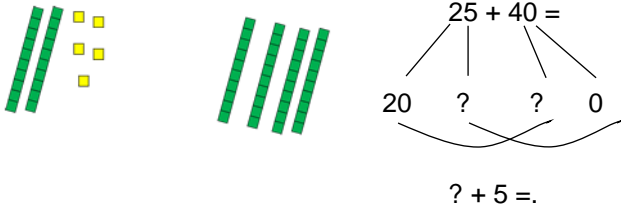


Subject	Learning Objective	Context	Success Criteria (how to achieve the learning objective)	Organisation (activity, resources, differentiation in brief)
Speakers and Listeners Mon	To listen to each other and speak with confidence	School Council	<ul style="list-style-type: none"> • Listen to each other • Speak clearly 	Vote for school council rep – 20mins
Listeners	To listen to and follow verbal instructions	Listening/processing skills	<ul style="list-style-type: none"> • Listen to the instruction • Do • Check 	Look at the picture first and name the 2 dinosaurs! Teacher to read out instructions 1 at a time for the children to follow (tweak as necessary eg. Just at the bottom instead of bottom right) Need plenty of colours to share
Writers Mon	To write a script	The Gruffalo	<ul style="list-style-type: none"> • Think about your scene • What are the main events? • Narrator to introduce scene • Write what the characters say • Add actions/sound effects.. 	Discuss original story and how you could 'twist it' Outline the whole play and break it up into scenes Model script structure Scene 1- Woodland with animal house 1, intro main character Scene 2- Woodland with animal house 2 Scene 3- Woodland with animal house 3 Scene 4 – Meet the 'creature' Scene 5 – go back to other animals with twist Children make a start with writing own scene in groups using original story as an example. Come together as class and share ideas and improve
Speakers and Listeners	To work together and make decisions	The Gruffalo	<ul style="list-style-type: none"> • Think of the scene • What jobs do we need to do? • Cooperate • Work as a team 	Discuss roles and responsibilities for re telling story. Roles: narrator, character voice, puppeteer, sound effects
Speakers & Listeners	To work together to perform	The Gruffalo	<ul style="list-style-type: none"> • Read your lines • Use expression • Be ready 	Children to practise their scenes verbally (without scenery unless ready)
Handwriters	To form the zig-zag letters correctly	Handwriting	<ul style="list-style-type: none"> • Sit up straight • Feet on the floor • Hold the pencil correctly • Hold your page • Start in the correct place • Sit the letter correctly on the line 	Zig-Zag family – z, x, w, v Upper case and lower case formation (Home Learning: See Seesaw video for lower case formation model; practise some joins)

Subject	Learning Objective	Context	Success Criteria (how to achieve the learning objective)	Organisation (activity, resources, differentiation in brief)
Spellers	To read, spell and write words containing split digraphs	Phonics	<ul style="list-style-type: none"> • Look at the word • Find the sound • Sound and blend 	<p>M – intro split digraphs and brainstorm the sounds – discuss what vowels are – find your matching pair game T – IWB – words & pictures p.1 & 2, sort the real & nonsense words Th – IWB –p. 3-8 look,say,cover,write,check (on whiteboards) – fill in the missing letters sheet F – Phonics screening practice- add sausage and beans under the sounds in the words, count the sounds and notice the double letter sounds.</p> <p>Home learning - https://www.youtube.com/watch?v=C0yx4T2FDJE Watch the video and make your own 'magic e' word list. How many can you spot in your reading books?</p>
Home learning			<ul style="list-style-type: none"> • 	<p>Work through lessons 1 – 5 https://classroom.thenational.academy/units/monkeys-and-hats-problems-19ec</p>

Subject	Magic 10	Learning Objective	Context	Success Criteria (how to achieve the learning objective)	Organisation (activity, resources, differentiation in brief)				
Mathematics 1	10 more/10 less than any given number	To add numbers by partitioning using objects, pictorial representation and mentally (but with pictorial reasoning)	Adding 10s	<ul style="list-style-type: none"> • Write the number Sentence • Make the 1st number • Add tens stick • Count up • Write the total 	<p>1. Using whiteboards and the 100 square. Complete the number track by adding 10</p> <p><u>Whole Class Activity</u> Children to divide whiteboard into 4.. In the first box they add 10, by drawing dienes. Then add 20, 30 and then 40. e.g.</p> <table border="1" data-bbox="1240 587 1980 890"> <tr> <td data-bbox="1240 587 1617 769">$32 + 10 =$</td> <td data-bbox="1617 587 1980 769">$32 + 20 =$</td> </tr> <tr> <td data-bbox="1240 769 1617 890">$32 + 30 =$</td> <td data-bbox="1617 769 1980 890">$32 + 40 =$</td> </tr> </table> <p>Then children try 2nd example in books independently. (green children to have adult support)</p> <p>2. Use the dienes and resources to complete the calculations.</p> <div data-bbox="1249 1114 1868 1324" style="text-align: center;">  <p>The diagram shows two sets of dienes: one for 25 (two tens sticks and five ones units) and one for 40 (four tens sticks). To the right is a partitioning diagram for the equation $25 + 40 =$. The number 25 is partitioned into 20 and 5, and the number 40 is partitioned into 40 and 0. The 5 from 25 and the 40 from 40 are grouped together with a bracket, leading to the sub-equation $? + 5 =$.</p> </div> <p>Discuss how the tens and ones have been partitioned and then recombined ready to add. Practical only on whiteboards with dienes. TA to sit with 'greens'</p>	$32 + 10 =$	$32 + 20 =$	$32 + 30 =$	$32 + 40 =$
$32 + 10 =$	$32 + 20 =$								
$32 + 30 =$	$32 + 40 =$								

