

Weekly Overview of Learning



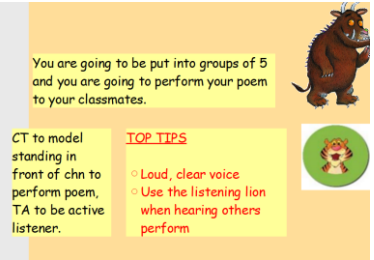

Year Group: Year 2 Week beginning: 11.11.24

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 make predictions about a text.</u></p>	<p><u>LI: We are learning to collect adjectives for our acrostic poem.</u></p>	<p><u>LI: We are learning to compose our own acrostic poems.</u></p>	<p><u>LI: We are learning to perform our poems.</u></p>	<p><u>LI: We are learning to answer questions about a text.</u></p>
<p>Speaking and Listening Focus</p>	<p>We are learning to answer questions using full and clear sentences.</p> <p>The Language of Prediction</p> <p>I predict the Gruffalo will...I think the next adventure will be... I know this because I can see...I predict the mouse will go...next</p>	<p>We are learning to suggest adjectives and phrases appropriate to a topic.</p> <p>The language of Description</p> <p>The Gruffalo has... The Gruffalo is... His spikes are... His claws are... _____, _____ eyes</p>	<p>We are learning to use vocabulary to add detail.</p> <p>The language of Description</p> <p>greedy, stinky Gruffalo Roaring, annoying Gruffalo, Unkind, giant Gruffalo</p> <p>_____, _____ Gruffalo</p>	<p>We are learning to speak clearly.</p> <p>We are learning to listen actively and respond appropriately.</p> <p>The language of expression</p>	<p>We are learning to attempt to follow instructions before seeking help.</p> <p>The language of Retrieval</p> <p>I can see in the text... I notice... I have underlined... The fox ran away because...</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key vocabulary:</p> <p>Characters Setting Gruffalo Author mouse fox owl snake</p> <p>Key questions:</p>	<p>Key vocabulary:</p> <p>Poem Adjectives Expanded noun phrases Acrostic Nouns Describing words</p> <p>Key questions:</p> <p>What is an acrostic poem? What are the features of an</p>	<p>Key vocabulary:</p> <p>Poem Adjectives Expanded noun phrases Acrostic Nouns Describing words Presentation</p> <p>Key questions:</p> <p>Can you recall the features</p>	<p>Key vocabulary:</p> <p>Loud voice Clear voice Speed Accuracy Audience Active listening</p> <p>Key questions:</p> <p>What is a clear voice? How can I use expressions in my</p>	<p>Key vocabulary:</p> <p>Retrieval Comprehension Text Full sentences Underline Highlight</p> <p>Key questions:</p> <p>How can we find the information we need in the</p>

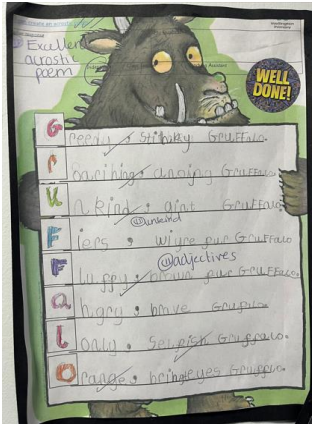
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	<p>What is the story about? What happens next? Where do you think the mouse will go next? Where do you think the Gruffalo has ran away too?</p>	<p>acrostic poem? What adjectives are appropriate to use to describe the Gruffalo?</p>	<p>of an acrostic poem? What adjectives start with the right letters? Does our poem make sense? Have we used the correct spellings?</p>	<p>voice? How can I be a respectful audience member?</p>	<p>text? How can we answer the question using full sentences? Can we spot any key words?</p>
<p>Activities</p>	<p>In this lesson, we will recap the Gruffalo story. We will make predictions based on what we have read in the text. After, we will predict where we think the mouse will go next as well as the Gruffalo. Children will use their imagination and think of where the Gruffalo will go on his next adventure.</p> 	<p>In this lesson, children are going to plan what expanded noun phrases they could use to describe the Gruffalo.</p> <p>We are first going to look at an image of the Gruffalo and identify what nouns we can see (fur, teeth, spikes).</p> <p>We are then doing to discuss how we can describe the nouns that we can see using different adjectives for example, purple prickles.</p>  <p>We will then use these nouns and adjectives in expanded noun phrases to describe the Gruffalo.</p>	<p>Today, we will be using the expanded noun phrases that we collected yesterday to describe the Gruffalo in our own acrostic poems.</p> <p>We will begin by discussing what an acrostic poem is. We will then discuss what adjectives we can use to match the letters of the 'Gruffalo'.</p> <p>Finally, the children will write their own poem in their best writing. They will check their spellings are correct and they have used the right punctuation.</p>	<p>In the lesson, we will be performing our poems to the class.</p> <p>We will discuss key performance skills such as, using a clear voice, volume, pace and pitch.</p>  <p>We will also discuss what makes a good listener.</p> <p>The children will then perform their poems.</p>	<p>In this lesson, we will be recapping what 'retrieval' and 'comprehension' are.</p>  <p>The children will then be reading sections of 'The Gruffalo' story and answer questions based on the text, for example 'Why did the fox run away?'</p> <p>'The fox ran away because...'</p>

