



Year 2, Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To write command sentences.	LI: To create a story map.	LI: To write my own story.	LI: To edit a story.	LI: To read your own story.
Key vocabulary and key questions	<p>Key Vocabulary: command exclamation mark verb bossy</p> <p>Key Questions: What do you notice about these sentences? What is a command? What bossy words can you think of? Which sentences are commands?</p>	<p>Key Vocabulary: Paddington change venue</p> <p>Key Questions: Where did we decide Paddington would visit? What might happen to Paddington at Buckingham Palace?</p>	<p>Key Vocabulary: recap beginning story map next</p> <p>Key Questions: What happened at the beginning of our story?</p>	<p>Key Vocabulary: edit punctuation spelling grammar sense conjunctions</p> <p>Key Questions: Does your story make sense? Have you used Capital letters, full stops, exclamation marks, question marks? Have you checked your spellings? Have you included adjectives, conjunctions?</p>	<p>Key Vocabulary: expression</p> <p>Key Questions: What parts need expression? How will you entertain your audience? How will you keep your audience engaged? How has the punctuation you have used help you to read your story with expression?</p>
Introduction	Look at examples of command sentences. What do you notice about them? What is a command? Discuss. Children to write a command on w/b. Read and decide if sentences are questions or commands.	Recap the story of Paddington going to St Paul' Cathedral. Where did we decide Paddington would visit instead? Buckingham Palace. Watch Buckingham Palace tour.	Recap what happened at the beginning of the story. Share write the beginning of the story. What is going to happen next? Look at your story maps.	Use an example of a child's story on the board to edit as a class - using checklist.	Children to read through their story. Children to read their story to their partner - thinking about expression.
Activities	Children to write their own commands. Extension change their commands into question sentences.	Children to complete a story map including the changes to venue and what might happen.	Children to write their own story.	Children to edit their stories using checklist.	Volunteers to read their story to the class or teacher to read if required.

Year 2, Weekly overview					
Maths	LI: TO solve addition problems	LI: To solve subtraction problems.	LI: To solve multiplication problems.	LI: To find the difference (money)	LI: To solve word problems.
<p>Key vocabulary and key questions</p> <p>Key Vocabulary: addition problems solve bar model equals equations word problems</p> <p>Key Questions: What are the steps for addition? Have we correctly drawn the tens and ones? Can we use a bar model to help us solve problems? Can we solve a word problem?</p>	<p>Key Vocabulary: addition problems solve bar model equals equations word problems</p> <p>Key Questions: What are the steps for addition? Have we correctly drawn the tens and ones? Can we use a bar model to help us solve problems? Can we solve a word problem?</p>	<p>Key Vocabulary: subtraction problems solve bar model equals equations word problems</p> <p>Key Questions: What are the steps for subtraction? Have we correctly drawn the tens and ones? Can we use a bar model to help us solve problems? Can we solve a word problem?</p>	<p>Key Vocabulary: multiplication equals equations array bar models word problems</p> <p>Key Questions: Are these equations the same? How can a clock help us to count in 5s? What is an array? Can we write an equation for this array? Can we draw an array for this equation?</p>	<p>Key Vocabulary: difference money coins notes pence pennies pounds total</p> <p>Key Questions: Can we identify these coins? What is the total of these coins? How much does each child have? Who has the most? What is the difference?</p>	<p>Key Vocabulary: word problems solve addition subtraction multiplication</p> <p>Key Questions: What other words do we know for - addition, subtraction, multiplication? What is the key information? What is it asking us to do?</p>
<p>Introduction</p> <p>What are the steps for addition? Discuss and list on the board. Solve the equation on the board. Go through together and discuss any misconceptions that arise. Solve a problem using a bar model. Solve a word problem - identifying the key information.</p>	<p>What are the steps for subtraction? Discuss and list on the board. Solve the equation on the board. Go through together and discuss any misconceptions that arise. Solve a problem using a bar model. Solve a word problem - identifying the key information.</p>	<p>Discuss the problem on the board, are the equations the same? Show through working out how to answer how a clock can help us to count in 5s. What is an array? Can we write the equation for this array? Can we draw an array for this equation?</p>	<p>Identify the coins. Discuss how we can check. Children to find the total of the coins. How much does each child have, who has the most, what is the difference? Can we use a bar model to find the difference in amounts? Repeat with another word problem. Find the items with the greatest difference.</p>	<p>List other words known for addition, subtraction and multiplication. Discuss how to read through word problems, highlighting the key information for solving them.</p>	
<p>Activities</p> <p>Children solve addition equations, bar models, word problems.</p>	<p>Children solve subtraction equations, bar models, word problems.</p>	<p>Children solve a variety of multiplication questions - word, bar model, equations.</p>	<p>Children work through a variety of money problems - word, bar model.</p>	<p>Children solve a variety of word problems.</p>	

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

Reading		
<p>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, 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:- 6: Repairing breakdown</p>		
<p>LI: To apply my knowledge of suffixes Task - Teacher guides students on the suffixes er, ed, est and ing. Students practise creating new words using the suffix</p>	<p>LI: To apply my knowledge of prefixes Task - Teacher guides students through the prefixes pre and re. Students practise creating new words using the prefix</p>	<p>LI: To apply my knowledge of prefixes and suffixes Task - Students independently complete the suffixes and prefixes worksheet.</p>
Science	Art	History
<p>LI: To review the method of a science experiment. Introduction – Children will recap the recent experiment they undertook regarding the growing of cress. Task - Children will write about the method they used to conduct their experiment.</p>	<p>LI: To design and make a pop-up card Introduction - Children will be shown a variety of pop up cards and will be shown the steps to create one themselves. Children will discuss what errors might occur when creating their design and what might make their design successful. They will be shown a variety of festive imagery which they can use for their design or they can choose a theme of their choice. Task - Children will create a pop-up card.</p>	<p>LI: To consolidate what I know Introduction - This week, the children will be completing the 'What I have learnt' column on the KWL grid they completed in week 1. Task - To complete a centre page spread to show all that they have learnt and know.</p>
RE		PE
<p>LI: To understand why Jesus was sent to Earth. Introduction - Children will be learning about why Jesus was sent to Earth through the nativity story and everything they've learnt in this topic. Task - Children will be designing a heart about the reasons for Jesus being sent to Earth</p>		<p>L.I. To consolidate what I know and to perform good practise Introduction - This week, the children will be consolidating all skills taught during this term. Task - The children will complete a circuit of different activities where they will have to demonstrate a different skill for each one.</p> <p style="text-align: center;"><i>Reminder: Earrings and other jewellery are not to be worn during PE lessons.</i></p>
Homework		
<p><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></p>		
<p>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.</p>	<p>Homework: Students complete google slides and hand it in via google classroom.</p>	<p>Reading - Log onto Bug Club using the logins in your planners. Read 3 different types of story and write about your favourite. School Code: HH9G</p>