

Weekly Curriculum Overview

Year Group: 2

Week beginning: 21.9.2026

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:	Prediction		
	SESSION 1	SESSION 2	SESSION 3	SESSION 4
	Rule: Prediction	Rule: Prediction	Rule: Prediction	Letter Pattern/ Rule:
	Activities: Using the front cover and short extract to make a prediction.	Activities: Using illustrations and a short extract to make a prediction.	Activities: Using 'evidence' from the text to make a prediction.	Activities:

SPELLING	SESSION 1	SESSION 2	SESSION 3
	Letter Pattern/ Rule: ee, ea, ey	Letter Pattern/ Rule: ee, ea, ey	Letter Pattern/ Rule: ee, ea, ey
	Target Spelling Word Bank: see, seen, peel	Target Spelling Word Bank: tea, eat, ear	Target Spelling Word Bank: prey, they, grey
	Activities: Joining from the letter e	Activities: joining from the letter e	Activities: joining from the letter e

English Writing

LINKED TEXT: The Jolly Postman

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

Necessary Prior Learning and Key Vocabulary (for pre-teaching):

LEARNING OBJECTIVE	SUCCESS CRITERIA <i>(What will you be assessing through the lesson?)</i>	LEARNING SEQUENCE <i>(INCLUDE ADULT SUPPORT)</i>																																							
Day 1: To describe a setting	- Children write a woodland setting description using the vocabulary built last lesson including nouns, adjectives, verbs, prepositional phrases - Some may include similes or 2 adjectives in description.	Think Back Task- (Recap) - You do	Think back task: WHITEBOARDS. Listening to a woodland setting, what can you hear? Can you describe it with 2 adjectives? https://www.youtube.com/watch?v=239d5JM161Q																																						
		Introduction - I do	When writing descriptions, we don't just have to write what we can see. We can use the five senses to describe a setting. What are they? Table on the screen with image of the woodland they are going to help fill. <table><tr><td>TOL</td><td>coming</td><td>up</td><td>with</td><td>noun</td><td>phrases</td><td>using</td><td>senses.</td></tr><tr><td>👁 SEE</td><td>👂 HEAR</td><td>👃 SMELL</td><td>👉 FEEL</td><td>👅 TASTE</td><td></td><td></td><td></td></tr><tr><td>tall trees</td><td>birds singing</td><td>damp leaves</td><td>rough bark</td><td>sweet berries</td><td></td><td></td><td></td></tr><tr><td>green leaves</td><td>wind blowing</td><td>fresh air</td><td>cold breeze</td><td>—</td><td></td><td></td><td></td></tr><tr><td>dark shadows</td><td>twigs snapping</td><td>earthy smell</td><td>crunchy leaves</td><td>—</td><td></td><td></td><td></td></tr></table> Misconception: do we usually taste things in the forest? E.g. lick the bark? No we don't usually so we might not use taste in this context as much as our senses. When might taste be a more appropriate sense to describe? TTYP and write on your whiteboard, something you can see/hear/smell/feel. Can you come up with an exciting adjective to describe it?	TOL	coming	up	with	noun	phrases	using	senses.	👁 SEE	👂 HEAR	👃 SMELL	👉 FEEL	👅 TASTE				tall trees	birds singing	damp leaves	rough bark	sweet berries				green leaves	wind blowing	fresh air	cold breeze	—				dark shadows	twigs snapping	earthy smell	crunchy leaves	—	
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			CC and upskill with class ideas to create a word bank for some nouns that can be used later. Optional game: teacher names a noun, point at pairs to say an adjective for it, then point at another group to make it even better. "tree -> tall tree -> towering tree -> dark, towering tree"
		Modelling and Explanation - I do/We do	Adding adjectives makes it more exciting for the reader, when we write our own description we should use them before our noun to write an expanded noun phrase. Model the process of adding description on board using TOL and have students give adjectives to complete sentence. I see trees. -> I see tall, dark trees. -> I see tall, dark trees with twisted branches.
		Guided Practice - We do- You do	In books, copy the sentence stem and complete with two adjectives. I can smell ____, ____ air. Extension: what is it doing? E.g. swirling through the tall trees. Support continue into independent work. Core and GDS: Model bringing together three senses, separated by a comma to create a list. Students covered lists in year 1. Students should orally build with CT, take a noun phrase from different students. E.g. I see tall trees, hear birds singing and smell the damp leaves.
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	Students to write a setting description that uses at least two adjectives per noun with reference to the 5 senses. Minimum 3 sentences.
Modelled sentence in books plus 2-3 independent that reference at least 2 different senses. Stems and word banks available.		Students to write a setting description that uses at least two adjectives per noun with reference to the 5 senses. 4+ sentences.	
If completed students should use 'and' to combine two		Students to use a list of three (stem on the board).	Students may use a list of three (stem on the board).
			Students should be encouraged to develop their descriptions by writing what that noun is doing/where.

