

Weekly Curriculum Overview

Year Group: 2

Week beginning: 28.9.2026

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the Year Group Noticeboards. This is the work that the children will be doing in school. Please note that Homework will be shared via your child's homework book. Homework will be set on a Friday and will be expected to be completed by the Wednesday of the following week. Please speak to your child's class teacher if you have any further questions about homework.

Reading	This week's reading focus is:	Visualisation		
	SESSION 1	SESSION 2	SESSION 3	SESSION 4
	Rule: visualisation	Rule: visualisation	Rule: visualisation	Letter Pattern/ Rule:
	Activities: Drawing what we see in our mind. Using whiteboards the children will draw an image based on a setting description and discuss what made them think of each part.	Activities: Children will delve deeper into their visualisation by highlighting which words in the text stand out as key descriptions and decide what the most/least important might be.	Activities: Students will describe a stimulus image to their partner and then the partner must draw it. They will use their best descriptive language and see how close the resulting image is to the stimulus.	Activities:

SPELLING	SESSION 1	SESSION 2	SESSION 3
	Letter Pattern/ Rule: ie, ide, igh	Letter Pattern/ Rule: ie, ide, igh	Letter Pattern/ Rule: ie, ide, igh
	Target Spelling Word Bank: Tie, pie, die, lie.	Target Spelling Word Bank: wide, side, ride, tide.	Target Spelling Word Bank: Light, night, right, sight, fight

English Writing

LINKED TEXT: Jolly Postman

By the end of the week, I want the children to have: Retold a story orally and begin to plan writing their own version/recount

Necessary Prior Learning and Key Vocabulary (for pre-teaching): 3 parts of the jolly postman read to the children. Diary entry previously written.

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 1: To write accurate sentences To clearly express the giant’s thoughts and feelings.	- Children discussing the feelings of the giant with a clear reason why. - Children using conjunctions ‘because’ and ‘why’ accurately.	Think Back Task- (Recap) - You do	Recap the Jolly Postman so far. Who has received letters and what were they for?
		Introduction - I do	Read up to where the giant receives a letter from the postman. Who is Mr V. Bigg? Read the postcard from Jack and discuss. Mindmap how the giant may feel after reading the postcard. Discuss feelings of worry, irritation.
		Modelling and Explanation - I do/We do	Write a variety of sentences that depict how the giant feels. Use a range of sentence starters and structures. Ensure use of ‘when’ and ‘because’ to explain feelings.
		Guided Practice - We do- You do	Use sentence starters to support children in structuring their sentences. Allow time for partner talk to orally practise.
		Adaptations to Independent Writing- You do- We do	
		SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH What is the expected outcome/ what resources will be needed? (INCLUDE NAMED CHILDREN)	
		SUPPORT	GDS CHALLENGE
		Children to have access to key vocabulary such as cross, angry, worried, annoyed etc. Modelled examples available to support oral practise and sentence structure.	Children to orally build and write more complex sentences, whilst checking the post card for exact reasons why the giant is feeling the way he is. The Giant became irritated when Jack said he was his pal.
Core Task			
Children to write about how the giant is feeling and his opinion on Jack. This is from the children's perspective: The Giant is feeling frustrated because Jack has taken his hen. The Giant is furious because Jack said he is going to steal the harp.			

			When Jack told the Giant that he is going to return and steal the talking harp, he was furious.	
		Hinge Point Question	Can the children say their sentence from the correct perspective with clarity?	
		Plenary / Next Steps	Children to check their sentences for correct use of conjunctions and from the correct perspective.	

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)		
Day 2: To write a diary entry	- Correct diary entry format. - Use a range of conjunctions: and, when, because, but.	Think Back Task- (Recap) - You do	Recap the feelings the giant is experiencing after reading the postcard from Jack.	
		Introduction - I do	Take suggestions for how a diary entry should look. Children to find their last diary entry in their books and reference how they wrote it. Show the children WAGOLL and highlight key features on flipchart.	
		Modelling and Explanation - I do/We do	Using a chosen sentence from previous lesson, write in the first person how the giant is feeling and why. 'I feel angry because Jack has taken my hen.'	
		Guided Practice - We do- You do	Uplevel the sentence using varied sentence structure and vocabulary: 'Jack has made me feel frustrated because he has stolen my hen.'	
		Adaptations to Independent Writing- You do- We do		
	SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH What is the expected outcome/ what resources will be needed? (INCLUDE NAMED CHILDREN)		Core Task	
	SUPPORT	GDS CHALLENGE	Children to write a diary entry from the perspective of the giant. Children must use first person. Sentences must include the feeling/emotion and a reason using conjunctions because and when. Encourage sentence variation by having some sentence starters and vocabulary available for the children.	
	Same outcome, with clear sentence structure support. Children to practise sentences orally to ensure clarity. Support for the children to fill out the sentence frame: I feel ____ because ____	Encourage sentence variation by having some sentence starters and vocabulary available for the children. If the children have written 3 sentences, there should be 3 different sentence structures.		
	Hinge Point Question		Can the children orally build a sentence in the first person, using a conjunction?	
	Plenary / Next Steps		Children to edit sentences to vary sentence structure.	