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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Phonics 	<p><u>Fluency Reading</u> Words: wonder money gloves Encourage fluent independent reading. Words in black text.</p> <p>Teach</p> <p><u>Teach GPCs – o (Tricky)</u> Use PPT or grapheme card to introduce ‘w-a’.</p> <p>Rule: When ‘a’ comes after ‘w’ or ‘qu’, it usually makes the /o/ sound. So when we see ‘wa’ or ‘qua’ in a word, it makes the</p>	<p><u>Quick Write</u> Words: above turkey Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach</p> <p><u>Recap GPCs – w-a (o) (Tricky)</u> Use PPT or grapheme card to introduce ‘w-a’.</p> <p>Recap rule: When ‘a’ comes after ‘w’ or ‘qu’, it usually makes the /o/ sound. So when</p>	<p><u>Fluency Reading</u> Words: jockeys nothing chimneys Encourage fluent independent reading.</p> <p>Teach</p> <p><u>Teach GPCs – w-or (er) (Tricky)</u> Use PPT or grapheme card to introduce ‘w-or’.</p> <p>Rule: When ‘or’ comes after ‘w’ it makes the /er/ sound. It can be helpful to look at this as a complete letter string.</p>	<p><u>Fluency Reading</u> Words: worrying honey Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach</p> <p><u>Recap GPC – w-or (er) (Tricky)</u> Use PPT or grapheme card to introduce ‘w-or’.</p> <p>Recap rule: When ‘or’ comes after ‘w’ it makes the /er/ sound. It can be helpful to look</p>	<p><u>GPC Review</u> Review graphemes using PPT or flashcards – repeat in black text. Use random order.</p> <p><u>Fluency Reading</u> Words: valleys monkey months Encourage fluent independent reading.</p> <p><u>Teaching Blending to Read</u></p>

