

Weekly Overview of Learning

Year Group: 2 Week beginning: 10.6.24





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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>LI – We are learning to collect adjectives. (Main character and best friend)</u>	<u>LI – We are learning to collect adjectives for a setting description.</u>	<u>LI: We are learning to collate a draft for our story.</u>	<u>LI: We are learning to compose our own story. (Day 1)</u>	<u>LI: We are learning to compose our own story. (Day 2)</u>
Speaking and Listening Focus	Listen and respond appropriately to adults and peers.	Listen and respond appropriately to adults and peers.	We are learning to speak in the past tense Give well-structured descriptions.	We are analysing and discussing an excellent example of writing.	We are analysing and discussing an excellent example of writing.
Key vocabulary and Key Bloom's higher order thinking questions	Key Vocabulary Skye Best friend owners Beach Setting Problem Main characters Resolution Key Questions Where is Skye going? What adjectives can we use to describe Skye?	Key Vocabulary Skye Best friend owners Beach Seaside Setting Problem Main characters Resolution welly Avenue Key Questions Where does Skye live?	Key Vocabulary Setting Problem Resolution Main character Best Friend Adventure Excitement Extraordinary Key Questions Where is the setting? Can you decide who her best friend will be?	Key Vocabulary Avenue Skye Best friend Owner Mr Mrs Wellington Welly Avenue Key Questions Can you identify your best adjectives to describe Skye? How would you describe where she lives?	Key Vocabulary Skye Best friend suitcase items adventure Key Questions Who is her best friend? How would you describe her? What did Skye pack in her suitcase? Are they useful/useless objects?

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	<p>How can we describe her best friend? Who does she live with? How can our story be planned similar to Claude?</p>	<p>What is she going to take on holiday with her? What will she pack? How can we describe the seaside setting using our 5 senses?</p>	<p>How would you describe Skye? Can you identify what problems she could face in this setting? Can you think of ways she can solve them?</p>	<p>Who are her owners?</p>	
<p>Activities</p>	<p>Children are going to plan and compose a story about  Skye on holiday. Children will collect adjectives to describe Skye and her best friend. Then, we</p>	<p>Today children will carry on planning their stories. They will collect some adjectives about where Skye lives and the address. They will brainstorm useful and useless things Skye might pack with her to the seaside. They will then use their 5 senses to describe the seaside story</p>	<p>Today children will draft a final plan to use over the next 4 days when writing their story. Children will recap what a problem and solution is, and we will work together to draft a story problem and how Skye will save the day. Then, children will complete this in their books.</p>	<p>Children begin composing the start of their story by using the vocabulary they collected this week. Children will rehearse their paragraph orally and then scribe their sentences using images provided for the story.</p> <div data-bbox="1429 986 1787 1257"> <p>Stick first picture </p> <p>Example of Excellence </p> <p>At Welly Avenue behind the red, iron gates, lives Skye. She lives with her owners Mr and Mrs Norton who are far too tall to fit on this page! They are both headteachers and very hard working so they have to leave the house alot! Here she is now! Meet Skye. Skye is a golden, fluffy dog. Did you know she is very calm and friendly? She has a sharp, white teeth but don't worry she only uses them to munch on chicken! Skye is no ordinary dog! She is an extraordinary dog!</p> <p>One bright, sunny day when Mr and Mrs Norton were getting ready for work, clever Skye had an idea! "I want to go on holiday!" she said. Moments later Mr and Mrs Norton left the house and shouted "be a good girl Skye!" As soon as the door slammed shut she jumped out of her soft, cosy bed and grabbed her best friend Peter Duck! He was a fuzzy, soft duck with a round, orange nose. Peter was also adventurous like Skye and loves following her wherever she goes. As quick as a flash Skye started to pack her suit case. She packed a book, surf board, some sticky tape, underpants and some chicken! Finally she was ready for an adventure!</p> </div>	<p>Children will use their story plan to write the middle of the story and describe their character's best friend. They will also list what she will take in her suitcase. Children will rehearse their paragraph orally and then scribe their sentences using images provided for the story.</p> <div data-bbox="1809 1061 2179 1264"> <p>Example of Excellence </p> <p>One bright, sunny day when Mr and Mrs Norton were getting ready for work, clever Skye had an idea! "I want to go on holiday!" she said. Moments later Mr and Mrs Norton left the house and shouted "be a good girl Skye!" As soon as the door slammed shut she jumped out of her soft, cosy bed and grabbed her best friend Peter Duck! He was a fuzzy, soft duck with a round, orange nose. Peter was also adventurous like Skye and loves following her wherever she goes. As quick as a flash Skye started to pack her suit case. She packed a book, surf board, some sticky tape, underpants and some chicken! Finally she was ready for an adventure!</p> </div>