		different phrases into a single sentence. CT/TA to support.	Students should be encouraged to develop their descriptions by writing what that noun is doing/where. E.g. As I walked through the deep, dark wood I could see the brown, damp leaves sinking under my feet.	
		Hinge Point Question	Which is the best woodland description? 1) The woodland has trees. 2) The woodland has tall, green trees. 3) The woodland has tall, green trees. I can hear birds singing and feel the cold wind on my face. Why?	
		Plenary / Next Steps	Students to read work out, class to identify what sense is being used.	

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 2: To plan a wish List	Children think about which items from the Hobgoblin poster the witch may want. They think about why she might want it- something persuasive said on the poster or because they reveal something about her. Children complete a chart to organise their ideas ready for writing tomorrow.	Think Back Task- (Recap) - You do	Making inference: Who could this poster be for? Why would a witch be interested in this? Poster on board.
		Introduction - I do	Read The Jolly Postman up to the witch drinking tea with the postman and show poster. Explain: the witch's birthday is coming up, she needs to write a list for her friends of what she might like. What is the purpose of the poster that Hobgoblin have sent? To sell items. The poster is an ADVERT: An advert tries to persuade us to buy something. MTYT
		Modelling and Explanation - I do/We do	What picture/words/phrases does the Hobgoblin advert use to try and persuade the witch to buy things? HIGHLIGHT on screen. Why would the witch want these things? ITEM → EVIDENCE → WHY THE WITCH WANTS IT

			What is it? What does the advert say about it? Why would the witch like that? Good example vs bad example on board. Encourage students to think of REASONS WHY that are deeper than ‘because she’s a witch’ e.g. "The poster says that the broom can fly very fast. The witch flies around on a broom, so I think she would really want it because it would help her fly faster."																										
		Guided Practice - We do- You do	TTYP choose an item on the board and prepare a sentence orally to feedback on what the witch would want and why. Use the format: What is it? What does the advert say about it? Why would the witch like that? “I would like the ____ because ____”. Then introduce the table the students will complete. Reminder: we are planning a wish list for the Witch’s birthday. She will be writing to her friends to tell them what she would like.																										
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		SUPPORT	GDS CHALLENGE	Each student will need a copy of the poster one between two.																									
		Each student will need a copy of the poster one between two. CT/TA Support creating a group wish list. Items already selected to focus on what the poster says and why the witch would want it. <table><tr><td>Item</td><td>Why?</td><td>Persuasive words/facts</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	Item	Why?	Persuasive words/facts										Same as main task but extend further to 5 items and start practicing extended sentences to convince someone to buy it for the witch. Stems below: I really need... You should buy me... It would be perfect because... I would love this because... You must get me... This amazing _____ would...	<table><tr><td>Item</td><td>Why?</td><td>Persuasive words/facts</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>		Item	Why?	Persuasive words/facts									
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Hinge Point Question		The witch wants a magic broom. Which answer best explains why? 1) "The witch wants a broom because she is a witch."																											

