



Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To use exclamation marks correctly.	LI: To list what my favourite colour can do.	LI: To write a draft opinion letter.	LI: To publish an opinion letter.	LI: To apply comprehension strategies.
Key vocabulary and key questions	<p>Key Vocabulary: punctuation marks exclamation mark</p> <p>Key Questions: Can you name different types of punctuation? When, why and where is an exclamation mark used? Which of these sentences require an exclamation mark?</p>	<p>Key Vocabulary: favourite colour reasons</p> <p>Key Questions: What is your favourite colour and why? What objects can your favourite colour be used to draw?</p>	<p>Key Vocabulary: opinion letter reasons example</p> <p>Key Questions: What reasons do you have for not wanting your crayon to quit?</p>	<p>Key Vocabulary: publish opinion favourite</p> <p>Key Questions: What does 'publish' mean? Can you add more detail to your letter? What do we need to remember when we publish our work?</p>	<p>Key Vocabulary: comprehension</p> <p>Key Questions: What does comprehension mean? What comprehension strategies do you use?</p>
Introduction	Can you name different types of punctuation marks? Explain that this week we are looking mainly at exclamation marks. Go through when and why an exclamation mark is used. Watch a video about exclamation marks. Children decide which sentences require an exclamation mark.	Read 'The Day the Crayons Quit'. Whilst listening, children decide which colour crayon would be their favourite and why. Children give their choice of favourite crayon and why.	Read the example letter to a crayon, which gives the reasons for not wanting them to quit.	Children read through their letter. Add some more detail to your letter, check corrections that the teacher had made in green pen. Complete spelling corrections. What do we need to remember when publishing our work?	What does comprehension mean? Discuss what comprehension strategies they use?
Activities	Children to read the sentences and decide which needs exclamation marks and where they should be put.	Children to write down the name of their favourite colour and to list all the different things they could colour in with it.	Children draft a letter to their crayon, giving reasons for not wanting them to quit.	Children to publish their letter.	Read through text together and discuss how to locate answers.

Year 2					
Maths	LI: To add three digits together.	LI: To add three digits together.	LI: To add 2-digit numbers together.	LI: To add together 2-digit numbers.	LI: Making equal values using Tens and Ones.
Key vocabulary and key questions	<p>Key Vocabulary: adding addition equation altogether</p> <p>Key Questions: What equation can we make from this? What does altogether mean?</p>	<p>Key Vocabulary: adding addition equation altogether</p> <p>First __, then __, and then __, now __</p> <p>Key Questions: What equation can we make from this? What does altogether mean? What is the same? What is different?</p>	<p>Key Vocabulary: partition tens ones part-whole equation addition</p> <p>Key Questions: What is partitioning? Can you partition this number in different ways? What does the + mean?</p>	<p>Key Vocabulary: partition tens ones part-whole equation addition</p> <p>Key Questions: What is partitioning? Can you partition this number in different ways? What does the + mean?</p>	<p>Key Vocabulary: partition tens ones part-whole equation addition</p> <p>Key Questions: What is partitioning? Can you partition this number in different ways? What does the + mean?</p>
Introduction	<p>Show children an image of some children holding marbles - ask them to identify the numbers - complete the stem sentences. Display the same marbles but discuss how this visual can be added to a Ten frame to help us with our adding. Show children the same visuals - discuss how we can use these visuals to help us complete the part-whole model and the abstract equation.</p>	<p>Show children a word problem - read through highlighting the stem words listed above. Children can draw it out and visualise the problem - assist where required. Repeat the process - show children how to highlight key words to help them structure the method. Show children different part-whole models - discuss what the same is and what is different about them.</p>	<p>How many words can you think of for the + symbol? Children can mind-map the different words that they know - correct any misconception words. Can we create an additional equation for the part-whole model being shown? Get the children to count in Tens and then Ones to add the numbers together. Show the children a model with a mistake - can they spot the mistake and explain it? Lucy confused her Tens and Ones. Get the children again to discuss what a potential mistake is and see if they can fix the model shown.</p>	<p>Look at the model - children draw the Tens and Ones for the numbers and count them altogether to find the total. Children repeat the process but will do it all independently. Children will see a model where only the Tens and Ones have been drawn onto the model - children need to fill in the numbers but also count the Tens and Ones.</p>	<p>Show children an addition equation with Tens and Ones adding just Ones. Children need to draw the Tens and Ones before counting them altogether to find the total. Show children an addition equation with Tens and Ones adding just Tens. Children need to draw the Tens and Ones before counting them altogether to find the total. Show children an addition equation with Tens and Ones adding Tens and Ones. Children need to draw the Tens and Ones before counting them altogether to find the total.</p>
Activities	<p>Children use dice to select the numbers for their part-whole models - they can then draw this and complete the equation before repeating - recorded on sugar paper.</p>	<p>T1: Children roll the dice to create part-whole models to solve. T2: Children will read and draw out the word problems. T3: Children look at a solved problem and discuss if it is correct and how they know.</p>	<p>Children will work their way through 3 different tasks: Task 1 - Children use the part-whole models to partition and create some additional equations. Task 2 - Children are to draw the part whole models to complete the addition equations. Task 3 - Children need to spot the mistake and make a correction whilst explaining what the mistake is.</p>	<p>Children will work their way through 3 different tasks: Task 1 - Children use the part-whole models to partition and create some additional equations. Task 2 - Children are to draw the part whole models to complete the addition equations. Task 3 - Children need to spot the mistake and make a correction whilst explaining what the mistake is.</p>	<p>Children will work their way through 3 different tasks: Task 1 - Children are adding Ones onto the 2-digit number shown. Task 2 - Children are adding Tens onto the 2-digit number shown. Task 3 - Children are adding both Tens and Ones onto the 2-digit number shown.</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: - 4: Identifying words and phrases</p>		
<p>LI: To identify unfamiliar words</p> <p>Children learn how to use context clues to help them understand unfamiliar words within a text through reading the sentences and familiar words</p> <p>Task - As a class, students will identify the unfamiliar words and use the context clues to select the correct word on their whiteboards</p>	<p>LI: To identify words and phrases</p> <p>Students learn to identify key words and phrases within a text to answer comprehension questions</p> <p>Task - As a class, we will read a text and record key words and phrases on whiteboards. We will then use these to answer comprehension questions</p>	<p>LI: To identify words and phrases to complete character descriptions</p> <p>Students look at our class novel, George's Marvellous Medicine and identify key words and phrases that describe George</p> <p>Task - Once identified, the class will complete a character description on George including personality, appearance and what actions George does to help us better understand his character</p>
Science	PSHE	Geography
<p>LI: To gather and record data.</p> <p>Introduction – Children will learn about the different sections of a human life cycle and then learn about how humans change and grow.</p> <p>Task - Children will be measuring children's foot size and comparing against children's ages.</p>	<p>LI: To understand what consequences we have in school and why we have them.</p> <p>Introduction - Through discussion children will explore the different types of consequences we have in school and why we have them in place.</p> <p>Task - Children will work in pairs to explore examples of bad choices and reflect on what consequence could be in place for those choices.</p>	<p>LI: To use compass points and positional direction to navigate between London Landmarks</p> <p>Introduction - The class teacher will tell the children that today they will be London detectives! They will be shown a variety of photos and they will need to decide if it is a photo of London or not. Stick the Yes Card and the No Card on either side of the classroom.</p> <ul style="list-style-type: none"> • Show children the photos on the slide. For each one, they go and stand next to the Yes Card or No Card to show whether they think the photo shows London or not. Before revealing the answer, encourage children to discuss their reasoning. What clues are there? What does this tell you? How did you use what you already know about London to decide? • Repeat this for all the photos on the slides. • Show children the vocabulary on the slides. Can you read each of these words? What are they? Give children some time to discuss with a partner, then ask them to decide whether or not they would find each of these in London. Go through the explanations for each on the slides. <p>Task - The children will be provided with the Picture Cards and two or three of the What can you see? Cards. Children are to choose one picture at a time to describe on the card. They can use the Word Mat to help them. Once they have done a few, they can give their card to a partner. Can they identify which picture was being described?</p>



