

Weekly Curriculum Overview

Year Group: 2

Week beginning: 12.10.026

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:	Breakdown		
	SESSION 1	SESSION 2	SESSION 3	SESSION 4
	Rule: Identify points where your understanding breaks down.	Rule: Identify points where your understanding breaks down.	Rule: Identify points where your understanding breaks down.	Letter Pattern/ Rule:
	Activities: to identify a mistake in a sentence.	Activities: to underline words in a sentence that do not make sense.	Activities: write a sentence with a deliberate mistake and explain what went wrong.	Activities:

SPELLING	SESSION 1	SESSION 2	SESSION 3
	Letter Pattern/ Rule: oi, ou, oy	Letter Pattern/ Rule: oi, ou, oy	Letter Pattern/ Rule: oi, ou, oy
	Target Spelling Word Bank: point, noise, choice	Target Spelling Word Bank: enjoy, royal, destroy	Target Spelling Word Bank: shout, round, mouse

English Writing

LINKED TEXT:

By the end of the week, I want the children to have: use prepositions accurately

Necessary Prior Learning and Key Vocabulary (for pre-teaching): prepositions, position, barrier game In, on, under, over, through, above, below, by, next to, with
Imperative verbs, bossy verbs, instructions.

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 1: To develop familiarity with prepositions	Children to be able to define the word 'preposition' Children to use prepositions accurately: In, on, under, over, through, above, below, by, next to, with Give clear instructions Follow instructions	Think Back Task- (Recap) - You do	Show a picture with some items in different positions. Children to use whiteboards to write sentences for where the items are. For example, the apple is in the box, the teddy is under the chair.
		Introduction - I do	Model to the children how different prepositions can be acted out. Get the children to orally tell their partner the preposition for the different actions the teacher is showing. The teacher is sitting on the chair, the fruit is in the bin, the sharpener is next to the computer.
		Modelling and Explanation - I do/We do	On whiteboards or paper, read a description to the children and draw what is happening. 'draw a square in the middle of your paper. Draw a triangle on top of the square. There is a ball under the square'.
		Guided Practice - We do- You do	Get the children to do this in pairs, using prepositions and instructional language to draw simple items on different parts of their partners whiteboards.
		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 mixed ability pairs to allow for peer modelling. Where available, use support staff to model clear instructions and accurate use of prepositions.	Children to give more complex instructions with more than 1 preposition. For example, on the right-hand side, at the bottom, underneath the table, place the apple.
		Use line drawings for this part of the lesson. Children to sit back-to-back. One child has a whiteboard and the other has the picture. Using descriptions and prepositions, children to tell their partner what is in the image and their partner needs to draw what they hear. Children to have a list of items to then give their own prepositions for. For example, put the red ball next to the flowers.	

		Hinge Point Question	Where is the red ball in the picture? 'the red ball is under the chair/next to the box, on the rug'.
		Plenary / Next Steps	Can the children write their instruction accurately?

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 2: To write instructions To use prepositions	Children to be able to define the word 'preposition' Children to write and use prepositions accurately: In, on, under, over, through, above, below, by, next to, with Give clear written instructions	Think Back Task- (Recap) - You do	Children to look at a given image and write sentences for where the different items are. For example, the clock is at the top of the tower', 'the car is in the garage'.
		Introduction - I do	Recap what the children were doing previous day. Discuss the prepositional language the children were using.
		Modelling and Explanation - I do/We do	Model writing a written instruction for playing the barrier game from yesterday: 'place, stick, put, position the car next to the house'. Get suggestions for what type of words can be used here. Define them as <u>imperative verbs</u> , <u>bossy verbs</u> etc. Give the children the opportunity to practise orally telling their partners and then suggesting where to put different items on a large image on the IWB. Write their suggestions on the whiteboard.
		Guided Practice - We do- You do	Children to work in partners to write an instruction for another pair of children to follow, using the example from previous step.
		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 key prepositions and imperative verbs available. Supporting adult where possible.	Children to write more complex instructions with more than 1 preposition. For example, on the right-hand side, at the bottom, underneath the table, place the apple.
		Hinge Point Question	Can the children use an imperative verb (try to extend away from 'put')?
		Plenary / Next Steps	Children to write an instruction for their partner, giving them a task for the end of the lesson: 'place your book in the middle of the table'.

