



Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To write commands.	LI: To create noun phrases to describe a character.	LI: To use the conjunction 'that'.	LI: To create nouns using suffixes '-ment' and 'ness'.	LI: To identify verbs.
Key vocabulary and key questions	<p>Key Vocabulary: predict Roald Dahl allowed command</p> <p>Key Questions: What other books do you know were written by Roald Dahl? What do you think this book will be about? What things are you allowed to do at home? What things are you not allowed to do at home? What is a command?</p>	<p>Key Vocabulary: parts of the body danger poster danger</p> <p>Key Questions: What monsters could live here in this setting? What could these monsters do to hurt people? What are the parts of our bodies? How could these body parts be hurt? What name could be given to a monster that does certain things?</p>	<p>Key Vocabulary: that detail added sentence</p> <p>Key Questions: What does the word 'that' do for a sentence? What detail is added to this sentence? What detail would you add to this sentence?</p>	<p>Key Vocabulary: suffixes adjectives feelings image nouns</p> <p>Key Questions: What is Billy doing? What has Billy seen? What has Billy heard? How does Billy feel? What is a suffix? What suffixes do you know? What does the suffix 'ment' do to a word? What does the suffix 'ness' do to a word?</p>	<p>Key Vocabulary: verbs adjectives improve text predict</p> <p>Key Questions: What is a verb? What verbs can you find in the passage of text? How can we improve the following sentence? The boy walked away from the smoke. What adjectives can we use to describe the smoke? What adverbs can we use to describe how the boy walked?</p>
Introduction	<p>What other books do you know were written by Roald Dahl? What do you think this book will be about? What are you allowed to do at home? What are you not allowed to do at home? What is a command? Look at command openers.</p>	<p>Read a bit more of the Minpins. Look at forest image. What monsters could live here? What could these monsters do? Which part of us could they hurt? What would it do to it? Repeat with other examples. What name could we give the monster? Read through example danger poster about monster.</p>	<p>Read some more of the story. Read example sentence with 'that' and discuss what it does - adds detail about what happens next.</p>	<p>Read some more of the story. Look at image of Billy and think of words to describe how he feels. Look at how to add suffixes (ment, ness) to nouns.</p>	<p>What is a verb? Find the verbs in the passage of text? Look at sentence and children to think about how to improve it. Children to discuss what they think will happen next in the story.</p>
Activities	<p>Using the list of things that they are not allowed to do at home, turn them into commands/rules. Then read the beginning of the Minpins.</p>	<p>Children to create a danger poster about their monster.</p>	<p>Children to complete sentence frame with own ideas.</p>	<p>Use the words created with 'ment' and 'ness' to write some describing sentences about the picture.</p>	<p>Children to write what will happen next in the story, using adjectives and verbs.</p>



Maths	LI: To construct a pictogram (2, 5, 10).	LI: To interpret a pictogram (2, 5, 10).	LI: To construct a block diagram.	LI: To interpret a block diagram.	LI: To recall number bonds to 10 and 20.
Key vocabulary and key questions	<p>Key Vocabulary: pictogram integers data statistics</p> <p>Key Questions: What is a pictogram? How much does a picture represent? What would the half a picture represent?</p>	<p>Key Vocabulary: pictogram integers data statistics difference</p> <p>Key Questions: What is a pictogram? How much does a picture represent? What would the half a picture represent? What does interpretation mean?</p>	<p>Key Vocabulary: block diagram integers data statistics difference</p> <p>Key Questions: What is a block diagram? How much does a picture represent? What would the half a picture represent?</p>	<p>Key Vocabulary: block diagram integers data statistics difference</p> <p>Key Questions: What is a block diagram? How much does a picture represent? What would the half a picture represent? What does interpretation mean?</p>	<p>Key Vocabulary: number bonds calculation wall</p> <p>Key Questions: How do you think this calculation wall works? Can you explain its method? How can we find the missing number?</p>
Introduction	<p>Review the pictogram format that children accessed previously. Watch the bitesize video regarding pictograms and discuss how a picture can represent more than 1. https://www.bbc.co.uk/bitesize/articles/z493hcv Go through a pictogram discussing how the images represent 10 but also raise what half a picture would mean.</p>	<p>Review what the term interpret means (answering questions). Display the data on the pictogram and ask children the questions accompanying. Repeat the process - highlight the need to look at the key first. Discuss the term difference and how this means to create a subtraction equation.</p>	<p>Introduce the children to block diagrams and discuss the similarities with pictograms. Discuss the different labels for the parts of a block diagram. Children will read the data and complete the information. Repeat the process and show children how to draw a block diagram carefully.</p>	<p>Recap what block diagrams are and how they represent data in a different way. Display the data collected and then ask children to answer the questions provided. Repeat the process and show children how to read the data of a block diagram carefully.</p>	<p>Show children a calculation wall displaying a number bond to 10 - chn discuss how they can use this wall to find a missing number - can they also create the matching equation. Repeat the process but children attempt the question independently. Show children a calculation wall that totals up to 20 - discuss and solve this wall.</p>