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<p>/wo/ or /quo/ sound. It can be used at the beginning or in the middle of words.</p> <p>Action: Wave a pretend wand in the air. Sound Cue: a wasp on a swan</p> <p><u>Blending to Read</u> Blend to read words using scaffolded-whisper-independent method as appropriate.</p> <p>Words:</p> <p>After w: want was wanted what watch wasp wash wand swan swap swamp swallow After qu: quantity quality quarry squat squabble</p> <p><u>Practise Segmenting to Spell</u> Model segmenting to spell.</p> <p>Words: watch swan quarry wash swap quantity wasp swamp squabble wand swallow squash</p> <p>Activity:</p>	<p>we see 'wa' or 'qua' in a word, it makes the /wo/ or /quo/ sound. It can be used at the beginning or in the middle of words.</p> <p>Action: Wave a pretend wand in the air. Sound Cue: a wasp on a swan</p> <p><u>Blending to Read</u> Blend to read words using scaffolded-whisper-independent method as appropriate. Words use various spelling rules taught so far.</p> <p>Words: Suffixes Adding ed: wanted watched washed swapped squabbled squatted Adding ing: wanting watching washing swapping squabbling squatting</p> <p><u>Reading Sentences</u> The brother and sister squabbled over the new watch. I washed my hands before having my lunch.</p> <p><u>Practise Blending to Read</u> Download the 'Guess Who?' worksheet.</p>	<p>When we see wor in a word, it makes the /wer/ sound. This is usually found at the beginning of words.</p> <p><u>Blending to Read</u> Blend to read words using scaffolded-whisper-independent method as appropriate.</p> <p>Words: worm word world work worst worth</p> <p>Adding suffixes: Plurals: worms worlds words Plus: worked working worth worthy worthless</p> <p><u>Reading Questions</u> Can a worm read words in a book? Can you travel around the world by bike? Is it worth working hard to learn to read words?</p> <p><u>Practise Segmenting to Spell</u> Model segmenting to spell.</p> <p>Children to identify correct spelling of /er/ur/ir/w-or in words. Use the picture clues and then check spelling.</p>	<p>at this as a complete letter string. When we see wor in a word, it makes the /wer/ sound. This is usually found at the beginning of words.</p> <p>NB: This is a less common rule</p> <p><u>Segmenting to Spell</u> Show 4 options for spelling each word on the PPT. Children to identify correct spelling:</p> <p>burd bird berd bord cirl cerln corl curl dinner dinnor dinnir dinnur werd word wirm wurd hirt hurt hert hort worm wurm wirm wurm lettur letter letter lettir ferst furst first forst</p> <p><u>Practise Blending to Read</u> Download the 'Missing Word' worksheet.</p> <p>Children to read sentences and identify the correct missing '/er/ur/ir/w-or' word. Use either with or without words.</p>	<p>Encourage children to read the words using whisper blending. Repeat. Can the children build up level of fluency on next read?</p> <p>Words: swallow words watching quarry world quality worthy squabble working swapped wash squats worthless worst quantity</p> <p><u>Reading Questions:</u> Does the world turn? Should you wash a swan in squash? Do worms like to eat soil? Can wasps buzz round swamps?</p> <p>Choose one of the following activities to review spellings using this week's graphemes.</p> <ol style="list-style-type: none"> 1. Create flashcards using colour coding. 2. Write colour-coded words in an exercise book.
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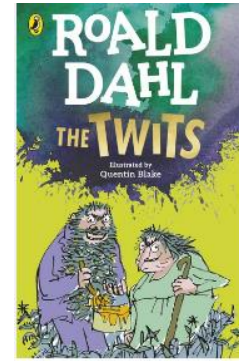
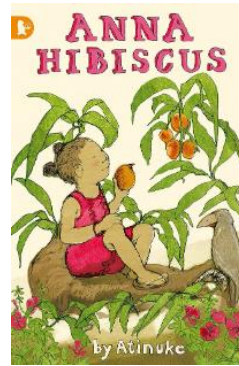
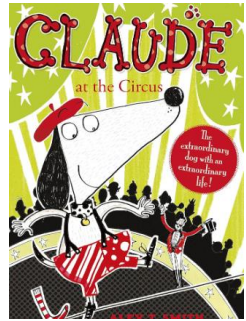
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	<p style="text-align: center;">Segmenting to Spell</p> <table border="1" style="width: 100%; height: 150px;"> <tr> <td style="text-align: center;">w-a</td> <td style="text-align: center;">qu-a</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table>	w-a	qu-a			<p>Children to read the clues and match it to the correct picture.</p> <p style="text-align: center;">Read and Match</p> <p>Read the clues and match them to the correct picture.</p> <p>Clue 1: I use a bubble wand to blow bubbles. Sometimes I squabble with my brother about taking turns.</p> <p>Clue 2: I watch people who are in a swimming pool. I want to check they are safe.</p> <p>Clue 3: I like to swim on rivers not swamps. I am smaller than a swan and I have ducklings.</p> <p>Clue 4: I drive a quad bike around my farm. I give the animals the right quantity of food. If it is muddy I wash my quad bike when I get back.</p>	<p style="text-align: center;">Segmenting to Spell</p> <table border="1" style="width: 100%; height: 150px;"> <tr> <td style="text-align: center;">ur</td> <td style="text-align: center;">er</td> <td style="text-align: center;">ir</td> <td style="text-align: center;">w-or</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table>	ur	er	ir	w-or					<p style="text-align: center;">Read and Match</p> <p>Read the sentences and fill in the missing 'w-or, er, ur, ir' words.</p> <p>The _____ pecked at the soil to get the _____.</p> <p>We can _____ logs to keep us warm in the _____.</p> <p>My mother _____ in a clothes shop selling _____ and _____.</p> <p>I want to travel round the _____ and visit lots of places.</p> <p>My sister was sent a _____ in the post for her _____.</p> <p>I like to read new _____ in my phonics lessons.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>winter</td> <td>skirts</td> <td>burn</td> <td>bird</td> </tr> <tr> <td>works</td> <td>letter</td> <td>words</td> <td>shirts</td> </tr> <tr> <td>world</td> <td>birthday</td> <td>worm</td> <td></td> </tr> </table>	winter	skirts	burn	bird	works	letter	words	shirts	world	birthday	worm		<p style="text-align: center;">3. Spelling test</p> <p><i>Review:</i> grass class pass past fast last bath path father plant half after again sure sugar</p>
w-a	qu-a																												
ur	er	ir	w-or																										
winter	skirts	burn	bird																										
works	letter	words	shirts																										
world	birthday	worm																											
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p style="text-align: center;">Aspen</p>	<p style="text-align: center;">Chestnut</p>	<p style="text-align: center;">Sycamore</p>																										

