


Weekly Overview of Learning




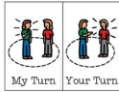








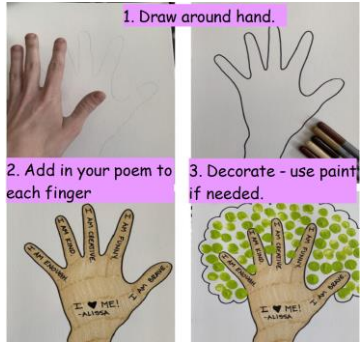
Year Group: Year 2 Week beginning: 9.9.24

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
	<p><u>LI: We are learning to decide what makes a good performance.</u></p>	<p><u>LI: We are learning to perform our poems using expression and actions.</u></p>	<p><u>LI: We are learning to evaluate our speaking using thinking hats.</u></p>	<p><u>LI: We are learning to retrieve information.</u></p> 	<p><u>LI: We are learning to use correct sizing of letters and horizontal lines.</u></p>
Speaking and Listening Focus	<p>To use eye contact when talking</p>	<p>To use expression and action when talking</p>	<p>To explain positives and next steps using full sentences</p> <p>I found... Next time I will...</p>	<p>To be able to use words and phrases from the text</p>	<p>To use a clear voice.</p>
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary: (specific to lesson)</u> Talking tiger Eye contact Turns Listen Clear voice</p> <p><u>Key questions:</u> What makes a good performance?</p>	<p><u>Key Vocabulary: (specific to lesson)</u> Perform Talking tiger Turns Listen Actions Expression</p> <p><u>Key questions:</u> Have you used the talking tiger rules?</p>	<p><u>Key Vocabulary: (specific to lesson)</u> Evaluate Well Improve Thinking hats</p> <p><u>Key questions:</u> What rules did you use? What rule did you score highest in? Why do you</p>	<p><u>Key Vocabulary: (specific to lesson)</u> Retrieve Text Story Recall</p> <p><u>Key questions:</u> Can you find the word that means ____?</p>	<p><u>Key Vocabulary: (specific to lesson)</u> Horizontal Vertical Lines</p> <p><u>Key questions:</u> Is your writing on the line? Are your letters the same size? Have you used any</p>























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	<p>How should your voice sound? What should your eyes be doing? How will you stand?</p>	<p>What rule have you done well?</p>	<p>think this?</p>	<p>Can you explain why she was like soil?</p>	<p>horizontal or diagonal lines?</p>
<p>Activities</p>	 <p>Use a clear voice.</p>  <p>Look at the person you are talking to.</p>  <p>Take it in turns.</p>  <p>Be a good listener.</p>  <p>Think about your body.</p>  <p>Look at the poetry performances – do they use the talking tiger rules?</p>	 <p>The children will be performing poem to the class. Remember the talking tiger checklist.</p> <p>Class to score each rule on score sheet</p>	<p>Check your scores from yesterday. Did you...</p> <p>Use a clear voice.</p>  <p>What might you do differently next time?</p> <p>Look at the person you are talking to.</p>  <p>What did you find difficult?</p> <p>Take it in turns.</p>  <p>How did you feel performing your poem?</p> <p>Be a good listener.</p> <p>Think about your body.</p> <p>Children assess their speaking from yesterday looking at the scores against each of the talking tiger rules.</p>	<p>LI: We are learning to retrieve information.</p>  <p>Why is she like the soil?</p> <p>Today the children will be looking at the story and answering retrieval questions.</p> <p>Such as – why is she like the soil?</p> <p>LI: We are learning to retrieve information.</p>  <p>What should you say when it's tough?</p>	<p>Today we are going to use our best handwriting to present our poem.</p> 

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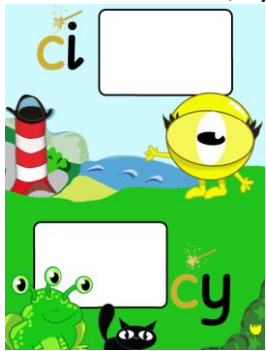





