Alexandra Primary School
Aspire, Perform, Succeed

Year Group: Year 2 Week beginning: 23.01.23 # Weekly Overview

Year 2, Weekly overview	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	**Key Vocabulary:** predict **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?	**Key Vocabulary:** parts of the body danger **Key Questions:** What monsters could live here? What could these monsters do? What are the parts of our bodies? How could these parts be hurt?	**Key Vocabulary:** that detail **Key Questions:** What does the word 'that'do for a sentence?	**Key Vocabulary:** suffixes **Key Questions:** How does Billy feel? What is a suffix?	**Key Vocabulary:** verbs adjectives improve **Key Questions:** What is a verb? What verbs can you find? How can we improve the sentence - The boy walked away from the smoke?
Introduction	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.	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.	Read some more of the story. Read example sentence with 'that' and discuss what it does - adds detail about what happens next.	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.	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.
Activities	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.	Children to create a danger poster about their monster.	Children to complete sentence frame with own ideas.	Use the words created with 'ment' and 'ness' to write some describing sentences about the picture.	Children to write what will happen next in the story, using adjectives and verbs.

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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	**Key Vocabulary:** divide division shared by equal groups **Key Questions:** What would the equation be? What does altogether mean? Are the groups equal?	**Key Vocabulary:** tally chart statistics graph data **Key Questions:** What does a tally look like? How do we represent 5? What does the data tell us?	**Key Vocabulary:** tally chart statistics graph data interpret **Key Questions:** What does a tally look like? How do we represent 5? What does the data tell us? What does interpretation mean?	**Key Vocabulary:** pictogram statistics graph data interpret **Key Questions:** What does 'key' mean? How many does _____ represent?	**Key Vocabulary:** pictogram statistics graph data interpret **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?
Introduction	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. Present another example - children discuss the question and the word 'pair'. Solve on whiteboards - discuss misconceptions. Present another SATs style example - solve together on WB's and then discuss results as a class.	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. Collect the data presented as a class - teachers may wish to create their own tally chart using their own class data. Repeat the process.	Recap tally charts - discuss the term data and interpret. Discuss the language of most and least popular. Answer the questions using the data. Repeat the process but discuss the use of word difference. Get children to discuss with partners to answer the questions.	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. As a class - complete the pictogram using the data that is presented on a tally chart. Children to discuss the problem solving question in partners before presenting their answer - teachers to emphasise correct use of terminology.	Recap pictograms - discuss the term data and interpret. Discuss the language of most and least popular. Answer the questions using the data. Repeat the process but discuss the use of word difference. Get children to discuss with partners to answer the questions.
Activities	Children will solve a wide range of divisional word problems.	Children will work their way through 3 different tasks: ***Task 1 - Using the images of fruit - children complete the tally chart.*** ***Task 2 - Children complete the reasoning problems regarding tally charts.***	Children will work their way through 3 different tasks: ***Task 1 - Using the tally chart from yesterday to answer the questions presented.*** ***Task 2 - Children complete the reasoning problems regarding tally charts.***	Children will work their way through 3 different tasks: ***Task 1 - Using the tally chart - children will draw in the pictures for the pictogram to represent the data.*** ***Task 2 - Children complete the reasoning problems regarding pictograms.***	Children will work their way through 3 different tasks: ***Task 1 - Using the pictogram from yesterday to answer the questions presented.*** ***Task 2 - Children complete the reasoning problems regarding pictograms.***

Please continue logging into Doodle Maths and keep up with your Times Table Rockstars regularly.

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Reading		
Children read for 20 minutes each day. Read different text genres: a biography, classic novel, adventure story, poems, newspaper, 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. This week's reading focus is:- **Visualisation**		
LI: To visualise a character using information from the text. **Task -** Children will be asked to read a set of instructions. They will need to read and visualise each instruction before drawing what is described on their whiteboards.	**LI: To use our senses to visualise.** **Task -** Children will explore the 5 senses and how they can write and read descriptive work using these senses. They will explore how they can visually represent the 5 senses.	**LI: To visualise a scene using information from a text.** **Task -** Children will read three extracts describing a setting. They will use their visualisation skills to draw what they have read.
Science	**PSHE**	**History**
LI: To summarise food chains. **Introduction -** Children will learn about the key terminology for the food chains, consumer, producer, predator and prey. They will then use the terminology to identify different parts of a food chain. **Task - Children will create and label a food chain of their choosing.**	**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.**	**LI: To understand the role of the Monarch.** **Introduction -** Children will learn that one of the roles of a Monarch is doing official state visits to other countries around the world. Children will be shown a range of historical images of QEII and will answer some enquiry questions based on these. **Task - Children will research a country and explain why the Queen should have visited that country.**
RE	**D&T**	**PE**
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.**	**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.**	**Skills being focused -** **We are going to be practising our stamina and pace control by competing in a variety of running activities. Through this we will be learning how to control our breathing to make us more effective runners.** ***Reminder: Earrings are not to be worn during PE lessons.***
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.	**Homework:** Complete the attached writing activity.	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**

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Look at this picture. Write some sentences about what you can see.