



Year 2,	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To predict what might happen next in a story.	LI: To summarise a story.	LI: To compare two stories.	LI: To explain how characters' feelings can change during a story.	LI: To join statements using conjunctions.
Key vocabulary and key questions	<p>Key Vocabulary: predict reasons</p> <p>Key Questions: What do you think this story is going to be about? Why? What do you think is going to happen in the rest of the story? Why?</p>	<p>Key Vocabulary: summary summarise key points prediction notes</p> <p>Key Questions: What does summarise mean? How do we summarise? What keywords do we need to use in a summary?</p>	<p>Key Vocabulary: compare similarities differences theme characters setting events</p> <p>Key Questions: What do we mean by 'similarities' and 'differences'? What similarities do the two stories have? What differences do the two stories have? How about the characters? How about the setting? How about the events? What about the feelings of the characters?</p>	<p>Key Vocabulary: beginning characters feelings change</p> <p>Key Questions: At the beginning of the story, how did the boy feel? Why? How do you know? In the middle of the story, how did the boy feel? Why? How do you know? At the end of the story how was the boy feeling? Why? How do you know?</p>	<p>Key Vocabulary: statements conjunctions</p> <p>Key Questions: What conjunctions do we know? What do conjunctions do? What is a statement? What statements can you create about the story? Which conjunction would join these statements correctly?</p>
Introduction	Look at the front cover of 'Dadaji's Paintbrush'. Discuss what they think it is going to be about and their reasons. Read the story up till they hug. Discuss what they think is going to happen in the rest of the story and why they think this.	Read 'Dadaji's Paintbrush'. Discuss their predictions from yesterday. Discuss what to summarise means. Discuss what we need in order to summarise a story.	Thinking about both stories, children to summarise both stories to their partner. Discuss what is meant by similarities and differences. Make a list of similarities and differences between the two stories.	Discuss - At the beginning of the story, how did the boy feel? Why? How do you know? Discuss - In the middle of the story, how did the boy feel? Why? How do you know? Discuss - At the end of the story how was the boy feeling? Why? How do you know?	Make a list of conjunctions that they know of. Discuss what a statement is. Make a list of statements about the book.
Activities	Children write a prediction for the rest of the story, as well as giving the reasons why they think this.	Children write notes about the story, answering who, what, when, where, why and how. Using their notes, children summarise the story to their partner.	Children to write sentences about the similarities and differences of the two stories.	Children to write about how the boy's feelings have changed during the story and give reasons and examples.	Children to use the statements and different conjunctions to create compound sentences.

Year 2 Weekly overview

Maths	LI: To recognise $\frac{1}{3}$.	LI: To find $\frac{1}{3}$ of an amount.	LI: To recognise $\frac{3}{4}$.	LI: To find $\frac{3}{4}$ of an amount.	LI: To solve word problems.
<p>Key vocabulary and key questions</p> <p>Key Vocabulary: fraction numerator denominator $\frac{1}{3}$</p> <p>Key Questions: Which part is the numerator/denominator? How many equal parts do we need? Which of these images show us $\frac{1}{3}$? How do you know? Can you spot the mistake? Explain.</p>	<p>Key Vocabulary: fraction numerator denominator $\frac{1}{3}$</p> <p>Key Questions: Which part is the numerator/denominator? How many equal parts do we need? Which of these images show us $\frac{1}{3}$? How do you know? Can you spot the mistake? Explain.</p>	<p>Key Vocabulary: fraction numerator denominator $\frac{3}{4}$</p> <p>Key Questions: Which part is the numerator/denominator? How many equal parts do we need? Which of these images show us $\frac{3}{4}$? How do you know? Can you spot the mistake? Explain.</p>	<p>Key Vocabulary: fraction numerator denominator $\frac{3}{4}$</p> <p>Key Questions: Which part is the numerator/denominator? How many equal parts do we need? Which of these images show us $\frac{3}{4}$? How do you know? Can you spot the mistake? Explain.</p>	<p>Key Vocabulary: key words addition subtraction difference more than/ less than</p> <p>Key Questions: 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>Introduction</p> <p>Teacher will demonstrate using visuals of what a third is - one part out of 3 equal parts (the whole). Teacher will discuss the fraction form - numerator is 1 (we look at one part), denominator is 3 (we need 3 equal parts). Display different visuals - ask children to discuss which is $\frac{1}{3}$ and how do they know - emphasis on use of correct language. Repeat the activity. Children can come up and represent the $\frac{1}{3}$ of the shapes shown on the board.</p>	<p>Recap the $\frac{1}{3}$ and how to identify them - 1 part out of 3 equal parts. Children will be shown different fractions and visuals - they need to match them to each other. Talk children through how we would find $\frac{1}{3}$ of an amount - we need 3 equal groups because the denominator is 3. Children have a go at finding $\frac{1}{3}$ of an amount. Repeat the process - talk through any misconceptions. Display a bar model visual - children need to discuss and complete this on their whiteboards - feedback as a class that this model is just a different way of showing the same information.</p>	<p>Show the children a visual for $\frac{3}{4}$ - ask them to discuss what fraction they think it is - talk through how we can find out (4 equal parts means quarters, and we have chosen 3 of them - so $\frac{3}{4}$) Display different visuals for $\frac{3}{4}$ - children discuss which ones are correct and how they know. Focus on correct use of terminology. Children come and create $\frac{3}{4}$ of the shapes provided - discuss how the parts must be equal.</p>	<p>Teacher to recap with the class about what $\frac{3}{4}$ means and how we can identify it - 3 chosen parts out of 4 equal parts. Teacher to demonstrate how we can find $\frac{3}{4}$ of an amount - drawing out 4 equal groups because the denominator is 4 but selecting 3 of those groups. Children will attempt to solve the next problem - they will complete the STEM sentence attached. Repeat the process - get children to explain the process using the key terminologies.</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>	
<p>Activities</p> <p>Children will work their way through 3 different tasks: Task 1 - Children will represent $\frac{1}{3}$ of</p>	<p>Children will work their way through 3 different tasks: Task 1 - Children will use the given</p>	<p>Children will work their way through 3 different tasks: Task 1 - Children shade in $\frac{3}{4}$ of the</p>	<p>Children will work their way through 3 different tasks: Task 1 - Children will use the</p>	<p>Children will be solving a variety of different word problems - explain how the red questions are extra</p>	