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	  <p>Use a clear voice.</p>  <p>Look at the person you are talking to.</p>  <p>Take it in turns.</p>  <p>Be a good listener.</p>  <p>Think about your body.</p>	 <p>Use a clear voice.</p> <input data-bbox="806 239 896 311" type="text"/>  <p>Look at the person you are talking to.</p> <input data-bbox="806 375 896 446" type="text"/>  <p>Take it in turns.</p> <input data-bbox="795 478 884 550" type="text"/>  <p>Be a good listener.</p> <input data-bbox="795 582 884 654" type="text"/>  <p>Think about your body.</p> <input data-bbox="750 654 840 726" type="text"/>	 <p>Use a clear voice.</p>  <p>Look at the person you are talking to.</p>  <p>Take it in turns.</p>  <p>Be a good listener.</p>  <p>Think about your body.</p> <div data-bbox="1030 710 1388 1125">  <p>What would you do differently next time?</p> <hr/><hr/><hr/>  <p>What did you find difficult?</p> <hr/><hr/><hr/>  <p>How did you feel performing?</p> <hr/><hr/><hr/> </div>	<p>L.I: We are learning to retrieve information.</p>    <p>Retrieve</p> <p>Finish the sentence - When i believe in myself there's simply _____.</p>	
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
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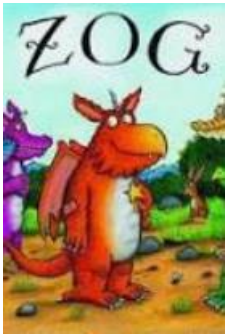

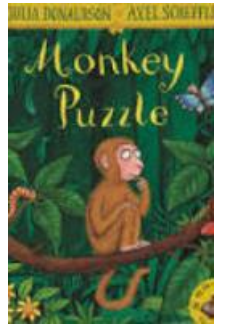
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<p>Phonics</p>	<p>Recap the Year 1 ff grapheme using the flashcards provided. Children to sort the images into ci or cy Teach sound – ci, cy</p>  	<p>Recap the Year 1 nk grapheme using the flashcards provided. Teach the ce ending is common where the e makes no sound (dance prince).</p>    <p>Children play the flashcard game. The flashcards are distributed around the classroom/hall/playground floor. Children go on a 'whispering reading walk' in pairs. Once the flashcard is reached, the children read it very quietly.</p>	<p>Recap the Year 1 tch grapheme using the flashcards provided. Teach 1. Use the PowerPoint. Read the kn words. Look at know/knew and knife/knives. Sing 'The Knocking Knees Twist'. 2. Watch the 'The Knocking Knees' video. Ask the class to make the Silent Ghost action (put your finger in front of your lips, silent letters make no sound) every time they hear a soft kn word. Can the children remember all of the soft kn words in the song?</p> <p>Knocking Knees Twist</p> <p>_____ your _____ together I _____ I _____ Do the _____ at night Do the _____ at night</p> <p>_____ your _____ together I _____ I _____ Do it right Do it right</p> <p>_____ your grandma's _____ _____ your grandma's _____ Tie them in a _____ Tie them in a _____</p> 	<p>Recap the Year 1 ve grapheme using the flashcards provided. Teach 1. Download the flashcards. Use these to recap kn and the highlighted features from yesterday's lesson. Together can the class recall the kn words in the song 'Knocking Knees Twist'?</p> <p>Recap know/knew and knife/knives.</p>	<p>Recap through c and kn words on the PowerPoints. CEWs Add the <u>Year 2 CEWs</u> flashcards to a display board – add to this each week. Also display the Year 2 and Year 1 CEW Chart. CEW focus – old gold hold cold told – all have an open syllable o, which makes the long O sound. wild child climb – all have an open syllable i, which makes the long Yellow I sound. climb also has a silent b. Note that the plural of child is children, which does not have a long i sound.</p>
<p>Class Text –</p>	<p>Aspen</p>	<p>Chestnut</p>	<p>Sycamore</p>		

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<p>Reading Aloud 10-15 mins each day</p>			
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to investigate counting to 100 in 10s.</u></p>	<p><u>LI: We are learning to recognise tens and ones.</u></p>	<p><u>LI: We are learning to utilise a place value chart.</u></p>	<p><u>LI: We are learning to apply our understanding of writing numbers to 100 in words.</u></p>	<p><u>LI: We are learning to apply partitioning flexibly.</u></p>

