



Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To rewrite a known story.	LI: To use editing skills.	LI: To think about a character's feelings.	LI: To write a letter.	LI: To write a letter.
Key vocabulary and key questions	<p>Key Vocabulary: story mountain introduction build up problem ending</p> <p>Key Questions: Who are the main characters in the story? Where is the story set? What happens in the story? What are the most important parts of the story? What do we need to remember to include when writing a good story?</p>	<p>Key Vocabulary: edit spellings punctuation tenses adjectives adverbs sense improvements</p> <p>Key Questions: What does 'to edit' mean? What parts of our writing can we edit? How can we check our spellings? Where do we need capital letters? Where do we need full stops? Have we included any question marks or exclamation marks? How do we check it makes sense?</p>	<p>Key Vocabulary: feelings facial expressions letter explaining</p> <p>Key Questions: How does this person feel? How can we tell how someone is feeling? How is Max feeling here? Why? How do the monsters feel at the end when Max leaves? Why? How would you feel if your best friend left? What would we say to Max, if we wrote to him?</p>	<p>Key Vocabulary: order adjectives letter adverbs conjunctions punctuation</p> <p>Key Questions: What fun things did Max do? In what order did he do these things? How did he feel? What adjectives could we use to describe how he was feeling?</p>	<p>Key Vocabulary: order adjectives letter adverbs conjunctions punctuation</p> <p>Key Questions: What are you thinking as you read Max's letter? What questions do you have for Max? What do you want to say to him?</p>
Introduction	<p>Read the story again. What are the main parts of the story? Use the story mountain to plot out the story. Discuss what we need to include to write a good story - punctuation, adjectives, conjunctions, adverbs, suffixes, speech marks, and cursive handwriting.</p>	<p>What does 'to edit' mean? Discuss. What parts of our writing can we edit? List and discuss.</p>	<p>Children to identify feelings from facial expressions. How is Max feeling here? Why? How do you know? How do the monsters feel at the end of the story? Why? How would you feel if your best friend left? Share write a letter to Max from the monsters (us) explaining our feelings to him.</p>	<p>Look back through the book at all the fun things Max did. Make a list. Share write a letter to Max's mum telling her everything he did in the land of the Wild Things - include adjectives, adverbs, conjunctions, adverbials of time, punctuation.</p>	<p>Imagine you are Max's mum. You have just read his letter. What are you thinking? What questions do you have? What do you want to say to Max?</p>
Activities	<p>Children to write the story using their storyboard.</p>	<p>Read through the story you wrote yesterday and then read it to your partner. Listen to any feedback on how to improve it. Use the checklist on the board to guide you with the editing.</p>	<p>Children write a letter to Max, pretending they are one of the monsters, explaining how they are feeling.</p>	<p>Children write a letter, pretending to be Max, to his Mum telling her all about his time in the Land of the Wild Things.</p>	<p>Children write a letter, pretending to be Max's mum, to Max asking about his adventure or telling him what she thinks about it.</p>

Year 2, Weekly overview					
Maths	LI: To solve division word problems.	LI: To construct a tally chart.	LI: To interpret a tally chart.	LI: To construct a pictogram.	LI: To interpret a pictogram.
Key vocabulary and key questions	<p>Key Vocabulary: divide division shared by equal groups</p> <p>Key Questions: What would the equation be? What does altogether mean? Are the groups equal?</p>	<p>Key Vocabulary: tally chart statistics graph data</p> <p>Key Questions: What does a tally look like? How do we represent 5? What does the data tell us?</p>	<p>Key Vocabulary: tally chart statistics graph data interpret</p> <p>Key Questions: What does a tally look like? How do we represent 5? What does the data tell us? What does interpretation mean?</p>	<p>Key Vocabulary: pictogram statistics graph data interpret</p> <p>Key Questions: What does 'key' mean? How many does _____ represent?</p>	<p>Key Vocabulary: pictogram statistics graph data interpret</p> <p>Key Questions: What does 'key' mean? How many does _____ represent? What does the data tell us? What does interpretation mean? What does the difference mean?</p>
Introduction	<p>Read the initial word problem as a class and demonstrate highlighting the key information. Go through constructing the equation and solving it using the method taught.</p> <p>Present another example - children discuss the question and the word 'pair'. Solve on whiteboards - discuss misconceptions.</p> <p>Present another SATs style example - solve together on WB's and then discuss results as a class.</p>	<p>Teach children about what a tally chart is and how it represents data. Show children how 'tallies' are used to create numbers because it is quicker to collect data.</p> <p>Collect the data presented as a class - teachers may wish to create their own tally chart using their own class data.</p> <p>Repeat the process.</p>	<p>Recap tally charts - discuss the term data and interpret. Discuss the language of most and least popular. Answer the questions using the data.</p> <p>Repeat the process but discuss the use of word difference.</p> <p>Get children to discuss with partners to answer the questions.</p>	<p>Display a pictogram and discuss what the images represent and how we can tell using the key. Complete the missing parts of the pictogram using the data collected.</p> <p>As a class - complete the pictogram using the data that is presented on a tally chart.</p> <p>Children to discuss the problem solving question in partners before presenting their answer - teachers to emphasise correct use of terminology.</p>	<p>Recap pictograms - discuss the term data and interpret. Discuss the language of most and least popular. Answer the questions using the data.</p> <p>Repeat the process but discuss the use of word difference.</p> <p>Get children to discuss with partners to answer the questions.</p>
Activities	Children will solve a wide range of divisional word problems.	Children will work their way through 3 different tasks:	Children will work their way through 3 different tasks:	Children will work their way through 3 different tasks:	Children will work their way through 3 different tasks:

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. 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.</p> <p style="text-align: center;">This week's reading focus is:- Making Prediction</p>		
L1: To make predictions	L1: To form questions about a text	L1: To justify predictions
<p>Task - This week, the children will practise their skills of making predictions in reading by using strategies like: Looking at the front cover, reading the blurb and parts of a text. The children will also come up with their own set of questions regarding the text as well as answering questions related to a text. The children will also practise making educated guesses and justifying their answers.</p>		
Science	PSHE	History
<p>L.I. To identify animals in their local habitat. Introduction – During this lesson, the children will investigate different types of habitats and habitats in different locations. Such as; woodlands, urban, pond life and coastal. Task - The children are to complete the activity sheet by drawing and labelling some animals that they may find in certain types of habitats.</p>	<p>L1: To understand how working with other people can help me to learn. Introduction - Children will be recapping what a goal is and will explore how a goal can be broken down in steps to support a person from achieving the goal Task - Children will work together as a class to achieve a whole class goal.</p>	<p>L1: To construct a timeline for King Charles III Introduction - This week, the children will be exploring the life of King Charles II They will learn about her life and events that have taken place during her reign. Task - The children are to use the activity sheet to create a timeline for the life of King Charles II</p>
RE	D&T	PE
<p>L1: To experience the Seder meal and explain its significance. Introduction - How do Jews celebrate Passover? Discuss. How does this show us that doing what God asks is important? Recap the Seder plate and the items. Task -Children to taste the items on a Seder plate and discuss their symbolism.</p>	<p>L1: To investigate linkages and how they move Introduction - Children will be exploring linkage systems and how they can start to make their moving monster toy using different methods. Task - Children will explore two different methods for creating a linkage system and evaluate which system works best.</p>	<p>Skills being focused - For dance this week, with Miss Alice, the children will continue to focus on sequencing, rhythm and mirroring actions in dance. They will also start to put their mini sequences together to form a complete dance.</p> <p>For their weekly PE lesson, with their class teacher, the children will continue to focus on ball skills. This week's focus will be on various techniques on how to dribble a ball.</p> <p>Reminder: Due to Health and Safety - Earrings or other forms of jewellery are not to be worn during PE lessons.</p>



Computing	Music	
<p>LI: To use logical reasoning to predict the outcome of a program.</p> <p>Introduction – Read out a set of instructions, children to explain what they would be doing at the end. Repeat. Use a paper bot for children to follow algorithms to make predictions.</p> <p>Task - Use a floor robot to test predictions. Show children how to clear memory, input instructions and then to use go. Repeat for various predictions.</p>	<p>LI: To explore the differences between pulse and rhythm.</p> <p>Introduction – Recap pulse whilst singing ‘Hey hey look at me’. Follow symbols to keep a steady pulse. Recap rhythm whilst singing ‘Hey hey look at me’. Match words to the pulse and rhythm.</p> <p>Task - Use notation to show rhythm of the song onto the heartbeat (pulse) for ‘Copycat’. Recap pulse and rhythm.</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.

<p><u>Reading</u>: 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><u>Homework</u>: 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>School Code: HH9G</p>
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