

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 16.9.24

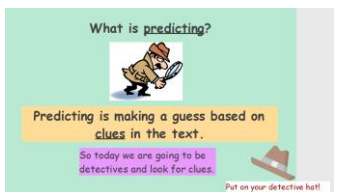
Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus	<p><u>LI: We are learning to make predictions based on a front cover.</u></p> <p>We are learning to use subject specific language.</p>	<p><u>LI: We are learning to collect adjectives to describe a character.</u></p> <p>We are learning to give well structures descriptions.</p>	<p><u>LI: We are learning to apply adjectives to a character description.</u></p> <p>We are learning to suggest words and phrases appropriate to the topic.</p>	<p><u>LI: We are learning to understand the feelings of a character.</u></p> <p>We are learning to give reasoning behind our answers.</p>	<p><u>LI: We are learning to compose a diary entry using the pronoun 'I'.</u></p> <p>We are learning to take on a different role and discuss a character's feelings.</p>
Key vocabulary and Key Blooms higher order thinking questions	<p>Key vocabulary Adjectives Queen Victoria Predicting Describing</p> <p>Key questions What is an adjective? Who is Queen Victoria? How do you predict? What is a bathing machine?</p>	<p>Key vocabulary Adjectives Nouns Feelings Personality Appearance Bathing machine</p> <p>Key questions Can you identify features of a Queen? How would you describe the Queen's personality? What words in the text well you that?</p>	<p>Key vocabulary Adjectives Description Feelings Emotions Jewels Royal Crown Adventurous Bathing machine</p> <p>Key questions Can you use the adjectives in full sentences? Can you add connectives into your sentences?</p>	<p>Key vocabulary Inference Feelings Emotions Shy Adventurous Smile Beam</p> <p>Key questions What is the Queen feeling at this point in the text? How do you know? What words/images tell you that?</p>	<p>Key vocabulary Pronouns First person 'I' Diary Dear Features</p> <p>Key questions Can you identify the features of a diary? What is a pronoun? Can you write from the first person?</p>

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Activities



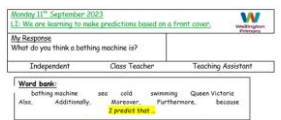
What is predicting?
Predicting is making a guess based on clues in the text.
So today we are going to be detectives and look for clues.
Put on your detective hat!

In this lesson, we are being detectives!
We are looking for clues in the text and on the front cover to predict what the book will be about.




Look at the front cover. Predict: What do you think this book will be about? How do you know?
Today, we are reading a new story!
What is Queen Victoria's hat do you think she is like Queen?

We will begin the lesson by looking at the front cover. Children will identify the title, the characters, the expressions of the characters etc.



Monday 11th September 2023
I am starting to make predictions based on a front cover.
My Response
What do you think a bathing machine is?
Independent Class Teacher Teaching Assistant
Word bank:
bathing machine see cold swimming Queen Victoria
Also: Additionally however Furthermore because
I predict that



The children will then base their predictions on what they have found.

The children will continue to read the book 'Queen Victoria's bathing machine'.

The children will look at words and images in the book to make deductions on her personality such as smiling meaning she is a happy person.




Tuesday (non-recording) children sort and collect adjectives.

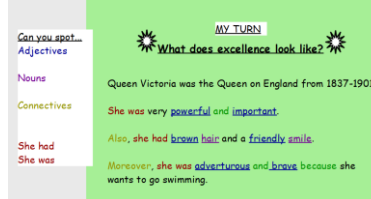
The children will then sort adjectives into 'adjectives that apply to the Queen' and 'adjectives that don't apply to the Queen'.

Children will then endeavour to add their own adjectives.

The children will use the adjectives they collected from the previous lesson and apply them to their own sentences to create a character description.




The children will aim to use exciting adjectives, commas and connectives.




MY TURN
Can you spot...
Adjectives
Nouns
Connectives
She had
She was
What does excellence look like?
Queen Victoria was the Queen on England from 1837-1901.
She was very powerful and important.
Also, she had brown hair and a friendly smile.
Moreover, she was adventurous and brave because she wants to go swimming.

In this lesson, the children will use their inference skills to look at images from the book and analyse what emotions the characters might be feeling at different points.




How does Queen Victoria feel here?