Key vocabulary and key questions	Key Vocabulary: (lesson specific)	Key Vocabulary: (lesson specific)	Key Vocabulary: (lesson specific)	Key Vocabulary: (lesson specific)	Key Vocabulary: (lesson specific)
	<ul style="list-style-type: none"> tens ones group bundle 	<ul style="list-style-type: none"> tens ones group bundle groups of 	<ul style="list-style-type: none"> tens ones place value how many columns 	<ul style="list-style-type: none"> tens ones numerals words 	<ul style="list-style-type: none"> tens ones partition flexible representations

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	<p><u>Key Questions:</u> How many are there? • How did you count them? • How many are in each group/bundle? • How many extra are there? • How many are there in total? • How do you write in numerals? • What number is made up of tens and ones?</p>	<p><u>Key Questions:</u> • How many are there? • How did you count them? • What does each piece represent? • Where can you see the ten? • Do you need to count each one individually? • How many are there in each box/pack?</p>	<p><u>Key Questions:</u> • What number is represented? • How many tens/ones are there? • How does the place value chart show the number? • What do you do if there are no ones? • What does the digit represent? • Which column do you write in? • Why can you not write a digit greater than 9 in a place value column?</p>	<p><u>Key Questions:</u> • How many tens are there? • How do you write that in words? • How many ones are there? • How do you write that in words? • How do you write in words? • How do you write in numerals?</p>	<p><u>Key Questions:</u> How many tens are there? • How many ones are there? • How many straws are there in each bundle? • If you unbundle one lot of 10, how many tens are there now? How many ones? • How many ones are there in each ten? • How else can you partition the number?</p>
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Activities

Building on the previous small step, children revisit their earlier learning on numbers to 100. Children count objects to 100 by making tens. They see examples of objects that are grouped into tens and some that are not grouped, so they recognise the benefits of making groups of 10 to count.

Children will use straws, cubes and diennes to create groups of 10.

How many straws are there?



How many straws are there?



In this small step, children start to unite the idea of a ten. In this step, children transition to recognising when something is labelled as “ten” and understand its value relative to the corresponding one. This transition is Gradual, as children first compare familiar representations such as ten frames and base 10 to see how the counters in ten frames can be separated but a base 10 rod cannot. They then move on to look at boxes of ten things, starting with examples labelled as “10”, with the individual objects visible, before moving to more abstract examples.

How many crayons are there?



How did you count them?

How many sweets are there?



How did you count them?

In this lesson, children will be introduced to a place value chart and place objects within the columns to understand their representations.

Children will learn to recognise that they can only write the digits 0–9 in any single place value column, because if there were any more than this they would be able to make a ten.

What number is shown?



Draw the base 10 in the place value chart.

Tens	Ones

Sam has made some numbers using base 10



Draw the base 10 in a place value chart to show each number.

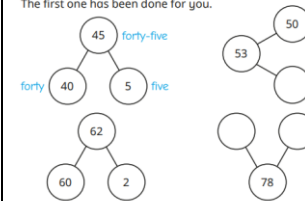
Tens	Ones

How did you know where to draw each piece?

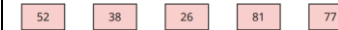
In this small step, children use their understanding from earlier in their learning to write numbers to 100 using words.

Complete the part-whole models and write the numbers in words.

The first one has been done for you.



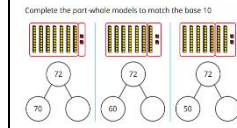
Write each number in words.



Write each number in numerals.