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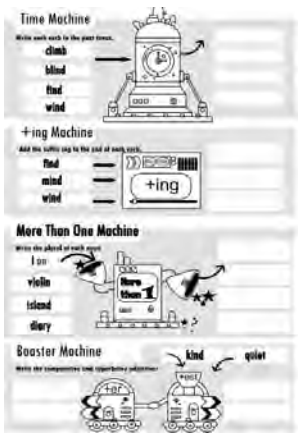
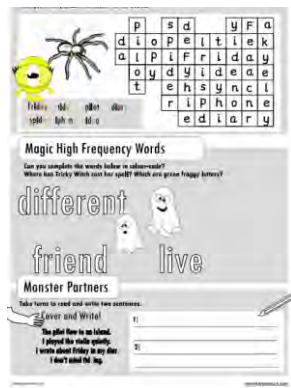

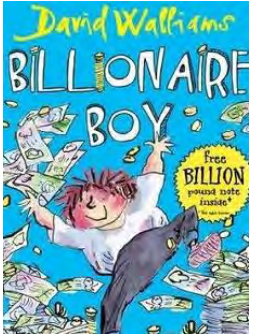
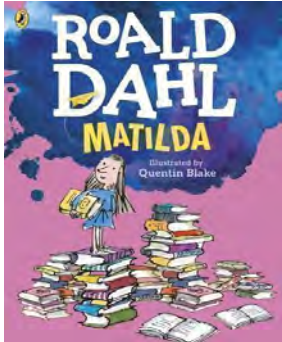
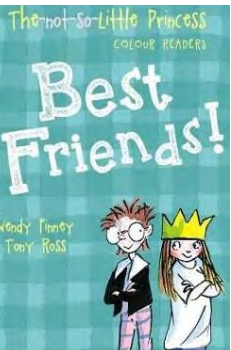
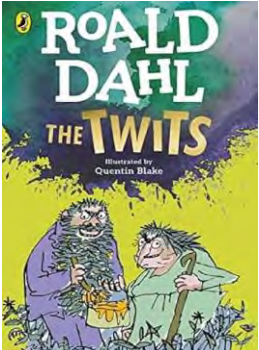
	<p>will draw who Skye's owners</p>  <p>are.</p>	<p>setting.</p> 	<p>Use your plans from Monday - Tuesday to help with the first 3 columns. Your Turn.</p> 		
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p> 	<p>Watch the video 'Tiger and I'. Day 1 Worksheet: - Read-Colour-Write, Read the words and colour the sounds. Write the words in the spaces. Add the rule.</p>	<p>Grammar Machines Complete the + ing Machine Time Machine More than One Machine.</p>	<p>Monster Partners Working in pairs, children take turns to dictate and write sentence dictations with their partner.</p>	<p>Writing Task The Tiger and I Write about Yellow I's adventure with the tiger. Include as many words containing the i grapheme as possible. Remember to</p>	<p>Speed read in sound groups sections of the First 100 and Next 200 HFW flashcards.</p>

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	 <p>Read-Colour-Write Read the words and colour the sounds. Are there any silent letters? Watch out for the tricky letters!</p> <p>climb behind wild child find kind mind kiss lion tiger violin</p> <p>Write the words in the spaces provided.</p>	 <p>Time Machine Write each word in the past tense.</p> <p>climb blind find wind</p> <p>+ing Machines Add the suffix -ing to the end of each verb.</p> <p>find mind wind</p> <p>More Than One Machine Write the plural of each noun.</p> <p>I an violin island diary</p> <p>Booster Machine Write the comparative and superlative adjectives.</p> <p>kind quiet</p>	 <p>Magic High Frequency Words Can you complete the words below in colour-codes? Where has Tricky Witch cast her spell? Which are green? Which are blue?</p> <p>different friend live</p> <p>Monster Partners Take turns to read and write two sentences. Cover and Write!</p> <p>The girl there is so kind. I spent the whole evening. I wrote about Friday in my diary. I don't want to stop.</p>	<p>use words from the grammar machines!</p> <p>The Tiger and I</p> <p>Watch 'The Tiger and I' video. Write a story about what happened.</p> <p>Include as many more words containing the 'i' (grapheme) as you can. Remember to use the words from the grammar machines too!</p>	 <p>I'll I've right cried fly find night liked</p>
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Aspen Class – Billionaire Boy Author - David Walliams</p> 	<p>Chestnut Class Matilda Author - Roald Dahl</p> 	<p>Pine Class Best Friends Author - Wendy Finney</p> 	<p>Sycamore The Twits Author - Roald Dahl</p> 	

