

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 13.1.25

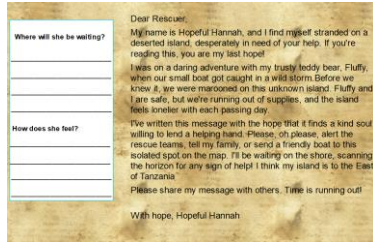
Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: We are learning to analyse and comprehend a message in a bottle	LI: We are learning to plan a message in a bottle.	LI: We are learning to plan a message in a bottle.	LI: We are learning to write a stranded message in a bottle.	LI: We are learning to write a message in a bottle.
Speaking and Listening Focus	Usually listen carefully and respond appropriately	Hold the attention of listeners by adapting the way they talk.	Recount an event or an experience in sentences, using specifically chosen vocabulary.	Begin to develop and explain their ideas.	Recount an event or an experience in sentences, using specifically chosen vocabulary.
Key vocabulary and Key Blooms higher order thinking questions	Key vocabulary Stranded Marooned Island Worried Nervous Supplies Key questions How does the message start? What does the message include? How does she feel?	Key vocabulary Paragraph Section Help Rescue Coastguard Map Location Key questions Where will she be waiting? Where is the island? Why is she lonely?	Key vocabulary Message Stranded Desert Island Supplies Rescue Key questions How did he feel? What did he do there? Where is the island? How far is the island?	Key vocabulary Message Stranded Desert Island Supplies Rescue Key questions Have you written in the role? (!) Have you included feelings? Have you explained where the island is?	Key vocabulary Stranded Marooned Message SOS Help Deserted Island Key questions What are the features of a message in a bottle? Why would he send a message? What would the message say? Who needs to be alerted?

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Activities



Read the example message in a bottle.
Answer the questions.

Why is she stranded?

What does marooned mean?

Children to answer a range of questions about the message. Focus on find a copy. E.g. Find the word that describes:
Teddy
Boat
Island

Use a flow map to begin to plan message in a bottle.

What happened - how did you arrive at the island? → How do you feel?

Who is the message too? → Introduce yourself Who wrote the message? I am... My name is...

Children to write in the role of the boy on the island.

Children to plan second part of their stranded message.

Focus on:
The things they have been up to – children to use the book to explain what the characters have been doing on the island. How they want to be rescued Where the island is.



Children to use their plans from last 2 days and begin to draft message in bottle.

Children to use the flow map to help them with each section of the message and images to remember the events. Children to write in role using I.



Children to use their re-read their draft version of their messages and make any final additions.
Children to then scribe their message in a bottle ready for someone to hopefully receive!

