Alexandra Primary School
Aspire, Perform, Succeed

Weekly Overview

Year Group: Year 2 Week beginning: 14.09.2026

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 about the homework.

English	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To apply capital letters when writing sentences	**LI: To make a prediction.**	**LI: To use drama to retell a story.**	**LI: To create a story map.**	**LI: To write the story of 'The Day the Crayons Quit'.**
Key vocabulary and key questions	**Key Vocabulary:** Punctuation, capital letters, sentence, **Key Questions:** Can you think of some different types of punctuation? When do we need to use capital letters?	**Key Vocabulary:** Prediction, Quit, Character, front cover, blurb, back cover **Key Questions:** What does the word 'quit' mean? Who do you think the main character is? Do you think this is going to be a true story? What do you think this book is going to be about? What might it look like inside?	**Key Vocabulary:** Drama, Retell, Story, Action, Remember, Crayons, Performance, volume **Key Questions:** Can you retell the story to your partner? Can you remember all of the main parts? What action will help us to remember this part of the story?	**Key Vocabulary:** story map, actions, main parts, Retell, Quit, Stack, Beige, **Key Questions:** Can you remember the actions created yesterday? Can we sequence the events of the story?	**Key Vocabulary:** story map, punctuation focus, capital letters, Cold write **Key Questions:** What did we do yesterday - story map? Can you retell the story using your story map? What is this week's punctuation focus?
Introduction	Can you think of some different types of punctuation? This week we are focussing on capital letters. When do we need to use capital letters? Discuss. Rewrite sentences to include capital letters.	Look at the front cover of 'The Day the Crayons Quit'. What does the word 'quit' mean? In pairs discuss the questions. Look at the back cover. Why are the crayons not happy? What do you think pink means - 'down with this sort of thing'? Read the blurb together and answer the questions.	Read 'The Day the Crayons Quit'. In pairs retell the story, can you remember all the main parts? Each pair to be given a page of the story and 5 minutes to come up with actions to go with that part of the story.	Read the story to the children again. In pairs retell the story, think back to the actions created yesterday. Make a list of the sequence of events in the story. Explain what a story map is - pictures to retell the story.	Remind the children that we completed a story map yesterday. Children to spend 5 minutes looking at their story maps.
Activities	The children will get a follow up sheet. They will need to rewrite the sentences on it with full stops.	The class will look at the front cover, back cover and blurb of "The Day the Crayons quit". They will write their prediction of what will happen in the story.	The children will act out the book out in small groups.	The children will draw a story map for "The Day the Crayons quit" and include the key vocab.	The children will independently re-write the story of "The Day the Crayons quit".

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: **- 2. Making predictions**

LI: To make predictions **Introduction –** Children look at a variety of pictures and discuss what is happening in the picture and what they think will happen next through using clues from picture. **Task:** Children will be predicting from pictures and from written text.	**LI: To apply context clues to predict the events of a narrative** **Introduction –** Children revise how to predict. Children start predicting what will happen next in the story using clues from the text. **Task -** Students read an extract from a narrative and draw what they think will happen next	**LI: To make predictions before and during reading** **introduction -** Students use their knowledge from the week to revise making predictions before and during a book. **Task -** Students watch a video, they predict what the mini movie will be about. Teacher will pause the video half way through and students what will happen next.

