



Year 2, Weekly overview	Monday	Tuesday	Wednesday	Thursday
<b>English</b>	<b>LI: To identify features of a newspaper report.</b>	<b>LI: To create effective headlines.</b>	<b>LI: To plan a short newspaper story.</b>	<b>LI: To write a short newspaper story.</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> newspaper report expression</p> <p><b>Key Questions:</b> What is a newspaper report? Where do we find the headline? What is the job of the topic sentence? What is a photos job? What is the point of a caption? What is a quote?</p>	<p><b>Key Vocabulary:</b> alliteration headlines snappy</p> <p><b>Key Questions:</b> What makes a great headline? What headline could we write for this picture?</p>	<p><b>Key Vocabulary:</b> who what where when why</p> <p><b>Key Questions:</b> What headline could we write for this picture? What are the important parts of the story? What are the 5Ws?</p>	<p><b>Key Vocabulary:</b> key events detail opening 5Ws</p> <p><b>Key Questions:</b> What are the important parts of the story? What is the purpose of the introduction?</p>
<b>Introduction</b>	Look at newspaper example. Identify the different features - headline, topic sentence, conjunctions, photos, captions, quotes.	Identify important features of a newspaper report. Look at examples of great headlines, what makes them great? - Less than 5 words, exciting. Look at picture and children to come up with a headline.	Think of a headline to go with a picture. Watch Hansel and Gretel. Go through important parts of the story, using story map.	Recap the important parts of Hansel and Greta. Share write the opening sentences of the newspaper report.
<b>Activities</b>	Using the different newspaper articles, children to highlight the important features.	Children to walk around room, thinking of and adding headlines to different story pictures.	Children to plan newspaper report for Hansel and Gretel.	Children to write the rest of their newspaper report, using their plans.

