

Weekly Curriculum Overview

Year Group: 2

Week beginning: 19.10.2026

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:	Breakdown/Fix it	
	SESSION 1	SESSION 2	SESSION 3
	Letter Pattern/ Rule: Find ways in which to 'fix' the 'breakdown' of understanding of what has been read.	Letter Pattern/ Rule: Find ways in which to 'fix' the 'breakdown' of understanding of what has been read.	Letter Pattern/ Rule: Find ways in which to 'fix' the 'breakdown' of understanding of what has been read.
	Activities: identify words that have been used incorrectly. For example, tense inaccuracies.	Activities: check for capital letters, full stops and areas where punctuation may need to be adjusted.	Activities: identify unfamiliar words such as higher tier vocabulary and use a dictionary to research definitions.

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: Rhythm of Life - Michael Rosen

By the end of the week, I want the children to have: Planned, written and performed a poem.

Necessary Prior Learning and Key Vocabulary (for pre-teaching): what a poem is, identifying rhyme.

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 1: To respond to rhythm of a poem	- To identify rhyme - To project one's voice - To include actions where necessary - To perform a poem	Think Back Task- (Recap) - You do	Write pairs of words that rhyme.
		Introduction - I do	Recap what a poem is, how it may be presented and performed.
		Modelling and Explanation - I do/We do	Read the 'Rhythm of Life' by Michael Rosen. Get the children to respond by writing the things in the poem that have a rhythm.
		Guided Practice - We do- You do	Model to the children using an action and good expression whilst reading part of the poem.
		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 perform a section of the poem using appropriate actions and pronunciation of words. Adult support where available for key groups.	Children to practise and perform a section of the poem using appropriate actions and pronunciation of words. Record the performance.
		Hinge Point Question	Can the children identify which parts of the poem have rhythm.
		Plenary / Next Steps	Can the children add a couplet to the poem using an item/body part and describe the rhythm. For example, 'hand on your head, feel the rhythm of your brain'.

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
		Think Back Task- (Recap) - You do	Children tell their partners a line from the poem from previous day.

Day 2:
To build ideas
for a poem

- To listen to a poem
- To share and listen to the ideas of others
- To collaborate.

Introduction - I do	https://www.bbc.co.uk/programmes/p011mrwm introduce the children to the sound collector. Listen closely to the sounds that he collects.	
Modelling and Explanation - I do/We do	Engage the children by explaining that they are going to be sound collectors. Think about the sounds in the classroom. Write on sticky notes and stick on WB.	
Guided Practice - We do- You do	Take the children to a different area of the school - corridor, outside, hall, etc. Use sticky notes to write the item and the noise it makes. Collect them in and stick them on the WB.	
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	Use the ideas from the task above to make a mind map of ideas for a ‘sound collector’ poem. Think about an order in which they could be told in a poem. Begin to sequence the poem, using the same structure as the sound collector. Write the item and the sounds in a list in their books to form a plan for tomorrow.
Adult support: Use the ideas from the task above to make a mind map of ideas for a ‘sound collector’ poem. Think about an order in which they could be told in a poem. Begin to sequence the poem, using the same structure as the sound collector. Have a writing frame available for the children to stick the sticky notes onto, allowing them to experiment with how the poem may sound.	Use the ideas from the task above to make a mind map of ideas for a ‘sound collector’ poem. Think about an order in which they could be told in a poem. Begin to sequence the poem, using the same structure as the sound collector. Are there any sounds that rhyme? Write the item and the sounds in a list in their books to form a plan for tomorrow.	
Hinge Point Question		Which item makes a sound and what is that sound?
Plenary / Next Steps		Are there any sounds which can be coupled to make a rhyme.

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 3: To innovate a poem based on 'The Sound Collector' Up to 2 lessons if needed.	To create a 4- line verse using sound and action	Think Back Task- (Recap) - You do	Recap the sounds and items that were collected from previous lesson. Children to write these on a whiteboard.
		Introduction - I do	Re visit the sound collector to refamiliarise with the structure of the poem.
		Modelling and Explanation - I do/We do	Take an item and sound from previous lesson and structure it to make a line of the poem.
		Guided Practice - We do- You do	Children to take one item and one sound and turn it into a line of their poem.
		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 use the collaborative plan to begin to structure their final poem. Children to have scaffold to support writing the key parts of the poem with support. Encourage the children to write part of their poem independently on their scaffold.	Children to use their plan to write their poem. Allow the children to experiment by saying their ideas orally before writing each part. Children to write a minimum of 8 poetry lines. (if they have not found 8 sounds/items, allow children time to think of some from the classroom). Ensure the children understand that one line of a poem may exceed one written line in their books - each line needs an item and a sound (in that order) Challenge the children to write a rhyming couplet.
		Hinge Point Question	Can the children say a sound and the item that makes it in the style of the sound collector poem?
		Plenary / Next Steps	Look for rhyme opportunities, obscure items.