			2) "The witch wants the broom because it is purple." 3) "The witch wants the broom because the advert says it can fly incredibly fast, so she can zoom around the sky." Why is 3 best?
		Plenary / Next Steps	Children to read work. While listening, students show a 1 when they hear the item wanted, 2 for why the witch wants it and 3 for persuasive facts/words.

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 3: To write a letter including a wish list and the reasons for wanting each item (1 of 2)	To write a letter to her friends in role as the witch, including a list of items she'd like as presents she'd like for her birthday. Including bullet points, the item and the reason she would like it each time something is listed.	Think Back Task- (Recap) - You do	TTYP Which character are we writing as? What are we writing? Why are we writing this?
		Introduction - I do	Have table from last lesson available on screen. Students should be at seats with their own tables to reference. We are writing a persuasive letter today. We are the witch and our birthday is coming up. We are writing to our friends to ask them for specific presents from the Hobgoblin Supplies company. Begin by modelling how to start the letter and stating that the opening line must tell the reader (friends) why you the witch are writing to them. "Dear friends, For my birthday this year I would absolutely love:"

			You could CC for alternative line openers. All students to complete this step with correct formatting before continuing. Remember that we are persuading our friends - the phrasing should show how much the witch wants these things.								
		Modelling and Explanation - I do/We do	Model how to start list with a bullet point and the name of the item <u>Non-stick cauldron set</u> Ensure students have used a bullet point and underlined the name of the item. This is the format they will repeat. Under this they will write a sentence or two persuading their friends why they want it. This should be based on the language identified in their table.								
		Guided Practice - We do- You do	Using the table from last, TOL to create sentence. ITEM → FACT → WITCH → REASON I would love this as a present because it says it is non-stick and easy-clean! As you know, friends, I hate cleaning, so this is right up my street. TTYP come up with your own sentence that tells me which item it is, what it does, why its good for the witch, why she wants it. Then write under your first heading.								
		Adaptations to Independent Writing- You do- We do									
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		Hinge Point Question	Which is the best reason for the witch wanting the cauldron? A. The witch wants the cauldron because it is a cauldron. B. The witch wants the cauldron because it is non-stick and easy to clean, and she hates cleaning. C. The witch wants the cauldron because it looks nice. Why is B best?								

		Plenary / Next Steps	Students to continue this in lesson 2.
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LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 4: Children to complete and edit their letter (2 of 2)	•	Think Back Task- (Recap) - You do	Which sentence sounds most like something the witch would write in her birthday letter? A. I want some boots because they are black. B. I would love these boots because, as you know, I absolutely adore boots! A witch can never have too many pairs. C. The boots are size 7.
		Introduction - I do	Revisit WAGOLL to identify key steps for writing a persuasive sentence that explains why the witch wants the item. ITEM → FACT → WITCH → REASON Recap pulling this from the table that the students created 2 lessons before in the planning stage. Why is the WAGOLL good: TOL the item, fact, link to witch, reason.
		Modelling and Explanation - I do/We do	Now look at last lessons work in your books with a partner. Model with a student the process of checking work and giving feedback. With the visualiser. Does your first reason include an ITEM → FACT → WITCH → REASON Red pencil with your partner. They could then check SPaG.

		Guided Practice - We do- You do		After completing review on yesterday's work students should independently complete another section of their persuasive letter.
		Adaptations to Independent Writing- You do- We do		
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		Hinge Point Question		<i>Which sentence would make the witch's letter more persuasive and show that you understand the character?</i> <i>A. I want the magical broom because it is a broom.</i> <i>B. I would love the magical broom because it can fly incredibly fast, so I could zoom around the forest. As you know, friends, I hate being late!</i> <i>C. The magical broom is brown and has a long handle.</i>
		Plenary / Next Steps		<i>End by collaboratively writing a sign off for the letter. Ensure modelling on the visualiser for accuracy in students writing.</i>

Maths

UNIT FOCUS: Numbers within 100/Addition and Subtraction of 2-Digit Numbers.

