



Year 2,	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To recognise the features of haikus.	LI: To identify syllables.	LI: TO design our own monster.	LI: To write a haiku about my monster.	LI: To edit and public a haiku.
Key vocabulary and key questions	<p>Key Vocabulary: haiku features lines syllables theme</p> <p>Key Questions: What is a Haiku? What is the theme of the haiku? What title could we give each of these haikus? What features do you notice about a haiku? Can you clap out the haikus?</p>	<p>Key Vocabulary: haiku features lines theme syllables</p> <p>Key Questions: What is a haiku? What is a syllable? Can you clap the syllables? How many syllables in this word? Can you sort the words into the correct syllable number?</p>	<p>Key Vocabulary: haiku features lines theme syllables design adjectives paragraph</p> <p>Key Questions: Can we describe these monsters? What will your monster look like, sound like, smell like, and move? What adjectives will you use to describe your monster?</p>	<p>Key Vocabulary: haiku lines syllable pattern</p> <p>Key Questions: What is a haiku? What is a syllable? Does your haiku match your monster? Have you checked 3 lines? Does it follow the 5,7,5 syllable pattern?</p>	<p>Key Vocabulary: haiku lines syllable</p> <p>Key Questions: What is a haiku? What is a syllable? Have you checked 3 lines? Does it follow the 5,7,5 syllable pattern? Can you clap your haiku's syllables? What do we mean by 'publish' our work?</p>
Introduction	What is a haiku? Watch the video. Discuss. Read some haiku examples. Discuss their features.	What is a syllable? Discuss. Watch the video. Discuss. Sort words into number of syllables.	Describe the monsters on the board. If you were to design a monster - what would it look like, sound like, smell like, do? Describe your monster to your partner. Using monster pictures on board - write describing words and then use them to write a paragraph about the monster.	Recap on what a haiku is. Recap what is a syllable. Look back at your own monster design and description. Using our description of board monster from yesterday - let's write a haiku together about it.	Recap on what a haiku is. Recap what is a syllable. Look back at own monster design and description. Reread own haiku, checking number of lines, syllable count.
Activities	In tables, children to read a variety of haikus. Does they have 3 lines? Do they have 5 7,5 syllables? Clap them out and decide.	Complete table of syllables in words - using a dictionary. Remember to clap the syllables.	Draw a picture of your monster and write adjectives around it.. Using those adjectives, write a paragraph about your monster.	Write a haiku about your own monster. Check 3 lines, 5,7,5 syllables. Read it to your partner. Publish if time.	Children can make any changes to their haiku. Children t publish their haiku ready for display.

