



Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To learn a poem and include actions.	LI: To visualise a poem	LI: To plan our own poem.	LI: To write own version of the poem.	LI: To perform your own version of a poem.
Key vocabulary and key questions	<p>Key Vocabulary: poem actions perform together</p> <p>Key Questions: What do you think is meant by 'No Difference'? Are there any words you don't understand? What actions will help us to remember the poem? What do we need to think of when performing?</p>	<p>Key Vocabulary: identify poem features adjectives compare opposites repetition final</p> <p>Key Questions: What do you notice about the poem? What adjectives can you spot? What do you notice about the adjectives in each verse? Why have they included an object with each adjective? What is meant by repetition of final line?</p>	<p>Key Vocabulary: adjectives opposites compare poem object</p> <p>Key Questions: What adjective pairs did we think of yesterday? What objects did we compare the adjectives with? Which adjective opposite pairs are you going to include in your poem?</p>	<p>Key Vocabulary: poem plan spelling neatly corrections comments</p> <p>Key Questions: What comments did your teacher write? Can you make any improvements? What actions are going to help you remember your poem?</p>	<p>Key Vocabulary: perform voice actions volume audience</p> <p>Key Questions: What do we need to remember when performing? How should an audience behave? What does a performer need to do?</p>
Introduction	Read 'No Difference' together. Discuss any unfamiliar words/phrases. What actions will help us to remember the poem?	Read through the poem and discuss the features. Highlight adjectives, opposite pairs and the objects they are compared to and the repetition of the final line.	Recap on the adjectives, their opposites and the objects we thought of yesterday. As a class think of other adjectives that could be used to describe humans and an object they could be compared to. Model boxing it up by having the original adjective and object and finding synonyms or adjectives and objects close to the original, e.g. small – minute; peanut – marble - as a chart.	Children to reread their ideas from yesterday, taking note of teacher comments.	Children to practice reading through their poems, including actions. Discuss what is needed when performing to an audience.
Activities	With a partner, practise reading the poem alongside actions. Children to perform the poem to the class. WOW/NOW each pair's performance.	Children to have a copy of the poem and as a group draw symbols and pictures to map the poem out without words on sugar paper, e.g. a symbol for small and draw a peanut. Look up words with CT they may be unsure of, e.g. sultan, mite. Can they recite the poem using their poetry maps?	Children to think about the pairs of adjectives they are going to include in their poem, alongside the objects that they are comparing them to. Children to substitute adjectives and objects in order to plan their own version of the poem. T chart with original adjective / new adjective and original object – noun / new object – noun. Draw a map of their poem in their book.	Children to write out their poem. Children to practise reading their poem.	Children to perform their poem to the class. Audience to give WOWs and a NOW.