By the end of the week I want the children to have learnt these key mathematical skills:

Add and subtract 2-digit numbers and ones, and 2-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus

Key Vocabulary: Greater, greatest, smaller, smallest, greater than, less than, even, odd / Part, whole, ones, tens

Key Models and Resources needed: Bead strings, Dienes, Hundred squares, cubes, part whole models, number lines, number tracks.

	Day 1	Day 2	Day 3	Day 4	
Learning Objective	explore numbers to 100.	explore odd and even numbers.	use number bonds within 20 in addition.	use number bonds within 20 in subtraction.	
Lesson Overview	Pupils identify patterns when skip counting in threes then identify three more or less than a number	Pupils apply knowledge of place value when solving a problem.	Pupils apply knowledge of number bonds within ten to derive number bonds within 20.	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 $18 - 5 = 13$.	
Key Vocabulary	More, less, fewer, forwards, backwards, counting	Greater, greatest, smaller, smallest, greater than, less than, even, odd.	Part, whole, ones, tens	Part, whole, ones, tens	
Hinge Point Question	Can the children identify the correct numbers in the sequence, both increasing and decreasing.	Can the children identify the correct number of tens and ones.	Can the children recall number bonds to 10 and apply this to 20?	Can the children recall number facts within 10 and apply this to 20?	
Adaptations to Independent Activity- You do- We do					
	Core Task	Skip counting in threes on a number track Pupils look at missing parts in each number track. They use their reasoning skills to complete	Applying place value to odd and even numbers This task requires pupils to draw on their knowledge of place value and apply it in order to	If I know ... then I know ... Pupils are provided with number bonds within ten and work in pairs to derive facts within 20 using Dienes on a part-whole model. Pupils could write their derived equations on a shared mini-whiteboard or	If I know ... then I know ... Pupils are provided with six number bonds within ten. They work in pairs to derive facts within 20 using Dienes on a part-whole model (as outlined in the Develop Learning). An additional

		the missing parts. Pupils find/check their answers by skip counting on a bead string.	solve problems. Pupils work in pairs. They will need digit cards 0-9 and access to Dienes blocks, a place value chart, a bead string and a number line to help. Provide paper and pencils so that the pupils can record if they choose to. Pupils work together to find all the different 2-digit numbers using their chosen four digit cards. Then they identify responses to the prompts on the slide.	independently in their maths books. Ask pupils to consider how many different ways they can write each derived equation.	challenge is provided.
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH <i>What is the expected outcome/ what resources will be needed?</i> (INCLUDE NAMED CHILDREN)	SUPPORT	Increase scaffolding by completing more parts of each number track. Reduce scaffolding by completing fewer parts.	Increase scaffolding by creating pictorial representations of the different 2-digit combinations that can be made.	Some pupils may need pictorial scaffolds (e.g. images of the derived facts represented in Dienes on part-whole models) to create derived equations. • Some pupils may need abstract scaffolds (e.g. partly completed equations) to support	Some pupils may need pictorial scaffolds (e.g. images of the derived facts represented in Dienes on part-whole models) to create derived equations. • Some pupils may need abstract scaffolds (e.g. partly completed equations) to support
	GDS CHALLENGE	Constraint for challenge: ask pupils to create their own number patterns starting and finishing from greater/less than a given number (e.g. Your pattern must start at a number greater than 30 and finish at a number less than 53). • Ask pupils to create number patterns by skip counting in twos and/or fives. • Ask pupils to explain what numbers come before and next in the patterns on the Task Sheet.	Constraint for challenge: can pupils find the number nearest to 50? Can pupils make a number that they would get to if they counted in twos, threes, fives? Get pupils to predict how many different 2-digit numbers they could make if one of the cards were replaced by a zero.	Provide pupils with derived facts within 20. Can they identify the known fact within ten that would have helped to derive the facts? • Pupils can draw Dienes on a part-whole model to represent their derived facts.	Provide pupils with derived facts within 20. Can they identify the known fact within ten that would have helped to derive the facts? • Pupils can draw Dienes on a part-whole model to represent their derived facts.