LEARNING OBJECTIVE	SUCCESS CRITERIA <i>(What will you be assessing through the lesson?)</i>	LEARNING SEQUENCE <i>(INCLUDE ADULT SUPPORT)</i>	
Day 4:	•	Think Back Task- (Recap) - You do	
		Introduction - I do	
		Modelling and Explanation - I do/We do	
		Guided Practice - We do- You do	
		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> <i>(INCLUDE NAMED CHILDREN)</i>	Core Task
		SUPPORT	GDS CHALLENGE
		Hinge Point Question	
		Plenary / Next Steps	

By the end of the week I want the children to have learnt these key mathematical skills:					
Key Vocabulary: Known, unknown, part, whole, bar model, value, add, subtract					
Key Models and Resources needed: interlocking cubes, printed bar models, dienes, whiteboard and pen					
	Day 1	Day 2	Day 3	Day 4	
Learning Objective	Create and label bar models (1 of 2)	Create and label bar models (1 of 2)	Sketch bar models	Represent comparative word problems using bar models	
Lesson Overview	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.	Pupils sketch bar models to represent one-step word problems and identify calculations to solve them.	Pupils solve comparison word problems and identify calculations by representing with a bar model.	
Key Vocabulary	Known, unknown, part, whole, bar model, value, add, subtract	Known, unknown, part, whole, bar model, value, part whole model,	Known, unknown, part, whole, bar model, value, worth, subtract, add	Known, unknown, part, whole, bar model, value, add, subtract	
Hinge Point Question	Provide pupils with four bar models. Can pupils justify what’s the same and what’s different about them? Encourage pupils to use the key vocabulary.	A bar model shows a whole of 68. One part is 25. What value belongs in the missing part, and which calculation would you use to find it? Answer: $(68 - 25 = 43)$	There are 34 children in the hall and 27 children in the classroom. Sketch and label a bar model to show how many children there are altogether. What calculation does your model represent?	Amira has 56 stickers. Ben has 38 stickers. How many more stickers does Amira have than Ben? Sketch and label a bar model to show the difference.	
Adaptations to Independent Activity- You do- We do					
	Core Task	<i>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.</i>	<i>Labelling bar models to solve problems –numbers within 100 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.</i>	<i>Pupils look at the word problems. They sketch bar models and label them before identifying the calculation needed to solve the problem, estimating an answer, then using mental strategies to solve the word problem. Pupils should be encouraged to have conversations with pupils on their table.</i>	<i>Pupils solve the word problems by drawing bar models through placing the Dienes ones blocks onto the bar model frames and then labelling the known and unknown values. Pupils identify the calculation needed to solve the problem and use mental strategies to solve.</i>
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH	SUPPORT	<i>Some pupils may need pictorial scaffolds (see optional Resource B)</i>	<i>Working in a group students will create their bar models with support from the class teacher.</i>	<i>Increase scaffolding - provide pupils with pre-drawn bar models for them to label.</i>	<i>Working in a group students will create their bar models with support from the class teacher.</i>

What is the expected outcome/ what resources will be needed? (INCLUDE NAMED CHILDREN)	GDS CHALLENGE	The fourth word problem could be removed and instead, pupils must create their own word problems that fit with a 'whole' of 14.	Reduce scaffolding by removing the curved lines that denote the parts and whole along with the label boxes for pupils to draw these in. Pupils can be encouraged to move on to sketching their own bar models to represent the word problems.	Constraint - provide pupils with a labelled bar model and pupils must come up with two different word problems, one addition and one subtraction, for the same bar model. Provide bar models and calculations with mistakes - can they spot and fix the mistakes?	Provide pupils with an answer and they generate word problems with this answer.
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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. Activity: Storyboarding the stages of a frogs life cycle.	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. Activity: Complete a quiz on how devices, modems, routers and cables all work together to provide access to the internet for us.	
History / Geography	Art / DT	Religious Education
LI: To express a personal response to history. of time. Assessment focus:	LI: 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. Activity:	Recap: Introduction: Activity:	
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 using a racket. 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?	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: 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.	