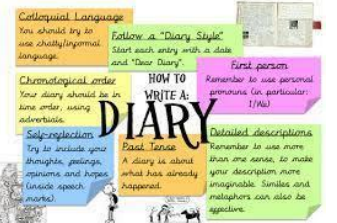
How does Queen Victoria feel here?

The children will then use these images to answer inference questions based on these deductions.



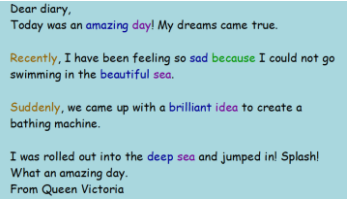
We are going to put our detective hats back on.
Can you spot the different feelings that the Queen is feeling through out the book?

The children will be analysing features of a diary. For example, 'Dear diary', the use of the pronoun 'I' etc.



Conversational Language
You should try to use chatty/informal language.
Follow a "Diary Style"
Start each entry with a date and "Dear Diary".
First person
Remember to use personal pronouns (in particular: I/Me)
Chronological order
Your diary should be in time order, using adjectives.
Self-reflection
Try to include your thoughts, feelings, opinions and hopes (inside speech marks).
Detailed descriptions
Remember to use more than one sense, to make your description more interesting. Similar and metaphors can also be effective.
HOW TO WRITE A DIARY
Past Tense
A diary is about what has already happened.

The children will then apply this knowledge of diary entries and draft their own diary entry in the perspective of Queen Victoria using their prior learning from this week.



Dear diary,
Today was an amazing day! My dreams came true.
Recently, I have been feeling so sad because I could not go swimming in the beautiful sea.
Suddenly, we came up with a brilliant idea to create a bathing machine.
I was rolled out into the deep sea and jumped in! Splash!
What an amazing day.
From Queen Victoria


They will use what they have inferred about her personality and feelings throughout the book.

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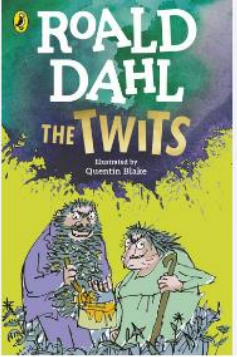
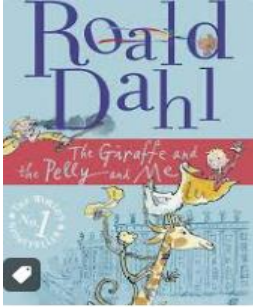
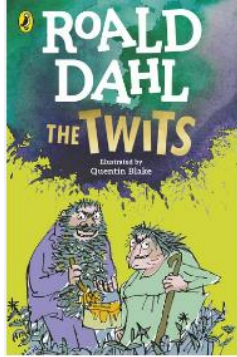


		<p>Chocolate hair Royal Brown eyes Sporty Blue hair Sleepy Green eyes Lazy Shiny crown Magnificent Adventurous jewels Shy Messy clothes Timid Brave Daring Elegant clothes</p>		
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p> 	<p>Review</p> <p>Recap the Year 1 ai grapheme using the flashcards provided.</p> <p>Teach</p> <p>1. Use the PowerPoint. Use this to teach the gn grapheme. Listen to Shakespeare. Play the gn Memory Game. Read the gn words as they pass across the conveyor belt. At the</p>	<p>Review</p> <p>Recap the Year 1 oi grapheme using the flashcards provided.</p> <p>Teach</p> <p>1. Download the flashcards. Use this to recap the gn grapheme. – there are not many words that have the gn grapheme. In pairs, holding whiteboards, children write</p>	<p>Review</p> <p>Recap the Year 1 ay grapheme using the flashcards provided.</p> <p>Teach</p> <p>1. Use the PowerPoint. Use this to teach the wr grapheme. Read the wr words. Focus on how to form the past tense. 2. Watch the ‘Get Well Soon’ video. Ask the class to</p>	<p>Review</p> <p>Recap the Year 1 oy grapheme using the flashcards provided.</p> <p>Teach</p> <p>1. Download the flashcards. Use these to recap the wr grapheme. Write sentences on the board with wr words missing.</p>	<p>Review</p> <p>Use the PowerPoints to read through gn and wr words.</p> <p>Teach</p> <p>1. Use the Year 2 CEWs PowerPoint. Use this to read the focus CEWs below.</p> <p>Focus on the words below, pointing out</p>

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Class Text – Reading Aloud 10-15 mins each day	Aspen 	Chestnut 	Sycamore 		