Science	Computing	PSHE
LI: Scientific enquiry: identifying, grouping and classifying. Recording findings. LI: Scientific knowledge: Matching parents to offspring. Assessment focus: Recap: Identify the different stages of human life. Introduction: Match/identify the correct offspring to its parent animal. Watch the video of the Vet explaining how to do the above. Activity: Children are to match the parent and offspring and find the inherited features.	LI: To write instructions to complete more than one step of a route at once. Assessment focus: Can the children identify the correct directions and distances in the minigames? Following this, can the children record these as algorithms in the correct order to reach the target? Recap: What is a route? What did commands contain in the previous lesson? Where is saved work on Purple Mash? Introduction: Activity: Children to input commands to follow a route in the Treasure Island/Fairytale Land games. Children to input directions and distance. Move onto Creating this in a list to form an algorithm. Review lesson vocabulary.	LI: Rights and Responsibilities. Assessment focus: Recognising responsibilities within the school community. Recap: Recap the class charter to remind of expectations. Introduction: Play the 'belonging game' (cards 1-5, find children with the same number in silence). Think about how Jigsaw Jo might feel being left out and how to solve this problem. Calm Me to follow this. Activity: Discuss rights and responsibilities within the class and school community, how we treat others in and out of school and how not to be 'controlling' of others.
History / Geography	Art / DT	Religious Education
LI: To investigate what schools were like in the 1900s. Assessment focus: Children to explain what 'beyond living memory' means. Recap: Pair the children and show the Presentation: What do you remember? Introduction: Open the 'Within living memory' period and explain that it is divided into ten-year blocks and that a period of ten years is called a decade. Tell the children you are going to show them a photograph. They will then have a few seconds to remember as many details as possible. Display the Image: 1900s classroom for approximately 10 seconds. Activity: Show the Presentation: Classrooms 100 years ago. Ask the children what they would ask a child from the 1900s. Hand out the Activity: Schools in the past and ask the children to record their questions.	LI: To explore different design options. Assessment focus: Recap the vocabulary for the mechanisms - pivot, lever, linkage. Recap: discussion around the best material to use for the moving monsters. Introduction: Discuss what 'monsters' may look like, discuss any famous monsters the children know and the features they have. Create class design criteria. Activity: Children to sketch their designs in their sketchbooks. Encourage the children to draw the moving parts and label them as the levers and pivots. Tick off from the design criteria.	LI: To identify why some Hindus and Christians feel thankful to God by exploring stories. Assessment focus: Can the children talk about why Hindus and Christians express their thanks to god? Recap: Look at the images from previous week (on the presentation) and discuss what links them. Introduction: Discuss vocab 'provide' and 'gratitude'. Introduce the concept that some people who believe in a God may express these feelings towards their God. Activity: Watch the story about gratitude. Explain that they should draw or write in the speech and thought bubbles what they think the people might be thinking or saying to show their gratitude.

PE	PE	Music
Reminder: Earrings and other jewellery are not to be worn in school L1: to track and receive a rolling ball Skills being focused on: Accurate rolling and tracking. Warm Up: Heads, shoulders, knees and toes. Travel round the space in different ways. Skill Roll the ball to partner using hands, partner receives. Partner without the ball moves to a different cone to change the target. 8v8, children to aim for unoccupied space. When the ball rolls over the back line, a point is scored.	Reminder: Earrings and other jewellery are not to be worn in school L1: To develop balance, stability and landing safely. Skills being focused on: Balancing, looking ahead and landing safely with bent knees. Warm Up: Safe space, jogging. Travel round the space in different ways. Skill Banana Tag Run, stop, balance, jump games.	L1: To explore call and response using instruments. Assessment focus: Maintaining the correct response for the calls. Warm Up: Recap the call and response rhythms from previous week using clapping. Skill In groups, children select instruments to use. Ensure modelling is used to demonstrate how to use the instruments appropriately. Allow the children to explore and use a range of instruments.