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to draw pictograms using values of 2,5 and 10.</u></p>	<p><u>LI: We are learning to interpret pictograms with values of 2,5 and 10.</u></p>	<p><u>TTRS</u> <u>5- and 10s-times table check</u></p>	<p><u>LI: We are learning to understand the language of position.</u></p>	<p><u>LI: We are learning to use mathematical language to describe positions of movement.</u></p>
<p>Key vocabulary and key questions</p>	<p>Key Vocabulary -Pictogram -Chart -Value -Times table -2 5 10 -Draw</p> <p>Key Questions -What is a key? Why is it important? What does the key show? -What does each symbol represent? How do you know? -Why should you use the same symbol for each category? - Will each symbol in your key represent 1, 2, 5 or 10 items? How will you decide?</p>	<p>Key Vocabulary -Pictogram -Chart -Value -Times table -2 5 10 -Interpret</p> <p>Key Questions -What do you know? What can you find out? -What is a key? Why is it important? What does the key show? -Which category is the most popular? Which is the least popular? -How many more people chose than?</p>	<p>Key Vocabulary -5-times table -10-times table -Inverse -Multiplication -Division</p> <p>Key Questions -What times table do we need to use? -If we know the times tables, do we know the division? -What is the question asking us? -How can we work this out?</p>	<p>Key Vocabulary -Position -Above -Below -Behind -In front -Next to</p> <p>Key Questions -How do you know which way is left/right? -How would you describe the position of this object? -Which object is to the left/right of the _____? -Which object is above/below the _____?</p>	<p>Key Vocabulary -Position -Above -Below -Behind -In front -Next to -Forwards -Backwards</p> <p>Key Questions -Which direction is left/right? -How many squares has the object moved? -Do you need to count the square that the object starts in? -Which direction is forwards/backwards? -If you move forwards, do you always move in the same direction?</p>

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	move on to choosing the most appropriate key depending on the data.	At this point, children may start to make inferences and consider more contextual questions such as “Why do you think that the data shows this?”		This learning will be built upon as they begin to think about describing movement and turns in the next steps.	
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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p>Tańczymy labada Lesson 1 While the stepper moves, everyone chants this rhyme:</p> <p>‘Feet, feet, feet, feet, Hear them marching down the street. Big feet, little feet, March and stop, hey!’</p> <p>On the word ‘hey!’ the stepper should high five another child who then takes over. Allow the new child to take a few steps, then count everyone in at the new tempo (e.g. ‘1, 2, off we go!’).</p>	<p><u>LI: We are learning to identify and explain why the 5ks are important in Sikhism</u> <u>Children to watch the videos about the 5ks in Sikhism:</u></p> <p><u>https://www.youtube.com/watch?v=rzVC5Zfq9eM</u> <u>The Five Ks in Sikhism Religious Studies – My Life, My Religion: Sikhism</u></p>	<p><u>Fitness - Lesson 1</u> <u>LI: We are learning how to run for longer periods of time.</u></p> <p>Fill it up: In pairs with two hoops and four cones. Pupils place their hoop at opposite ends of the space, and four cones in between them. Pupils start at their hoop and run to the middle, taking one cone back to their hoop. They then race to try to get another cone. If there are no cones left in the middle, they run to their partner’s hoop and take one cone. At the end of</p>

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Art – Kapow

Father's Day Card

The children will be creating their own Father's Day card or a card for someone special to them.



PSHE - Jigsaw

LI: We are learning to express our appreciation for the people in our special relationships

LI: We are learning to be comfortable accepting appreciation from others

In this lesson, children will learn to express their appreciation for the people in their circle. They will also learn how to give and receive compliments and understand how this can make us feel.

Task: on a sticky note, write a complement for a friend in your class.

Write their name so they know its for them.

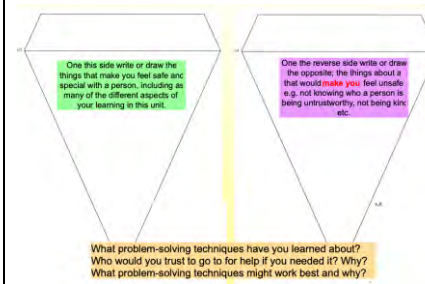


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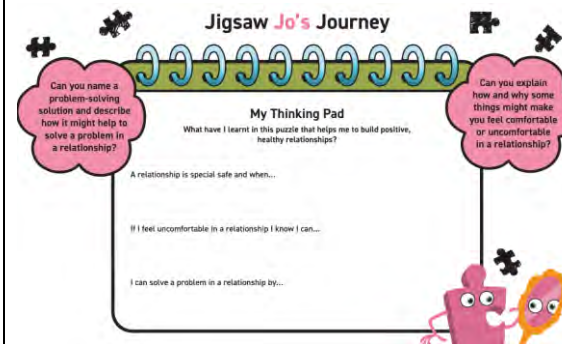
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They will then go on to reflect on their learning to make a class piece of bunting.