Number Words to 100																																																																																																			
one	two	three	four	five	six	seven	eight	nine	ten	eleven	twelve	thirteen	fourteen	fifteen	sixteen	seventeen	eighteen	nineteen	twenty	twenty-one	twenty-two	twenty-three	twenty-four	twenty-five	twenty-six	twenty-seven	twenty-eight	twenty-nine	thirty	thirty-one	thirty-two	thirty-three	thirty-four	thirty-five	thirty-six	thirty-seven	thirty-eight	thirty-nine	forty	forty-one	forty-two	forty-three	forty-four	forty-five	forty-six	forty-seven	forty-eight	forty-nine	fifty	fifty-one	fifty-two	fifty-three	fifty-four	fifty-five	fifty-six	fifty-seven	fifty-eight	fifty-nine	sixty	sixty-one	sixty-two	sixty-three	sixty-four	sixty-five	sixty-six	sixty-seven	sixty-eight	sixty-nine	seventy	seventy-one	seventy-two	seventy-three	seventy-four	seventy-five	seventy-six	seventy-seven	seventy-eight	seventy-nine	eighty	eighty-one	eighty-two	eighty-three	eighty-four	eighty-five	eighty-six	eighty-seven	eighty-eight	eighty-nine	ninety	ninety-one	ninety-two	ninety-three	ninety-four	ninety-five	ninety-six	ninety-seven	ninety-eight	ninety-nine	one hundred



- Use base 10 to help you complete the sentences.
- 53 can be partitioned into 50 and ____
- 53 can be partitioned into 40 and ____
- 82 can be partitioned into 70 and ____
- 38 can be partitioned into 18 and ____
- 74 can be partitioned into ____ and 40

In this small step, they are

introduced to the idea of flexible partitioning. The use of straws or other familiar representations can support children with this. If children know that 27 is made up of 2 bundles of 10 straws and 7 more straws, then by physically unbundling 1 Group of 10 straws then see that could also be made up of 1 bundle of 10 straws and 17 more straws.

While there are numerous ways to flexibly partition numbers the focus here is on 10s rather than more unusual partitions.

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Music – Sing Up

LI: We are learning to listen to the music, identifying instruments and talking about the character of the music and the kind of animals it represents.

In this lesson, children will -

Find out about the piece of music. Listen to the music, identify instruments and talk about the character of the music and the kind of animals it represents. Show the character of the music through movement.

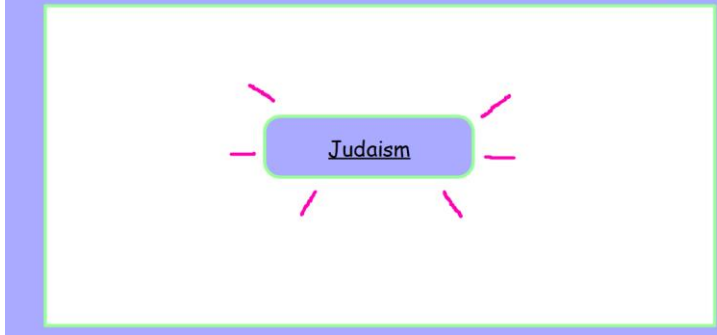
Key words

- **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.).

RE – Widening Horizons

LI: We are learning about the story of Hanukkah.

Starter - what do we already know about Judaism? Brainstorm as a class.



Listen to the story of Hanukkah



What happened in the story? First... next... after... finally...

PE – Get Set 4 PE

Fundamentals L2

LI: To develop changing direction and dodging.

Warm Up and Intro:

Safe space:

Pupils stand in a space. Pupils begin jogging around, moving in and out of each other. **Move into space away from others. Put weight into the front of your feet to help you to stop in a balanced position and avoid others.** Change the movement they are doing e.g. skipping, jumping and side-stepping.

Skill Development:

Domes and dishes:

Using the cones laid out turn half the cones pointing upwards like a dish and half the cones pointing downwards like a dome. Split the class into two teams and ask them to begin on opposite start times. Assign each team either 'dishes' or 'domes.'

- Domes turn all of the cones over to make them domes.
- Dishes turn the cones up to make them dishes.

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Week commencing: 9th September 2024

L1: We are learning the story of Hanukkah and why it is important.

Supply: H.L.T.A.

Independent	Class Teacher	Teaching Assistant
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Jewish people celebrate _____

This is named the Festival of _____

The King was bad to the Jewish people. He told them to bow down to _____

The Jewish people won the war. They lit a lamp called the _____

It was lit for _____ days.

Now, design and color your own menorah!