RE	Art	PE
<p>LI: To recognise kindness.</p> <p>Introduction: Listen to ‘The Good Samaritan’ story. Who was kind in the story? Did you expect that? Put the story in order as a class and then retell it. Is it easy to be kind to someone you don’t know? Why do you think Jesus told this story? What does ‘Love thy neighbour’ mean? How might this look? Read scenarios and discuss whether they agree or disagree.</p> <p>Task: Decide which part of the story was the most important, draw it and explain why you think this.</p>	<p>LI: To explore the work of Wassily Kandinsky To identify and use warm and cool colours</p> <p>Introduction - Children will explore the work of Wassily Kandinsky. We will focus on his use of colour and explore warm and cold colour tones.</p> <p>Task - Children will create their own colour wheel, separating colours into warm and cold. They will then complete a colouring in the style of Kandinsky using those colours.</p>	<p>Skills being focused - This week the children will learn how to explore and develop jumping, hopping and skipping actions.</p> <p>Pupils stand in a space. Pupils begin jogging around, moving in and out of each other. Change the movement they are doing e.g. skipping, jumping and side-stepping or others suggested by the pupils. Add in direction instructions to the movement e.g. forwards, backwards, sideways. Look for space away from others.</p> <p>In groups of four with four base stations. Children place a starting base station on the floor, then set up three distance markers. Each with one small step gap.</p> <p>Children take turns to stand on the start marker and jump onto the first marker. Complete three times, then attempt the second marker and complete three times etc. They may choose their action for each marker to get the correct distance.</p> <p>Land with soft bent knees, look forwards on landing and swing your arms to help you to travel further.</p> <p>Reminder: Earrings and jewellery are not to be worn during PE lessons.</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.

Spelling:

any	letter
clothes	dear
grass	human
Mr	wheel
should	London

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

Google Slides:

Homework this week will be on Google slides. It is uploaded to google classroom and has been assigned to every student. You can edit the google slide directly. Once completed, click the hand in button and your teacher will receive the homework. Please check google classroom for assignments.

Times Table Rockstars

Log onto Times Table Rockstar and practise your multiplication and division fluency! Logins are in your planners.