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 3: To write a poem using prepositions	Use prepositions to accurately describe location/position. Discuss the features of a poem. Write a short poem in the correct format, using a new line for each part etc.	Think Back Task- (Recap) - You do	Children to write 3 imperative verbs on their whiteboard.
		Introduction - I do	Show the children a poem that includes imperative verbs and prepositions.
		Modelling and Explanation - I do/We do	Use a second poem that has clues as to where the teddy is hiding. Get the children to discuss the places where to look for the teddy. Use the spotlight tool on ActivInspire to look in different places without revealing the teddy.
		Guided Practice - We do- You do	Come up with a list of locations where different items might be in school. Use the classroom or school for these locations. Use these locations to model write a poem about where the teddy is hiding.
		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 several items and locations available to them to support their writing. Adult support where possible.	Children to write about a single object, discussing where AND where not a SINGAL item is. Encourage the use of questions, adjectives and rhyming words in their poems.
		Hinge Point Question	Can the children discuss where an item is using prepositions?
		Plenary / Next Steps	Children to add words which rhyme.

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)
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Day 4: To respond to rhythm of a poem	Perform a poem Children to identify rhyme Children to project voices Include actions where appropriate	Think Back Task- (Recap) - You do	Discuss the poem from the previous day - children write the prepositions they used on a whiteboard.		
		Introduction - I do	Show the 'rhythm of life' poem to the children		
		Modelling and Explanation - I do/We do	Identify key words in the poem that could have actions attached to them when reciting. Clap the rhythm of the poem with the children		
		Guided Practice - We do- You do	Model one of the couplets using actions to demonstrate how to perform.		
		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		In their table groups, children to read and recite their section of the poem, ready to perform to a group. Add actions. Children should be reciting the poem from memory. Whole class to recite poem in their groups.
	Adult support where needed.		Children to use appropriate voices and actions during the poem.		
	Hinge Point Question		Can the children clap the rhythm of the poem.		
	Plenary / Next Steps		Children to recite the whole poem.		

Maths

UNIT FOCUS: Addition and subtraction word problems

By the end of the week, I want the children to have learnt these key mathematical skills: identifying language linked to addition and subtraction within a word problem and representing on a bar model as well as write an equation that matches.

Key Vocabulary: addition, subtraction, bar models				
Key Models and Resources needed: Cubes, part whole models, whiteboard and pens				
	Day 1	Day 2	Day 3	Day 4
Learning Objective	To represent information as a bar model (part 1)	To represent information as a bar model (part 2)	Create and label bar models (part 1)	Create and label bar models (part 2)
Lesson Overview	Pupils represent combination and partitioning word problems using a bar model to identify the calculations.	Pupils represent augmentation and reduction word problems using a bar model to represent before solving.	Pupils solve part-whole problems and identify calculations by representing with a bar model.	Pupils solve part-whole word problems and identify calculations by representing with a bar model.
Key Vocabulary	Part, whole, bar model, addition, subtraction	Part, whole, bar model, addition, subtraction	Part, whole, bar model, addition, subtraction	Part, whole, bar model, addition, subtraction
Hinge Point Question	There are 7 red apples and 5 green apples. What is the whole? A. 5 B. 7 C. 12 D. We cannot tell	There are 18 children altogether. 10 are boys. How many are girls? Which calculation would help you? A. $18 + 10$ B. $18 - 10$ C. $10 - 18$ D. $18 + 18$	Sam has 14 sweets. He eats 6. How many does he have left? Which calculation represents the problem? A. $14 + 6$ B. $14 - 6$ C. $6 + 8$ D. $14 - 8$	Aisha has 9 pencils. Her teacher gives her 7 more. Which calculation could solve the problem? A. $9 - 7$ B. $7 - 9$ C. $9 + 7$ D. $16 - 9$
Adaptations to Independent Activity- You do- We do				
	Core Task	Pupils look at the word problems and create bar models using cubes to represent the information. They place the bar models on mini whiteboards (using sticky tack to secure them) and label the bar models with a whiteboard pen. Pupils identify the calculation needed to solve the problem and use mental strategies from Unit 2.	Pupils look at the word problems and create bar models by drawing pictures within the frames provided and labelling their bar models. Pupils identify the calculation needed to solve the problem and use mental strategies to solve.	Pupils look at the word problems on the Task Sheet and label the bar models. Pupils identify the calculation needed to solve the problem and apply mental strategies to solve.

SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH <i>What is the expected outcome/ what resources will be needed?</i> (INCLUDE NAMED CHILDREN)	SUPPORT	Students will have a similar question set to the above with a bar model partially finished printed in front. As they progress through the questions, less information is provided on the scaffold to increase independence.	As above but the some of the final calculation is provided as a clue.	As above but supported by CT.	As above with some of the bar model provided. As the pupil progresses, the amount of information provided is reduced.
	GDS CHALLENGE	As above but drawing their own bar model representations alongside calculating the answer using cubes. Then create your own questions using the image of fruit - how can this be represented on a bar model and what could the word problem for this be?	As above but with the additional questions. These questions provide an answer, and the students will create a word problem ending with that answer. Then they will fix a 'broken' bar model. Identify the error and solve.	As above. Then complete the challenge task: an answer is provided, what could the question be? How many calculations can you make that end in that answer?	As above but students must start drawing their own models as the questions progress. Pupils will then start to compare two models.

Science	Computing	PSHE
LI: Scientific enquiry: Name the stages of a frog's life cycle LI: Scientific knowledge: Describe how a frog moves between the stages in its life cycle Assessment focus: Compare some similarities and differences between the life cycle of a frog and other animals Recap: discuss all the stages a butterfly goes through during its life. Intro: explore the life cycle of a frog with comparison to the life of a butterfly.	LI: To understand the different types of hardware used to access the internet and their functions. Assessment focus: I can describe how using smart devices as well as modems, routers and cables help people to connect to the internet. Recap: Revisit Digital footprints and prior learning on browsers, internet and the world wide web. Introduction: Define smart devices and gather current understanding of how we access the internet with them daily.	LI: Understand how following the Learning Charter will help me and others learn Learning Charter Learn co-operatively Rights Responsibilities Rewards Consequences Problem-solving Boundaries Assessment focus: Students to consider the actions they and others take and how they can be informed by the learning charter

Activity: Storyboarding the stages of a frogs life cycle.	Activity: Complete a quiz on how devices, modems, routers and cables all work together to provide access to the internet for us.	Introduction: Revisit consequences and how they link to not following the charter. Activity: Students to complete a representation of their learning so far such as - A picture of a positive behaviour in action with a slogan A picture of the whole class following the Learning Charter/Right to Learn A picture of children taking different responsibilities A poster of key words that reflect positive praise and encouragement A picture of respecting boundaries A picture of who you could talk to and get support from
History / Geography	Art / DT	Religious Education
LI: To express a personal response to history. of time. Assessment focus: State whether they would prefer to have gone to school in the past or not; giving a reason why. Recap: Speak like an expert, 1 minute to your partner about what schools were like in the past. Then swap. Introduction: Recapping the timeline of schools and justifying how they know where different items belong on the timeline. Activity: Deciding which period they would prefer to have gone to school and why. Represented as both a drawing and a sentence to explain.		LI: To explore music to understand how some Christians thank God. Assessment focus: Recognise how worship through songs can be used to express thanks to God; express ideas about gratitude using music; identify thinks they and others might be thankful for. Recap: Give me 5! With a partner, list 5 facts you remember from last lesson and high five when you get them all. Introduction: Listen to an uplifting song - how does it make you feel? How does singing with other people make you feel? Link to how Christians use music to say thank you to God. Activity: Creating thank you songs - in groups using the scaffold, complete the song to the tune of one of the examples given.
PE	PE	Music
Reminder: Earrings and other jewellery are not to be worn in school LI: To send and receive using a racket.	Reminder: Earrings and other jewellery are not to be worn in school LI: To develop co-ordination and combine jumps. Skills being focused on:	LI: To continue practicing performing different sound patterns with contrasting dynamics.

Skills being focused on: Tracking the ball. Swinging a tennis racket. Warm Up: Bouncing the ball in your team square. Can you run to the next cone within three bounces and catch the ball? Skill Development: Racket control, moving the ball around on the floor using the racket to play floor tennis with a partner. From here introduce team game ‘interceptor’ to add challenge. Can the interceptor stop you scoring by putting their racket on top of the ball?	Jumping using a range of jump types Keep body upright Accuracy in foot placement Bending knees Warm Up: Jogging then changing movement to recap previous jumps: skipping, jumping, hopscotch and side steps. Skill Development: Breakdown of using a jump rope, building up the steps from the jumps needed through the movement of the rope before piecing together.	Assessment focus: Perform their composition, stay in time with their group and show a change in dynamics. Warm Up: Listening to examples of different calls and responses. What part is the call? What is the response? Skill Development: 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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