<p><i>the shapes given.</i> Task 2 - Children will identify which shape shows $\frac{1}{5}$ and explain how they know. Task 3 - Children will use knowledge of fractions to solve the reasoning problem.</p>	<p><i>visuals to identify $\frac{1}{5}$ of the objects.</i> Task 2 - Children will need to draw out the model to find $\frac{1}{5}$ of the numbers given. Task 3 - Children will solve the reasoning problems.</p>	<p><i>shapes provided.</i> Task 2 - Children will identify the fractions given and then select the $\frac{3}{4}$ ones. Task 3 - Children need to explain the true or false reasoning problem.</p>	<p><i>provided visual to find $\frac{3}{4}$ of the numbers given.</i> Task 2 - Children will find the given fraction out of the numbers provided. Task 3 - Children will create their own visuals to help solve the equations.</p>	<p>challenging ones.</p>
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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. This week's reading focus is: - 1 - Making Connections</p>		
<p>L.I: To activate prior knowledge Task - Children will recap the different kinds of connections we make when reading - text to text, text to self, and text to the world. They will consider how to make text to self-connections by answering different questions for example... 'this story reminds me of a time when...'</p>	<p>L.I: To compare a text to myself and my own experiences. Task - Children will read Horrible, No Good, Very Bad Day by Judith Viorst. They will consider and discuss times in their life when they may have felt like the character Alexander.</p>	<p>L.I: To compare a text to myself and my own experiences. Task - Children will discuss the connections they made in the previous lesson to the character Alexander. They will summarise two connections they have made and then reflect on what they might suggest to help the character move forward. When doing this they will relate back to their own life experiences.</p>
Science	PSHE	Geography
<p>L.I: To explain what deforestation means. Introduction: 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. Task: Children will be writing persuasive letters to try to stop deforestation.</p>	<p>L.I: To explore healthy snacks and explain why they are good for my body Introduction - Children will be re-capping the 5 different food groups before exploring what a healthy snack is. Through discussion, they will provide their own healthy snack suggestions and explore how healthy snacks can consist of singular or a combination of ingredients. Task - Children will create their own healthy snack recipe cards and identify why their recipe is good for them.</p>	<p>L.I: To explore India's culture and its influence on other countries. Introduction - Following the IWB, the class teacher will explain to the class that Indian civilisation is very old and the culture it has is one of the oldest on Earth. They will be shown some Indian symbols and asked if they have seen them before. The children will learn that there are many aspects that make up the Indian culture: Art, architecture, festivals, clothing, religion, and cuisine are some aspects of Indian culture. The class teacher will explain to your children they will be looking at each of these in detail. Task - Providing children with worksheet 5C. The children are to think about how the Indian culture could influence other communities. They are to write and draw their ideas in the provided boxes on the worksheet.</p>



Computing	Music	
<p>LI: To recognise that people can be described by attributes. Introduction – Recap different attributes. What attributes could we use to sort people? Play ‘Guess Who?’ Discuss what happens if an attribute isn’t there. Task - Children to choose a question to collect data on - make tally chart and then use to create a pictogram. Discuss findings.</p>	<p>LI: To know how to alter the pitch of our singing voice. Introduction – Sing ‘Hello’ song. Play ‘Bumblebee Finger’. Task - Sing using low/high pitch - Rain, Rain Go Away; Starlight Starbright and Hot Cross Buns.</p>	
RE	Art	PE
<p>LI: To explore the role of Jesus in different world views using stories and scripture. Introduction - The children are to tell their partner a fact about Muhammad. They will then listen to 3 people’s views on Jesus. Explain that Jewish, Christian, and Muslim religions are known as Abrahamic as they share prophet Abraham. Look at various pictures of Jesus and discuss - special, link to God, looks. Discuss the difference between teacher and prophet. Task - Children to complete ‘What you can see’. Listen to Feeding of the 5000, Calming the storm and Zacchaeus and discuss. The children are to cut and place statements onto a Venn diagram - Christian, Jewish, Muslim. Discuss similarities and differences for Abrahamic religions.</p>	<p>LI: To paint an animal artwork inspired by Henri Rousseau. Introduction - Children will recap their knowledge of Henri Rousseau. They will investigate primary colours and how we can make secondary colours using the primary colours. Task - Children will complete their animal painting inspired by Henri Rousseau.</p>	<p>Skills being focused - To mark an opponent and understand that this is a defending skill. This week, during their PE session with their class teacher, the children will be practising and developing skills such as; standing sideways so they can see their attacker and the ball and staying close to your attacker and to always be ready to intercept the ball, during a team game. Gymnastics - 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. Remember: Earrings and other forms of jewellery are not to be worn for PE.</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: 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 story and write about your favourite. School Code: HH9G</p>