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to subtract 2 two-digit numbers.</u>	<u>LI: We are learning to add and subtract two 2-digit numbers.</u>	<u>LI: We are learning to compare number sentences.</u>	<u>LI: We are learning to share what we have learnt about addition and subtraction.</u>	<u>LI: We are learning to consolidate our knowledge on addition and subtraction.</u>

Key vocabulary and key questions	Key Vocabulary: (specific to lesson)	Key Vocabulary: (specific to lesson)	Key Vocabulary: (specific to lesson)	Key Vocabulary: (specific to lesson)	Key Vocabulary: (specific to lesson)
	Total More Less Digit Partition Subtract Less	More Less Total Tens Ones Partition Place value	Greater than Less than More than Total Equal to	Total More Less Subtract Addition Tens ones	Add Subtract Total More Less Tens Ones

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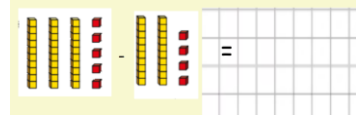
	<p><u>Key questions:</u> How many tens in the number? How many ones? Can you partition the number?</p>	<p><u>Key questions:</u> How do you know this is addition or subtraction? What vocab tells you this? What method will you use?</p>	<p><u>Key questions:</u> What is the total of the calculation? What method did you use? What calculation has the greatest answer? What calculation has the smallest answer? Can you use $> < =$ to compare?</p>	<p><u>Key questions:</u> How many tens in the number? How many ones? Can you partition the number?</p>	<p><u>Key questions:</u> How do you know this is addition or subtraction? What vocab tells you this? What method will you use?</p>
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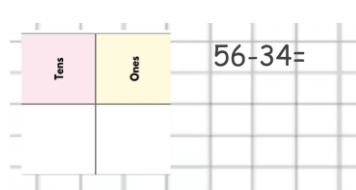
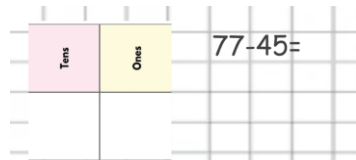
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Activities

Children will be using dienes tens and ones to subtract 2 two digit numbers.



Children will use the place value chart to subtract the tens and ones.



Children will be applying their learning on subtraction and addition to solve problems

Recap:

Use the number line to complete the number sentences.

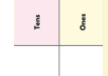
37+7 =

45-7 =

35+8 =

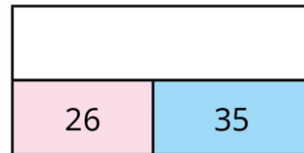
44-5 =

Idris scored 41 points in a board game and Samir scored 13 points, how many points did they score altogether?