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)			
Day 3: To orally re tell a story	- Correct story sequence. - Expanded sentences, as opposed to basic sentence structure and lack of detail. - Use of first, then, next, after, following that, later, finally.	Think Back Task- (Recap) - You do	Children to recall the parts of the story that have already been explored (3 bears, witch and giant)		
		Introduction - I do	Model retelling the first encounter/letter from the story. What the postman did, who the letter was for, what was in the letter and who the postman went to next.		
		Modelling and Explanation - I do/We do	Repeat the above, but stop to ask the children what happened next, who did the postman visit, what did the letter say, what did the postman do at their house?		
		Guided Practice - We do- You do	Get the children to practice retelling the next encounter (witch) using a similar structure: What the postman did, who the letter was for, what was in the letter and who the postman went to next.		
		Adaptations to Independent Writing- You do- We do			
		SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH What is the expected outcome/ what resources will be needed? (INCLUDE NAMED CHILDREN)		Core Task	
		SUPPORT	GDS CHALLENGE	Children to work in groups of 6 to retell each part of the story. Prompts available to order. Children to add their own version of the narrative orally. Ensure the children sequence the story correct.	
		Children to have pictures from the story to help with oral sentence structure. Children to order the pictures on a story board (collaborative work) on IWB.	Children to add detail and sequence words such as first, then, next, after, following that, later, finally.		
		Hinge Point Question		Can the children accurately retell their part of the story as a group.	
		Plenary / Next Steps		Children to act out their part of the story and create a freeze frame.	

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)			
Day 4: To plan a story	- Children to correctly sequence the jolly postman story. - Correctly use beginning, middle and end. - Correct use of time sequencing words first, then, next, after, following that, later, finally.	Think Back Task- (Recap) - You do	Recap the oral retelling - show pictures of what the children achieved. Children can retell their part of the story to their partner.		
		Introduction - I do	Model retelling a different familiar story - the gruffalo. Use stepping stones for beginning of the story - first the mouse went...		
		Modelling and Explanation - I do/We do	Allow the children to help sequencing the the gruffalo story using ‘next, the mouse saw... then... after...’		
		Guided Practice - We do- You do	Start to order the jolly postman story using the stepping stone approach. Let the children lead the learning here.		
		Adaptations to Independent Writing- You do- We do			
		SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH What is the expected outcome/ what resources will be needed? (INCLUDE NAMED CHILDREN)		Core Task	
		SUPPORT	GDS CHALLENGE	Children to work in pairs using a story map/stepping stone approach. Children to add their notes for what happened at each step of the story. Add sequencing words at the top of each section to ensure familiarity with the vocabulary. Opportunity for oral practise. Children can draw the character the postman is visiting at each step.	
		Children to have key images from the story to put into order. Children to be supported to add in the correct characters and time given to orally share what happened during each step of the story.	Children to complete the story map using sequence language. Children to use notes but combine sentences using conjunctions and, when, but. For example: the postman delivered a postcard to the giant, but he was not very happy after reading it.		
		Hinge Point Question		Can the children sequence the story correctly?	
		Plenary / Next Steps		Turn notes into sentences.	