Activities	<p>Children will work their way through 3 different tasks: Children will complete the pictogram using the tallies that have been shared with them.</p>	<p>Children will work their way through 3 different tasks: Children will use the pictograms provided and answer the accompanying questions.</p>	<p>Children will work their way through 3 different tasks: As a class - collect data regarding people's favourite fruits. Using this data the class can then construct a block diagram.</p>	<p>Children will work their way through 3 different tasks: Using the data collected from yesterday and the block diagrams made, children need to answer questions based on their own data.</p>	<p>T1: Children solve calculation walls to 10. T2: Children solve calculation walls to 20. T3: Children solve more complex calculation walls. EXT: Children create their own calculation walls.</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. 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:- 3 - Visualisation</p>		
LI: To visualise a setting/ character	LI: To apply prior concept knowledge to visualise	LI: To retell a story using images
<p>Task - This week, the children will be practising using the reading strategy visualisation. They will complete activities that involve drawing what they can see in their mind when they read a short description and add any descriptive words for the things they can smell, taste, hear or touch to help their image come to life!</p>		
Science	PSHE	History
<p>LI: Introduction – Task -</p>	<p>LI: To create a character using our imagination Introduction - Children will be exploring a Garden of Dreams and Goals in their imagination. They will discuss with the peers what is in their Garden and how it makes them feel. They will explore imaginary and real birds to support them in making their own imaginary bird design. Task - Children will create a drawing of an imaginary bird that will live in their imaginary Garden of Dreams and Goals.</p>	<p>LI: To understand the role of a Monarch Introduction - For this lesson the children will be learning about what is a monarch and what their role entails. They will look at which country has a monarch and how many countries who have King Charles as their monarch. Task - The children will be told that they will be king/queen for a day. They will need to come up with their own set of rules. What rules would you enforce?</p>
RE	D&T	PE
<p>LI: LI: How important is it for Jewish people to do what God asks them to do? Introduction - In what ways do Jews do as God asks? - synagogue, shabbat, family, prayer, mezuzah, passover, yom kippur, rosh hashanah, chanukah Task -Children in groups to look at the pictures and decide which they think is the most important to the Jews and why. Introduction -</p>	<p>LI: To create a moving monster toy Introduction - Children will be reflecting on their monster toy designs and considering the different aspects of their design including improvements they may wish to make. Task - Children will create the head and linkage system for their moving monster toy.</p>	<p>Skills being focused - The children will be having their third session with Miss Alice from Dance Energy. They will be continuing to focus on sequencing, rhythm and mirroring actions in dance.</p> <p>The children will also continue to have their weekly PE lesson, with their class teacher. This term, the focus will be on ball skills. This week's focus will be on how to develop kicking 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 understand that programming projects can have code and artwork.</p> <p>Introduction - Explain that so far we have used already made mats, but today they are going to design their own. TPS ideas. Decide on a theme - playground, zoo, school. Think of 6 pictures to go with the theme. Task - Add the pictures onto the blank mat, not next to each other. Choose a start and end square. Plan 2 different routes. Then add 3 obstacles that make it harder but not impossible to get to all places.</p>	<p>LI: To use symbols to represent sounds.</p> <p>Introduction - Recap rhythm and pulse using 'Copy Cat'. Learn chant - 'Engine, engine number 9' clap and tap pulse and rhythm. Match rhythm to correct sentence. Explain in music the symbols 'ta' and 'ti ti'.</p> <p>Task - Learn 'Cobbler, cobbler' look at symbols. What do you notice? Which symbol sentence matches 'Copy Cat'?</p> <p>Learn 'Peter Taps' using symbols. Recap symbols meaning.</p> <p>Children to make own symbol rhythm sentence and perform to partner. Play 'Don't Clap it Back'.</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 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 style="text-align: center;">School Code: HH9G</p>