Additional Literacy Learning

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5







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<p>Phonics</p>	<p>GPC Review Review graphemes using PPT or flashcards. Use random order.</p> <p>Fluency Reading Words: fiction spider mention Encourage fluent independent reading.</p> <p>Teach Spelling Rule: Consonant Suffixes Use PPT to teach the rule when adding consonant suffixes -ment, -ful, -less, -ness -ly</p> <p>If a suffix starts with a consonant it can be added to the root word with no change.</p> <p>Exception: if a word ends in a 'y' you change the 'y' to 'i' and add the suffix.</p> <p>Read the sentences carefully and underline the words that need a possessive apostrophe. Write the word with the apostrophe on the line underneath.</p> <p>Emmas parents are both from Spain. _____</p> <p>The childs teacher helped with her homework. _____</p> <p>James birthday is in March. _____</p> <p>The dogs lead went missing after the walk. _____</p> <p>The princes crown was locked in the safe. _____</p> <p>The sheeps wool was used to make jumpers. _____</p>	<p>GPC Review Review graphemes using PPT or flashcards. Use random order.</p> <p>Quick Write Words: find nation Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Recap Spelling Rule: Consonant Suffixes Use PPT to recap the rule when adding consonant suffixes -ment, -ful, -less, -ness -ly</p> <p>Focus on the suffixes -ful and -less and how these create opposites when added to a root word.</p> <p>Adding the suffix 'ful' to words creates an adjective that shows something is 'full of' or has 'lots of'. Adding the suffix 'less' to words creates an adjective that shows there is less of, or a lack of, something.</p> <p>Look at the sentences which use apostrophes below. Can you figure out if the apostrophe has been used for possession or contraction? Possession means the item belongs to someone or something. Contraction means two words have been shortened to make one word. Tick the correct box for each sentence.</p> <table border="1"> <thead> <tr> <th></th> <th>Possession</th> <th>Contraction</th> </tr> </thead> <tbody> <tr> <td>I am going to my friend's house.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>He just won't listen anymore!</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Haven't you heard the news?</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>There is a monster in the house's attic.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>She isn't coming over anymore.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>I hope he's happy in his new school.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>I wouldn't drink that if I were you!</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		Possession	Contraction	I am going to my friend's house.	<input type="checkbox"/>	<input type="checkbox"/>	He just won't listen anymore!	<input type="checkbox"/>	<input type="checkbox"/>	Haven't you heard the news?	<input type="checkbox"/>	<input type="checkbox"/>	There is a monster in the house's attic.	<input type="checkbox"/>	<input type="checkbox"/>	She isn't coming over anymore.	<input type="checkbox"/>	<input type="checkbox"/>	I hope he's happy in his new school.	<input type="checkbox"/>	<input type="checkbox"/>	I wouldn't drink that if I were you!	<input type="checkbox"/>	<input type="checkbox"/>	<p>GPC Review Review graphemes using PPT or flashcards. Use random order.</p> <p>Fluency Reading Words: tiger information behind Encourage fluent independent reading.</p> <p>Teach Contractions Use PPT teach contractions using the words: are, is, will, not, have.</p> <p>In a contraction the apostrophe replaces a letter or letters when combining two words to make one word.</p> <table border="1"> <tr> <td>sky</td> <td>money</td> <td>worry</td> </tr> <tr> <td>squash</td> <td>word</td> <td>quarter</td> </tr> <tr> <td>treasure</td> <td>talk</td> <td>condition</td> </tr> <tr> <td>wild</td> <td>hopeless</td> <td>they're</td> </tr> <tr> <td>princess's</td> <td>worst</td> <td>turkey</td> </tr> <tr> <td>another</td> <td>flying</td> <td>tallest</td> </tr> </table>	sky	money	worry	squash	word	quarter	treasure	talk	condition	wild	hopeless	they're	princess's	worst	turkey	another	flying	tallest	<p>GPC Review Review graphemes using PPT or flashcards. Use random order.</p> <p>Quick Write Words: motion child Encourage independent spelling of words. 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Use random order.</p> <p>Fluency Reading Words: mention quiet commotion Encourage fluent independent reading.</p> <p>Teaching Blending to Read Encourage children to read the words using most appropriate method. Repeat. Can the children build up level of fluency on next read?</p> <p>Words: thankful can't slowly they're assessment she's sadness he'll easily you've careless wasn't thankful we've</p> <p>Reading Questions Will an injection be painful or painless? Does a train move slowly or quickly? Should you cross a road carefully?</p>
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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Aspen</p> 	<p>Chestnut</p> 	<p>Sycamore</p> 
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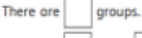


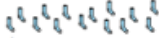















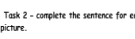

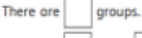


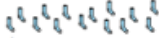















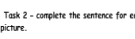















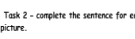





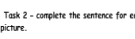


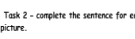








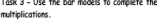
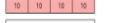
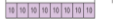






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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to build our fluency with the two times table.</u></p>	<p><u>LI: We are learning to divide by 2.</u></p>	<p><u>LI: We are learning to expand our double and halve knowledge.</u></p>	<p><u>LI: We are learning the difference between even and odd numbers.</u></p>	<p><u>LI: We are learning our 10 times table.</u></p>
<p>Key vocabulary and key questions</p>	<p>Key Vocabulary two times tables counting in 2s multiplication 2 x ____</p> <p>Key Questions How can you show counting in 2s? How do you know what ___ lots of 2 are? Would drawing a picture help you work out the multiplication? Do you always need to start counting from 2?</p>	<p>Key Vocabulary 2 times tables multiplication division grouping/sharing altogether</p> <p>Key Questions How can the 2 times table help you? How are division and multiplication linked? Is this grouping/sharing? How do we write the division symbol?</p>	<p>Key Vocabulary double halve multiply divide</p> <p>Key Questions What does double/halve mean? How do you double/halve a number? How are they linked to the 2 times table?</p>	<p>Key Vocabulary odd even 2 times table digit column</p> <p>Key Questions What is odd/even? How do you know if a number is odd/even? What digit is in the ones column?</p>	<p>Key Vocabulary 10 times tables multiplication division grouping altogether</p> <p>Key Questions What numbers are in the 10 times table? What do all these numbers have in common? Are they even or odd? Can you count in your 10's?</p>