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Year 2, Weekly overview					
Maths	**LI: To recognise numbers to 100. (Monday week 3)**	**LI: To draw numbers to 100. (Tuesday week 3)**	**LI: To recognise place value. (Wed Wk3)**	**LI: To use the part-whole model. (Thurs Wk 3)**	**L.I: To identify and apply number bonds (to 20)**
Key vocabulary and key questions	**Key Vocabulary:** part-whole partition **Key Questions:** How did you count the cars? What strategy did you use? What is one more or one less? How do we know these numbers go here?	**Key Vocabulary:** part-whole partition **Key Questions:** What does partition mean? Can you explain how I partitioned this number? Has this partitioning been completed correctly?	**Key Vocabulary:** partitioning place value number Tens and Ones **Key Questions:** What does partitioning mean? What is the number represented? How do you know? What is the total of the part-whole model? Can you explain this part-part whole model?	**Key Vocabulary:** partitioning place value number Tens and Ones **Key Questions:** What number have we created? How do you know? What is missing? What could the whole number be?	**Key Vocabulary:** Bonds Twenty Bonds to 10 Tens Ones **Key Questions:** What do we recognise about these bonds to 20? How does knowing our bonds to 10 help with bonds to 20? Does it matter what order we add them? Can we work out the missing numbers?
Introduction	Display an image of a collection of cars - children need to count the total number - teacher to question counting method children used. Display a partially completed 100 square - children need to help the teacher add on the missing numbers - question how they know. Show children a display that shows the wrong number of resources - children need to explain why it is wrong and what the right answer is.	Teacher to show children a part-whole model and demonstrate partitioning the number without speaking - children to talk to partners about what the teacher did. Children's turn to partition a number using a whiteboard - teacher to assess children's understanding. Show children a part whole model where the tens and Ones have been mixed around. Children explain what is wrong.	Recap counting Tens and Ones with the children using the image of the sticks collected together. Explain what the part whole model is and get children to discuss the number that is represented. Solve the part of the whole model by counting the Tens first and then the Ones. Show another part-whole model - get the children to explain it.	Show the children the part-whole model and get them to explain what it is showing. Get children to complete the next one on whiteboards. Show the children the part-whole models with missing parts - children need to figure out what these parts should be. Give them a whole number on the model and get the children to partition the number into Tens and Ones.	Recap bonds to twenty using 'Hit the Button' to assess the confidence of the class. Use concrete resources as required. Look at the inverse and reverse facts as well. Practise with speed. Apply them into a problem.
Activities	**T1: Children need to write the numerical form of the numbers shown.** **T2: Children fill in the missing numbers from the blank segments of a 100 square.** **T3: Children to complete and explain the pattern that is shown.**	**Children play a partitioning game - they roll a dice and use the numbers to create a 2-digit number - then draw this out using representations of Base 10, PV counters or Part-Whole model.**	Children will work their way through 3 different tasks: ***Task 1 - Children have to draw the Tens and Ones for the numbers shown.*** ***Task 2 - Children draw in the Part whole models using Tens and Ones to complete the missing parts.*** ***Task 3* - Children explain the statement "In a part whole model you cannot use the same digit twice."**	Children will work their way through 3 different tasks: ***Task 1 - Children complete the part-whole models with the resources displayed.*** ***Task 2 - Children are going to draw the part-whole models completing the missing parts.*** ***Task 3 - Children read the instructions and complete the part-whole models based on what is being described.***	**Children complete their number bonds task.** **1 for accuracy.** **1 for speed.** **1 for application.**

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Science

LI: To understand that animals have offspring.
Introduction – Children will be learning about different animal groups and the different offspring that they have. They will learn about how fish and amphibians have different offspring compared to other animal groups.

Task - Children will be matching and naming the different animals and their offspring.

Art

LI: To create a portrait in the style of Pablo Picasso
Introduction - Children will continue learning about the life of Pablo Picasso and explore his work in further detail. They will also explore his portraits and compare these with other Artists.
Task - Children will create their own portrait in the style of Pablo Picasso.

PSHE

LI: I can tell you how I have learned from my mistakes.

Introduction -
Children will explore the difference between rewards and consequences. Through discussion they will explore the different types of rewards we have in school and why we have them in place. We will discuss how rewards can be achieved.
Task - Children will discuss mistakes they have made when they were younger

Geography

LI: To be able to identify and describe landmarks of London.

