



Year 2,	Monday	Tuesday	Wednesday	Thursday	Friday
English	<b>LI: To make predictions about a book.</b>	<b>LI: To predict what might happen next in a story.</b>	<b>LI: To act out an adventure story.</b>	<b>LI: To describe a character.</b>	<b>LI: To storyboard a known story.</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> prediction adventure front cover</p> <p><b>Key Questions:</b> What is a prediction? What is an adventure story? What do you think this book will be about? Why?</p>	<p><b>Key Vocabulary:</b> prediction because reasons</p> <p><b>Key Questions:</b> What does prediction mean? What do you think will happen next? Why? Who is the main character? What might Max see? What might Max hear? What might Max do? How might Max be feeling?</p>	<p><b>Key Vocabulary:</b> act body language facial expressions feelings</p> <p><b>Key Questions:</b> How did the characters feel here? How would you have felt? Why did the character do that? Are there any words you don't know the meaning of? How can we work out the meaning of these words?</p>	<p><b>Key Vocabulary:</b> describe character description adjectives paragraph</p> <p><b>Key Questions:</b> What could we describe about a character? What did you visualise as I read the description? How can we describe Max to someone who hasn't seen him?</p>	<p><b>Key Vocabulary:</b> storyboard main events characters settings objects</p> <p><b>Key Questions:</b> What were the main events in the story? Who were the main characters? What settings were there? What objects were important?</p>
<b>Introduction</b>	<p>What is a prediction? What is an adventure story? Look at the front cover of the book 'Where the Wild Things Are' TPS ideas about what it will be about. Using the front cover on tables, children to write their predictions on the paper.</p>	<p>What does prediction mean? TPS Children listen to the first 16 pages of the story. What do you think will happen next? Why?</p>	<p>Listen to the whole story - remember that we will be acting it out. Discuss any vocabulary that they are unsure of. Discuss feelings of characters at different parts.</p>	<p>What could we describe about a character - name, where they live, appearance, special powers, age, and personality? Read a description out and the children draw the character. - Check were you right? Together describe Max. Use adjectives to write a descriptive paragraph.</p>	<p>Read the story again. Discuss the main events, characters, order of events.</p>
<b>Activities</b>	<p>Children to stick in front cover and write their prediction for the book.</p>	<p>Children stick in the picture from the last page read and then write their prediction for how the story will end. Include reasons for thinking this. Listen to their predictions and reasons.</p>	<p>In groups children act out the story. Remember to include facial expression and body language to show feelings.</p>	<p>Children stick in picture of Max. Write adjectives around him. Then using the adjectives to write a descriptive paragraph.</p>	<p>Children to draw/write a storyboard to retell the story.</p>

