

Weekly Curriculum Overview

Year Group: 2

Week beginning: 05.10.026

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:		VIP	
	SESSION 1	SESSION 2	SESSION 3	SESSION 4
	Rule: VIP Words	Rule: VIP Words	Rule: VIP Words	Letter Pattern/ Rule:
	Activities: Use the jolly postman as an example. Ask the children how we know he is a generally happy person. Children to identify jolly as the key word. Stick into books.	Activities: use the jolly postman as an example. Put the statements in order according to the key words first, then, next, finally.	Activities: Use an unfamiliar text front cover to draw out information from the title. For example, the three little pigs and the big bad book.	Activities:

SPELLING	SESSION 1	SESSION 2	SESSION 3
	Letter Pattern/ Rule: oo, ue, ew	Letter Pattern/ Rule: oo, ue, ew	Letter Pattern/ Rule: oo, ue, ew
	Target Spelling Word Bank: moon, pool, food	Target Spelling Word Bank: blue, glue, argue	Target Spelling Word Bank: flew, grew, chew

English Writing

LINKED TEXT: Jolly Postman

By the end of the week, I want the children to have: Written their own version of The Jolly Postman, complete with blurb and front cover.

Necessary Prior Learning and Key Vocabulary (for pre-teaching): knowledge of the story and the sequence, planned story using story maps and stepping stones.
Vocab: Retell, beginning, middle, end, sequence, edit, title, illustrate, blurb.

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 1: To retell a story (beginning and middle).	- Correct sequence of the story. - Correct use of sequence words first, then, next, finally, etc. - Use of third person and past tense.	Think Back Task- (Recap) - You do	On whiteboards, children to order the images on the board according to the order in which the postman delivers the letters. Use ABCDEF to order them.
		Introduction - I do	Refer to the children's story plans (stepping stones or story maps) to write the first part of the story.
		Modelling and Explanation - I do/We do	Guide the children through the above step to ensure the children have written the correct part, using a story intro such as 'one sunny day'. Model using story telling language such as descriptions of things: <i>One sunny day, the Jolly Postman rode his shiny, red bike to deliver the post. First, he rode to the Three Bears' house to deliver a letter. The letter was from Goldilocks. She had written to Little Bear to apologise for her actions and even invited him to her birthday party! The Jolly Postman sat and drank tea with the bears before setting off to deliver the rest of the post.</i>
		Guided Practice - We do- You do	Continue the above. When finished, allow the children time to come up with how to start the next part of the story.
		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
		Teacher made stepping stone plan to ensure have the information they need to write successfully. Children to write in full sentences that clearly depict the events of the story.	Children will use their plans/stepping stones/story maps to write the first 3 sections of the story. Encourage the use of story language 'one sunny day', after that, next, then, etc.
		Extra detail such as descriptions of surroundings, feelings of other characters, etc. Use of paragraphs. 2 adjective descriptions.	

		Hinge Point Question	<i>Are the children able to identify the characters in the correct sequence?</i>
		Plenary / Next Steps	<i>Ensure children have ordered the story correctly so far. Can the children identify the parts they will write in the following lesson?</i>