A jumper costs £25

- ▶ A T-shirt costs £17 less than the jumper. How much does the T-shirt cost?
- ▶ Mr Trent buys a jumper and a T-shirt. How much does he spend?



Children will be using the > < = symbols to compare calculations.

First the children will be recapping how to use > < = to compare numbers

34 ○ 94 81 ○ 87

80 ○ 80 57 ○ 75

68 ○ 86 63 ○ 36

Share how calculations look visually and show the greatest answer

Colour the bar models to show that $3 + 6 = 2 + 7$



What do you notice?
Write one more calculation that gives the same answer.

Move onto using > < to compare the calculations

Write <, > or = to make the statements correct.

- a) $13 + 5$ ○ $13 + 9$
- b) $7 + 22$ ○ $4 + 22$
- c) $20 + 5$ ○ $19 + 6$

Children will be completing the white rose assessment for addition and subtraction.

They will be working together to answer some questions below before the assessment.

Mo is finding related facts.



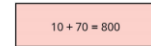
I know that 3 ones plus 5 ones is 8 ones, so 3 tens plus 5 tens must be 8 tens.

Explain why Mo is correct.

How else can Mo write 8 tens?

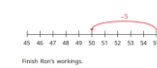
Give your answer in numerals and words.

Is the number sentence true or false?



How do you know?

Ben uses a number line to work out $55 - 8$



Firstly Ben works out:

$35 - 45 = 55 - 65 = 75$

Circle two numbers that total 100

$35 - 45 = 55 - 65 = 75$

Don has 28 grapes. He eats 12 grapes. How many grapes are left?

$4 - 6 - 7$

Use the cards to complete the number sentence in two different ways.

$\square - \square = 13$

$\square - \square = 13$

Children will be consolidating their addition and subtraction depending on gaps from the assessment.

Children will be given a chance to practise a range of skills that they have learnt across the addition and subtraction block.

99 - 10 =

66 - 20 =

46 + 20 =

75 + 20 =

59 - 30 =

10 less	Number	10 more

10 less	Number	10 more

I'm thinking of a number I add 20 to the number and get 44. What is my number?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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Music - Sing Up

LI: We are learning to explore birdsong using instruments.

Play your pattern on instruments

For example, body percussion to instruments could sound like this:

'clap-clap-tap knees'



'drum drum shaker'
(unpitched percussion)



and with pitch it could sound like this



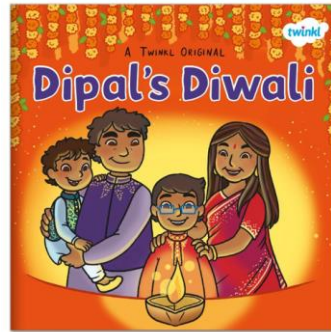
In this lesson, children will learn to -

Work in a group to turn one of your body percussion patterns into a pattern played on instruments. At the end there will be 6 different instrument patterns. One for each group. Fix your pattern so you can play it the same each time. You should be able to play your pattern neatly, together with everyone in your group. Each group will play their pattern for the class.

RE - Widening Horizons

LI: We are learning to explore and understand why Diwali is celebrated.

In this lesson, children will read a story about Diwali and then complete activities to retell the main features of the celebration.



? What do you think this book is going to be about?

? Do you think it is fiction or non-fiction?

? Have you heard the word 'Diwali' before?

WC: Monday 11th November 2024
 LE: We are learning to explore and understand why Diwali is celebrated.

Independent Class Teacher Teaching Assistant Supply HL TA

Use the pictures and the story to explain what happens during Diwali.

PE - Getset4PE

Team Building Lesson 2
LI: We are learning to co-operate and communicate in groups.

In this lesson, children will be encouraged to listen and respond to others while working in their groups.

Whole Child Objectives

Social: To communicate clear instructions to others to help them to complete the challenge.

Emotional: To be confident to contribute my ideas.

Thinking: To understand the task and strategies to complete it.