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<p>Activities</p>	<p>Today children will recap the two times table. They will explore the 2 times tables in different ways such as number lines, number tracks and bar models.</p> <p>• Match the pictures to the multiplications.</p>  4×2  5×2  3×2 <th data-bbox="622 183 996 1284"> <p>Today children will be using their knowledge of the 2 times table to help them divide by 2. They will spot patterns and to help them complete calculations efficiently. They will write their answers in full sentences as well as writing division number sentences.</p> <p>Task 1 - Complete the sentences. Draw the groups in your book.</p>  <p>There are 10 muffins. There are <input type="text"/> muffins in each group.</p>  <p>There are <input type="text"/> groups. $10 \div 2 = \square$ $\square \times 2 = 10$</p> <p>Task 2 - Complete the number sentences for each array.</p> <p>a)  $\square \times 2 = 8$ $8 \div 2 = \square$</p> <p>b)  $\square \times 2 = 16$ $16 \div 2 = \square$</p> <p>Task 3 - Circle the socks.</p> <p>There are 14 socks. </p> <p>Ben puts them into pairs.</p> <p>a) How many pairs of socks does he have? b) Write a division to show this.</p> <p>Ben has <input type="text"/> pairs of socks. <input type="text"/> \div <input type="text"/> = <input type="text"/></p> <th data-bbox="996 183 1370 1284"> <p>Children will look at different examples of doubling and halving. They will make the connection between this when multiplying and dividing by 2.</p> <p>a) Double 3 is equal to $3 + 3$ Double 3 is equal to <input type="text"/> \times 2 Double 3 is equal to <input type="text"/></p> <p>b) Double <input type="text"/> is equal to $8 + 8$ Double <input type="text"/> is equal to <input type="text"/> \times <input type="text"/> Double <input type="text"/> is equal to <input type="text"/></p>  \rightarrow   \rightarrow   \rightarrow   \rightarrow   \rightarrow  <th data-bbox="1370 183 1744 1284"> <p>In this lesson, children will recap odd and even numbers. They will learn the importance of looking at the last digit of a number to determine whether it is odd and even. They will use pictures and grouping to show if a number is odd or even.</p> <p>a) Group the shoes in 2s to show that 16 is even. </p> <p>b) Group the socks in 2s to show that 17 is odd. </p> <p>Ron has a 2-digit number. The 1st digit has been covered up. </p> <p>Is Ron's number odd or even? 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	<p>Task 2 - Write a multiplication sentence for each picture.</p> <p>a) </p> <p>b) </p> <p>c) </p> <p>Task 3 - Complete the arrays so that they match the number sentence.</p>  $2 \times 2 = \square$  $2 \times 5 = \square$				<p>Task 2 - complete the sentence for each picture.</p> <p><input type="text"/> \times 10 = <input type="text"/> There are <input type="text"/> altogether.</p> <p> $10 \times 10 = 100$  $10 \times 10 = 100$  $10 \times 10 = 100$  $10 \times 10 = 100$</p> <p>Task 3 - Use the bar models to complete the multiplications.</p> <p> $\times 10 = \square$  $10 \times \square = \square$</p> <p>Task 4 - Complete the multiplications. Write out in your books.</p> <p>a) $2 \times 10 = \square$ b) $\square \times 7 = 70$ c) $10 \times 4 = \square$ d) $10 \times \square = 110$ e) $80 = \square \times 10$</p> <p>Challenge - How much money do they each have? Write in your books.</p> <p>Sam has <input type="text"/> Max has <input type="text"/> Jo has <input type="text"/></p> <p>Four children each have some money. Ben has the most.</p> <p> I have TWICE as much money as Ben.  Sam</p> <p> I have half as much money as Ben.  Jo</p> <p> I have ten times as much money as Ben.  Max</p> <p>How much money do they each have?</p>

Music - Sing Up

LI: We are learning to use and understand rhythm in music. We are adding actions to support our understanding.