Introduction - *When youWe will then read the PSHE story again and talk about how Beatrice was* feeling *when she made mistakes. think of London, what things come to your mind?* The children are to think, pair, share their ideas. The class teacher will then explain that London is one of the most famous cities in the world and that there are lots of landmarks and features that people all around the world recognise as being located in London.
The class teacher will then hide-and-reveal pictures on the slides showing some different London landmarks. Children to see if they can identify the landmark from the part of the picture they can see.
KQ's - Have you ever been to any of these landmarks? What did you think of them? Why? There are lots and lots of other famous London landmarks. Can you name any of them?
Task - The children are to walk around the classroom, looking at the London Landmark Cards to help them answer the questions on their sheet.

Computing

Computer Systems and Networks 1: What is a computer?
LI: To recognise the parts of a computer.
Recap and Recall – As a class we will discuss what it means to log in and log out of a computer or device. We will also discuss why passwords are important for security and the purpose of a mouse and the different things you can do on a computer.
Attention Grabber – ***Which hardware items do we have in our classroom?*** Children will name and point to the various items within the classroom.
What is the purpose of a screen/mouse/keyboard?
Does a computer still work without a screen/keyboard/mouse?
How are screens, keyboard and mouse similar and different?
Main Task – Today, the children will be using sketchpad to draw the main parts of a laptop. As a class we will go through the different tools they will use on the programme.
Wrapping Up – On the IWB there will be pictures of a desktop computer, laptop and ipad with icons on. The children will be asked to label these parts.
How is a laptop similar/different to a desktop computer?

PE

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.

L.I To develop changing direction and dodging.
Introduction: The class will discuss the importance of playing to the rules and how it makes people feel when this does and does not happen.
Task: Whilst playing a game of Domes and dishes, the children will practise the skills of: Pushing off quickly to move to a new direction. Bending down low to turn the cones. Being honest and playing fairly e.g., do not turn any cones after 'stop' has been called.

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 co-operate and communicate in a small group to solve challenges.
Task: Children play co-operation and communication games such as 'Tell me more, Who are you? Create a pen and tractor.'
They unpick the success and the 'Even better ifs' based on how well they worked together and what the pen they created looks like.
Reminder: Earrings and other jewellery are not to be worn during PE lessons.

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Music

Musical Me

To choose and play appropriate dynamics

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

Warm Up – children will be asked to copy a short rhythm on their unttunned instruments. They will repeat this activity with a different rhythm.

What is it called when we change the volume?

What can you remember about pulse from last lesson?

Children will listen to the song, 'Once a man fell in a well' from last week. We will sing the song keeping the pulse with their instruments. Then, they will play the rhythm on their instruments, without singing.

I will then pick 5 children with different instruments and ask, ***Do the instruments sound different? How?***

RE and World Religion

Giving Thanks

LI: To identify how and why people say thank you.

We will discuss the different vocab: appreciate, grateful and thankfulness. They will look at different images and discuss how people are showing their thanks. The class will look at a range of prayers from different religions where people are thanking their God. They will compare these religious prayers to how they show thanks.

Task: They will write a letter to someone they are thankful for and write why they are thankful.

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.

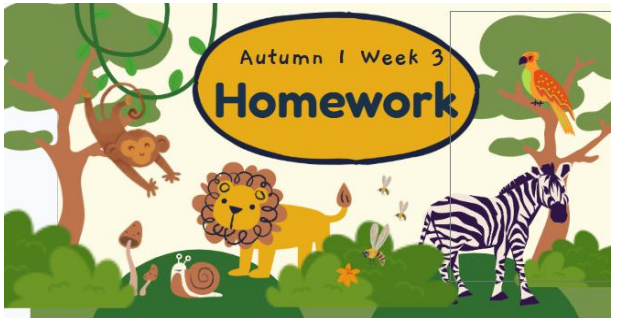
School Code: HH9G

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

Common exception words and numbers	
because	**eight**
colour	**forty**
with	**four**
said	**people**
beautiful	**friend**

Try and practise these spellings **by writing them *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.