LEARNING OBJECTIVE	SUCCESS CRITERIA <i>(What will you be assessing through the lesson?)</i>	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 2: To retell a story (middle and end).	• <i>Correct sequence of the story.</i> • <i>Correct use of sequence words first, then, next, finally, etc.</i> • <i>Correct characters in the story.</i> • <i>Correct type of mail delivered to the characters.</i> • <i>Use of third person and past tense.</i>	Think Back Task- (Recap) - You do	<i>Who are the 4th, 5th and 6th characters the Jolly Postman visits (after bears, witch and giant)?</i>
		Introduction - I do	<i>Read some successful writing from previous day as a model for the children to aim for. Use exemplary parts to form the next part of the story for the children.</i>
		Modelling and Explanation - I do/We do	<i>Use the above to write the next part of the story, using the success criteria. Remind the children to refer to their plan/stepping stone.</i>
		Guided Practice - We do- You do	<i>Allow the children to finish this part of the story with some time to check success.</i>
		Adaptations to Independent Writing- You do- We do	
		SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH <i>What is the expected outcome/ what resources will be needed?</i> (INCLUDE NAMED CHILDREN)	
		SUPPORT	Core Task
		<i>Teacher made stepping stone plan to ensure have the information they need to write successfully. Children to write in full sentences that clearly depict the events of the story. Encourage independence by providing some sentence starters the children can use to tell the story.</i>	<i>Children will use their plans/stepping stones/story maps to write the remaining sections of the story. Encourage the use of story language such as ‘the postman continued his journey in the bright sunshine and soon arrived at ...’ Children to finish the story with ‘finally’, ‘at the end of the day’, ‘after a long day’, etc.</i>
		GDS CHALLENGE	
		<i>Are the children able to add any phrases or words that use rhyme? Sentence variation. Add detail to the deliveries. Children to finish the story with creative sentences that may include ‘finally’, ‘at the end of the day’, ‘after a long day’, etc.</i>	
		Hinge Point Question	<i>Think of a phrase to start the next paragraph, where the postman will deliver the mail to the next character.</i>
		Plenary / Next Steps	<i>Children to look over their work to identify areas for improvement such as punctuation, capital letters.</i>

LEARNING OBJECTIVE	SUCCESS CRITERIA <i>(What will you be assessing through the lesson?)</i>	LEARNING SEQUENCE <i>(INCLUDE ADULT SUPPORT)</i>		
Day 3: To edit work, create a cover and blurb.	- Are the children able to find aspects in their own writing, such as adjectives, rhymes, CL, FS. - Children to edit mistakes and make improvements in their own work.	Think Back Task- (Recap) - You do	Children to identify time sequence words in their own work.	
		Introduction - I do	Use an example on the board that needs edits. Model correcting CL, FS and change/add words and detail to improve it.	
		Modelling and Explanation - I do/We do	Teacher to guide the children through, at each sentence, checking for improvements to be made in the first section of their stories.	
		Guided Practice - We do- You do	Get the children to swap books to find some edits to make, using partner talk to discuss why things may need changing.	
		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? <i>(INCLUDE NAMED CHILDREN)</i>		
		SUPPORT	GDS CHALLENGE	Children to edit their work, checking FS, CL, correct tense etc. Talk to partners about what they are changing and why. Children to improve vocabulary or add detail to their stories.
		Check sentences make sense with correct tense, CL and FS.	Children to add detail, two adjective sentences, varied sentence starters and structure.	
		Hinge Point Question		
		Plenary / Next Steps		Discuss familiar stories and their front covers and blurbs.

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 4:	Identify a blurb.	Think Back Task- (Recap) - You do	Front and back cover of JPM on the board with ABCD labelled. Children to select the correct vocabulary for each of the points (title, main character, author, blurb).

To edit work, create a cover and blurb. Summarise the whole story in 2 or 3 sentences for a blurb.	Introduction - I do	Show the children a range of book covers with the title covered, can the children use the illustration to identify the story? Read the a range of blurbs to the children to identify other stories.
	Modelling and Explanation - I do/We do	Discuss what is needed for a blurb (short sentences, with a small details about the story without giving away too much). Discuss what is needed for the front cover: Main character, title, author (children's name).
	Guided Practice - We do- You do	Begin to write the blurb for the JPM.
	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 a scaffold for where to write the title and author, with space for a picture.	Children to write a blurb for the story. Children to draw a front cover with: Title, written by and picture.
	Hinge Point Question	Can the children identify the key parts of a front cover and blurb? What is the purpose of a blurb?
	Plenary / Next Steps	Final corrections and edits.