Subject	Magic 10	Learning Objective	Context	Success Criteria (how to achieve the learning objective)	Organisation (activity, resources, differentiation in brief)
Mathematics 2	10 more/10 less than any given number	To add numbers by partitioning using objects, pictorial representation and mentally (but with pictorial reasoning)	Add using partitioning	<ul style="list-style-type: none"> Write the number Sentence Partition tens Partition units Draw tens & units Add units Add tens Write the total 	<p>Show an addition sentence $32 + 10 = 33$ that has been worked out by partitioning, but has errors. Children to discuss what went wrong. (visualiser)... $43 + 10 = 63$, $12 + 20 = 22$</p> <p>Demonstrate how to partition and add using 'smiley face' and drawing dienes (visualiser) (Green group to go out and practice double digit + single digit with resources)</p> <p>Rest of class practising on whiteboards (2 digit + tens, then work up) Show addition of dienes on the whiteboard, practise writing as number sentences using partitioning of numbers.</p>
Mathematics 3	10 more/10 less than any given number	To add numbers by partitioning using objects, pictorial representation and mentally (but with pictorial reasoning)	Add 1 digit and 2 digit numbers	<ul style="list-style-type: none"> Write the number sentence Partition tens Partition units Draw tens & units Add units Add tens Write the total 	<p>$25 + 17 = 89$ Could this be right? Why?</p> <p>Can you draw the dienes and show the addition pictorially? Recap on learning so far – use of apparatus - writing as a number sentence – partitioning to add, recombining to find total. Children to practise in books, dividing page into 4. Apparatus: Use dienes on tables. Green – Adding 1 digit numbers to teens Blue – Adding 1 digit numbers to 50 bridging through 10 Black – Adding 1 digit numbers to 100 bridging through 10 Digit Cards Problem (Here are 3 digit cards WR p.56)</p>
Mathematics 4	10 more/10 less than any given number	To add numbers	Addition by partitioning	<ul style="list-style-type: none"> Write the number sentence Partition Draw tens & units Add units Add tens Write the total 	<p>Time for teacher to take small groups to address misconceptions with addition</p> <p>Teacher to model 1st then rest of class to play 'Got it' in 3s or 4s. Choose a number between 15 and 25. Children to role dice and add up own score. Child can stop near to target score, child closest to target score wins. If a child goes over target score they are out.</p>
Home Learning					<p>Follow daily lessons on White Rose</p> <p>https://whiterosemaths.com/homelearning/year-2/week-5/</p> <p>Seesaw message your class teacher for the worksheets</p>

Subject	Learning Objective	Context	Success Criteria (how to achieve the learning objective)	Organisation (activity, resources, differentiation in brief)
Scientists	To identify the functions of different parts of a tree	Oak Trees	<ul style="list-style-type: none"> • Look at the tree part • Think about what it does • Name it • Describe its function 	<p>Look at IWB – functions of parts of a tree and discuss different parts and their jobs Science books - Children to draw small tree in middle of page and add descriptive labels (green – name of tree part, Blue & Black to name & describe function of tree part)</p> <p>Home learning https://classroom.thenational.academy/lessons/what-are-the-parts-of-trees-and-plants-called-c9h6cr</p>
Artists	To design and make scenery and puppets	The Gruffalo Enterprise	<ul style="list-style-type: none"> • Think about your design • Make sure each person has a job • Work carefully • Listen to each other 	<p>Discuss scenery and puppets – Look at materials available, discuss techniques. Groups design and make scenery.</p> <p>1 person from each group to make puppets (photocopy for practising)</p>
Musicians	To add sound effects	The Gruffalo Enterprise	<ul style="list-style-type: none"> • Think about your scene • What sounds might you hear • How could you create those sounds 	<p>Add sound effects to the scenes using instruments or voices</p>
Gymnasts	Real Gym		See Real PE Plan	Unit 1 – lesson 2
Orienteers	To follow a key To work co-operatively	Orienteering	<ul style="list-style-type: none"> • Look at the face • Find the next feature • Check the key • Get the right equipment (colour & shape) • Put it in the right location • Take the 'map' back to your group 	<p>Funny Faces game (Teachers to sort out equipment first) In groups of 5. Children to number themselves to sort out order Each group has a map and should look at it & discuss before starting. Children take it in turns to read map, collect equipment and place in correct location. First group to finish correctly wins!</p>
Team Players	Real PE		See Real PE	Unit 1 – lesson 4 (balloons?)
PSHE	To work co-operatively	Puppet shows Real PE/Gym		

Year 2

Banstead Infant School – **WEEKLY PLAN**

Week beginning: **12th October 2020**