Year 2, Weekly overview					
Maths	LI: To divide by 5.	LI: To divide by 5 (abstract).	LI: To divide by 10.	LI: To divide by 10 (abstract)	LI: To divide by 2.
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> division equation shared by equal groups</p> <p><b>Key Questions:</b> If we divide by 5, how many groups do you need? Are the groups equal? Should the groups be equal? Will the answer be bigger or smaller?</p>	<p><b>Key Vocabulary:</b> division equation shared by equal groups</p> <p><b>Key Questions:</b> If we divide by 5, how many groups do you need? Are the groups equal? Should the groups be equal? Will the answer be bigger or smaller?</p>	<p><b>Key Vocabulary:</b> division equation shared by equal groups</p> <p><b>Key Questions:</b> If we divide by 10, how many groups do you need? Are the groups equal? Should the groups be equal? Will the answer be bigger or smaller?</p>	<p><b>Key Vocabulary:</b> division equation shared by equal groups</p> <p><b>Key Questions:</b> If we divide by 10, how many groups do you need? Are the groups equal? Should the groups be equal? Will the answer be bigger or smaller?</p>	<p><b>Key Vocabulary:</b> division equation shared by equal groups</p> <p><b>Key Questions:</b> If we divide by 2, how many groups do you need? Are the groups equal? Should the groups be equal? Will the answer be bigger or smaller?</p>
<b>Introduction</b>	<p>Introduce dividing by 5 - Show children how to share equally using 5 groups. Get the children to draw out the question on the boards - address misconceptions. Repeat the process and address misconceptions. Get the children to draw out the question themselves.</p>	<p>Show children the real-life concept of dividing by 5 using 1p coins. Get children to write the equation and draw the method on whiteboards to solve. Children look at the true or false statement - they solve it on their whiteboards to prove their answer. Children need to match the division equations with the answers.</p>	<p>Introduce dividing by 10 - Show children how to share equally using 10 groups. Get the children to draw out the question on the boards - address misconceptions. Repeat the process and address misconceptions. Get the children to draw out the question themselves.</p>	<p>Show children the real-life problem of sorting apples into crates - they need to sort 10 into each crate - focus on equality. Children look at the true or false statement - they solve it on their whiteboards to prove their answer. Show the children an empty bar model - they need to complete this.</p>	<p>Introduce dividing by 2 - Show children how to share equally using 10 groups. Get the children to draw out the question on the boards - address misconceptions. Show children the bar model representation - discuss and complete.</p>
<b>Activities</b>	<p>Children solve the division equations by drawing out the method in their books. Students then work through reasoning and worded division problems.</p>	<p>Children will work their way through 3 different tasks:</p>	<p>Children solve the division equations by drawing out the method in their books. Students then work through reasoning and worded division problems.</p>	<p>Children will work their way through 3 different tasks:</p>	<p>Children will work their way through 3 different tasks:</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. This week's reading focus is:- <b>1 – Making Connections</b></p>		
LI: To activate prior knowledge about text	LI: To appraise/ review a text	LI: To compare and evaluate texts
Task		
<p>This week, our focus is on reading strategy 1 (making connections). The children will complete various activities that will require them to activate their prior learning by making connections to text to text, text to self and text to world. They will write reviews of the text given, using their connections and sentence stems to help them scaffold their opinions.</p>		
Science	PSHE	History
<p><b>LI: To identify different microhabitats</b> <b>Introduction</b> – During this lesson, the children will be investigating what is classified as living compared to non-living. They will be reminded of ‘MRS NERD’ and why all these things are needed to keep us alive and living. <b>Task</b> - Using the school map, the children in pairs will walk around the school ground, finding as many microhabitats as they can.</p>	<p><b>LI: LI: To understand how a goal can be achieved.</b> <b>Introduction</b> - Children will be recapping what a goal is and will explore breaking down a chosen goal into manageable steps. <b>Task</b> - As a class children will be working towards a class goal selected by them. Examples include learning the numbers 1-10 in Mandarin or learning The Owl and the Pusycat poem. They will have an opportunity to practise and work towards their goal.</p>	<p><b>LI: LI: To construct a timeline for the life of Queen Elizabeth II</b> <b>Introduction</b> - This week, the children will be exploring the life of Queen Elizabeth II. They will learn about her life and events that have taken place during her reign. <b>Task</b> - The children are to use the activity sheet to create a timeline for the life of Queen Elizabeth II</p>
RE	D&T	PE
<p><b>LI: To learn about the Seder plate and what it symbolises.</b> <b>Introduction</b> - Explain that Jewish families have a special meal once a year at the festival of Passover - Seder Plate - watch video. Discuss. Watch the story of Exodus from Egypt. Discuss God’s instructions for freedom. Why was it important for them to do as God asked that night? Look at a Seder plate and the items on it and discuss what each symbolises. Watch a video explaining the Seder plate. <b>Task</b> - <b>Children to draw and label the Seder plate and explain the symbolism of the items.</b></p>	<p><b>LI: To explore different design options</b> <b>Introduction</b> - Children will be thinking about what a monster might look like and will consider aspects including facial features for their own design. <b>Task</b> - Children will create two designs for their moving monster mechanism toy. They will reflect on their linkage systems they made last week and will include these within their designs. Pupils will be asked to work with their peers to collect a vote on their best design.</p>	<p><b>Skills being focused</b> - The children will have their second session with Miss Alice from Dance Energy. They will be focusing on sequencing, rhythm and mirroring actions in dance.  The children will also continue to have their weekly PE lesson, with their class teacher. This term, the focus will be on ball skills. This week’s focus will be on various techniques to stop a ball from rolling.  <b>Reminder: Due to Health and Safety - Earrings or other forms of jewellery are not to be worn during PE lessons.</b></p>



<b>Computing</b>	<b>Music</b>	
<p><b>LI: To explain what happens when we change the order of instructions.</b></p> <p><b>Introduction</b> – Discuss how order is important (spelling ‘loelh’ = hello. Look at directional arrows and what they mean.</p> <p><b>Task</b> - Using the activity sheet, the children will use directional arrows to create four different outcomes for a beebot.</p>	<p><b>LI: To find the pulse in a piece of music.</b></p> <p><b>Introduction</b> – Recap pulse by singing and tapping ‘Kye Kye Kule’ call and response song. Recap following symbols to keep a steady beat. The children will Learn ‘Hey, hey look at me’ song. Look, using symbols, how the pulse and rhythm are different.</p> <p><b>Task</b> - Children to match words to the pulse for ‘Copy Cat’ song.</p>	
<b>Homework</b>		
<p><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>		
<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.</p> <p style="text-align: center;"><b>School Code: HH9G</b></p>