Ending the lesson with a final unit reflection piece.



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LI: We are learning to interpret our observations.
LI: We are learning to identify what we now know about materials.

In this lesson, children will complete their write ups for their investigation last week.

They will think about what they found out, did they answer their question, was their prediction correct/not and why.

They will then write a note to Mr Roach to tell him which materials he should use for his new mops.

Review

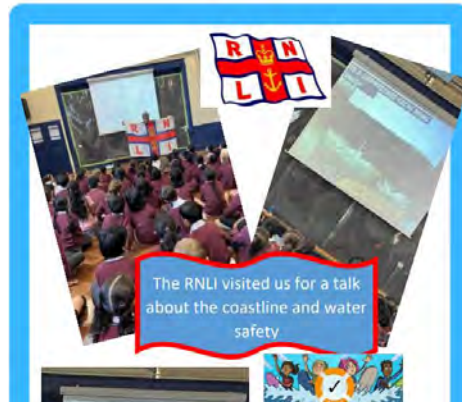
What did we observe?

What did we measure?

What did our results show?

They will then go on to reflect on their learning about materials.

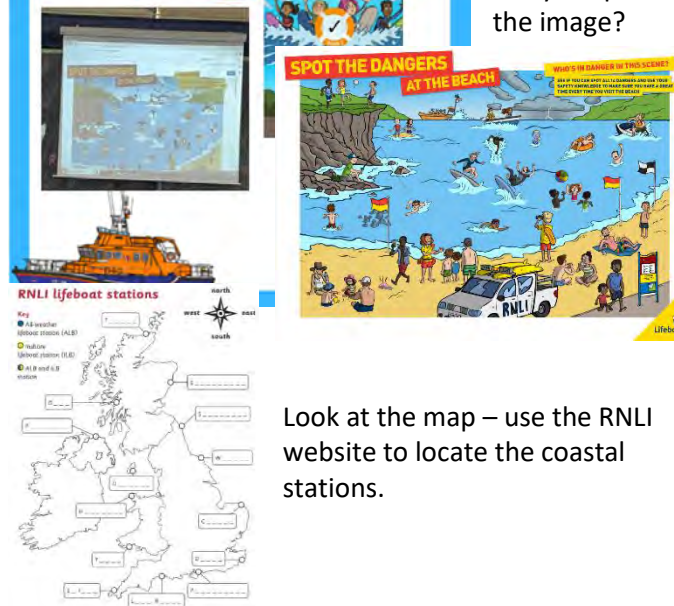
LI: We are learning to use a map to locate RNLI lifeboat stations and explain why they are important.



Recap over the RNLI talk last week. What did we learn?

What are the key rules?

What dangers can you spot in the image?



Look at the map – use the RNLI website to locate the coastal stations.

LI: We are learning to explain that a sequence of commands has an outcome.

During this lesson, learners will discover that a sequence of commands has an 'outcome'. They will predict the outcomes of real-life scenarios and a range of small programs in ScratchJr. Learners will then match programs that produce the same outcome when run, and use a set of blocks to create programs that produce different outcomes when run.

Outcomes that are the same

Sometimes programs use different blocks, but produce the same outcome.



Why do you think these blocks will produce the same outcome?

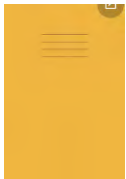
Think, pair, and share.

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Homework



Homework is set on a **Thursday** and due back on a **Monday** and is set in the yellow homework book.

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**.

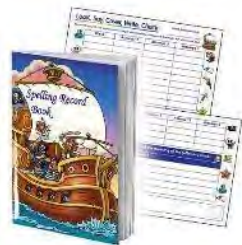
Your teacher will check, mark and sign your work once a week.

Try and login to **Bug Club** and **Reading Eggs**.



Spellings

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



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 bring in an empty shoebox for your art project next week.



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			 <p>Monster Phonics have now launched an online reading platform where you can access Monster Phonic books online.</p> <p>Scan the QR Code to find a dentist close to you or search find an NHS dentist:</p> 
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