Year 2, Weekly overview					
Maths	LI: To solve word problems.	LI: To recap adding and subtracting.	LI: To identify lines of symmetry.	LI: To compare 2D shapes.	LI: To compare 3D shapes.
Key vocabulary and key questions	<p>Key Vocabulary: addition subtraction multiplication division multiple step</p> <p>Key Questions: Which person has the most? Which operation? How do you know? Has this been done correctly? How do you know?</p>	<p>Key Vocabulary: adding plus subtracting minus</p> <p>Key Questions: What are the steps for adding? What are the steps for subtracting? How can we find the missing numbers?</p>	<p>Key Vocabulary: symmetry names of 2D shapes sides vertices</p> <p>Key Questions: What is a 2D shape? What does symmetry mean? What are vertices?</p>	<p>Key Vocabulary: symmetry names of 2D shapes sides vertices</p> <p>Key Questions: What is a 2D shape? What does symmetry mean? What are vertices?</p>	<p>Key Vocabulary: symmetry names of 3D shapes edges faces vertices</p> <p>Key Questions: What is a 3D shape? What does symmetry mean? What are vertices?</p>
Introduction	<p>Display the first word problem - discuss how this has two parts to it and children need to solve each part. Discuss method required. Repeat the process with the next question - however, the teacher steps back and gets children to solve more independently. Repeat the process and address any misconceptions that arise.</p>	<p>Recap with the children what the steps for adding and subtracting are. Display an adding equation, children solve this and then discuss how we can use the inverse to check our answers - get children to complete both adding and subtracting. Show some missing number equations - discuss how to solve and work through these together. Children create adding and subtracting equations using numbers given.</p>	<p>Recap with class what the term symmetry means (that if a shape is split in half, both sides would be equal). Watch the BBC clip - https://www.bbc.co.uk/bitesize/topics/zrhp34j/articles/z8t72p3 Show children some non-standard shapes and ask if they are symmetrical. Repeat process with standard shapes - lots of discussion with children.</p>	<p>Start lesson by watching BBC clips - https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/ztpwdmn https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/zcsjqtq Display 2 different 2D shapes - children discuss what is the same or different between the shapes - record as a class - demonstrate how to form into sentences. Repeat process. Show children a set of shapes - discuss which is the odd one out and how do they know.</p>	<p>Start lesson by watching BBC clips - https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/ztpwdmn https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/zcsjqtq Display 2 different 3D shapes - children discuss what is the same or different between the shapes - record as a class - demonstrate how to form into sentences. Repeat process. Show children a set of shapes - discuss which is the odd one out and how do they know.</p>
Activities	<p>T1: Children solve some SATs style word problems. T2: Children to solve multiple step word problems</p>	<p>T1: Children solve the shape for number equations. T2: Children solve a mixture of adding and subtracting equations. T3: Children to check the different equations for being correct.</p>	<p>T1: Children use mirrors to find which shapes have lines of symmetry. T2: Children will spot and explain the mistakes that they find.</p>	<p>T1: Children stick in two shapes and write comparative sentences about them - emphasis using shape features. T2: Children explain which shape is the odd one out and why using shape features.</p>	<p>T1: Children stick in two shapes and write comparative sentences about them - emphasis using shape features. T2: Children explain which shape is the odd one out and why using shape features.</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, and cultural story.</p> <p>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:- 5 - Notice a Breakdown</p>		
<p>LI: To explore formal language</p> <p>Task - Children will read The Diary Killer of a cat. They will read the blurb and consider the language and context given and how this relates to the story. As a class they will explore 3 questions about the blurb and the language choices.</p>	<p>LI: To identify unfamiliar words</p> <p>Task - Children will pick out unfamiliar words and discuss their meanings with talk partners. They will explore the meaning of the words horrified, brimmed, unsettling, suspicious and absolutely. Model how you have come across the word you are unfamiliar with and how you have noticed a breakdown.</p>	<p>LI: To explore organisational features</p> <p>Task - Children will answer a series of vocabulary questions based on the text. They will identify different phrases and explore their meanings and use their inference skills to identify how the character might be feeling in the story. What will chn do when they come across an unfamiliar word / vocabulary? Refer back to Lesson 2.</p>
Science	PSHE	Geography
<p>LI: To learn about animals native to India.</p> <p>Introduction – Children will be learning all about a range of different animals that are native to India. They will learn some key facts about these animals.</p> <p>Task - Children identify animals that are native to India and that are native to the UK.</p>	<p>LI: To understand how you can stay motivated to be healthy</p> <p>Introduction - Children will be exploring what healthy means and how we can stay healthy through diet, exercise, good sleep, keeping clean, exercise, relaxing and doing things we love and enjoy.</p> <p>Task - Children will need to give advice to Jigsaw Jo on how to stay motivated and to keep on track with a healthy lifestyle.</p>	<p>LI: To share prior knowledge</p> <p>L.I: To explore India and where it is in the world.</p> <p>Introduction - For this lesson, the children will be introduced to the new topic for this term, which is India. The children will discuss as a class what they know about the country, locate India on a world map and have a brief introduction on what they will be finding out.</p> <p>Task - First the children are to complete the KW columns on their KWL grid, by writing what they know already and what they would like to find out. Then they are to complete the map by locating India.</p>
Computing	Music	
<p>LI: To recognise that we can count and compare objects using tally charts.</p> <p>Introduction: How many elephants, leopards, tigers, and zebras can you see? Which animal is there most of? Recap use of gate =5. Tally chart past animals.</p> <p>Task: Create tally chart for other sets. Then answer a range of questions.</p>	<p>LI: To learn what the word 'pitch' means.</p> <p>Introduction: Sing 'Hello' song.</p> <p>Explain what pitch is - low/high notes.</p> <p>Task: Play what can you hear? - high or low sounds?</p> <p>Play 'Do Re Mi' game.</p> <p>Play 'Singing Voice' - high/low pitch.</p> <p>Recap what high and low pitch is.</p> <p>Sing 'Goodbye song.</p>	



RE	Art	PE
<p>LI: To identify the characteristics of a prophet by exploring a story.</p> <p>Introduction -Recap that some people believe in a God. That some stories have moral lessons or messages. Key religious figures. Children to complete Knowledge Catcher. Identify some key figures - where have you seen them before, what do they have in common, how do we know they are considered special by some, what might make them special? Look at word bank - characteristics.</p> <p>Task -Listen to story of Jonah and the whale. Discuss what they think a prophet might be.</p>	<p>LI: To experiment with materials and textures.</p> <p>Introduction - Children will explore a range of artists that use painting and collage to create texture. These include Sigmar Polke and Jackson Pollock. They will discuss what they see, how the work has been created and their opinions of the pieces.</p> <p>Task - Children will complete the first step of their textured abstract artwork by sticking different materials to the background of their paper.</p>	<p>Skills being focused - This half term the children will be learning about Invasion games. These are games where there are two teams and two goals and the teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, and hockey. In this unit, the children will develop their understanding of the principles of defending and attacking for invasion games. They will use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They will have the opportunity to play uneven and even sided games and learn how to score points in these types of games and learn to play to the rules.</p> <p>Gymnastics - This term the children will be completing a series of lessons with Miss Alice. This week, they will be focusing on health and safety along with completing a series of balances and poses.</p> <p>Reminder: For health and safety reasons, earrings or other jewellery are not to be worn during PE lessons.</p>
Homework		
<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>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 posted on google classroom. Fill in the google slides to reinforce this week's learning. 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.</p> <p>School Code: HH9G</p>