30 Skill Development

Who are you?

Pupils stand in a circle. Teacher whispers a farm animal to each pupil (or points to one on the 'Who are you?' resource), COW, PIG, SHEEP, OWL, HORSE, DUCK, CHICKEN. Make sure pupils do not tell each other. Teacher note for a class of thirty, ensure that there are at least seven different animals so that pupils end up in groups of four/five.

On the teacher's command, pupils find all other pupils who are the same animal as them, but they are not allowed to use words. Q: How else can you communicate your animal? Use actions or animal sounds. Set a time limit of 3 minutes before supporting pupils into their groups.

Hold hands once you have found someone on your team so you don't lose them.

Make this harder by saying that they cannot make any noise.

Target Games Lesson 2

LI: We are learning to understand how to score using underarm and overarm throwing.

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Whole Child Objectives

- Social:** To be supportive towards others.
- Emotional:** To show honesty when playing competitively.
- Thinking:** To select the appropriate skill for the situation.

Overarm throwing:

- A** Tell pupils, they will be using overarm and underarm throwing in their target games today. Q: Can anyone demonstrate an overarm throw?
Invite pupils to share a demonstration and confirm the correct technique.
Stand with your legs apart, one in front of the other. Lift your throwing arm back high with your elbow in line with your shoulder. Release the beanbag with your hand pointing at your target.
- B** In pairs with one beanbag. Pupils begin approx. 3m apart and practise throwing and catching their beanbag.
Watch the beanbag as it comes towards you and catch with wide fingers.

Underarm throwing:

- A** Q: Can anyone demonstrate an underarm throw?
Invite pupils to share a demonstration and confirm the correct technique.
Stand with your legs apart, one in front of the other. Swing your arm back to front and release the beanbag with your hand pointing at your target.
- B** In pairs with one beanbag. Pupils begin approx. 2m apart and practise underarm throwing and catching their beanbag.
Watch the beanbag as it comes towards you and catch with wide fingers.

Art - Kapow

PSHE - Jigsaw

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LI: We are learning to understand the importance of Remembrance Day and create art work to celebrate the event.

This week children will be learning about Remembrance Day to create artwork to display. They will apply their learning of using paint.

Week beginning 11th November 2024
LI: We are learning to understand the importance of Remembrance Day and create art work to celebrate the event.



An organisation called the RSL (Returned and Services League) run the Poppy Appeal every year to raise money for men and women who have served or are serving in the Defence Force. They raise money by selling small poppies.



LI: We are learning to understand what anti-bullying week is and explore how to identify bullying.

This week children will take part in anti-bullying activities.

INTRODUCING ANTI-BULLYING WEEK

Hellen Trivers, RRSA Professional Adviser, introduces Anti-Bullying Week

Click to watch on YouTube

Anti-Bullying Week

Anti-bullying Week is held each year in November and is a time for all of us to think about how we can develop positive relationships in school based on dignity and respect, take a proactive approach to preventing bullying and also support people who have faced or are facing bullying.

There are a number of articles from the CRC that link to Anti-Bullying Week including Article 2, which states that the convention applies to all children without discrimination, Article 12 which says that children's views should be taken seriously in all decisions that affect them, Article 13 which says that children have the right to express their thoughts and opinions and Article 19 which says that all children should be protected from violence and abuse.

RIGHTS RESPECTS SCHOOLS
 unicef

They will watch a short video and then offer suggestions on what they would do if they saw bullying happening. We will discuss kindness and the many different ways we can show this.

Children will complete a 7 day kindness challenge.

7-Day Kindness Challenge **ONE KIND WORD**

Challenge yourself to become a kinder human during anti-bullying week. Can you complete a kind act each day?

- Complete a kindness challenge each day. How did it make you feel?
- There are also some small steps that make a big difference. Try to do all of these every day!
- Take a look at a daily kindness question. These will help you talk with family and friends about how important it is to be a kind human.

Monday	Help someone tidy up or clean.	Smile more.	What is the kindest thing someone has ever done for you?
Tuesday	Clear someone's cupboard.	Use kind words.	How do you feel when you do something kind?
Wednesday	Write a thank you note to someone.	Always say 'please' and 'thank you'.	How can you encourage others to be kind?