Year 2, Weekly overview				
Maths	LI: To recognise and make equal groups.	LI: To recognise and make equal groups.	LI: To add equal groups together.	LI: To add equal groups together using 'x'.
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> equal groups of lots of shared</p> <p><b>Key Questions:</b> What does equal mean? How do we make equal groups?</p>	<p><b>Key Vocabulary:</b> equal groups of lots of shared repeated addition</p> <p><b>Key Questions:</b> What does equal mean? How do we make equal groups? What is repeated addition?</p>	<p><b>ey Vocabulary:</b> equal groups of lots of shared repeated addition</p> <p><b>Key Questions:</b> What does equal mean? How do we make equal groups? What is repeated addition?</p>	<p><b>ey Vocabulary:</b> equal groups of lots of shared repeated addition multiplication</p> <p><b>Key Questions:</b> What does equal mean? How do we make equal groups? What is repeated addition? How can we turn this into a multiplication equation?</p>
<b>Introduction</b>	<p>Talk about what the term equal groups mean. Show children a visual of something being sorted into equal groups. Discuss how they know its equal. Show another visual and discuss if it's equal or not. Show another visual accompanied with stem sentences. Show children an unequal visual and ask children to fix the issue.</p>	<p>Show children the visual groups and discuss how to complete the stem sentences provided - emphasise on the language being used. Repeat process but introduce the idea of repeated addition for the representations. Children use the visuals to create the stem sentence and repeated addition. Children to discuss the mistake made and how to fix this error.</p>	<p>Recap completing stem sentences for the visual of equal groups. Recap the equal groups by creating repeated addition equations for the visuals provided. Show children a stem sentence completed - ask children to create a visual for this and then write the repeated addition equation. Children to explain which groups of sentences are more and explain reasons why.</p>	<p>Recap the stem sentences emphasise about the language being used. Show children how we can create repeated addition for the visual and then how we can convert this into a multiplication equation. Children to create repeated addition equations for visual and challenge them to create the multiplication equation for this. Present the two statements and get children to prove which child has more</p>
<b>Activities</b>	<p><b>Using resources, children will be making equal groups and writing stem sentences for them.</b></p>	<p><b>T1: Children complete stem sentences for the visuals.</b> <b>T2: Children complete repeated addition</b> <b>T3: Children look at visuals and explain what is the same and what is different between the visuals.</b></p>	<p><b>T1: Children to complete the stem sentences and repeated additions for visuals.</b> <b>T2: Children are to build it, say it and calculate the visuals.</b> <b>T3: Children to create equations for the visuals and explain which visual is more.</b></p>	<p><b>T1: Children create repeated addition equations for the visuals.</b> <b>T2: Children create repeated addition equations and the corresponding multiplication equations.</b> <b>T3: Children have to prove their answers to the reasoning word problem.</b></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, 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. <b>This week's reading focus is:- 3 - Visualisations</b></p>		
<p><b>LI: To visualise a character</b> <b>Task</b> - Students revise the strategy of visualisations. Students then practice how to visualise a character by listening to the description of Mr Twit from the novel 'The Twits'. Students draw what they think Mr Twit looks like. Then they will compare their image with the image from the book.</p>	<p><b>LI: To visualise a setting</b> <b>Task</b> - Students revise strategy with thinking stems. Students listen to the setting description of the Chocolate Room from Charlie and the Chocolate Factory. Teachers and students will identify key words from the text and draw their image of the Chocolate Room and compare this image from a scene in the movie.</p>	<p><b>LI: Using senses to visualise</b> <b>Task</b> - Students look at an image and visualise themselves as a character. Students record their senses using descriptive language</p>
Science	PSHE	History
<p><b>LI: To understand the lifecycle of a tree.</b> <b>Introduction</b> – Children will learn about the different types of seeds and will learn about how these seeds grow and transform into trees. <b>Task</b> - Children are to create a life cycle for trees and write details about each stage.</p>	<p><b>LI: To understand that we can be different from our friends.</b> <b>Introduction</b> - Children will recap the story they heard last week about Billy, Bella and B. They will discuss differences and how to accept the differences between themselves and their friends. <b>Task</b> - Children will create a trophy that celebrates the differences between them and their friends.</p>	<p><b>LI: To find out why the fire spread so quickly and stayed alight for so long.</b> <b>Introduction</b> - As a class, the children will go through some of the facts about the effect that the Great Fire had on London. <i>KQ - Why do you think the fire was able to spread so quickly through London and why wasn't it stopped sooner?</i> The class teacher will explain that there are several reasons why the fire spread so quickly and went on so long. Children recap what they have found out by completing sentences about why the fire lasted so long and why it spread so quickly. <b>Task</b> - Children recap what they have found out by completing sentences about why the fire lasted so long and why it spread so quickly.</p>
RE	D&T	PE
<p><b>LI: To understand why God sent Jesus to Earth.</b> <b>Introduction</b> - Retell the story to your partner. Why do Christians believe Jesus was sent to Earth? How can showing love and kindness save the world? What do you think 'Love your neighbour as yourself' means? <b>Task</b> - Children are to complete a story map of the Christmas story and then write it in their own words.</p>	<p><b>LI: To build and test a moving wheel</b> <b>Introduction</b> - Children will be reviewing their Ferris wheel designs and frames built last week. They will spend the lesson making their wheel and attaching this to the frame using an axle. <b>Task</b> - Children will make their wheel in groups. They will test to see if it works and make changes where needed.</p>	<p><b>THEME: The Circus</b> <b>L.I. To copy, remember and repeat actions using facial expressions to show different characters.</b> <b>Task</b> - The class teacher will play the track 'Warm Up: Circus'. The children select one character from the image shown on the IWB and travel around the space as that character. <i>Can the teacher guess who they are?</i> Repeat for a few rounds. The children will then be encouraged to change their character every 8 counts and to use facial expressions as well as actions to help show your chosen character. <b>Reminder: Due to Health and Safety - Earrings and other jewellery are not to be worn during PE lessons.</b></p>



**Homework**

***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.***

**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.

**Homework:** Complete google slides and hand in via google classroom.

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**

1. Put these things in the correct place in **the table**.

**laptop   giraffe   sausages**  
**cat   roast chicken   paintbrush**

living	dead	never alive

2. What does it mean if something **is dead**?

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3. Think about the **seven life processes** (MRS GREN). Name **two things** that all living things do.

1. \_\_\_\_\_

2. \_\_\_\_\_

4. A camel has **big wide feet**. Explain how this helps camels **in the desert**.

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5. A **polar bear** has a **thick layer of fat and fur**. Explain how this helps polar bears in the Arctic (polar region).

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6. What does **microhabitat** mean? Give an example.

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7. **Match up the animal** to the correct **habitat**.

giraffe

polar bear

camel

shark

polar regions

sea

desert

savannah

8. What is wrong **with this food chain**?



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Explain what these **words mean**.

**herbivore**

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**carnivore**

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**omnivore**

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10. Match the **animal** to the **correct group**.



**herbivore**

**carnivore**

**omnivore**