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to write numbers to 100 in the expanded form.</u>	<u>LI: We are learning to Identify, represent and estimate numbers using different representations, including the number line.</u>	<u>LI: We are learning to Count in steps of 2, 3 and 5 from 0 and in 10s from any number, forward and backward.</u>	<u>LI: We are learning to Identify, represent and estimate numbers using different representations, including the number line.</u>	<u>LI: We are learning to compare and order numbers from 0 up to 100; use and = signs.</u>

Key vocabulary and key questions	<u>Key Vocabulary: (specific to lesson)</u> Tens Ones	<u>Key Vocabulary: (specific to lesson)</u> Number line Intervals	<u>Key Vocabulary: (specific to lesson)</u> Number line	<u>Key Vocabulary: (specific to lesson)</u> Estimate Count	<u>Key Vocabulary: (specific to lesson)</u> greater than less than
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	<p>Total Part whole Partition</p> <p><u>Key questions:</u> How many tens? How many ones? What is the total?</p>	<p>Forward Backward</p> <p><u>Key questions:</u> What is the start value of the number line? What is the number line counting in? How many intervals are there?</p>	<p>Value Forward Backward More Less Interval</p> <p><u>Key questions:</u> What is the start value of the number line? What is the number line counting in? How many intervals are there?</p>	<p>More Less Closer to Guess</p> <p><u>Key questions:</u> What number is _____ closer to? Where will _____ go? What number is _____ near? What is the nearest ten?</p>	<p>more less equal to same as</p> <p><u>Key questions:</u> What number is larger? How do you know? What number is smaller? Why?</p>
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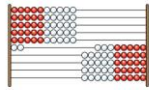
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Activities

Complete the number sentences to partition the numbers.

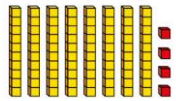
a)



$$52 = 5 \text{ tens} + \boxed{} \text{ ones}$$

$$52 = 50 + \boxed{}$$

b)

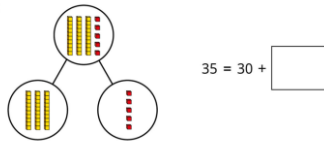


$$84 = \boxed{} \text{ tens} + 4 \text{ ones}$$

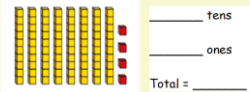
$$84 = \boxed{} + 4$$

Complete the sentences to match the part-whole models.

a)



$$35 = 30 + \boxed{}$$

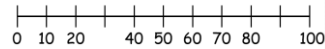
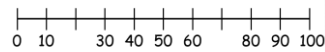


_____ tens
_____ ones
Total = _____

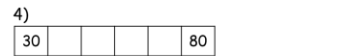
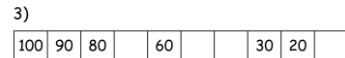
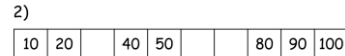
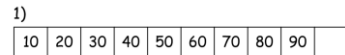
$$84 = 10 + \underline{\hspace{2cm}} \quad 84 = 30 + \underline{\hspace{2cm}}$$

$$84 = 20 + \underline{\hspace{2cm}} \quad 84 = 40 + \underline{\hspace{2cm}}$$

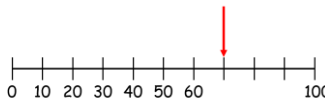
What are the missing numbers?



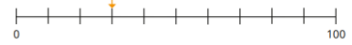
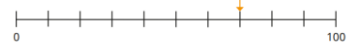
How did you find the missing numbers?



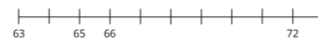
What number is the arrow pointing to?



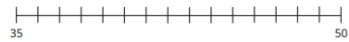
What numbers are the arrows pointing to?



Complete the number lines.



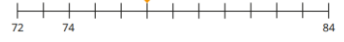
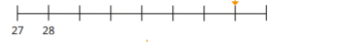
Draw arrows to show where the numbers belong on the number line.



The arrow is pointing to 70

What mistake has Tiny made? Talk about it with a partner.

What number is each arrow pointing to?



Give your answers in numerals and words.

Estimate how many

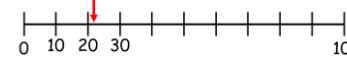
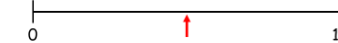


1) Is 9 closer to 0 or 10?