Maths

UNIT FOCUS: Addition and subtraction of two 2-digit numbers:

By the end of the week I want the children to have learnt these key mathematical skills: addition and subtraction of two 2-digit numbers					
Key Vocabulary: addition, subtraction, digit, tens, ones					
Key Models and Resources needed: Dienes, part whole models, whiteboard and pens, number lines					
	Day 1	Day 2	Day 3	Day 4	
Learning Objective	Add two 2-digit numbers	Subtract two 2-digit numbers	Add and subtract two 2-digit numbers	Add three 1-digit numbers.	
Lesson Overview	Pupils apply knowledge of number bonds within ten to derive 2-digit addition number facts within 100.	Pupils apply knowledge of number bonds within ten to derive subtraction number facts within 100.	Pupils apply knowledge of number bonds to derive 2-digit addition and subtraction number facts within 100.	Pupils apply knowledge of strategies (number bonds to ten/20, doubles and near doubles) to add three 1-digit numbers.	
Key Vocabulary	Number bonds, addition, 2-digit, tens, ones, partition	Number bonds, subtraction, 2-digit, tens, ones, partition	Number bonds, addition, subtraction, 2-digit, tens, ones, partition	Number bonds, addition, subtraction, 1-digit, tens, ones, partition	
Hinge Point Question	Which calculation is correct? A. $7 + 3 = 10$, so $70 + 30 = 100$ B. $7 + 3 = 10$, so $70 + 30 = 70$ C. $7 + 3 = 10$, so $70 + 30 = 73$ D. $7 + 3 = 10$, so $70 + 30 = 90$	If we know that $9 - 4 = 5$, which calculation must also be correct? A. $90 - 40 = 50$ B. $90 - 40 = 40$ C. $90 - 50 = 50$ D. $90 - 40 = 60$	A. $28 + 5 = 33$ and $28 - 5 = 23$ B. $28 + 5 = 33$ and $28 - 5 = 13$ C. $28 + 5 = 25$ and $28 - 5 = 23$ D. $28 + 5 = 35$ and $28 - 5 = 13$	Which strategy would be most helpful for solving $7 + 6 + 3$? A. Make 10: $7 + 3 = 10$, then $10 + 6 = 16$ B. Double: $7 + 7 = 14$, then add $3 = 17$ C. Count back: Start at 7 and count back 6, then add 3 D. Add the first two numbers: $7 + 6 = 13$, then stop	
Adaptations to Independent Activity- You do- We do					
	Core Task	Using number facts to answer addition questions that include two 2-digit numbers. Beginning with the same number of tens but different ones, then progressing to changing numbers of tens but different ones. Students to represent this as tens and ones in a part whole model.	Using number facts to answer subtraction questions that include two 2-digit numbers. Beginning with a different number of tens but the same ones, then progressing to changing numbers of ones and different. Students to represent this as tens and ones in a part whole model.	Students will explore a range of strategies to answer a given question: rounding and adjusting, partitioning into tens and ones, using number bonds to derive facts. Students will then use the inverse function to check answers.	Students will use known strategies to solve an equation that uses three 1-digit numbers. They will evidence two ways they were able to solve this.

SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH <i>What is the expected outcome/ what resources will be needed?</i> (INCLUDE NAMED CHILDREN)	SUPPORT	Similar task to the above with highlighted digit equations and first part provided in part whole model. Can you see the pattern?	Similar task to the above but with space to calculate using familiar equations. Calculate the tens equations and the ones before adding together.	Students will explore a range of strategies to answer a given question: partitioning into tens and ones, using number bonds to derive facts with support from the class teacher.	Students will use a faded scaffold to guide through the steps of solving an equation using three 1-digit numbers. As they progress, less guidance will be given allowing them to increasingly make their own choice on how to solve.
	GDS CHALLENGE	Like the core task with a range of missing parts/wholes as well as different configurations of equations. Can students still identify the pattern?	Spot the pattern and correct any mistakes. Then progress to completing calculations of two-digit subtraction equations.	Students will write a maths story for some equations that use addition and subtraction with two 2-digit numbers.	Students should demonstrate as many ways to solve their equations as possible. Minimum 2 alternative ways. After this they should create equations where the answer is 14.

