> -Children to write questions and Abraham and Moses to quiz the lass. Order the story of Muhammad and discuss who Muhammad is to some Muslims. How did he receive the message and how did he share it?</p> <p><b>Task</b> -Read Muhammad and the Night Journey. Discuss. What does Final Prophet mean? Read and discuss The Shahadah. Children to complete 'Power of Three'. Order the Journey.</p>	<p><b>LI: To create an animal artwork inspired by Henri Rousseau.</b></p> <p><b>Introduction</b> - Children will reflect on the work and life of Henri Rousseau. They will consider the theme in his artwork (the jungle / rainforest) before considering what animals you might find in the jungle.</p> <p><b>Task</b> - Children will create a drawing of a jungle animal. Next week they will paint the animal.</p>	<p><b>Skills being focused - To explore how to gain possession.</b></p> <p>This week, during their PE session with their class teacher, the children will be practising and developing skills that will help them to gain possession of a ball, during a team game.</p> <p><b>Gymnastics</b> - The children will continue with their lesson with Miss Alice. This week, they will be focusing on basic teddy rolls, progressing onto a forward roll, along with completing a series of balances and poses.</p> <p><b>Reminder: Earrings and other forms 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></p> <p>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.</p> <p style="text-align: center;"><b>School Code: HH9G</b></p>