



Year __ Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To predict story themes and outcomes by inferring.	LI: To create noun phrases to describe a character.	LI: To use the conjunction 'that'.	LI: To create nouns using suffixes.	LI: To identify verbs.
Key vocabulary and key questions	<p>Key Vocabulary: Command – a sentence ordering someone to do something. Imperative verbs – bossy verbs. Conjunction – links two sentences (but, and, or, so, because)</p> <p>Key Questions: What is a command? What are bossy verbs? Do you know any? What conjunctions do you know?</p>	<p>Key Vocabulary: Noun phrase - a sentence using adjectives to describe something. Noun – name of something Verb – a doing word. Suffix – the end part of a word that changes its meaning.</p> <p>Key Questions: What monsters could live here? What could the monsters do?</p>	<p>Key Vocabulary: Conjunction – links two sentences (but, and, or, so, because) Glanced – looked Shudder – to shiver or shake Terrifying – scary Racing – moving quickly</p> <p>Key Questions: What did the sight do to Billy? What was the monster like?</p>	<p>Key Vocabulary: Noun – name of something Suffix – the end part of a word that changes its meaning. Noun phrase - a sentence using adjectives to describe something.</p> <p>Key Questions: How does Billy feel? How can we change these words using ment or ness?</p>	<p>Key Vocabulary: Verb – a doing word. Billowing – the way smoke moves in the air – like clouds. Predict- have a guess at what might happen next.</p> <p>Key Questions: What is a verb? How did the boy move? How did the smoke move? What will happen next?</p>
Introduction	Look through the slides telling you about what commands are. Think of what rules you can/can't do at home. Look at the example sentences and have a go at creating some for yourself.	Read the first 2 pages of the story 'The Minpins'. Look at the picture and think about what type of monsters could live here and what they could do. Look at the example sentences and create some of your own.	Read through the story. Look at the sentence that has been highlighted – talk about the way 'that' has been used.	Read through the story. Think about how Billy might be feeling at the end point to this part of the story. Look at the words provided – and then look into how these can be changed. Notice how letters are removed to help with spellings.	Go through what a verb is. Read the small passage from the story – get children to think about the verbs used to describe how the boy and the smoke moved. Think about how to make sentences better by adding adjectives and different verbs.
Activities	Create some rules for your own home using the command openers stated earlier in the lesson.	Children are to create a danger poster describing their monsters using the noun phrases they created.	Children create their own sentences using 'that' to expand on what Billy did and what the monster looked like.	Children are to write some describing sentences using their new word creations.	Using the new adjectives and verbs that children have spent the week creating – they should make a detailed prediction about what will happen next in the story.



Year __ Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	LI: To construct a tally chart	LI: To interpret a tally chart	LI: To construct a pictogram	LI: To interpret a pictogram	LI: To recap constructing and interpreting tally charts
Key vocabulary and key questions	<p>Key Vocabulary: Tally chart, construct, statistics, data, collecting, represent</p> <p>Key Questions: What do you notice about the groups? How would we count these? Why do we draw tallies like this? When do we use tallies?</p>	<p>Key Vocabulary: Tally chart, represent, interpret, total, altogether, more, less, difference</p> <p>Key Questions: How can you find most popular? How can you find least popular? How can you find the difference?</p>	<p>Key Vocabulary: Tally chart, construct, statistics, data, collecting, represent, pictogram</p> <p>Key Questions: How do you know how many images to draw? What is the same and what is different about these two pictograms? (same data but shown horizontally and vertically) What simple symbol could we draw to represent the data?</p>	<p>Key Vocabulary: Pictogram, represent, interpret, total, altogether, more, less, difference</p> <p>Key Questions: What is the pictogram showing us? What can you find out from this pictogram? Can you think of your own questions?</p>	<p>Key Vocabulary: Tally chart, represent, interpret, total, altogether, more, less, difference</p> <p>Key Questions: How can you find most popular? How can you find least popular? How can you find the difference? How many were there altogether?</p>
Introduction	Open the PowerPoint to learn about tally charts. Learn about how to draw a tally marks and what they represent. Learn to represent numbers 1-5 and beyond. Follow instructions to add your own data to a tally chart, including tallies and totals.	Open the PowerPoint to learn about why tally charts are important. Answer some questions about different tally charts, such as: What is the most popular? What is the least popular? Find the difference	Open the PowerPoint to learn about a different way to represent data, pictograms. Learn how to read and construct different pictograms. Follow instructions to add your own data to pictograms.	Open the PowerPoint to learn about more about pictograms and how to interpret the data they represent Answer some questions about different pictograms, such as: What is the second most popular? How many for ____ and ____? Find the difference.	Login to Doodle Maths and complete the assigned activities.
Activities	Create your own tally chart using some 'leftover fruits and vegetables' (see PowerPoint). Add in your tallies and complete the total for each fruit and vegetable.	Using your tally chart completed yesterday, interpret the data and answer a variety of questions. Show any working out.	The teachers have taken a survey about their favourite subjects to teach at school. They have represented their data in a tally chart. Create your own pictogram using the teacher's tally chart (see PowerPoint) Add in your pictures and complete the pictogram.	Using your pictogram completed yesterday, interpret the data and answer a variety of questions. Show any working out.	Complete the following assigned tasks on Doodle Maths: <ul style="list-style-type: none"> YR 2 STAT 1 - Interpret and construct simple tally charts and tables YR 2 STAT 2 - Interpret and construct simple tally charts and tables