Science	Computing	PSHE
LI: Scientific enquiry: describe the life cycle of a butterfly LI: Scientific knowledge: Name the different stages of a butterfly's life Describe how a butterfly moves between the stages in its life cycle Explain the life cycle of a butterfly and the process of metamorphosis Assessment focus: Using information from a variety of sources to answer scientific questions. Using tables, a variety of graphs, labelled diagrams and models to record observations, measurements, results and findings. Recap: Revisit the main stages of the life cycle of a chicken. Intro: Odd one out. Students to give arguments on why each image might be the odd one out or how some link while others don't.	LI: To understand how the internet, the World Wide Web and a browser work together. Assessment focus: I can describe what the internet is. I can describe what the World Wide Web is. I can give examples of browsers. I can understand that the internet connects people and information all around the world. Recap: Digital footprints and privacy online. What is something you wouldn't keep private? E.g. favourite food. Introduction: What is the internet? What is the world wide web? Exploring key vocabulary and definitions to inform future learning. Activity: My internet journey. Students to use the allegory of driving down a road to think about what webpages they	LI: Recognise the choices I make and understand the consequences Recognise the range of feelings when I face certain consequences Key Vocabulary: Rights and responsibilities Learning Charter Consequences Upset Disappointed Assessment focus: Students to consider the actions they and others take and what the result of this may be. Introduction: Revisit making choices in a variety of situations and how this might make us feel proud. Activity:

Activity: Creating a model on the 4 major stages of the life cycle of the butterfly. This will culminate in a mini presentation to their peers to demonstrate knowledge.	have visited, sites they currently use regularly and if they have every communicated with other people online.	Through games, students will explore using the language of consequence to understand how the pattern of action leads to consequence works. They will then consider this in relation to the jigsaw charter they made in lesson 3 and the consequence if they don't follow the rules they created.
History / Geography	Art / DT	Religious Education
LI: To compare three periods of time. Assessment focus: I can find two differences for each period of time. I can find two similarities for each period of time. I can compare schools today with schools from two periods of time. Recap: 3,2,1 exercise to revisit prior learning on schools from the past. Introduction: Sorting images, which pictures are from each time? How do you know? Activity: Create a table of similarities and differences between schools today and in the past independently before collaborating on a whole class answer plenary.	LI: To evaluate my moving monster based on the criteria. Assessment focus: Children to use their design criteria to check if their moving monster meets it. Are there any aspects that could be improved? Recap: What is a design criteria? Introduction: Look back at the children's design criteria. Look back at the final designs. Activity: Children to compare their criteria to their final product and tick off the aspects they have successfully created on their monster. Give children time to think about the things they like and things they would like to improve on their own work. Children to write 'next time, I will...'	LI: To identify how some Hindus and Christians thank God by examining what they do. Assessment focus: I can say how an action reflects a belief about God. I can identify some ways Christians and Hindus might show gratitude to God. I can explain why some people choose different ways to express thanks Recap: Revisit last lessons learning by exploring images of people giving thanks through puja. Introduction: What does God do in peoples lives? Do we know people in our lives that do similar jobs? Activity: A day in the life - adding thought bubbles to Sam and Priya as they show thanks to God.
PE	PE	Music
Reminder: Earrings and other jewellery are not to be worn in school LI: To send and receive using 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.	Reminder: Earrings and other jewellery are not to be worn in school LI: To develop co-ordination and combine jumps. Skills being focused on: Jumping using a range of jump types Keep body upright Accuracy in foot placement Bending knees Warm Up: Kangaroos and flamingos - exploring hopping and jumping. Recap of fundamentals to each jump. Skill Development: Using rhyme to coordinate steps of a jump to support development of control and accuracy.	LI: To perform different sound patterns with contrasting dynamics. Assessment focus: I can play my composition using a simple pattern on an instrument. I can improve my music by changing the dynamics (the volume). Warm Up: Listening to examples of different calls and responses. What part is the call? What is the response? Skill Development:

Model accurate kicking using step, swing, kick. Send and track (as last lesson, but with kicking) Use body and voice to show readiness. Add game: 4 players in a square, send the ball to another person on a cone without the person in the middle intercepting.	In groups, use a French skipping rope to practice foot placement, ensuring students are keeping their head up. They will jump either side as well as on top of the rope. Students then move on to creating a sequence of 3 jumps, using rhythm to support correct movements.	Students to prepare a performance in the same groups as last week with the same instruments. They should consider: Starting quiet and getting louder or vice versa. Creating a mixture or pattern of loud and soft sounds. Having just one quiet sound with the rest loud or vice versa. This should end in a performance to their class.
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