Menorah	Light	Hanukkah
eight		statues

Children to retell the story using the sentence stems and word bank to help.

Play for two minutes. On the command 'stop,' pupils hold their hands up (to stop them turning any more cones) and go back to their start line. Count the cones to see which team has the most cones turned over their way? Reinforce the teaching points and repeat the game.



Invasion Games L2

L1: To understand that scoring goals is an attacking skill and to explore ways to do this.

In groups of four with the following equipment, groups set up two rows of four cones 3m apart.

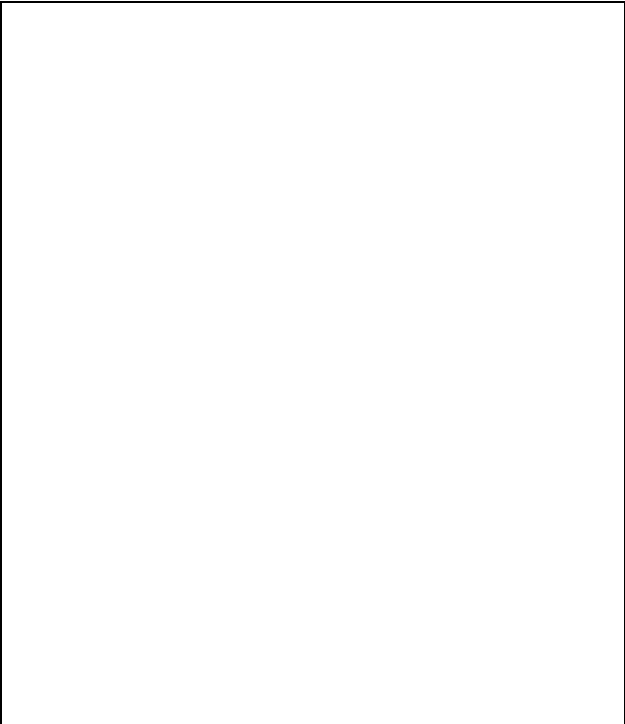
- one beanbag
- one playground ball
- one tennis ball
- one hockey stick
- one air flow ball

Pupils begin at a start cone with one piece of equipment (or two if using the air flow ball and hockey stick).

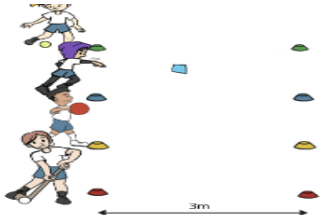
- Without leaving their start cone pupils try to score by hitting the cone opposite them with their ball.

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- They each have three attempts then change equipment with someone in their group.
- Pupils decide what type of shooting skill to use to hit the cones. What type of shot is best to perform with the different objects?



Art – Kapow

PSHE - Jigsaw

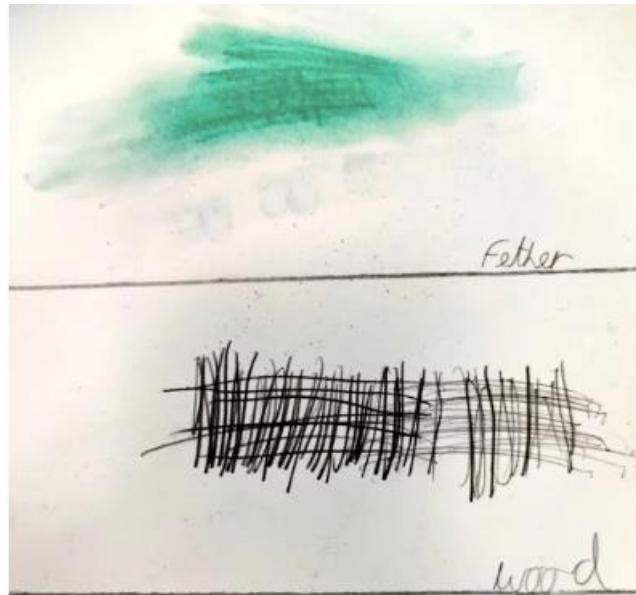
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LI: We are learning to experiment with mark making to create texture.