In this lesson, we are continuing to practise Grandma rap.

They will make up the actions to the next part of the song and rehearse it when in their groups, before performing it to the rest of the class.



Play the Walk and stop game and move on the spot to Marble machine. Children will show what a crotchet or 'walk' beat looks like and explain it lasts for one beat.

RE - Horizons

LI: We are learning to explore and identify different parts of a Church

In this lesson children will explore inside a church using interactive video and a presentation. They will learn what different parts mean and why they are important.

LI: We are learning to explore and identify different parts of a Church

Watch the video and find out what is inside a church.

Let's find out more by reading this PPT.

W/C Monday 13th January 2025

LI: We are learning to explore and identify different parts of a Church.

Independent Class Teacher Teaching Assistant Supply H/LTA

Features of a Church

In the boxes below, write down everything that you know and have found out about the features of a church. Are all churches the same? What is inside a church?

PE - Getset4PE

Dance Lesson 2

LI: We are learning to develop an understanding of dynamics and how they can show an idea.

Whole Child Objectives

Social: To work with a partner to share ideas and create.

Emotional: To be confident to perform.

Thinking: To understand how to use dynamics to show an idea.

Garden creatures:

1. Why do we use counts in dance? To know which actions to do when and to stay in time with the music and with other people.
2. Sit pupils in a circle and introduce a clapping rhythm. Clap hands together twice, then slap hands on legs twice: clap, clap, slap, slap. Count with the pupils, 1, 2, 3, 4 (clap 1, clap 2, slap 3, slap 4).

Repeat the rhythm several times.

3. Pupils suggest creatures that they might find in the garden. When pupils slap their legs, they say the name of a garden creature e.g. clap, clap, then whilst performing slap, slap, the pupils say 'spider' or 'ladybird'. Whole class to perform the rhythm and allow each pupil to take a turn to say their garden creature.

Continue to join in the clapping rhythm whilst taking turns to say your creature name on the slap action.

Busy bees:

Recap the bees dance performed in the previous lesson.

1. Pupils find a space. Play the music and count pupils in, beginning by balancing on the spot for 8 counts.
2. Next, pupils to perform 8 counts of actions on the spot e.g. jumping, spinning, wiggling.
3. Next, pupils travel around the space for 8 counts e.g. jumping, sliding, crawling, skipping.
4. Repeat the three different actions: balance, movement on the spot, travel.

Teacher note: as pupils do not have their own specific space (loop) to work in, they will need to negotiate the space between each other and look for their own space to travel into.

Yoga Lesson 2

LI: We are learning to develop an awareness of strength when completing yoga poses.

Whole Child Objectives

Social: To lead a small group safely around the space.

Emotional: To try my best.

Thinking: To recall and select poses from the poses we have learnt.

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 13.1.25

		<p>Arctic poses:</p> <p>Holding yoga poses helps to develop strength. Q: Why it is important to be strong? We use strength all the time in our everyday lives; carrying heavy school bags, walking, running, climbing and to help us have good posture. It also helps us to have strong muscles and joints so we are less likely to hurt ourselves.</p> <p>4 Use the video to recap two of the poses learnt in the previous lesson (seal and boat) and teach them the new poses. To help us be strong in our poses, we can squeeze our muscles. Teacher note: pause the video on each pose so that you have time to check the pupil's technique. The video allows for three breaths in and out on each pose.</p> <ul style="list-style-type: none">• Boat Balance on your bottom, lifting hands and feet off the floor. Make this easier by placing hands on the floor.• Seal Lie on stomach, push up on hands as far as feels comfortable, curving the back.• Iceberg Keep both hands and feet on the floor. Look back towards your knees. Hips up and back, with a flat back. Make this harder by asking pupils to try to place their heels flat on the floor.• Bear Start on hands and knees and lift one knee and the opposite hand off the floor. Repeat on the other side. Keep your hips square to the floor. Make this easier by lifting just legs.• Moon Same hand and foot on the floor. Turn sideways on, trying to keep your whole body in a straight line (a common error is that the hip falls forward). Lift the other arm and leg high in the air. Look up to your hand. <p>5 Test the pupils' knowledge of the poses by calling them out and asking them to create the pose. Can they hold each pose for three breaths in and three breaths out?</p>
<p>Art - Kapow</p>	<p>PSHE - Jigsaw</p>	

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 13.1.25

LI: We are learning how to create a pinch pot and join shapes as decorations.