7-Day Kindness Challenge **ONE KIND WORD**

Thursday	Hold the door open for someone else.	Show someone you are listening by looking at them.	What would it be like if everyone did one kind thing each day?
Friday	Offer to play with someone who is on their own.	Put things back where they belong.	Why is it important to be kind to yourself and others?
Saturday	Help pick up litter and put it in the bin.	Volunteer to help out.	What brightens your day?
Sunday	Tell a joke to make someone laugh.	Offer hugs to cheer people up.	Name a kind act you could try to do every day.

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 11.11.24

Science - Wellington Curriculum

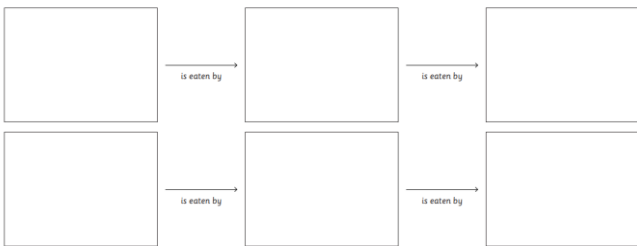
LI: We are learning to interpret and construct simple food chains to describe how living things depend on each other as a source of food.

Step 3, 4 and 5.

This week, children will continue to explore and use a range of resources with clues to identify a mystery habitat by applying their understanding of animal and plant habitats.

Step 3 - children will create food chains using the living plants / animals on their sheets relating to their mystery habitat.

Use the sorting cards to make three food chains for the mystery habitat. Write the names of the plants and animals on the food chain diagrams below.



LI: We are learning to describe how plants and animals are adapted to prevent them from being eaten by predators.

Step 4 - in this step, children will describe how the plants and animals in their mystery habitat use adaptations to protect themselves.

Topic (History) – Wellington Curriculum

LI: We are learning to investigate and rank why Queen Elizabeth was significant.

In this lesson children will continue to explore significance and investigate the reasons why Elizabeth II was so significant.



Elizabeth II held a royal garden party three times a year at Buckingham Palace. The Queen would meet the guests and say thank you for the work they had done in their communities. Guests could explore the gardens and enjoy tea, sandwiches and cake.

In pairs, children will complete a ranking activity to show which activity is the most and least important. children will share their thoughts with the rest of the class.

Task: with your partner, rank these actions from most to least significant.

- She reigned for 70 years
- She passed the Succession to the Crown Act
- She supported charities
- She was Head of the Commonwealth
- She held state banquets
- She hosted garden parties
- She wore coronet clothes
- She was the longest-reigning British monarch
- She gave out awards

Computing – Barefoot and Teach Computing

LI: We are learning to capture images using a digital device to take a photograph.

In today's lesson children will recap on how to take a picture using a photographic device. They will then go to explore taking pictures in either landscape or portrait positions.

I will take a photo of the...	I predict it will be better in	It actually looks better in
Classroom door		
Classroom display		
Outside view		
Pencil pot		

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 11.11.24

Look at these living things. Write a sentence to describe the adaptations they have to stop predators from eating them. Use some of the useful words to help.



kudu antelope



cape porcupine

LI: We are learning to analyse how animals and plants need water, food, air and shelter to survive to identify a mystery habitat.

5 - In this step, children will complete the questions about their mystery habitat. Using all the clues they have gathered in their lessons.

Answer the questions to show what you have learned about the mystery habitat.

How does the mystery habitat provide everything the animals and plants need to survive?

food

water

Do you think this habitat is in the United Kingdom or in another country?

United Kingdom another country

Why do you think this?






What are the similarities between the woodland habitat and the mystery habitat?

Homework

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

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 11.11.24

Reading and spelling.		Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
<p>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.</p>  	<p>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.</p>  	 <p>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?</p>	<p>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.</p> <p>Please remember to write your child's name on all school clothes and resources so if they get lost we can return them.</p> <p>Please remember to bring book bags every day!</p> <p>Reading Café dates for specific classes- please see the classroom door.</p>