The children will have a range of different objects. They will **feel** the **texture** of the object and draw how they think the object feels. They can use charcoal, colouring pencils or felt tips. They can even use

your fingers to rub!



LI: We are learning to explain what we already know about being me.

Task 1

What do you already know about roles and responsibilities?

As a class discuss:

How would you describe yourself? -Who do you ask for help? - How do you treat others?

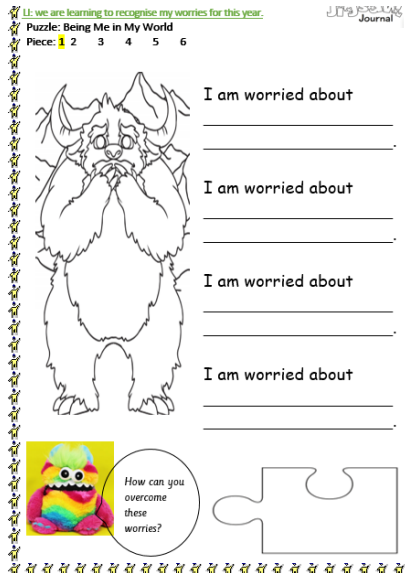
-How do you keep your class a safe space?

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U: we are learning to recognise my worries for this year. Journal

Puzzle: Being Me in My World
Piece: 1 2 3 4 5 6



I am worried about _____

I am worried about _____

I am worried about _____

I am worried about _____

How can you overcome these worries?

What are the children worried about? Children to complete task 2. – what are you worried about? Why?

Science - Wellington Curriculum

Topic (History) – Wellington Curriculum

Computing – Barefoot and Teach Computing

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LI: we are learning to explore and identify the features of a woodland habitat.

What is a habitat?



Discuss as a class.

Look at the picture, with your talk partner, describing the animals, plants, food sources, water sources and areas of shelter you can see.

I can see...
I can hear...
There is...
In the distance...



CT/TA to write up chn responses on the whiteboard to use in the activity.



Look at the images – describe what you see.

LI: We are learning to create a timeline of significant people.

New topic – monarchs.
What are monarchs?

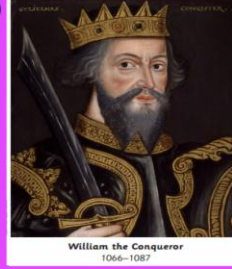
Explain we will be looking at 6 significant monarchs.

1)



Alfred the Great

2)



William the Conqueror
1066–1087

3)



Henry VIII
1509–1547

4)



Elizabeth I
1558–1603

- He lived in Hampton Court Palace.
- He had 8 wives!

- She ruled for 45 years.
- She was famous for her red hair.

LI: We are learning to identify examples of computers.

Lesson 1: What is IT?

Introduction

Learners will develop their understanding of what information technology (IT) is. They will identify devices that are computers and consider how IT can help them both at school and beyond.

I can use a computer to...



What do you use a computer for?

Next – sort the images into ICT not ICT

IT or not IT?

Information technology	Not information technology

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Task: describe the pictures in your frame. What can you see? I can see...



Trees, ferns, wood, bark, pine needles, conkers twigs, branches, leaves, den, warren, river, water, tree trunk, spider web

5)



Queen Victoria
1837-1901

- She became the queen at age 18.
- She was queen for 63 years!

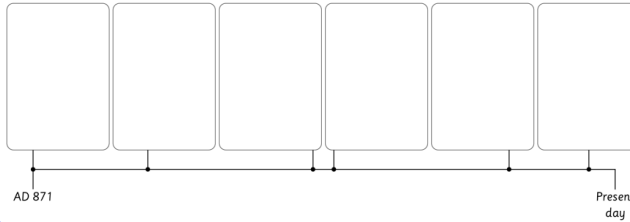
6)



Elizabeth II
1952-2022

- She was queen for over 65 years.
- The Queen had two birthdays.

Look and read the facts about the 6 monarchs.
Create a timeline to show when they reigned.



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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.

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.



Maths

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?

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

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 everyday!
Forthcoming Trips/events for this term: Hampton Court Palace

24th October – please see parent mail.

Reading Café dates for specific classes- please see classroom door.