In this lesson, the children will be using the clay to create their own pinch pots. The children will recap how it is best to manipulate the clay into different positions and what tools are best to help us.



The children will then work in partners to mould their clay, by using their thumb, into a pot shape.

Once the clay is in this shape, the children will use the wooden stick tool to create different patterns and allow smaller pieces of clay to be added to the design.



LI: We are learning how to persevere and identify some of my strengths as a learner.

In PSHE this week, we will be particularly focusing on our goals.

We will begin by setting our goal. What do we want to achieve and how will this make us feel?

We will then be thinking about what steps we will need to take to reach our goal. What will I need to do to be successful?

We will discuss what a short term and long term goal is and what realistic steps might be.

The children will then independently choose their own goal and write down what steps they will need to take to reach it.

Science - Cornerstones	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p>Lesson 1 <u>LI: We are learning to explore and describe how materials can be changed.</u></p>	<p><u>LI: We are learning to explore what impact Christopher Columbus made to be significant.</u></p> <p>In this lesson children will explore and investigate the</p>	<p><u>LI: We will be learning to programme Bee Bots so that they can follow our instructions</u></p> <p>In this lesson, we will be working further with our bee-</p>

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 13.1.25

Lesson 2

LI: We are learning to investigate what materials can be bent, squashed, twisted and stretched.

This week children will be learning how different materials can be twisted, stretched, bended and squashed. They will first make a prediction and then conduct an experiment using a range of materials and observe how these materials can be changed through these movements. After, they will reflect upon their results and discuss why certain items cannot be changed a certain way.

LI: We are learning to explore and describe how materials can be changed...

Materials can be changed. Can you match the word to its meaning?

- bending → Pulling something to make it wider or longer.
- stretching → Holding an object and turning your hands in opposite ways.
- twisting → Holding an object and turning your hands in opposite ways.
- squashing → Changing something that is straight, into a curve.

Who do you agree with?

I think you can bend and squash the plastic bottle.

I think you can bend, squash and twist the plastic bottles.

Sky thinks the clay can only be stretched.

I think the sponge is the only material that can twist

Predict - which materials will bend, stretch, twist or squash.

Write your prediction on your sheet.

impact Christopher Columbus made in his life and what makes him significant.

Children will learn new vocabulary and answer questions about his life.

Early life



Christopher Columbus was born in 1451 in Genoa, Italy. His father wanted him to take over the family wool weaving business but he wanted to be a sailor. He began working on ships when he was a teenager.

He moved to Portugal and worked as a mapmaker with his brother. He got married and had a son.

WC: Monday 13th January 2025

LI: We are learning to explore what impact Christopher Columbus made.

Independent Class Teacher Teaching Assistant Supply HLTA

Early Life	Before First Voyage	The First Voyage	Later Life	Impact
Where was Christopher Columbus born?	Why did Christopher Columbus want to go to the Indies?	Where did Columbus land?	Was Christopher Columbus rich and famous after his first voyage?	What was Christopher Columbus' nickname?
How old was he when he began working on ships?	How did he think he could make money?	What were the names of his ships?	How many voyages to the Americas did Christopher Columbus make?	Why is this nickname not true?
What job did he do in Portugal?	Who paid for his voyage?	What did he take back to Europe?		Why was Christopher Columbus a significant explorer?

bots.

We will begin by reminding ourselves what instructions are.

We will then discuss the buttons we can use to make the bee-bot move.




Finally, we will discuss how to sequence movements to get the bee-bot to arrive at a specific location.

Children will then make the bee-bot follow some instructions to get to different parts of our map.



Weekly Overview of Learning

Year Group: Year 2 Week beginning: 13.1.25

Homework			
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. Jumpers and cardigans must be burgundy with the school logo. Girls 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>