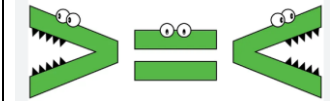
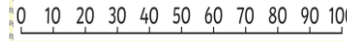
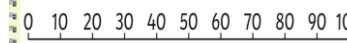
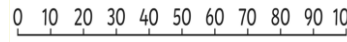
2) Is 1 closer to 0 or 10?

3) Is 19 closer to 10 or 20?

4) What number is the arrow pointing to?



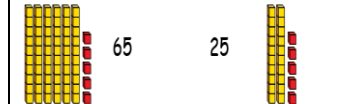
Use the number lines to estimate where the numbers should go.



Use $<$, $>$ or $=$ to compare the objects.



Tommy is comparing two numbers.



Tiny is comparing numbers.

When comparing numbers, the number with more ones is always the greater number.



Do you agree with Tiny?



65 \bigcirc 56

Greater than $>$ equal to $=$ Less than $<$
More than $>$ $=$ $<$

Music – Sing Up

LI: We are learning to explore how a composer uses timbre to create character and responding to the music through art. Lesson 2 of 2

In this lesson, children will -

Get moving and warmed up with I once saw an elephant. They will listen to two movements from Carnival of the animals – ‘Fossils’ and ‘The swan’. Moving on to identify how the choices of instruments create character.

Key words

- **Timbre:** violin, viola, cello, double bass, flute, glass harmonica, glockenspiel, xylophone, piano.
- **Pitch:** high, low.
- **Tempo:** fast, slow.
- **Other:** articulation (smooth, detached), character (flowing, jittery, brittle etc.).

Land, water, or sky?



- Where in nature might this animal live? Land, water, or sky?
- What animal do you think this might be? How does it move?
- What words would you use to describe this animal?
- Describe the sound the cello makes. Is it smooth or scratchy?

RE – Widening Horizons

LI: We are learning to identify features of a synagogue.

What is a synagogue?



Look at the features. Have you seen something similar before in a place of worship? What could this object / feature be used for?



Can you describe the feature? Why is it made of?



Children to look at the images.

Name each feature and what it is used for.

Word Bank

The Siddur	holy book	memorial board	The Bimah	Eternal Light	The Ark
The Torah	Synagogue	Hebrew	table	died	prayers

PE – Get Set 4 PE

LI: We are learning to develop balance, stability and landing safely.

Success Criteria

- Hold your arms out and focus on something still to help you balance.
- Look ahead and land with bent knees.

Activities include the warm up game run, stop, balance as well as focusing on jumping and hopscotch.



LI: To understand that stopping goals is a defending skill and explore ways to do this.

Success Criteria

- Be ready and react quickly when someone is about to shoot.
- Do not be afraid of the ball.
- Keep your eyes on the ball.

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Art – Kapow

LI: We are learning to develop our observational drawing skills.

Today, we are going to be using our pencils to sketch our favourite toy!

Starter - What shapes can you see on the teddy bear?



TPS- What do you think the word sketching means?

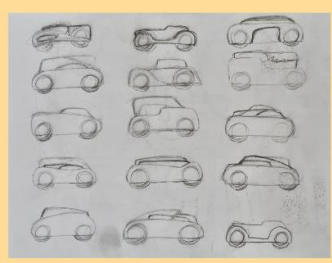
Checklist

- Use a pencil to sketch the basic outline of the toy in the middle

of the paper.

- Make sure you are holding the pencil lightly.

Add detail and textures by making a range of different marks.

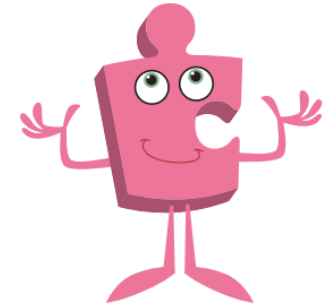


PSHE - Jigsaw

LI: We are learning what our rights and responsibilities are.

Sitting in a circle, go around and share one responsibility you have in the classroom.

- Are you a monitor?
- A school councillor?
- How do you take care of your classroom?
- How are you a good friend?



All of us have a responsibility when we come to school. Being responsible means we take care of one another and we enjoy coming to school to learn safely and happily.



The older you get, the more responsibilities you have!


- What does responsibility mean?
- How responsible are you?
- Why is it important to be responsible?
- How can you be a responsible member of our class?