Please continue logging into Doodle Maths, 'My Maths', Mathletics and keep up with your Timestable Rockstars regularly.

Reading	Science	Topic/Art/DT
<p>Daily for 20 minutes Read different text genres: a biography, classic novel, adventure story, poems, newspaper, cultural story.</p> <p>Complete the tasks set for you on Bug Club, Reading Plus, Doodle English, PiXL Unlock: continue logging in and completing your usual activities.</p>	<p>Science – Uploaded on Monday 25th January.</p> <p>LI: To identify how living things live in habitats to which they are suited. Introduction – Open the PowerPoint and learn about different habitats all around the world. Look at animals from hot and cold countries, as well as why they are suited to their habitat. Learn about ocean, Arctic, tropical rainforests, and deserts. Task – Open up the attached Google Drawing. Sort the different animals into their world habitats, by clicking and dragging. Sort the animals between desert, Arctic, and tropical rainforest.</p>	<p>Geography – Uploaded on Tuesday 26th January.</p> <p>LI: To understand the location of hot and cold countries around the world. Introduction – Go through the PowerPoint slides exploring the hemispheres and the differences in the weather and climates. Task – Using the attached world map, colour in the map using 4 different colours to show the climate zones the world.</p> <hr/> <p>D&T – Uploaded on Friday 29th January</p> <p>LI: To construct a monster The task for this week is to use some recyclable objects, or other art supplies, around your house to create the monster that you drew last week.</p>
PSHE	Spanish (KS2 only)/RE/Music	PE/Wellbeing
<p>PSHE – Uploaded on Wednesday 27th January.</p> <p>LI: To know the difference between wants and needs. Introduction – Using the slides, learn about the difference between wants and needs. Discover in detail what is essential for us to survive and what simply makes our lives more enjoyable. Task – Using the attached resources, place the images into the columns, categorising them as a want or a need.</p>	<p>RE – Uploaded on Thursday 28th January.</p> <p>LI: To know what Christians do when they go to church. Introduction – Go through the Christian Church PowerPoint, testing and revisiting the different aspects of a church. Task – Using the sheet provided, draw, and write about 3 things Christians do at church.</p>	<p>Mr Coleman and Alice have organised some lessons for you. Look out for these on Google Classroom. You can also continue to have your daily PE sessions with Joe Wicks. He will be starting NEW LIVE PE sessions on his YouTube channel starting Monday 11th January, every Monday, Wednesday and Friday at 9:00 AM. https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ He has also recorded some new videos which you can watch anytime. Here's the link to the first of a new set of videos. https://www.youtube.com/watch?v=I9sciRMnE1c&list=PLyCLOPd4VxBuPuwfVuS-OBtK_kZqJcX-b&index=12</p>