UNIT FOCUS:					
By the end of the week I want the children to have learnt these key mathematical skills: recalling number bonds to 20, multiples of ten and addition/subtraction of 2 digit numbers					
Key Vocabulary: part, whole, tens, ones, partitions,					
Key Models and Resources needed: Dienes, part whole models, whiteboard pens,					
	Day 1	Day 2	Day 3	Day 4	
Learning Objective	To use number bonds within 20 in subtraction	To add and subtract ones to/from a 2-digit number	To add and subtract multiples of ten	To add and subtract tens to/from a 2-digit number	
Lesson Overview	U2 L2: Pupils apply knowledge of number bonds within ten to derive number bonds within 20. Pupils may not extrapolate their learning of number bonds to ten to number bonds within 20. For example, pupils may not make the connection between $8 - 5 = 3$ and $18 - 5 = 13$.	U2 L3: Pupils apply knowledge of number bonds within ten to derive number bonds within 100. Pupils should use Dienes to model their thinking and strategy.	U2 L4: Pupils apply knowledge of known number facts to derive facts when adding/subtracting multiples of ten.	U2 L5: Pupils apply knowledge of number bonds within ten to derive number bonds within 100.	
Key Vocabulary	Part, whole, ones, tens	Part, whole, ones, tens, partition	Part, whole, ones, tens, 'if i know... then i know...'	Part, whole, ones, tens, 'if i know... then i know...'	
Hinge Point Question	If we know that $8 - 5 = 3$, what is $18 - 5$? How do you know? A. 3 B. 13 C. 15 D. 23	If we know that $7 + 3 = 10$, what is $70 + 30$? How could the Dienes help us prove it? A. 73 B. 100 C. 103 D. 10	If we know that $9-6=3$, what is $90-60=?$ A. 63 B. 30 C. 96 D. 900	If we know that $6 + 4 = 10$, what is $60 + 40$? A. 64 B. 100 C. 90 D. 104	
Adaptations to Independent Activity- You do- We do					
	Core Task	Applying knowledge of number bonds to ten to help identify bonds to 20 in the context of subtraction facts. Students will use Dienes on a part whole model to support and use the sentence stem 'If I know ... then I know...' to	Students to identify known equations that can help support solving more challenging two digit equations. Students should reference their knowledge of ones and tens, noticing that the ones are the same even where the ten may have changed.	Students will complete familiar equations with blanks spaces as well as draw part whole models that represent the equations. They will then complete a 2-digit addition that uses the same digits but in context of tens. Students will then use this	Students to use their knowledge of tens to complete equations using both addition and subtraction. They may use dienes to support this. They should note the pattern emerging and use this to identify

		orally demonstrate understanding. This should then progress to writing number facts for each part whole model.	They then progress to filling in the blanks in a series of equations, reinforcing this understanding of ones and tens and identifying what is changing and what is remaining the same.	understanding to complete subtractions in multiples of ten.	both missing parts and the whole.
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH <i>What is the expected outcome/ what resources will be needed?</i> (INCLUDE NAMED CHILDREN)	SUPPORT	- increased scaffold with known fact model provided - Equations with missing parts/wholes and part whole model scaffold fading to slowly increase independence and understanding.	A similar sheet with dienes diagrams should be used to help identify what is changing and remaining the same. Students should identify how the tens change while the ones are the same. This is then reflected in the answer to the equations.	To increase the support, scaffolds include partially completed part whole models for students to complete or a part whole model that provides the missing information for the equation and vice versa.	Students complete missing whole equations with support from dienes. The dienes whole scaffold is provided to support students understanding of what they are subtracting from.
	GDS CHALLENGE	Increase the challenge with spot the pattern sheet. Can students identify how the whole is changing for the rest of the equation to remain correct?	An extended version of the main task is provided to further reinforce pattern recognition. This further develops by removing scaffold of blank space equations and students are required to write the full equation while maintaining the established pattern.	Reduced provided scaffolds by encouraging students to look at the multiples of ten equations and identify familiar sums that match. Students should then progress onto a bar model to demonstrate understanding in a new context.	Extension of number patterns to deepen understanding. Students should then create a series of equations using a provided starting point, adding or subtracting multiples of ten.

Science	Computing	PSHE
LI: Scientific enquiry: gathering and exploring data LI: Scientific knowledge: explore the life cycle of a chicken. Assessment focus: Compare the life cycle of a chicken and a human Create a bar chart Predict the height of a chick	LI: To build up instructions for a longer route. Assessment focus: I can create longer programs by testing a few steps at a time and editing my code. I can debug my code and fix errors.	LI: to understand rewards and consequences. Key Vocabulary: Rights and Responsibilities Learning Charter Rewards Proud Views Valued