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★ What does excellence look like? ★




Explain what the responsibility is in each picture shown.

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning to explore the differences between things that are dead, alive and never lived.</u></p> <div style="display: flex; align-items: center;"> <div style="display: grid; grid-template-columns: repeat(3, 1fr); gap: 5px;">          </div> <div style="margin-left: 20px;"> <p><i>What do these things have in common?</i></p> </div> </div>	<p><u>LI: We are learning about the significance of Alfred the Great and his achievements.</u></p> <div style="background-color: #e0b0ff; padding: 5px; margin-bottom: 10px;"> <p><i>This week, we are going to learn about the life of Alfred the Great and all the changes he made to England.</i></p> </div> <div style="display: flex; align-items: center;"> <div style="background-color: #e0b0ff; padding: 5px; margin-right: 10px;"> <p>TPS: Why do you think he was called Alfred the 'Great'? How do you think he used his power over England?</p> </div>  </div> <div style="font-size: small; margin-top: 5px;"> <p>power The amount of control a person, such as a ruler, has over things or people in a kingdom.</p> </div> <p>Watch the video of Alberts life</p>	<p><u>LI: We are learning to Identify different types of IT.</u></p> <p>Look at the Images, see example.</p> <p>Is this information technology?</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;"> Yes </div> <div style="display: flex; align-items: center;"> Unsure </div> <div style="display: flex; align-items: center;"> No </div> </div> </div>

What is a habitat?

Think

Pair

Share

What is a living thing?

Think

Pair

Share

Look at the images and sort the images into living and not living.



Living	Not living

Prince Alfred was born in 849 to King Aethelwulf and his wife Osburh. He was the youngest of five brothers. He had never expected to be king. He was a sickly child who suffered from terrible stomach pains. Sometimes he couldn't leave his room for days or weeks at a time.



Week commencing 18th September 2023

LT: We are learning about the significance of Alfred the Great and his achievements.

Significance of Alfred the Great

Great jobs

Imagine you are Alfred the Great, looking back on a lifetime of achievements. Of what five things are you most proud? List them in the table and explain why. An example is given.

Achievement	Explanation
Becoming godfather to King Guthrum	When King Guthrum became my godson, we became family, it made it less likely that King Guthrum and his followers would want to fight me again.
1. Alfred the Great won the Nine Years War.	Alfred's brother's death in the war was his dad also died in the war.
2. He learned Latin.	He translated books from Latin to Old English so people could read them.
3. He won the poem Beowulf.	Alfred led to Yeats and wrote at age 12. He won the poem Beowulf.
4. He created new laws.	He wanted to treat people fairly.
5. He built schools.	He built teachers from other countries. He believed in education.

Task

What was Alfred's achievements? Why?

Is this information technology?



Yes

Unsure

No

1. What would life be like without the device?
2. Would you miss it?
3. What would you do / use instead?

Year 2 - Information technology around us
Lesson 2 - IT in school

National Centre for Computing Education
Raspberry Pi

IT in school

To help you do a job	To talk to people
To play on	Not sure

Explain that the children will be sorting the devices into groups. Tell them that some of the devices might fit into several groups, so they can choose which group they wish to place the device in.

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Homework

Homework is set on a **Thursday** and due back on a **Monday** either in books or on line.



Reading and spelling.

Maths

Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in

Reading

Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every Monday.

Your teacher will check, mark and sign your work once a week.

Try and login to Bug Club and Reading Eggs.



Spellings

Please make sure your child's spelling book is in their book bag on these days as this is their spelling test day.

Remember to write your spelling sentences in your purple reading task book.



Doodle Maths – Log on to your account at least three times this week.

We will be checking to see who has accessed their account the most!!

Work to reach your target – are you in the green zone yet?

Please remember to wear the correct full uniform. Children should be wearing a white shirt with the school tie, grey trousers and black school shoes. Jumper and cardigan must be burgundy with the school logo. Girls to wear simple stud earrings, no necklaces or big bows to be worn.

Please remember to write your child's name on all school clothes and resources so if they get lost we can return them.

Please remember to bring book bags in

Weekly Overview of Learning



Year Group: Year 2 Week beginning: 16.9.24

			<p>everyday!</p> <p>Forthcoming Trips/events for this term:</p> <p>Hampton Court Palace 24th October</p> <p>Reading Café dates for specific classes- please see the classroom door.</p>
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