Year 2, Weekly overview					
Maths	LI: To make equal groups by sharing (practical)	LI: To make equal groups by sharing	LI: To make equal groups by grouping	LI: To make equal groups by grouping	LI: To divide by 2.
Key vocabulary and key questions	<p>Key Vocabulary: sharing divide equal groups equal altogether</p> <p>Key Questions: What does it mean to share? What does equal mean? Do these look equal?</p>	<p>Key Vocabulary: sharing divide equal groups equal altogether</p> <p>Key Questions What does it mean to share? What does equal mean? Do these look equal?</p>	<p>Key Vocabulary: sharing divide equal groups equal altogether</p> <p>Key Questions What does it mean to share? What does equal mean? Do these look equal?</p>	<p>Key Vocabulary: sharing divide equal groups equal altogether</p> <p>Key Questions What does it mean to share? What does equal mean? Do these look equal?</p>	<p>Key Vocabulary: sharing divide equal groups equal altogether</p> <p>Key Questions What does it mean to share? What does equal mean? Do these look equal?</p>
Introduction	<p>Recap the terminology for equal groups and sharing. Go through the example as a class and discuss if the groupings are equal. Repeat the process and identify any misconceptions - explain how children can draw these onto their whiteboards. Repeat but complete the stem sentences for the visuals.</p>	<p>Discuss what the term share means and provide some examples. Display the division symbol and discuss the vocabulary. Show an example division equation. Display the visual image of the groups and discuss the word equal. Complete the image and fill in the stem sentence. Repeat the process with more images. Repeat the process and discuss any misconceptions.</p>	<p>Discuss what the term 'group' means. Go through the visual example using the terms groupings and dividing. Repeat the process and identify any misconceptions.</p>	<p>Get children to identify all of the names and terms they know for the division symbol - insert equal groups and sharing into these. Go through the visual aids on the board and organise into equal groups. Introduce the children to the division symbol. Allow children to attempt to solve the next equation. Repeat the process and discuss any misconceptions.</p>	<p>Recap the term divide and discuss what it means. Display the visual representation for a division by 2 and get children to complete the stem sentences provided. Get children to independently complete the stem sentences for the slices of pizza. Repeat the process and identify misconceptions.</p>
Activities	<p>Children use practical resources to complete divide into equal groups and write the stem sentences. Children then have worded challenges to solve.</p>	<p>Children identify the equal groups and write the stem sentences for them and the division equation. Children then have a worded challenge to solve.</p>	<p>Children work independently using resources to investigate the stem sentences provided.</p>	<p>Children will work their way through 3 different tasks: Task 1/2 - Children to visually represent the different questions into the required equal groups. Task 3 - children solve the reasoning problems for division.</p>	<p>Children create visual representations for the different divisions by 2.</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, 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:- 1 - Making Connections</p>		
<p>LI: To activate prior knowledge about text (reading strategy 1) Task - During their next library visit or when they choose a new book, the children are to complete the 'activate prior learning' worksheet, by making connections to text to text, text to self and text to world.</p>	<p>LI: To appraise/ review a text Task - In pairs, the children are to write a review of the text given, using their connections and the sentence stems to scaffold their opinions.</p>	<p>LI: To compare and evaluate texts Task - On their whiteboards, the children are to compare similarities and differences between two different versions of the story Goldilocks and the Three Bears.</p>
Science	PSHE	History
<p>LI: To activate prior knowledge L.I: LI: To identify when something is living, dead or never alive. Introduction – Following the IWB, the children will first complete the KWL grid by activating their prior knowledge and writing down what they already know and would like to find out about our new science topic. The children will then go on to learn about what components a thing needs to have in order for it to be classified as a living thing. Task - The children are to draw one thing that is living and explain why they know it is living - by referring to 'MRS NERD' learnt during the lesson and then to do the same with something that is non-living.</p>	<p>LI: To understand what a goal is and how it can be achieved. Introduction - Children will explore what a goal is and consider how we can work towards goals in our everyday lives. They will identify how successfully achieving a goal can make us feel and will decide on a 2 week whole class goal that they can work towards. Task - Children will reflect on a goal that they have previously achieved. They will write about this goal and how it made them feel.</p>	<p>LI: To activate prior knowledge L.I: To know what a monarch is Introduction - During this lesson, the children will learn about: <i>What is a Monarch? What does a Monarch do? and Who becomes next Monarch?</i> Task - The class teacher will ask the children. <i>What rules would you create if you were king or queen?</i> They will then ask the children to decide which rules on the Lesson Presentation they would choose, and give their reasons why and reasons why they would not choose others. In talk partners, the children will discuss some other rules they would create, in preparation for feedback to the class.</p>
RE	D&T	PE
<p>LI: To show who I respect the most. Introduction -The class will discuss what is meant by respect. Who do we respect? Do we always do as we are asked? Why/why not? Are there some people we listen to better than others? Why/why not? Task - The children are to draw the person they listen the most to and then write 5 words that describe that person.</p>	<p>LI: To investigate objects and how they move Introduction - Children will explore moving mechanisms and will identify which mechanisms use a lever and which use a linkage system. They will be introduced to the design brief for the half term - To make a paper moving monster toy using a linkage system. Task - Children will create their own design brief for their moving monster toy.</p>	<p>Skills being focused - This half term the children have been given the opportunity to work alongside Miss Alice from Dance Energy. During this half term, the children will be taught new skills in dance / gymnastics, as well as practice skills they already know, such as; balance, team work, sequencing and movement.</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 rolling a ball to hit a target.</p> <p style="text-align: center;">Reminder: Due to Health and Safety - Earrings or other form of jewellery are not to be worn during PE lessons.</p>



Computing	Music	
<p>LI: To describe a series of instructions as a sequence. Introduction - The class will discuss how we get computers to do what we want. Give children instructions to draw something on their whiteboard. Task - Children in pairs - one as a robot and the other giving an instruction to follow. First 1 instruction, then 2 and then 3 - using GO to start the sequence. Explain that this is the same for computers.</p>	<p>LI: To learn about pulse. Introduction -The children will learn about pulse by singing the call and response song 'Kye Kye Kule'. Then tap the pulse whilst singing. Discuss the meaning of pulse - heartbeat. Task - Listen to 2 pieces of music, whilst tapping the pulse and discuss if they are the same tempo (speed). Then look at symbols for pulse and compose their own. Finally sing Kye Kye Kule at the same time keeping the pulse.</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. Complete the slides and hand 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. School Code: HH9G</p>