Recap: Scientific names of baby animals. Intro: Life cycles of different animals, including humans. Discuss different animals that lay eggs such as birds and fish. Compare the life cycle of a chicken to that of a human and discuss the similarities and differences. Activity: Create a bar graph for the growth of a chicken.	Recap: key language - command - a direction and distance. Which of these would you sue to create a route? Introduction: Students to draw a route that matches the story onto the map. They can then use this to produce a longer algorithm. Model a failure in the algorithm, this is a bug. To fix this is called 'debugging'. Activity: now load the map in purple mash and test your algorithm, debugging until correct.	Achievement Assessment focus: Pupils to identify what makes them proud of themselves and explain why. Introduction: Jigsaw charter, 'connect us'. Colour switch game: children to have a colour, teacher call the colour and the children switch chairs. Activity: Children discuss the picture cards of the different behaviours. Discuss positive behaviours for school. Discuss the positive and negative behaviours and think of some realistic rewards and sanctions for the scenarios.
History / Geography	Art / DT	Religious Education
LI: To compare a modern classroom with a classroom 100 years ago. Assessment focus: I can recognise features of modern classrooms. I can recognise features of classrooms 100 years ago. I can think of similarities and differences between classrooms now and in the past. Recap: children to take turns to share what they learnt in the last lesson about schools 100 years ago. Introduction: Odd one out. Discuss why computer is the answer, draw on prior learning about how schools were different: modern tech unavailable, boy/girl classes, uniforms, desks, classroom set up. Activity: Design two classrooms - one of a classroom in the past. Label features. One for modern. Pupils with secure understanding indicated by: identifying three features of a classroom now and a classroom 100 years ago; identifying some similarities and differences. Pupils working at greater depth indicated by: adding labels to identify features of a classroom now and	LI: To make a moving monster. Assessment focus: Pupils with secure understanding indicated by: selecting and assembling materials to create their planned monster features; assembling the monster to their linkages without affecting the function of them; evaluating their designs against the design criteria. Pupils working at greater depth indicated by: selecting, assembling and using materials creatively to make their planned monster features with sophistication and possibly more complexity; evaluating their designs against the design criteria and determining ways to improve their designs to be more effective. Recap: 3,2,1 recap key knowledge on linkages and levers. What questions do you still have? Introduction: Model the process to create a WAGOLL with a focus on safety aspects and referring to the design brief from last lesson. Activity: Students to build their monster following their design briefs.	LI: To describe how and why some Hindus express gratitude to God by exploring puja. Assessment focus: Pupils with secure understanding indicated by: identifying practices and objects involved in puja; making links between actions and beliefs about God; talking about how puja might feel to someone taking part. Pupils working at greater depth indicated by: identifying how specific actions or objects reflect beliefs about God; demonstrating understanding of how a person may think or feel during a time of worship. Recap: quiz on previous stories showing gratitude. Introduction: How do we prepare for someone important/that we love coming to visit? Create list for later in the lesson. This will link into how Hindu's show thanks and love for God. Introduce concept of 'puja' - a form of prayer and worship for Brahman Activity: In groups, students to look at images of puja and think about how the people in each image are feelings (label on a large sheet of paper). Then attach the provided

classrooms 100 years ago; identifying similarities and differences.		words around puja to explain what the people are doing in each image.
PE Reminder: Earrings and other jewellery are not to be worn in school	PE Reminder: Earrings and other jewellery are not to be worn in school	Music
LI: To send and receive a ball with your feet. Skills being focused on: trapping ball with feet Kicking ball with inside of foot Accuracy of sending Warm Up: Use the space - follow the leader/tracking Bubble spaces. Skill Development: Partner work, roll the ball to partner, they trap the ball with their foot. Partner rolls ball back, trap ball with foot. Model accurate kicking using step, swing, kick. Send and track (as last lesson, but with kicking) Use body and voice to show readiness.	LI: To explore and develop jumping, hopping and skipping actions. Skills being focused on: Bending knees, looking ahead, moving, jumping. Warm Up: Safe space, children to move around in different ways. Discussion of why we warm up. Skill Development: Jumping in different directions. Bending knees and pushing through to jump greater heights and distances. Lilly pad game, skipping, hopping and jumping.	LI: To create sound patterns based on call and response. Assessment focus: Pupils with secure understanding can: Play either a call and/or response role in time with another pupil. Pupils working at greater depth can: Experiment with different rhythmic structures when creating their own call and response. Warm Up: recap call and response. Agree or disagree statement. Model using an instrument to create a call for each animal. Skill Development: in pairs or small groups, assign a leader. They should choose which animal is their call. Then the group should respond with their response. Practice two different calls and responses. Begin with vocal calls and response before progressing to the instruments and then eventually removing the vocal.